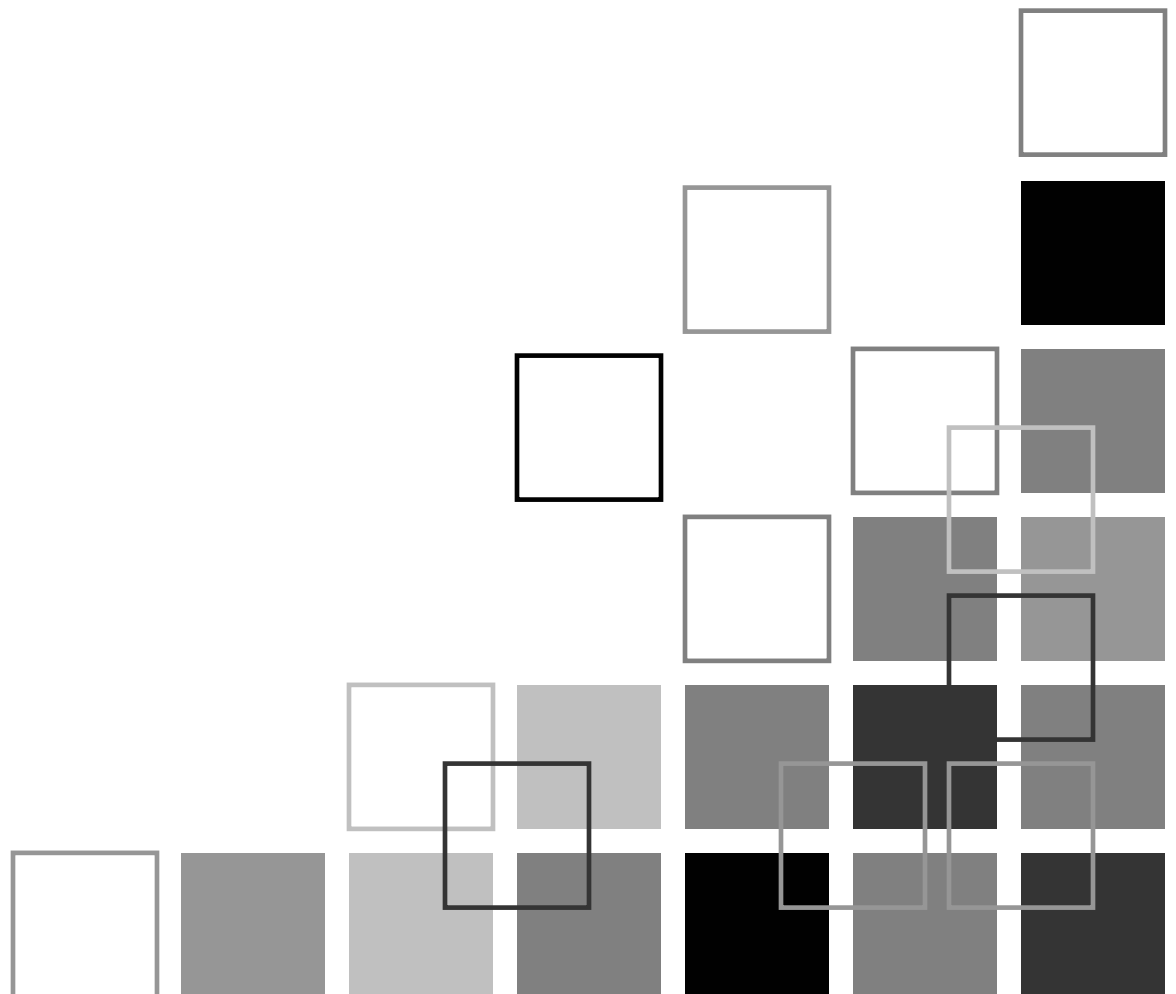


# Washtenaw Intermediate School District

# Senior Exit Survey Results

# Class of 2008

## Countywide Aggregate



# **WASHTENAW COUNTY HIGH SCHOOLS SENIOR EXIT SURVEY CLASS OF 2008**

## **SUMMARY**

### **PURPOSE**

The Washtenaw County Senior Exit Survey is a tool that measures Washtenaw County high school seniors' perceptions of their high school experience. The purpose of the survey is to provide a lens through which to view the high school experience from the students' point of view. It provides a set of information for school leaders, that, when combined with student achievement scores, graduation rates, and other local sets of data, can paint a rich picture of the effectiveness of our county high schools. Building and district staff use the survey results for planning and evaluating school and instructional improvement efforts as well as for communicating with parents and the community about students' experiences in their schools.

Each year the senior exit survey is administered to all graduating seniors at each of the seventeen public high schools in Washtenaw County. Because the survey is administered at all the county's high schools, it provides a picture of the high school experience across Washtenaw County. Additionally, since this survey is administered year after year, it gives us a look at student experiences, beliefs and perceptions as they change over time.

### **SURVEY DESIGN AND ADMINISTRATION**

The survey contains nine demographic questions, two open-ended questions and 69 questions related to a wide variety of topics including their course-taking patterns, extra-curricular involvement, and learning experiences in high school as well as their feelings of self-efficacy related to their academic and social abilities. Students are also asked about their anticipated post-secondary plans.

In the spring of 2008, graduating seniors from all seventeen Washtenaw County public high schools completed 2992 surveys. Fifteen of the high schools were from the 10 school districts and two of the high schools were public school academies (PSAs). The overall response rate was 83% and varied from 26% to 100% among the high schools (see Chart 1). Each school determined the classes and specific time that the surveys were given to the students. Some schools made it a requirement for graduation. All surveys were anonymous, so there is no way to track responses to individual students.

The bar charts in this report show the distribution of answers for each question and compare the class of 2008 with the four previous classes (2004-2007). It is important to note that several districts and schools have very large numbers of students responding to this survey. The three largest high schools (Pioneer HS, Huron HS, Saline HS) amount to 54% of the survey respondents. The county data is greatly influenced by these three schools.

## **GENERAL FINDINGS**

The general findings from this survey have remained very consistent over the last five years. These areas of consistency include beliefs around teaching and learning experiences, activities outside of school, post-secondary plans and the overall grade for how well high school prepared them for further education.

Nearly all students agree or strongly agree with the belief statements related to their learning experiences. For example, 91% agree or strongly agree that they believe they have developed the skills to become a life-long learner, and 90% agree that they believe they can think deeply and make connections among ideas within and across subjects. We see very few changes from year to year with these belief questions related to their perceptions of the quality of their education.

In terms of out of school activities, experiences with working and extra curricular activities have remained very consistent. As high school students, 78% work on a full or part time basis. Extra curricular activities are somewhat or very important to 85% of county students.

The students of the class of 2008 overwhelmingly plan to attend either a 2-year or 4-year college program with 22% planning on a 2-year college and 67% on a 4-year college. A small number (3%) plan to find full time employment after graduation. The remainder (8%) plan to attend trade programs, the military or other options. Overall, most students (80%) give our schools an A or B grade for preparing them for further education.

## **KEY PATTERNS & NOTABLE CHANGES**

Several questions showed noticeable 3% or more change in student response over the last year or showed a trend of 6% or more growth over the last five years. These changes were grouped into five categories for analysis: 1) curriculum and instruction, 2) literacy, 3) relationships and school safety, 4) career and employment opportunities and 5) use of technology.

### **Curriculum and Instruction**

The county data shows trends in terms of course enrollment, instructional practices and perceived quality of teachers.

In terms of course enrollment we see trends showing an increase in enrollment in math, science and foreign language courses. Specifically, more students are reporting that they take Geometry (8% increase over the last 5 years), Algebra II/Pre-Calculus (10% increase over the last 5 years), Biology (6% increase over 5 years), Chemistry (10% increase over 5 years) and Physics (7% increase over 5 years). The trend of taking three or more years of foreign language continues for 42% of the students in the county. This is an increase of 6% over the last five years.

The questions related to instructional practices and teaching show that more students are provided opportunities to explore more interesting topics (up 7%), learn to use tools (up 7%), interpret real world data (up 6%), think deeply about ideas (up 6%), work with other students on worthwhile projects (up 9%), and talk with other students about important ideas (up 10%). Outside of school time showed a 7% increase in the number of students who were doing homework outside of school. More students are experiencing teachers who knew their subject well (up 6%) and who explained their subject clearly (up 7%).

Overall, 46% of students give their school an “A” for preparing them for further education. This is an increase of 8% over the last five years.

## **Literacy**

In 2007 several new questions related to literacy were added to the survey. These questions focused on specific literacy-related learning strategies and skills that are emphasized in the county-wide adolescent literacy initiative. English teachers overwhelmingly are reported to use these strategies. However science and social studies teachers made significant growth between 2007 and 2008. Math and career and technical education teachers did not show substantial changes.

Eleven of the sixteen literacy areas showed substantial growth. These include increased opportunities to read and talk with peers in English (4% increase), Science (6% increase) and Social Studies (6% increase) and increased opportunities to listen to the teacher talk about how to read effectively in English (7% increase) and Social Studies (5% increase). More students are reporting that teachers shared strategies to help understand their required readings in English, Science and Social Studies. English courses are the only subject area that show an increase of using books with different levels of reading.

Students are reporting increased use of four specific strategies for reading. These are: talking with peers (6% increase), talking with teachers (5% increase), reading something more than once (7% increase) and taking notes as they read (4% increase). And when they are reading for school more students are reporting that they know when they don't understand a section (5% increase) and they know which ideas or concepts they need help in understanding (3% increase).

One trend worth watching related to literacy is the students' slight shift away from strongly agreeing that they can read and write effectively. There is a slight trend to agree with this statement rather than strongly agree. Over the last five years, there has been a 7% increase in the number of students agreeing that they can read and write effectively. This would be a positive trend were it not for the fact that the number of students who strongly agreed with the statement has declined. The number disagreeing or strongly disagreeing has stayed the same.

## **Relationships and School Safety**

A positive trend has emerged over the last five years related to student expectations, relationships and school safety. This trend is particularly noticeable in the county's three

largest high schools. In terms of student expectations, over the last five years 6% more students experienced teacher who were clear about behavioral expectations, 8% more students experienced teachers who demanded their best efforts, and 8% more students experienced teachers who had high expectations for students like them.

Changes are also occurring in the students' relationships. Over the last year alone, 4% more students report that they experienced fellow students who knew them well and cared about them as a person, and 5% more students reported that they experienced teacher who knew them well and cared about them as a person. Finally, in the last year, 5% more students frequently experienced an adult that they could count on to help and support them.

There was a positive trend that emerged over the last year around school safety. In the last year, 6% more students reported that they frequently experienced a school environment safe from physical violence. Over the last five years, this is the largest shift in responses to this question.

### **Career and Employment Opportunities**

More students are reporting access to job shadowing, mentoring, community service, and career planning activities. Specifically, 6% more students reported participating in summer job shadowing experiences. The overall number is still relatively low at 11% of the county students, but the trend is noticeable. The majority (62%) of students in our county do not participate in any kind of mentorship or internship program. This is a drop of 8% from five years ago. In terms of community service, we've seen a steady increase in summer participation in community service. Over the last five years there has been an 8% increase in participation in summer community service and a 9% drop in the number of student who do not participate in community service at all.

There continues to be a strong positive trend in the use of Career Pathways throughout the county. Over the last five years there has been a 13% increase in students reporting that they frequently or sometimes participate in Career Pathways. In an increase of 16% over five years, 69% of students now report opportunities to sometimes or frequently participate in Career Pathways. And, in an even larger five year increase of 18%, a majority of students (71%) now report that they experienced opportunities to develop or revise their personal education or career plan.

Lastly, the number of students giving their high school an "A" for preparing them for employment has risen 8% over the last five years.

### **Use of Technology**

Two new questions were added in 2007 to capture information about student use of technology. One was about the use of technology in school and the other was about the use of technology outside school. The question about technology use in school showed that there is a 6% increase in the number of students who reported that school prepared them to use technology for school-related and personal research.

Outside of school time showed an increase in the number of students participating in using the phone for talking and text messaging (7% increase), video gaming (3% increase), watching television (3% increase) and using computers (3% increase).

## **IMPLICATIONS**

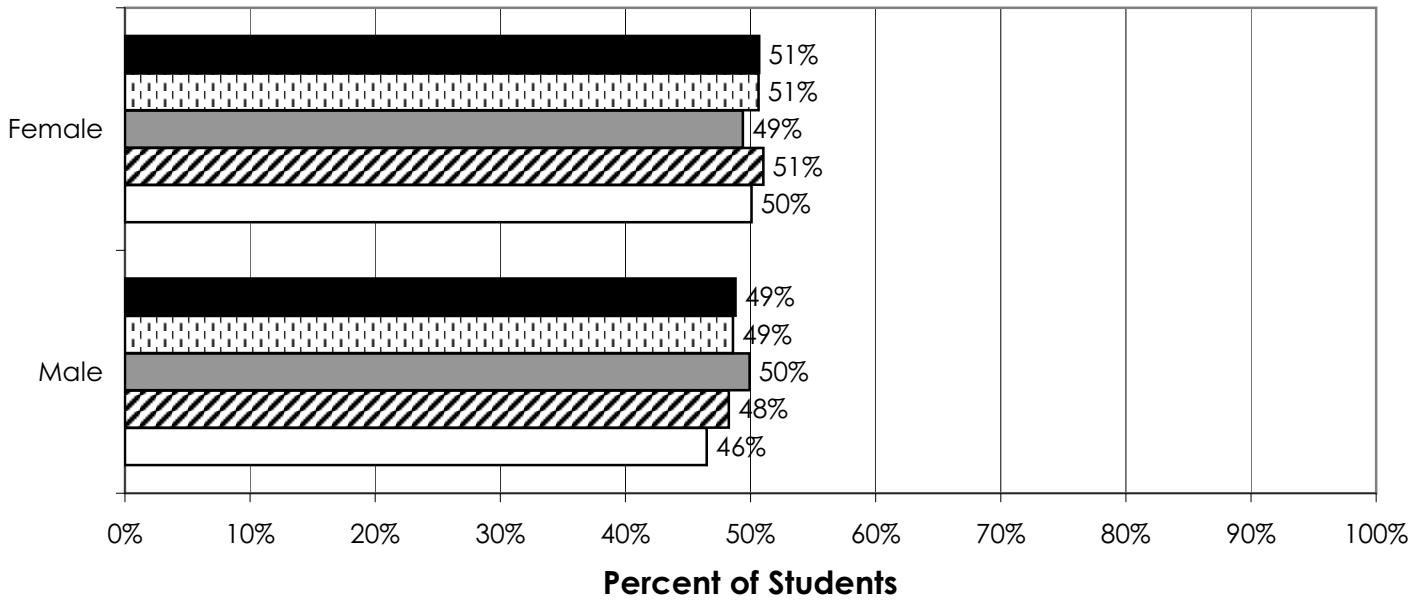
These results show that, while many responses have remained the same, there are noticeable shifts in our school programs. These shifts could be occurring for various reasons ranging from shifts in state policy, local building instructional initiatives, and general shifts in society as a whole. The increased course enrollment in many higher level math and science courses may reflect the newer state expectations for required courses for high school graduation. The changes in the responses to literacy, instruction, and career pathways questions likely reflect actual shifts in classroom and school practices. In fact, several high schools have made focused efforts to increase the use of career pathway programs, and a handful of high schools have done extensive professional development focused on literacy skills in the content areas. The increased use of technology during students' out-of-school time certainly reflects the level of ubiquity of many personal technologies.

These results of the Class of 2008 survey have demonstrated this instrument's rich potential to track specific instructional, career, relationship, and safety related trends. The handful of new questions that were added two years ago seem to be working to identify whether targeted instructional practices are occurring. This demonstrates the potential for aligning survey questions to specific instructional and programmatic goals. Careful analysis and redesign of some questions to more closely target the specific improvements schools are tackling would be an added dimension to this survey. Additionally, since schools are now encouraged to do student surveys for their school improvement work, providing additional questions targeting school improvement issues would be timely. Lastly, technology has advanced enough to make it possible to easily pilot new questions or to personalize some questions to each high school. There is an opportunity to improve the survey to meet specific school, district and county needs.

While this survey has been administered for twelve years, it is only in the last five years that we have had consistent design, administration, and analysis of the survey. This provides an opportunity for confident use of the longitudinal data to consider student opinions, experiences and perceptions for school improvement and high school transformation work. Should schools choose to analyze and consider the data, it has potential to inform and shape instructional, school and transformational initiatives.

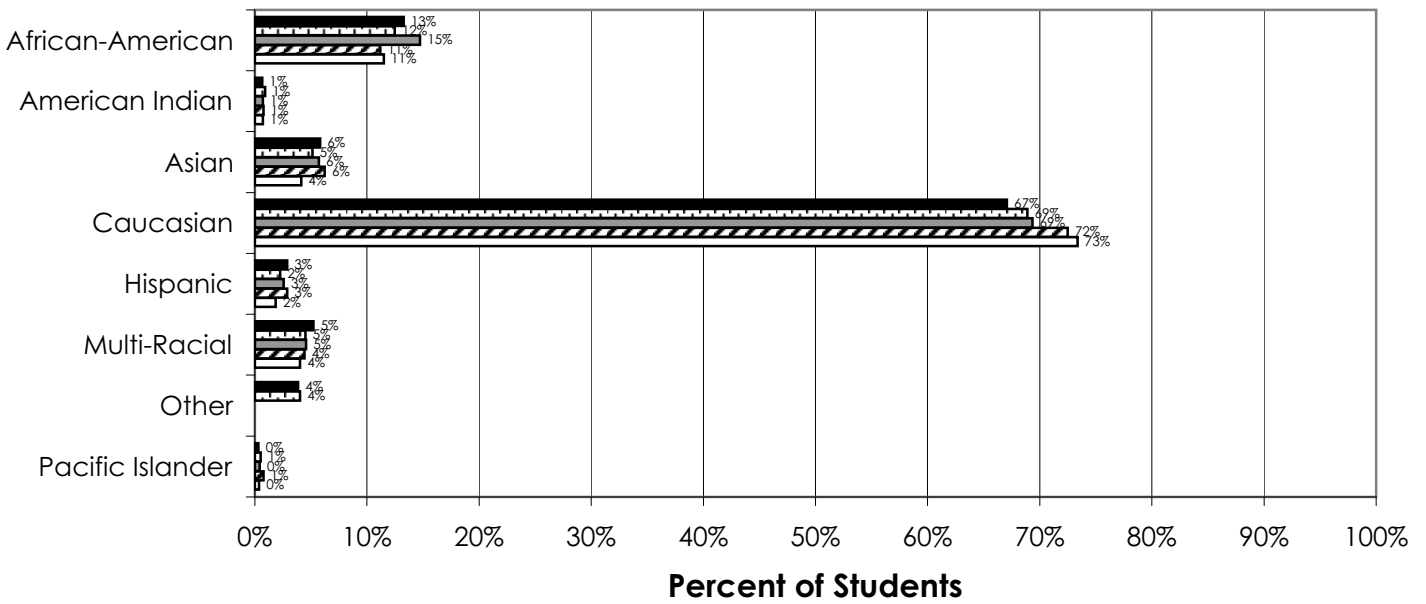
In summary, this survey continues to provide an important view of student perceptions of their high school experience. With a thoughtful review of the quality and relevance of the questions, the student responses, and individual school needs, the survey can be updated in a way that continues to provide relevant information about student experiences in our county high schools.

### Gender (Q1)



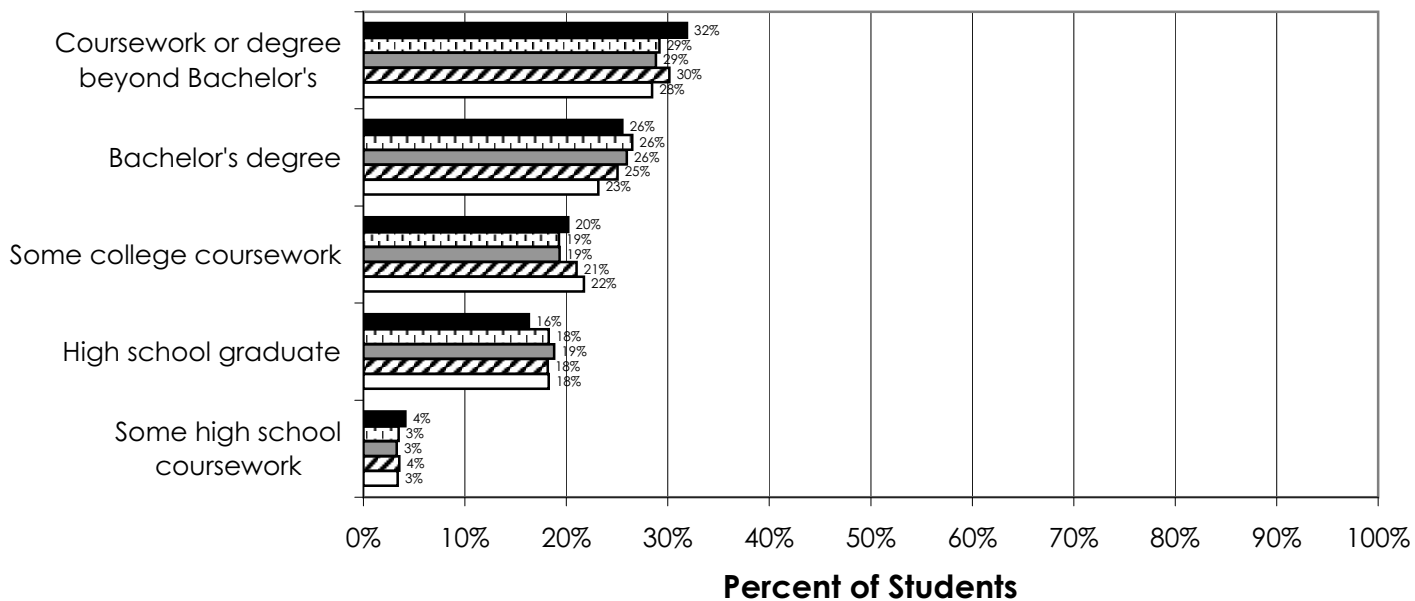
County 2004
  County 2005
  County 2006
  County 2007
  County 2008

### Race/Ethnicity (Q2)



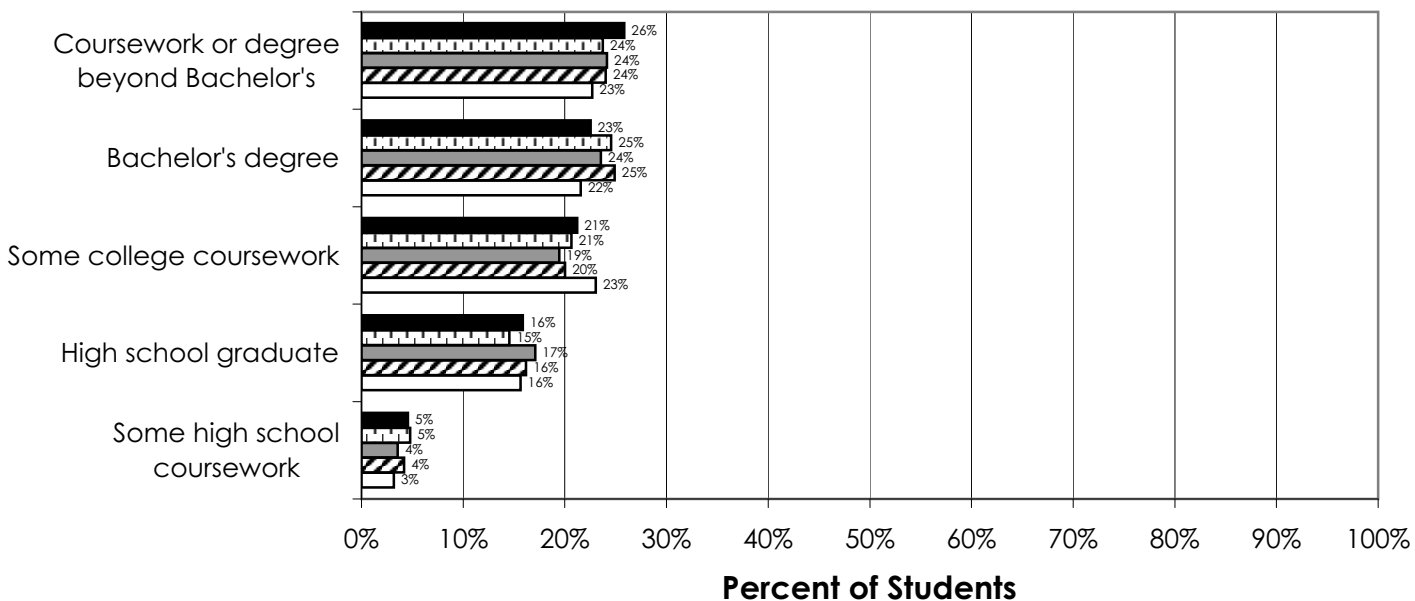
County 2004
  County 2005
  County 2006
  County 2007
  County 2008

### Parent/Guardian 1 Level of Education (Q3a)



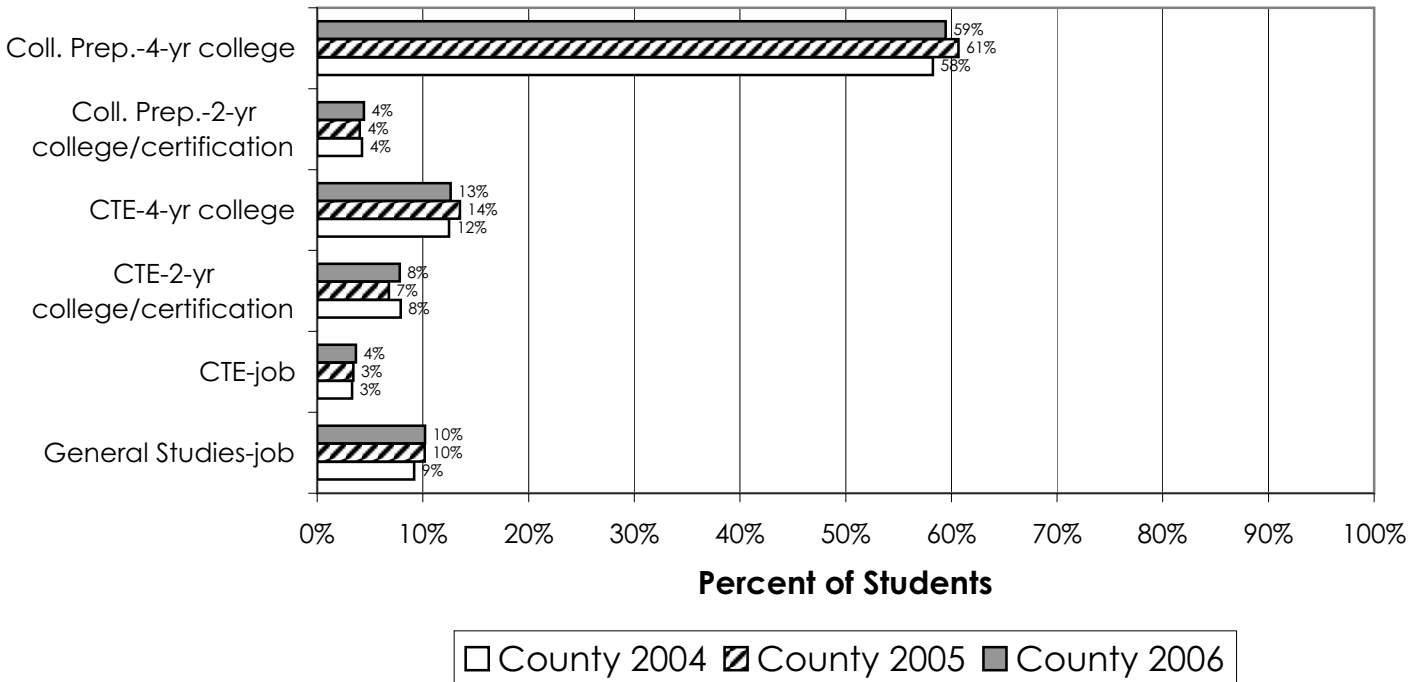
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### Parent/Guardian 2 Level of Education (Q3b)

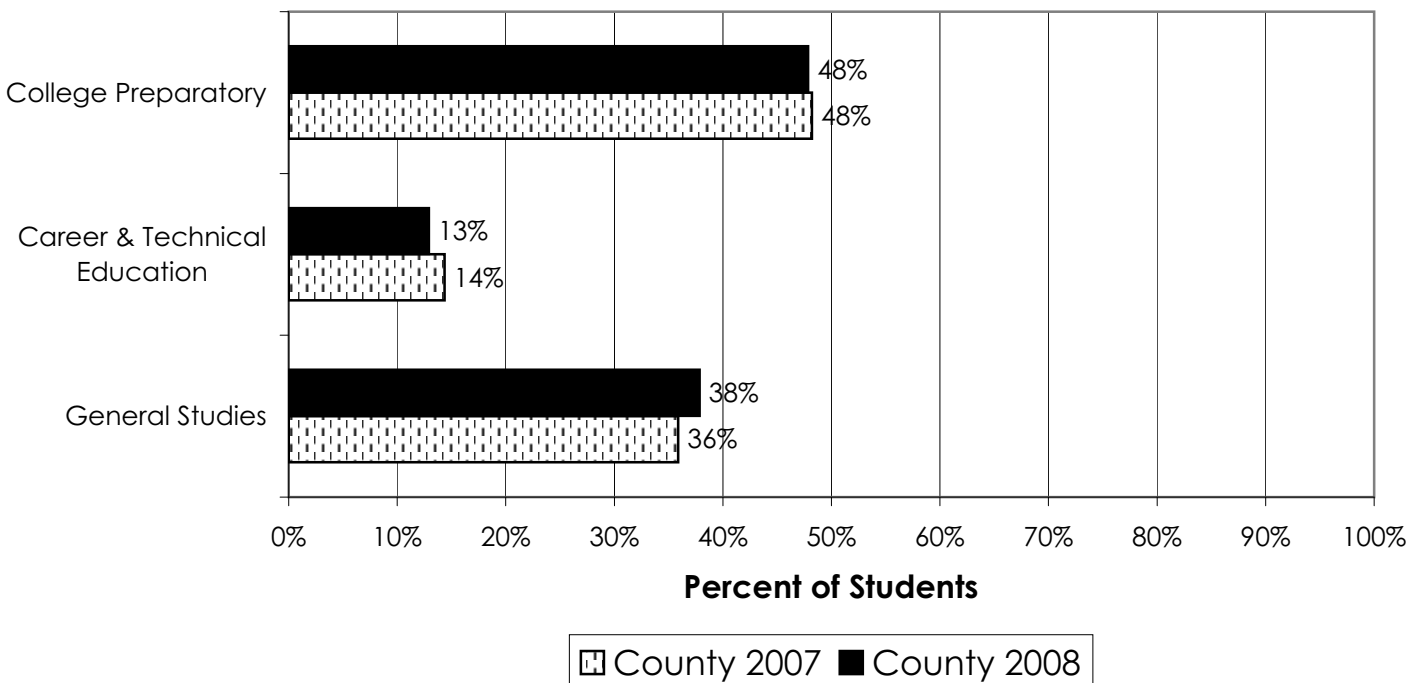


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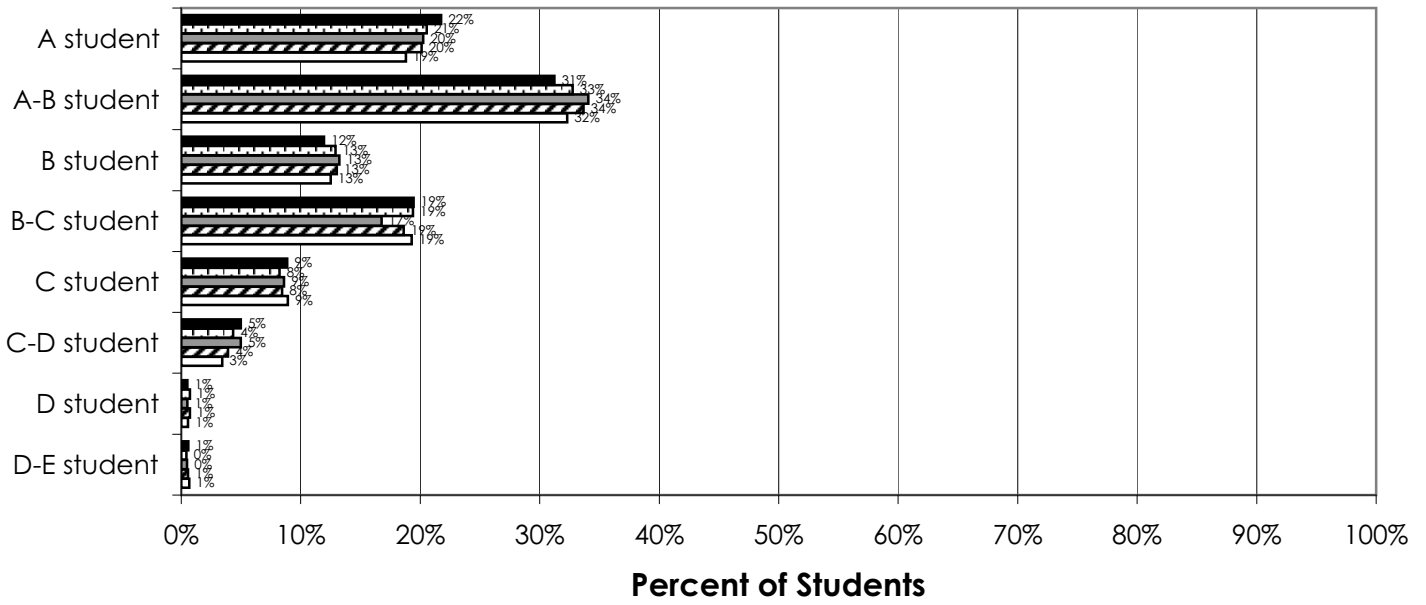
### Program Followed During High School (Q4)



### Program Followed During High School (Q4)

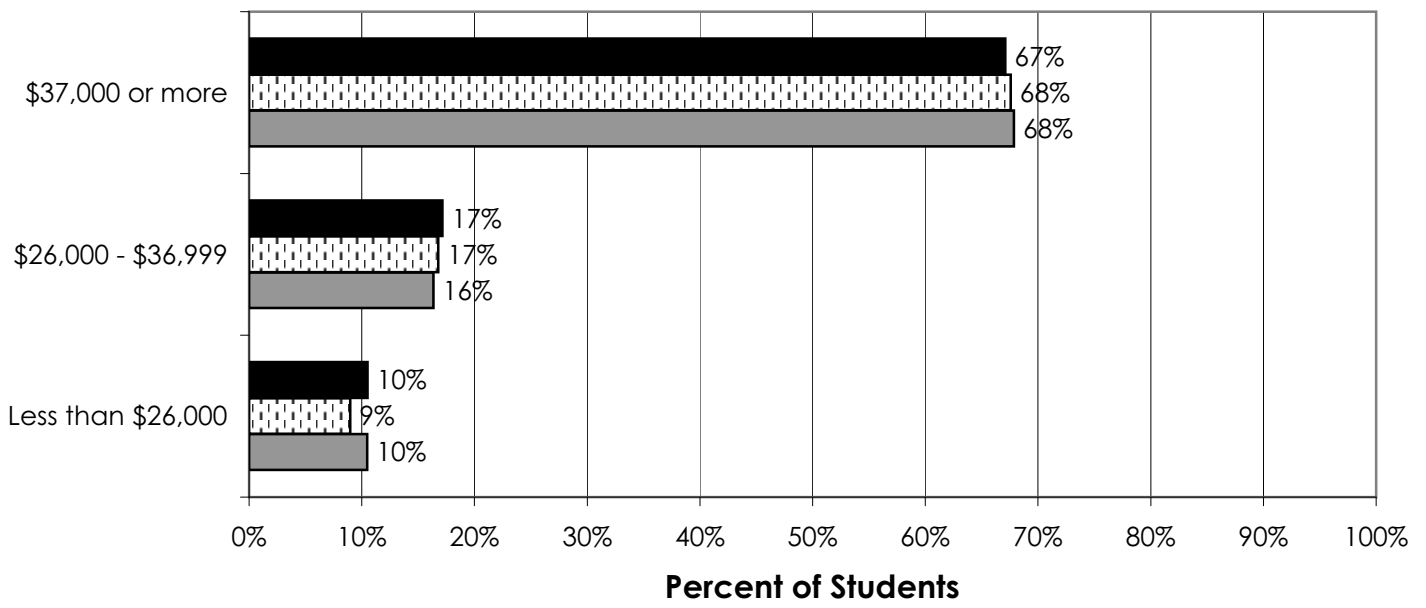


### Student Description of Grades During High School (Q5)



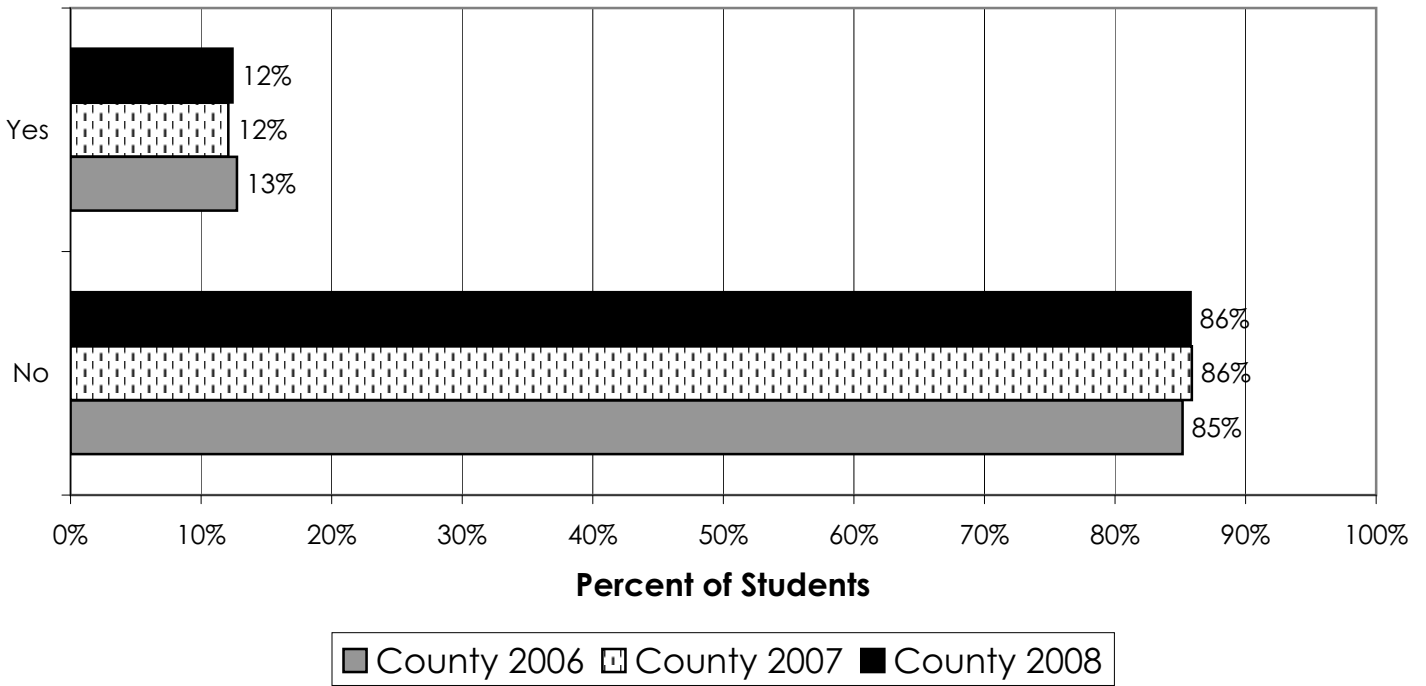
□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

### Parents' Level of Income (Q5a)

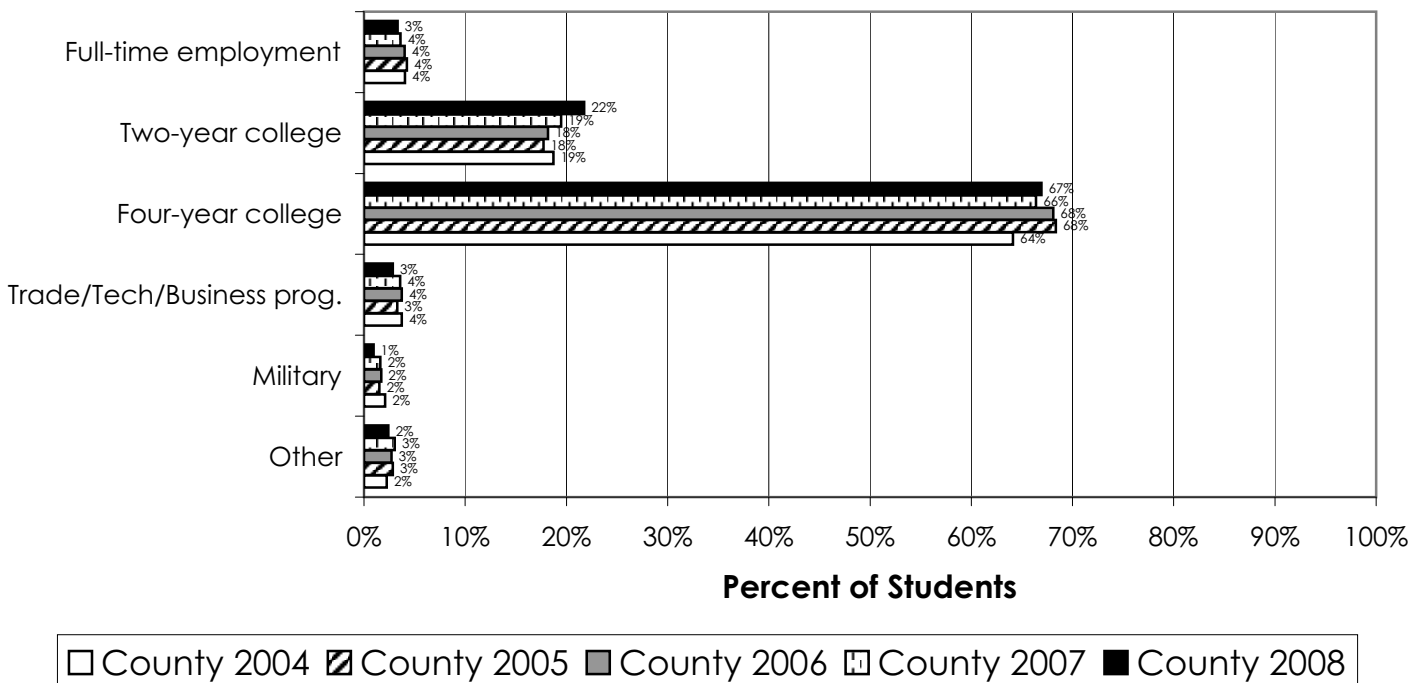


■ County 2006   ▩ County 2007   ■ County 2008

### Received Special Education Services (Q5b)

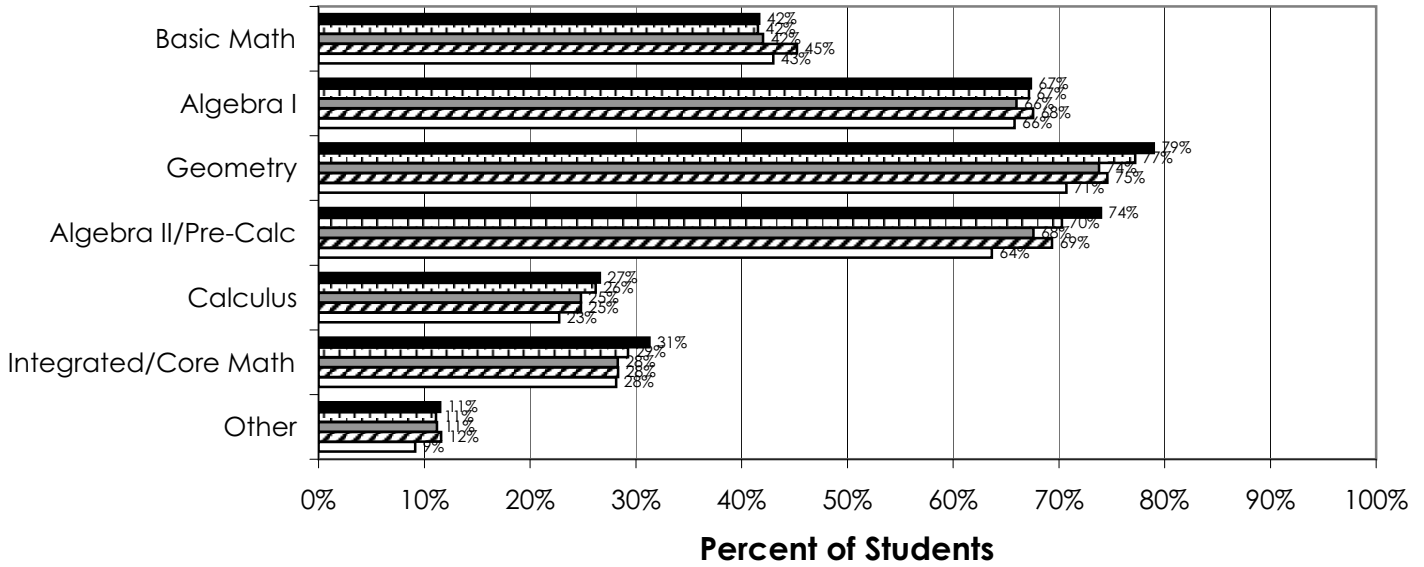


### Plans for Next Two Years (Q6)



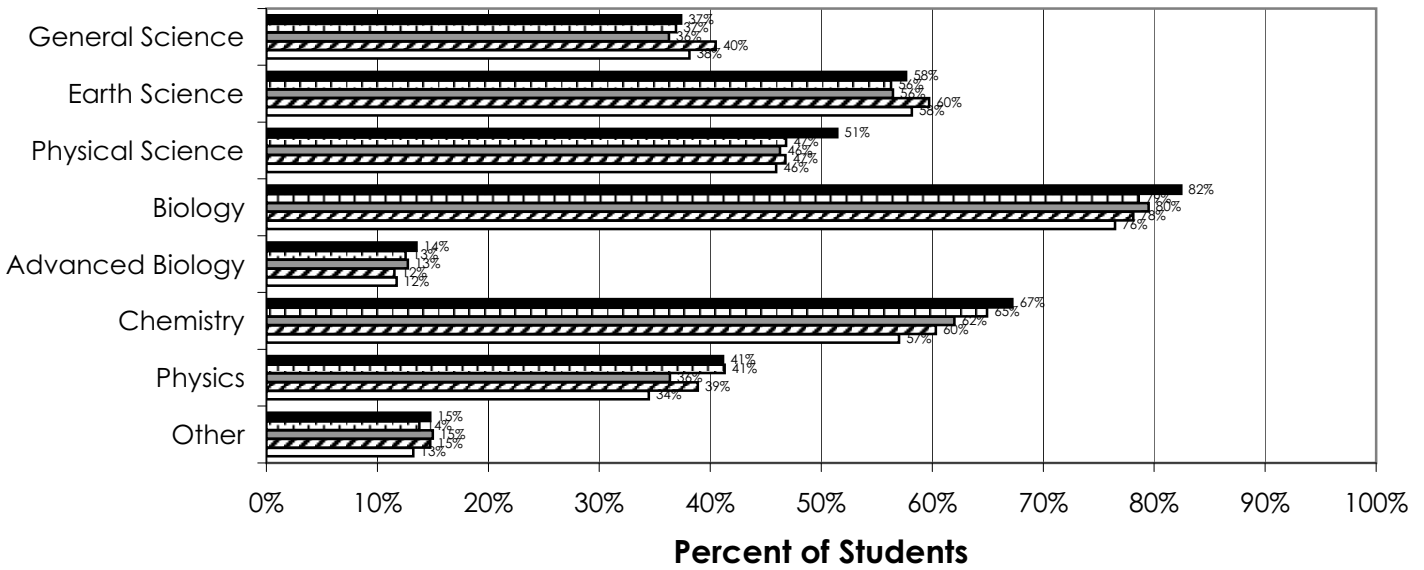
Senior Exit Survey 2008

**Mathematics Courses Completed or Currently Taking (Q7a)**  
(Could Select All That Applied)



□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

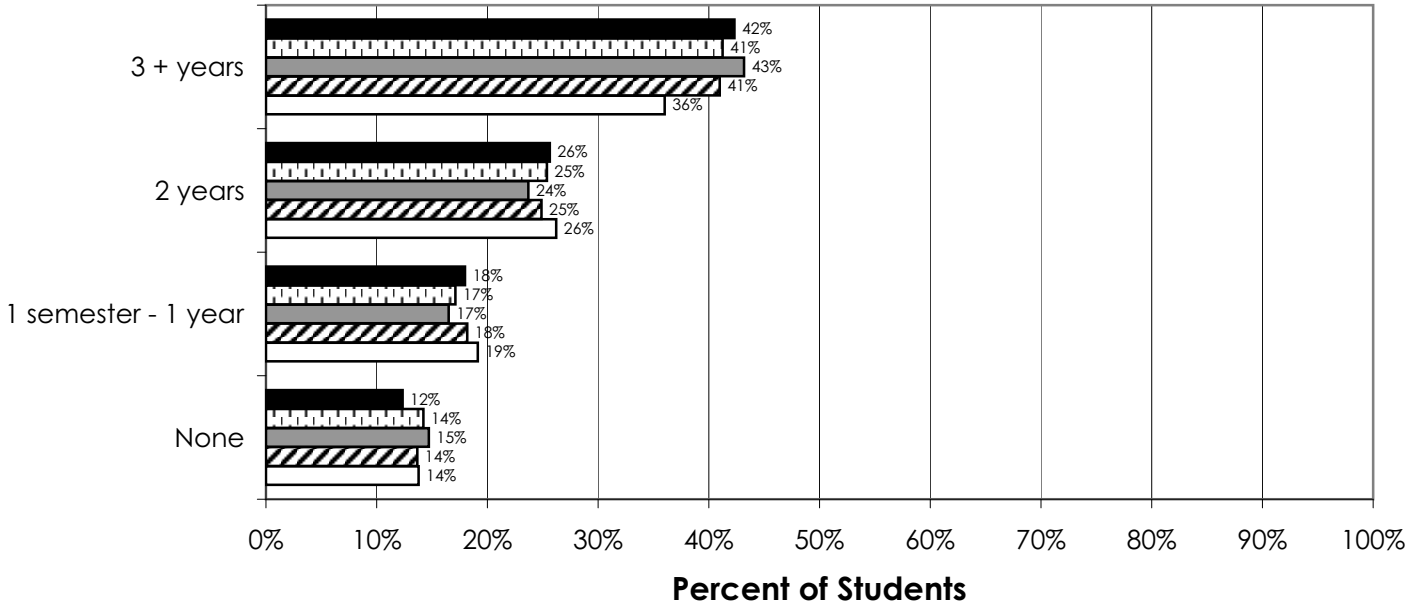
**Science Courses Completed or Currently Taking (Q7b)**  
(Could Select All That Applied)



□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

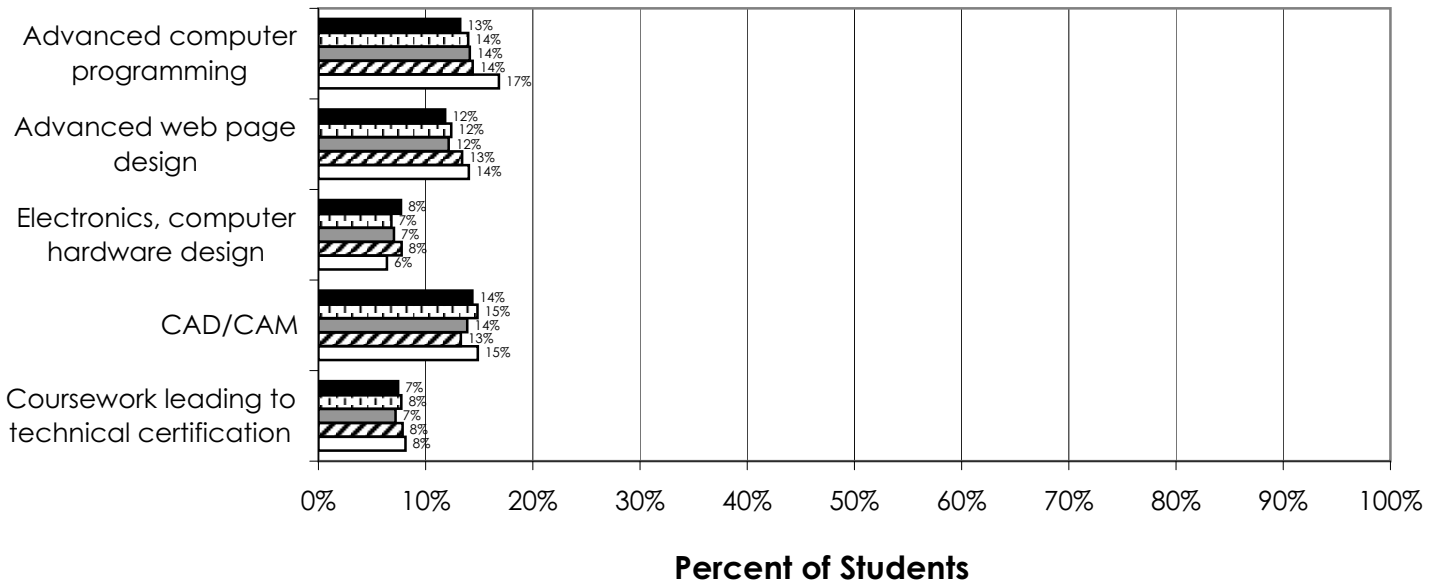
County Results (2004 n=2366, 2005 n=2487, 2006 n=2894, 2007 n=2764, 2008 n=2992)

### Amount of Foreign Language Courses Completed (Q7c)



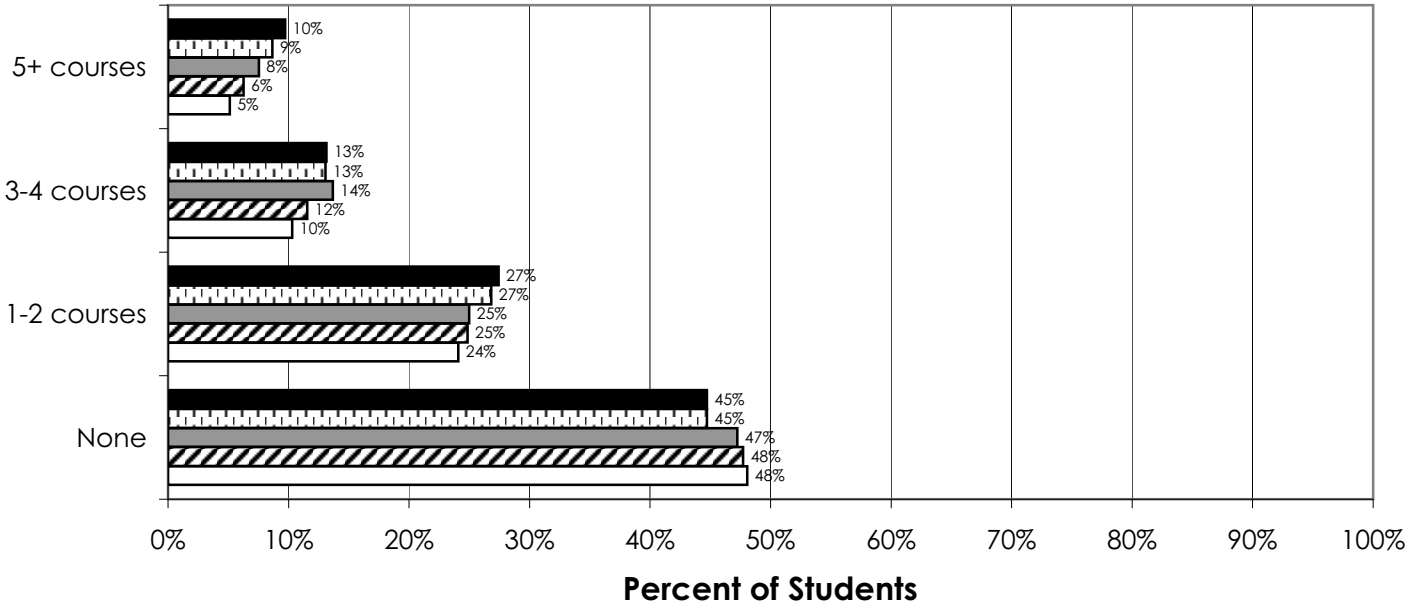
County 2004  
  County 2005  
  County 2006  
  County 2007  
  County 2008

### Technical Courses Completed or Currently Taking (Q7d) (Could Select All That Applied)



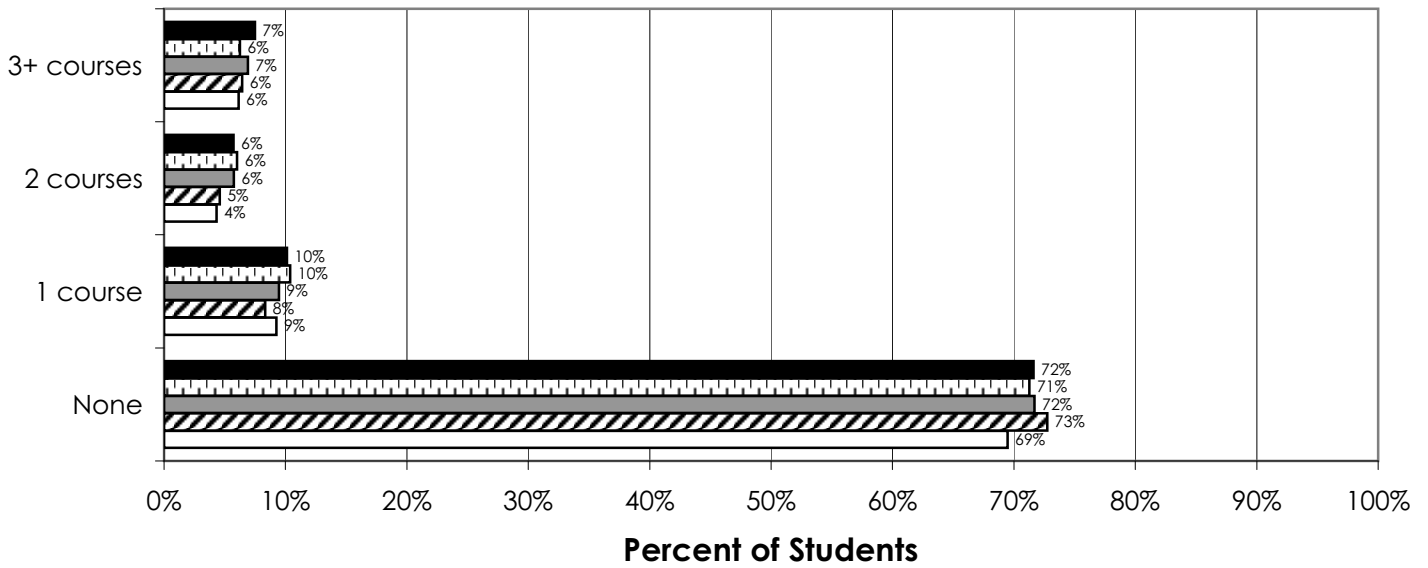
County 2004  
  County 2005  
  County 2006  
  County 2007  
  County 2008

### Number of AP Courses Completed (Q7e)



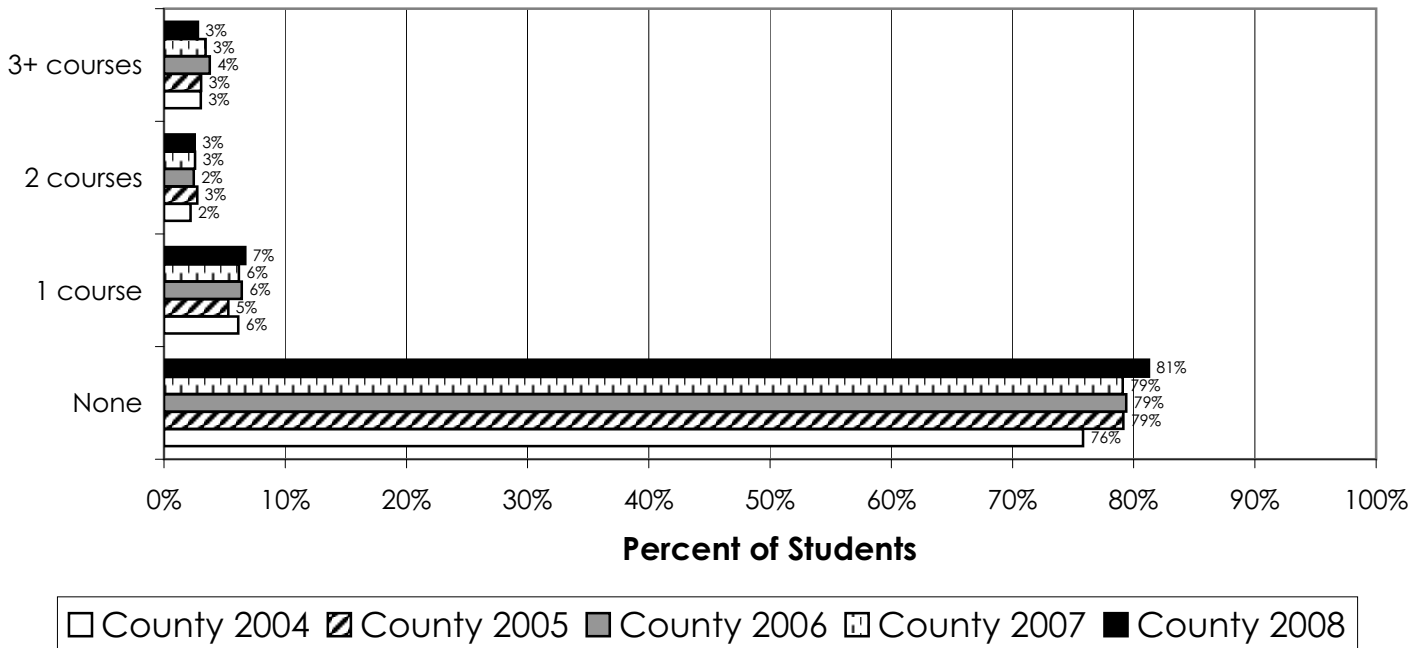
County 2004  
  County 2005  
  County 2006  
  County 2007  
  County 2008

### Number of University/Community College Academic Courses Completed (Q7f)

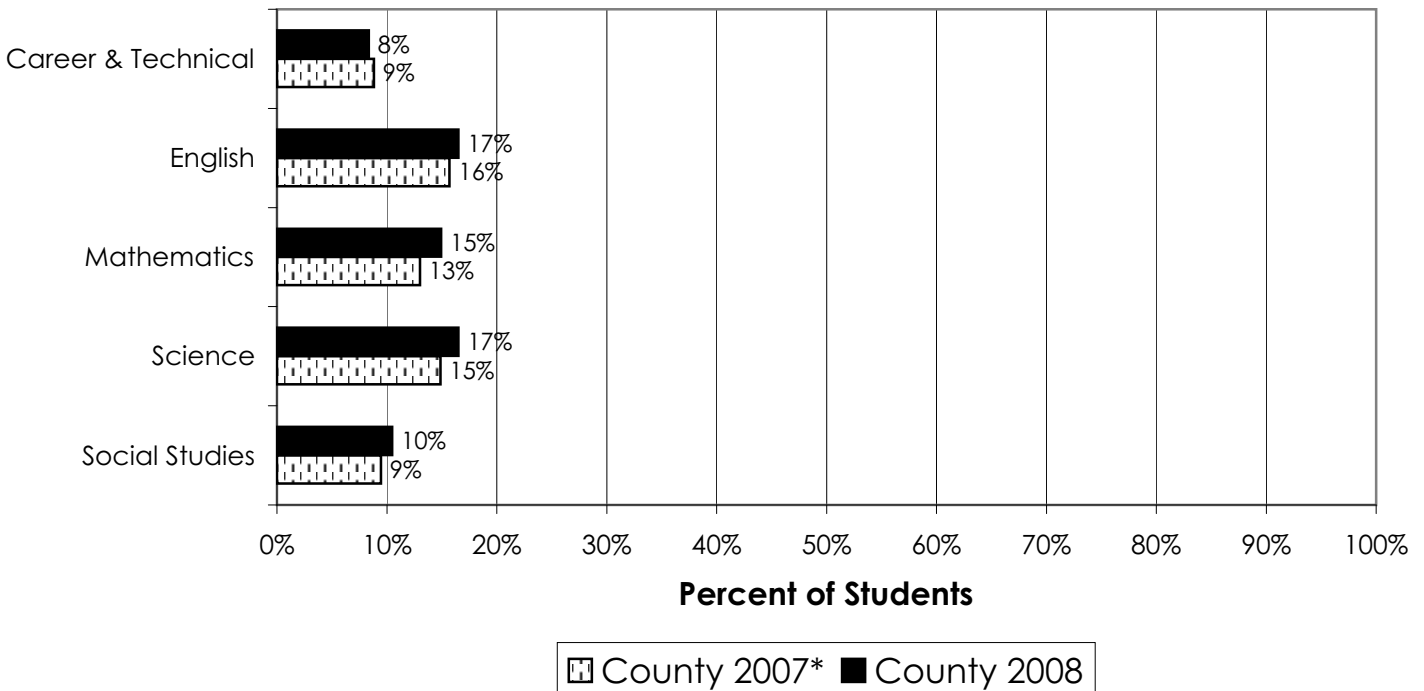


County 2004  
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  County 2007  
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### Number of University/Community College Technical/Business Courses Completed (Q7g)

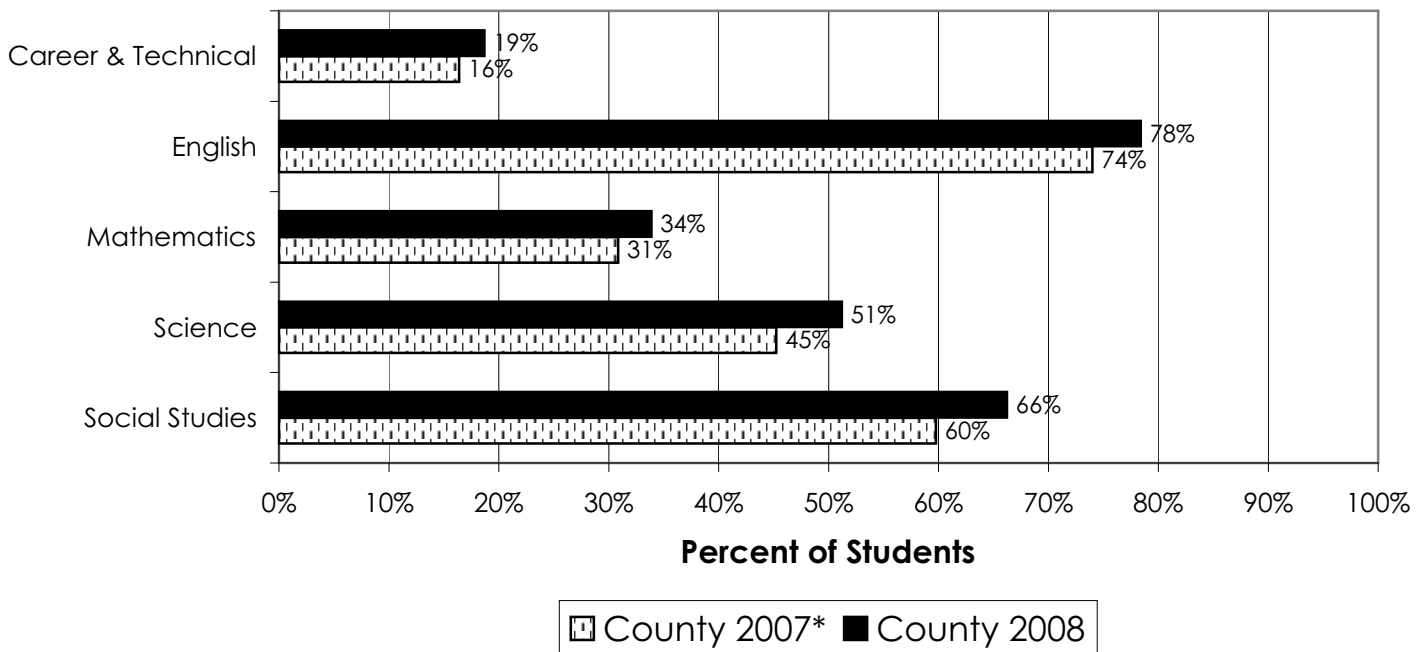


### Reading Is Challenging for Me in These Subject Areas (Q8a.1)



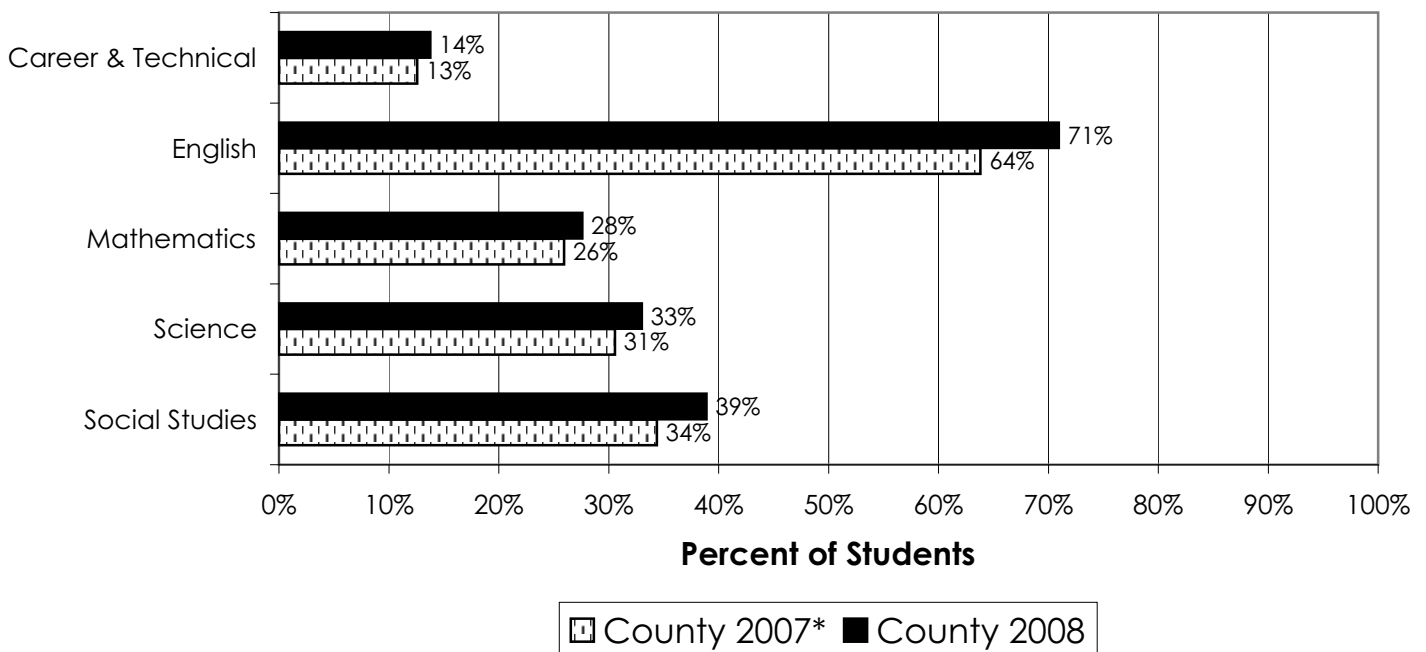
\*County 2007 n=1384

### I Experienced Opportunities to Read and Talk with Peers During Class Time in These Subject Areas (Q8a.2)



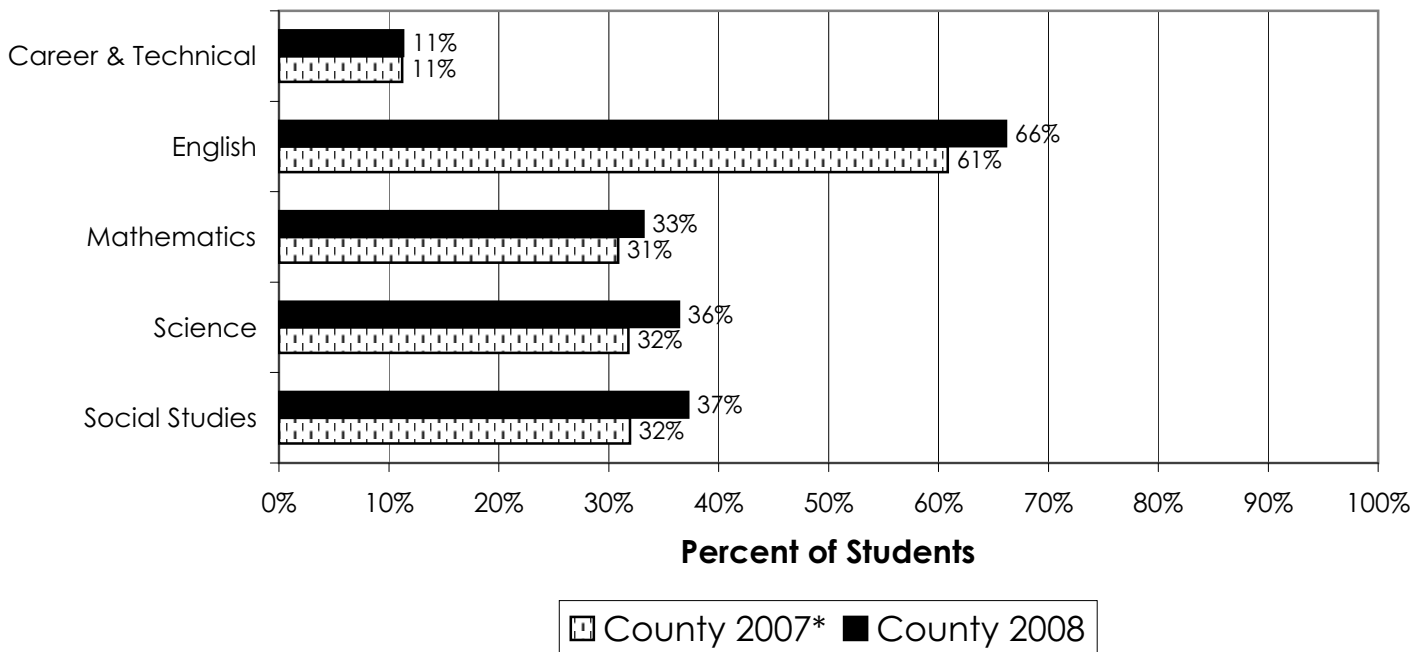
\*County 2007 n=1384

### I Experienced Opportunities to Listen to the Teacher Talk about How to Read Effectively in These Subject Areas (Q8a.3)



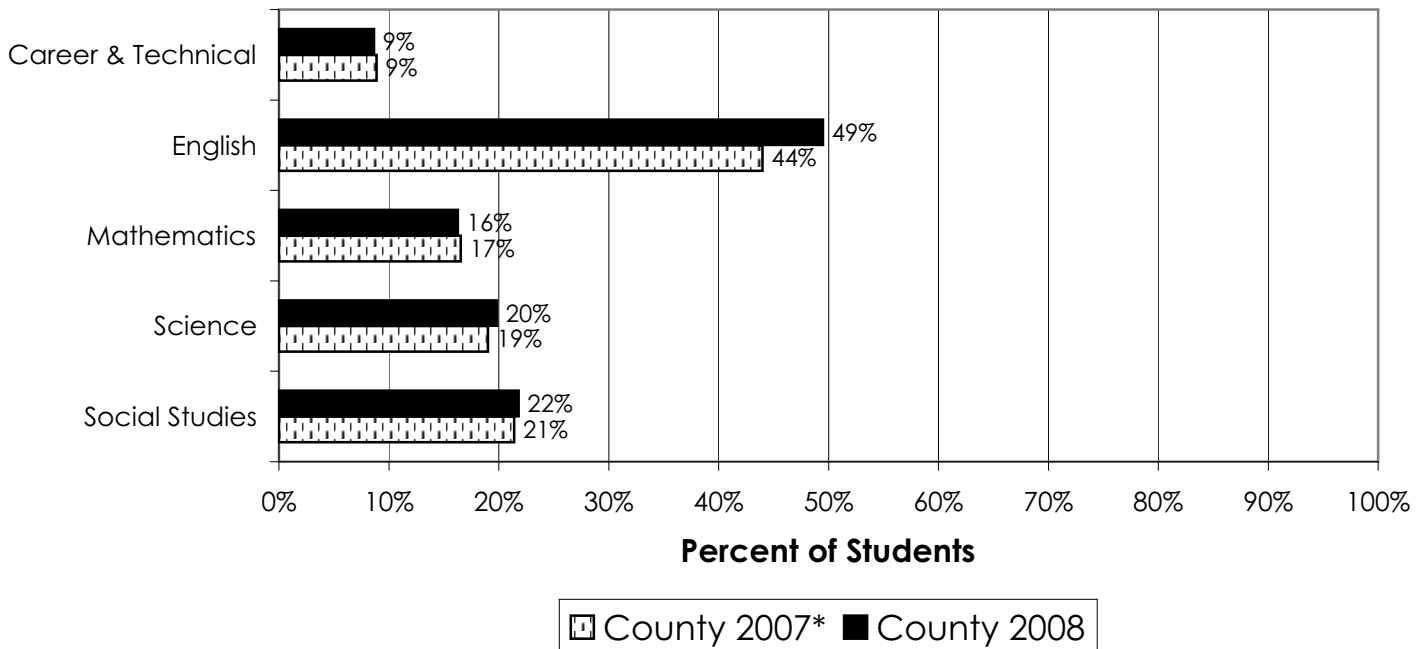
\*County 2007 n=1384

**The Teacher Shared Strategies to Help Understand Required Readings in These Subject Areas (Q8a.4)**



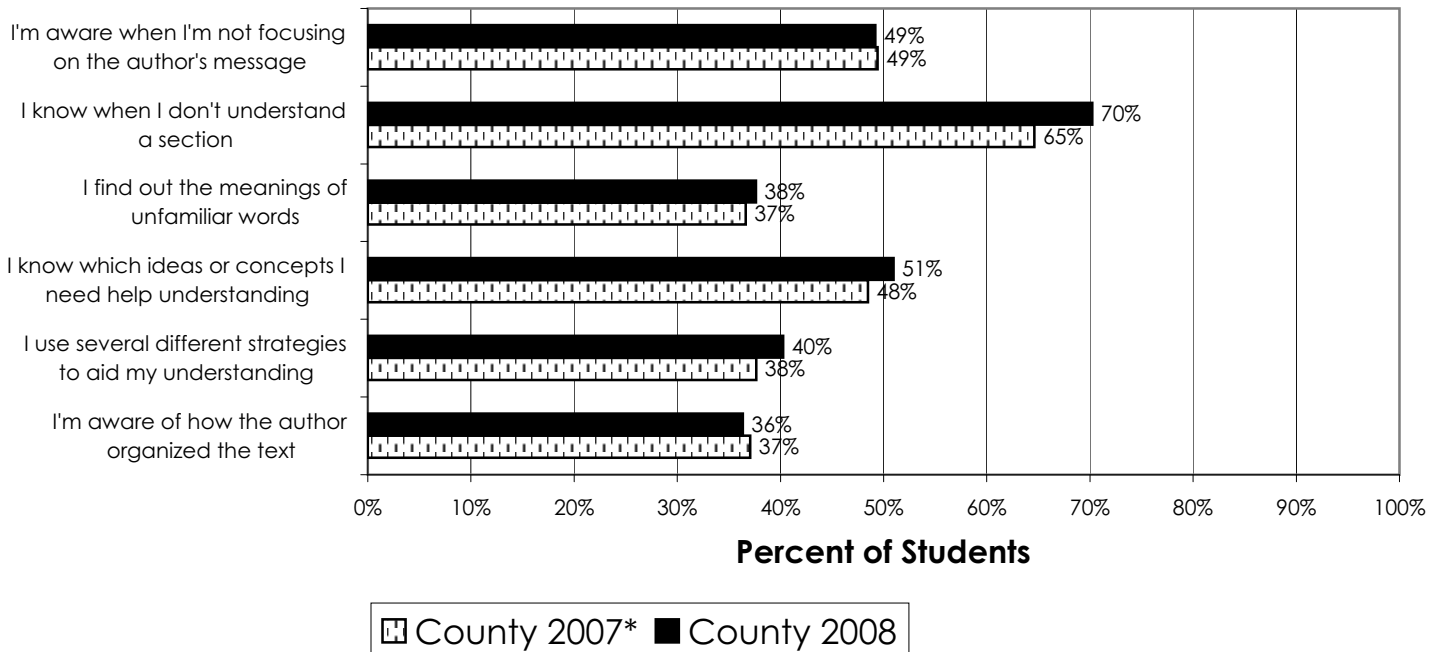
\*County 2007 n=1384

**Books at Different Levels of Reading Difficulty Were Available to Help Me Understand Course Concepts in These Subject Areas (Q8a.5)**



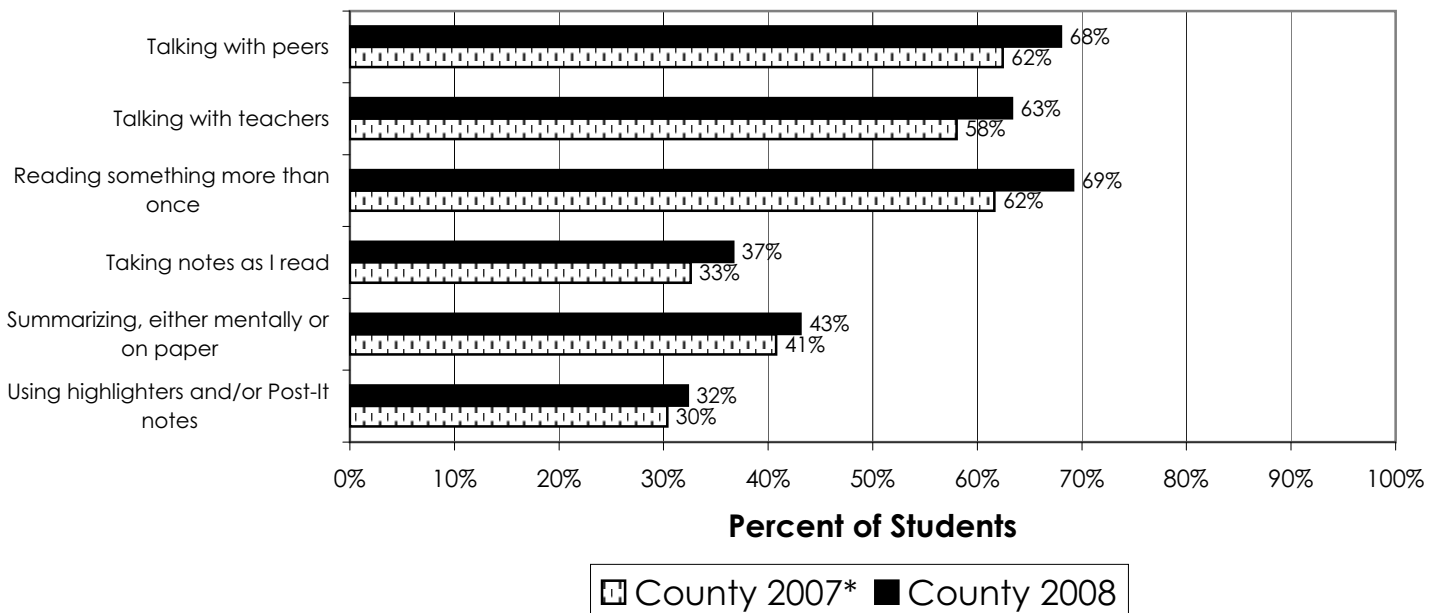
\*County 2007 n=1384

**When I'm Reading for School: (Q8b)**  
(Could Select All That Applied)



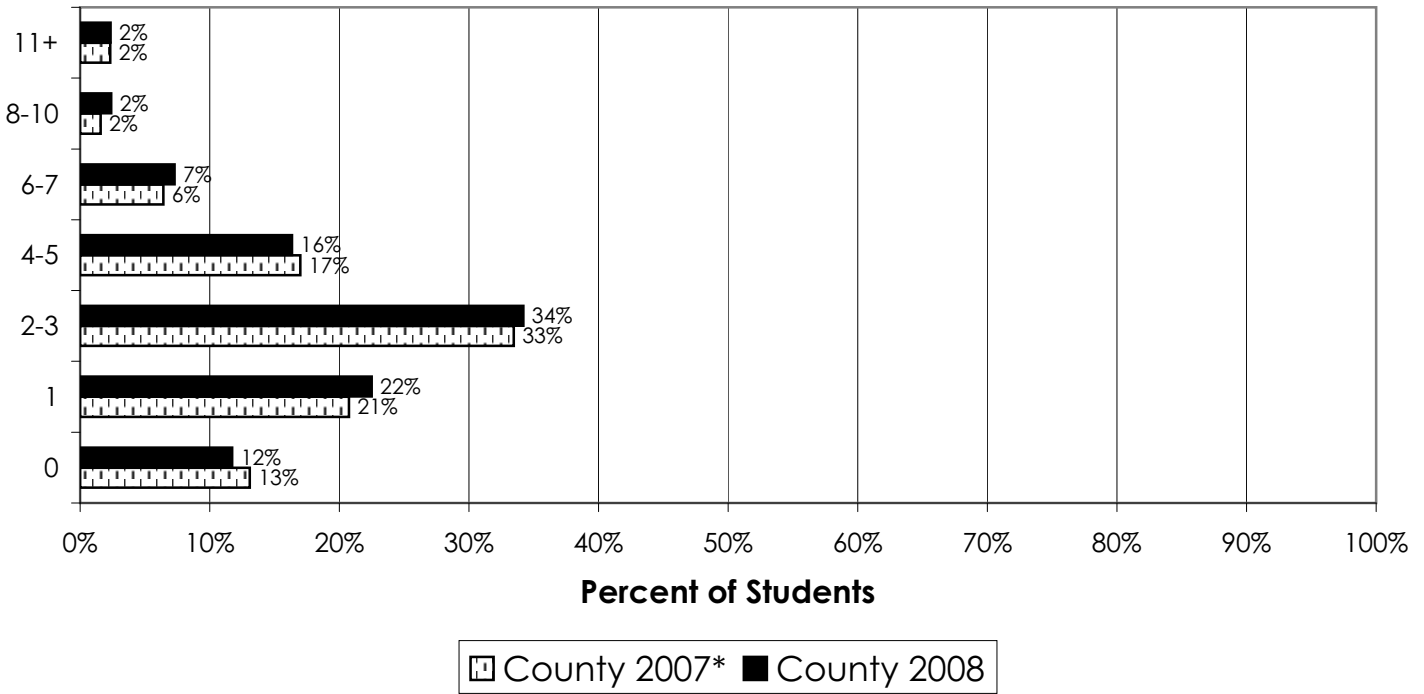
\*County 2007 n=1384

**I Use a Variety of Tools and Strategies to Help Understand Assigned Readings, such as: (Q8c)**  
(Could Select All That Applied)



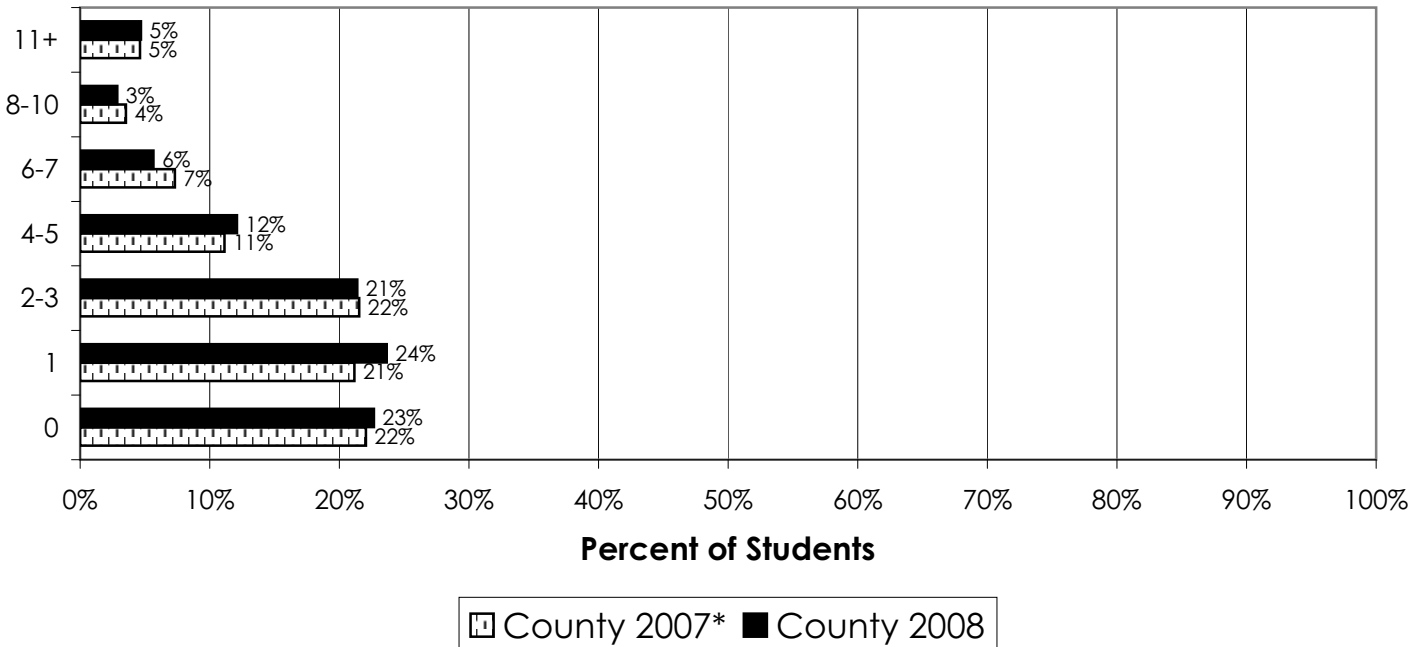
\*County 2007 n=1384

### Hours Spent in a Typical Week on Assigned Reading for Class (Q8d.1)



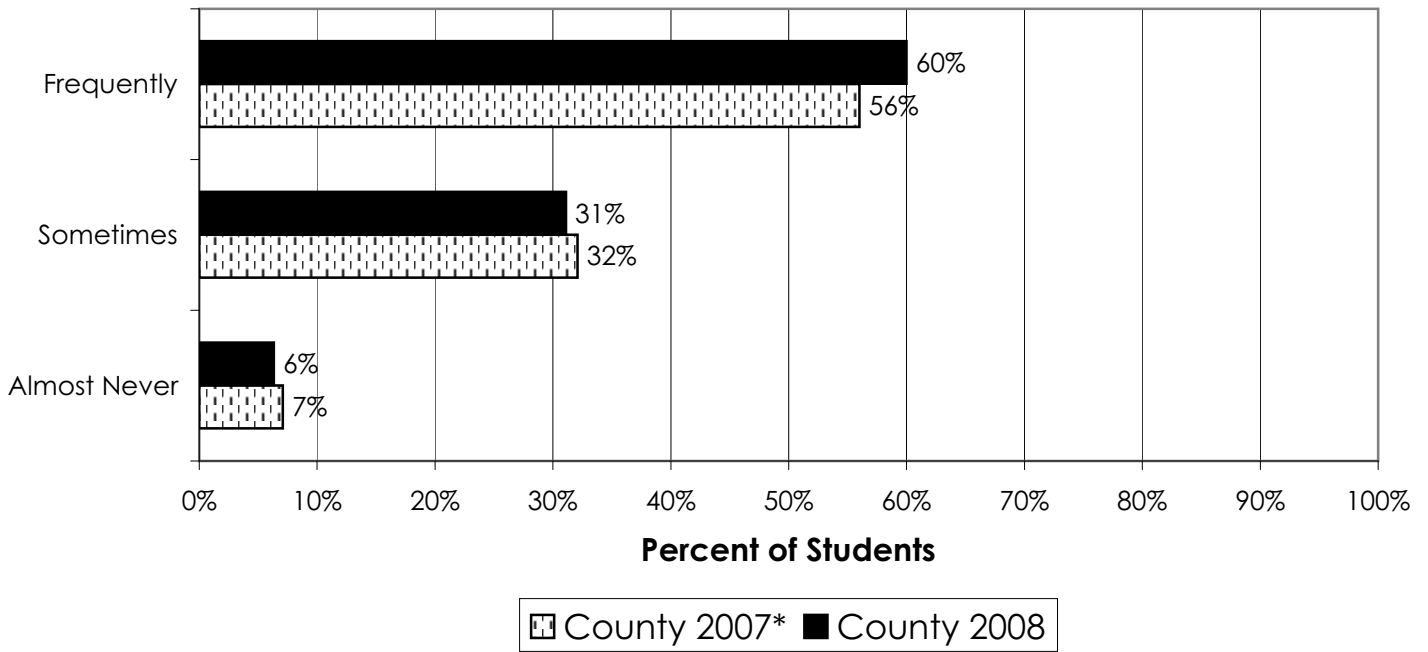
\*County 2007 n=1384

### Hours Spent in a Typical Week on Personal Reading Not for Class (Q8d.2)



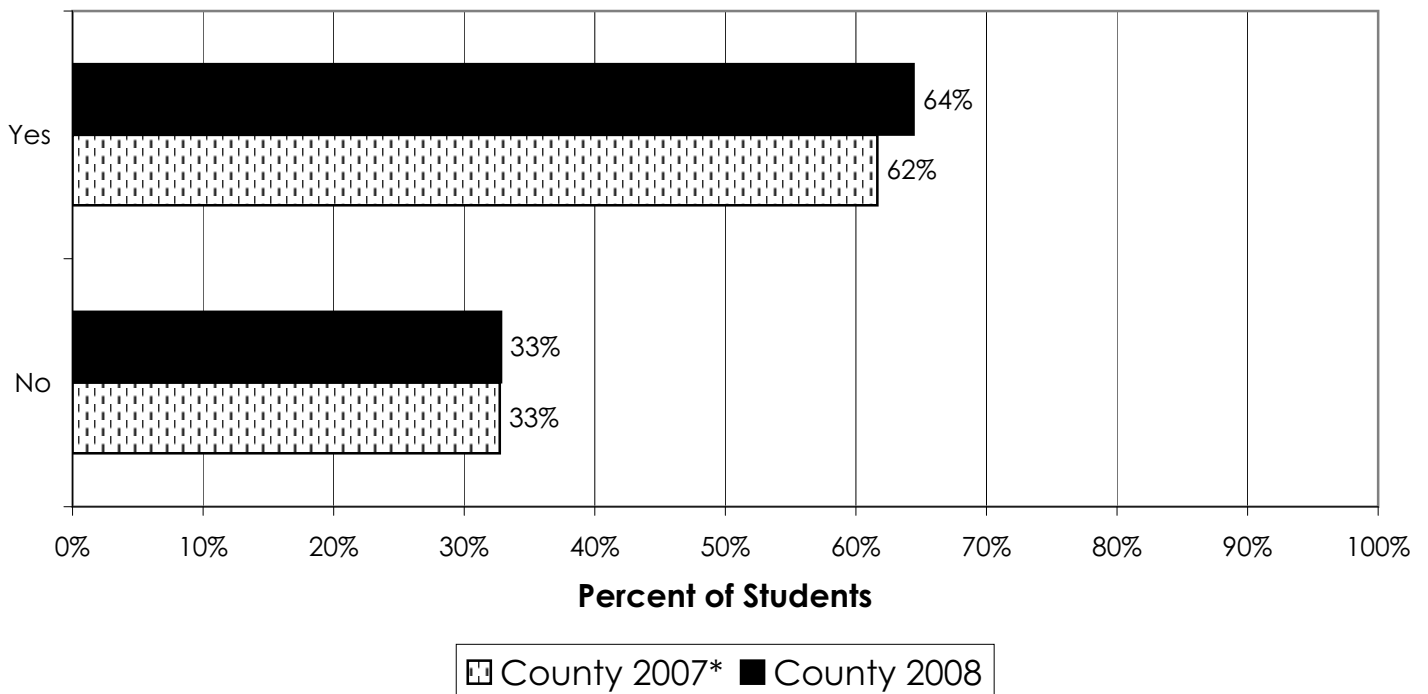
\*County 2007 n=1384

### Teachers Believed that I Could Be Successful in Learning Mathematics (Q8e)



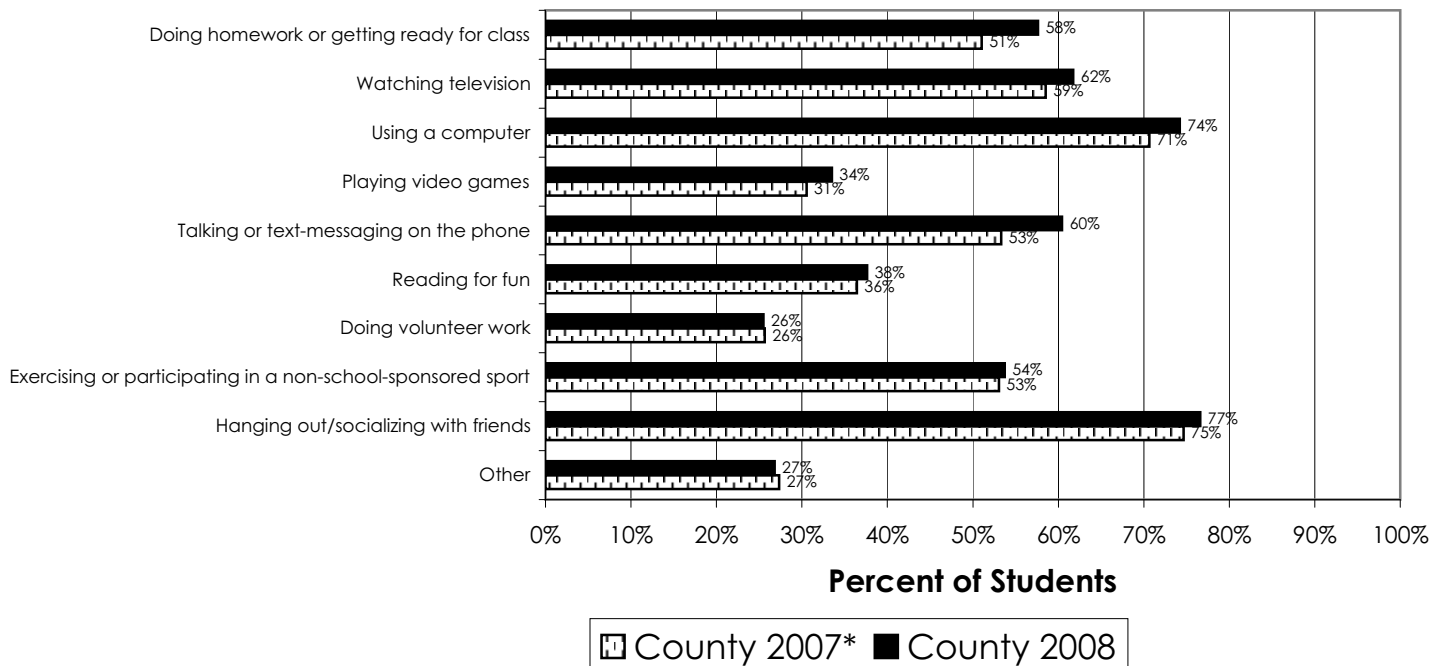
\*County 2007 n=1384

### I Am Good at Mathematics (Q8f)



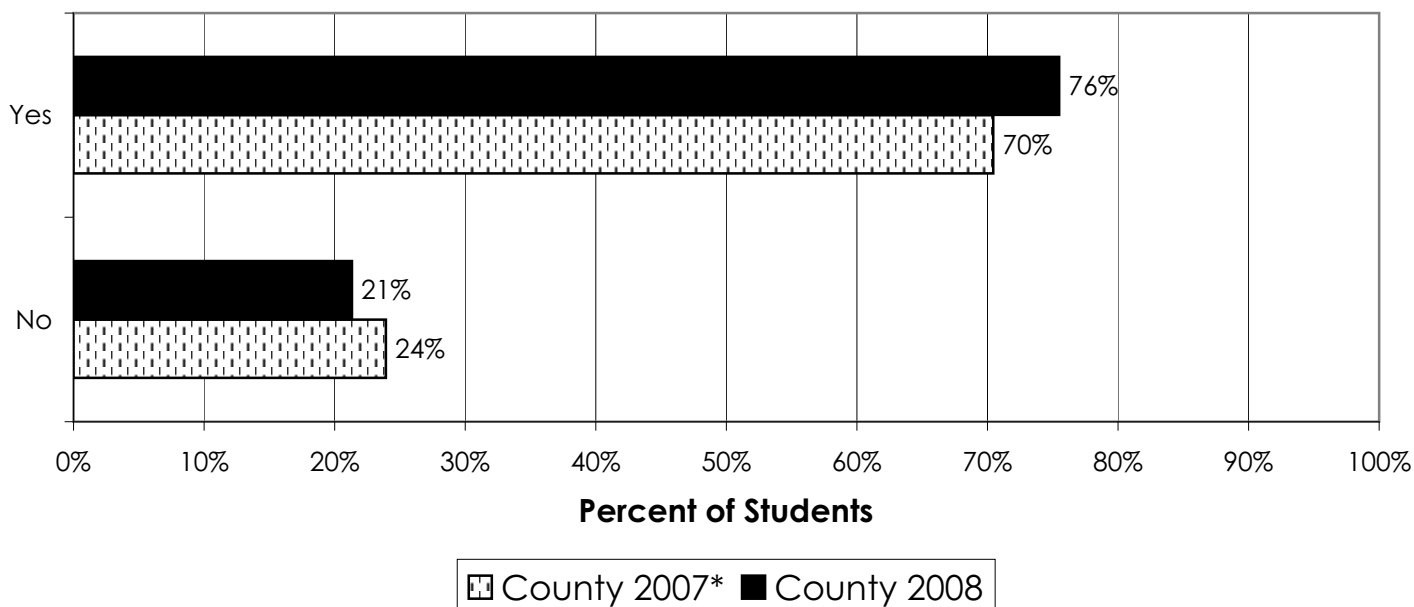
\*County 2007 n=1384

**Outside of School I Spend My Time: (Q8g)  
(Could Select All That Applied)**



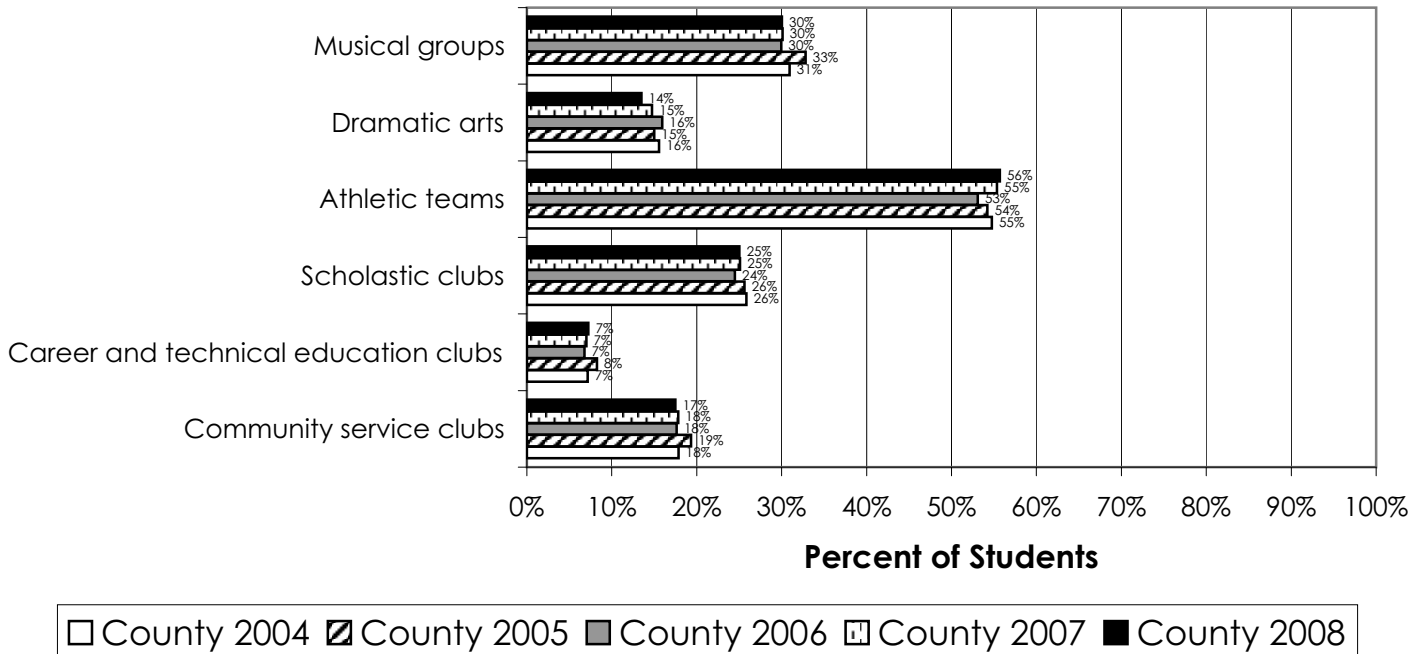
\*County 2007 n=1384

**I Feel School Prepared Me to Use Technology to Improve My Information-Gathering Skills, such as Doing School-Related or Personal Research (Q8h)**

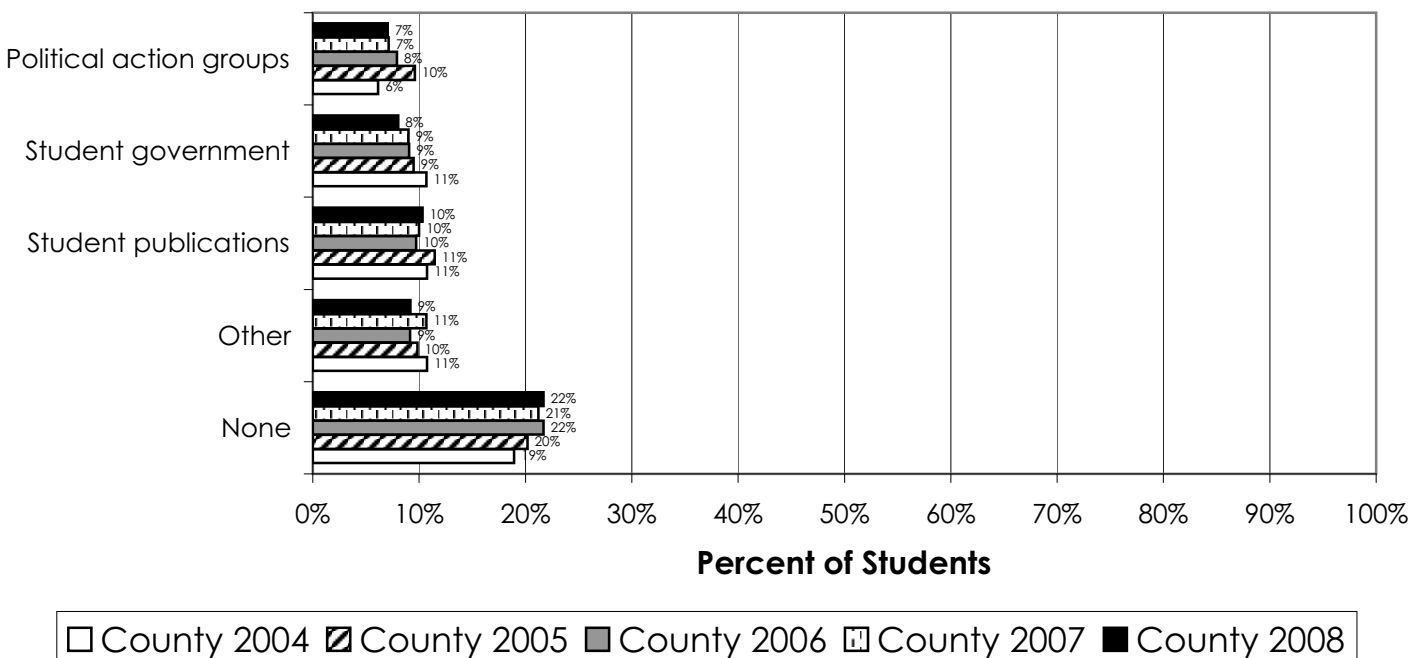


\*County 2007 n=1384

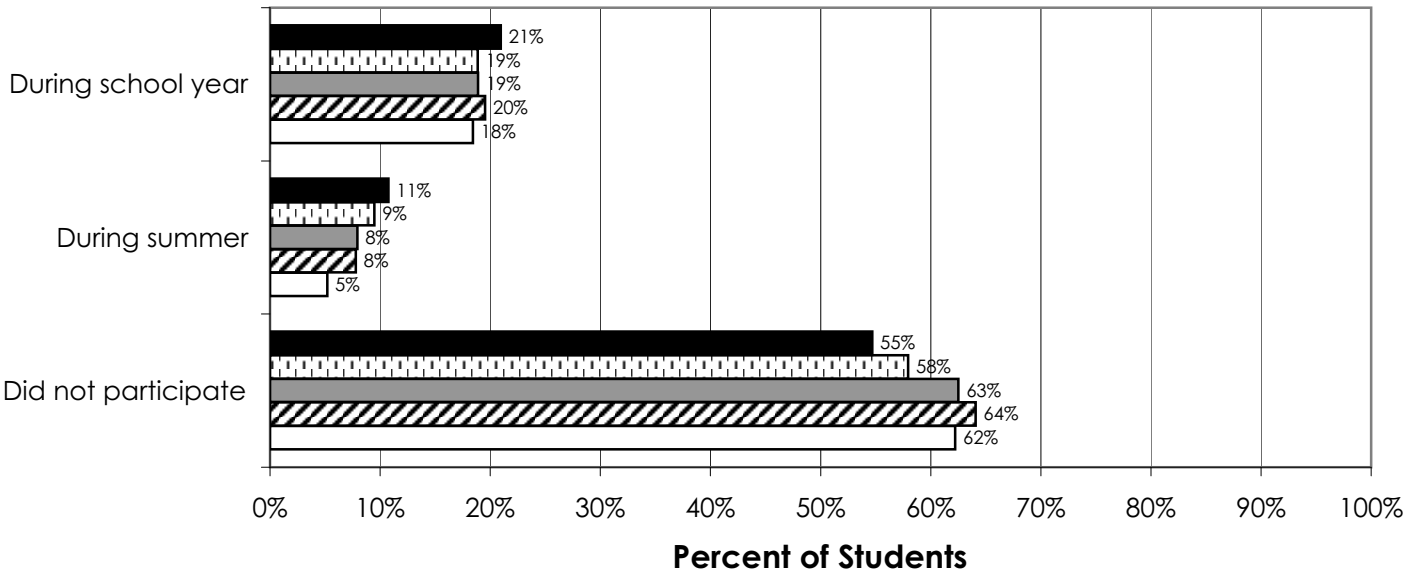
**Participated in Extra-curricular Activities (Q9)**  
(Could Select All That Applied)



**Participated in Extra-curricular Activities (Q9)**  
(Could Select All That Applied)

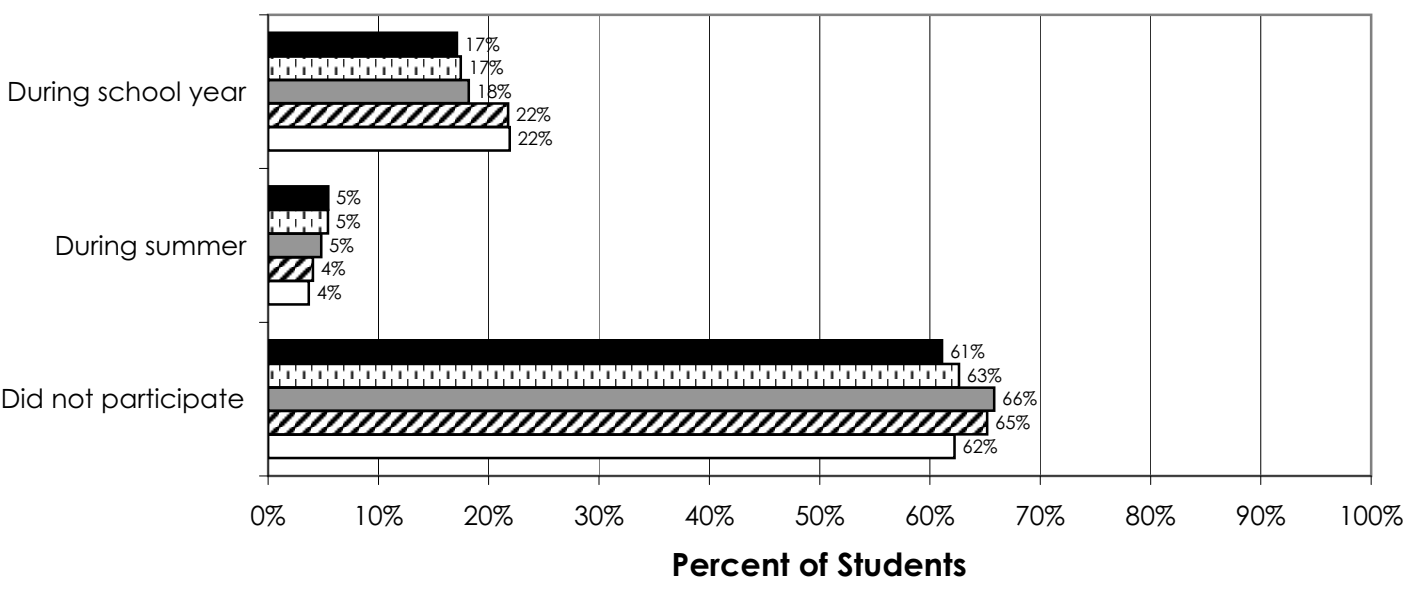


**Participated in Job Shadowing (Q10a)**  
(Could Select All That Applied)



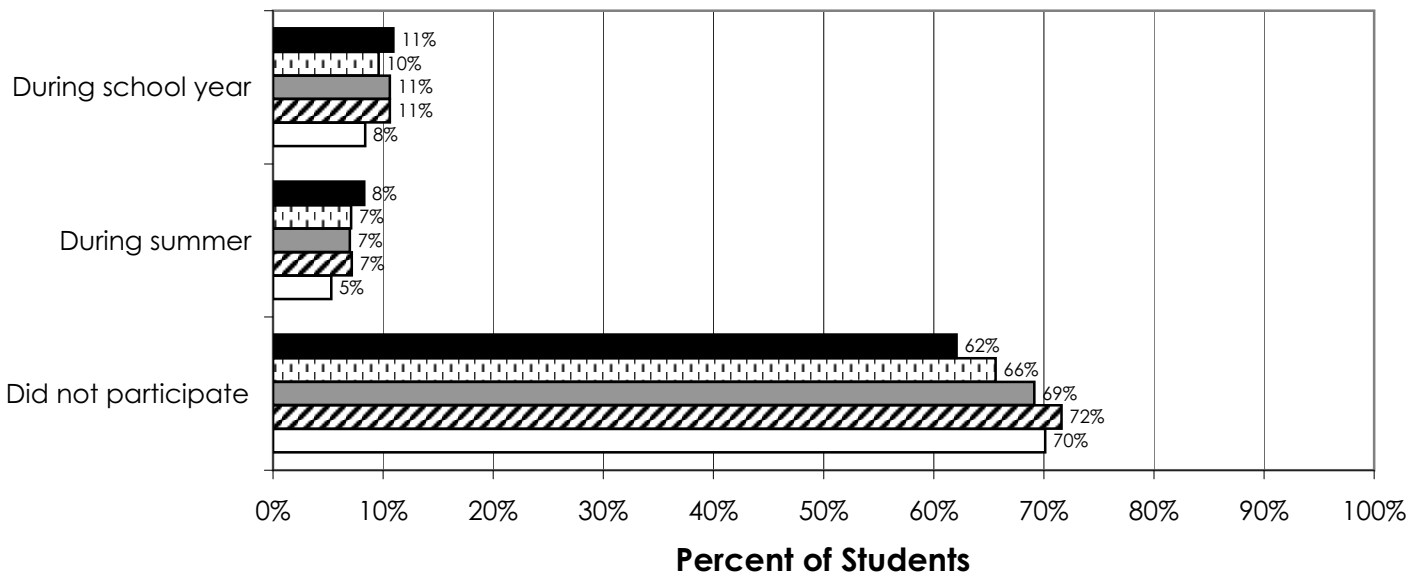
□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

**Participated in Work Experience for Course Credit (Q10b)**  
(Could Select All That Applied)



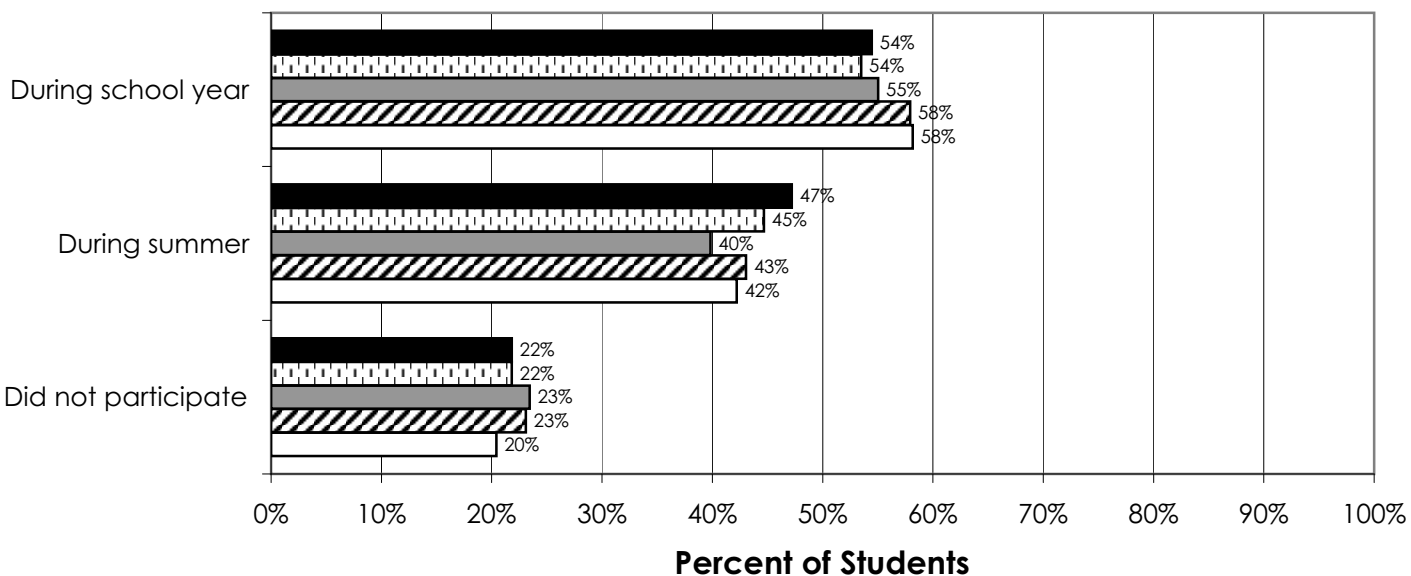
□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

**Participated in Mentorship/Internship (Q10c)**  
(Could Select All That Applied)



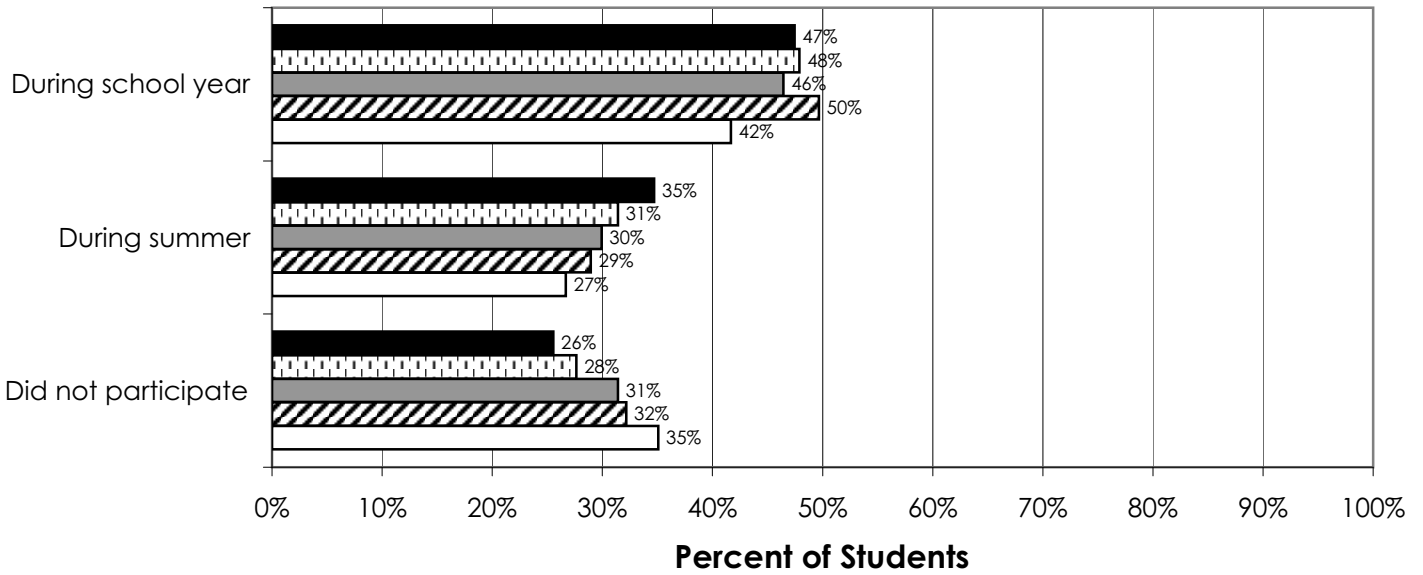
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**Participated in Part-time/Full-time Employment (Q10d)**  
(Could Select All That Applied)



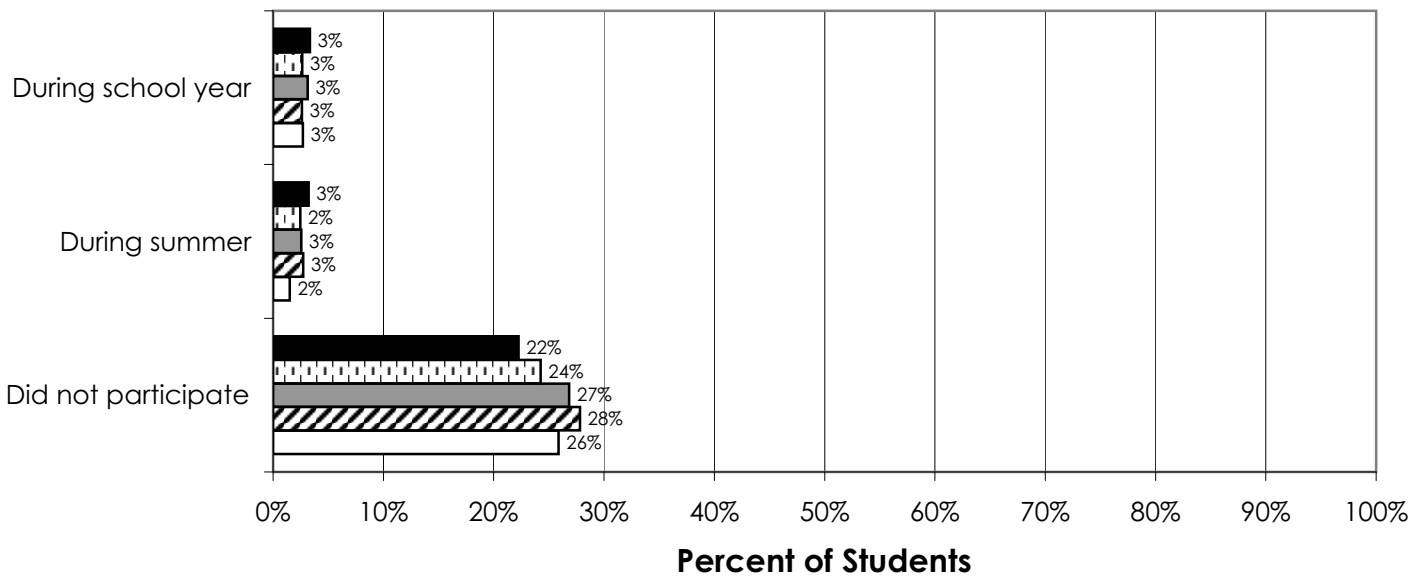
□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

**Participated In Community Service (Q10e)**  
(Could Select All That Applied)



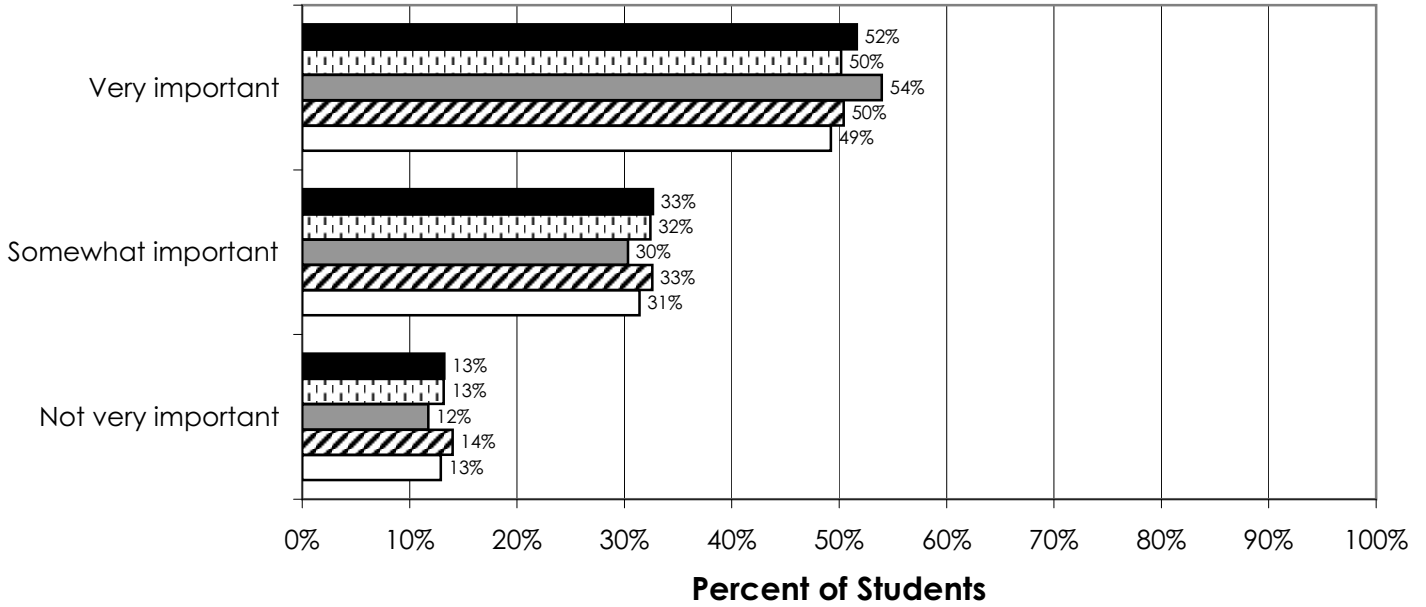
County 2004  
  County 2005  
  County 2006  
  County 2007  
  County 2008

**Participated in Other (Q10f)**  
(Could Select All That Applied)



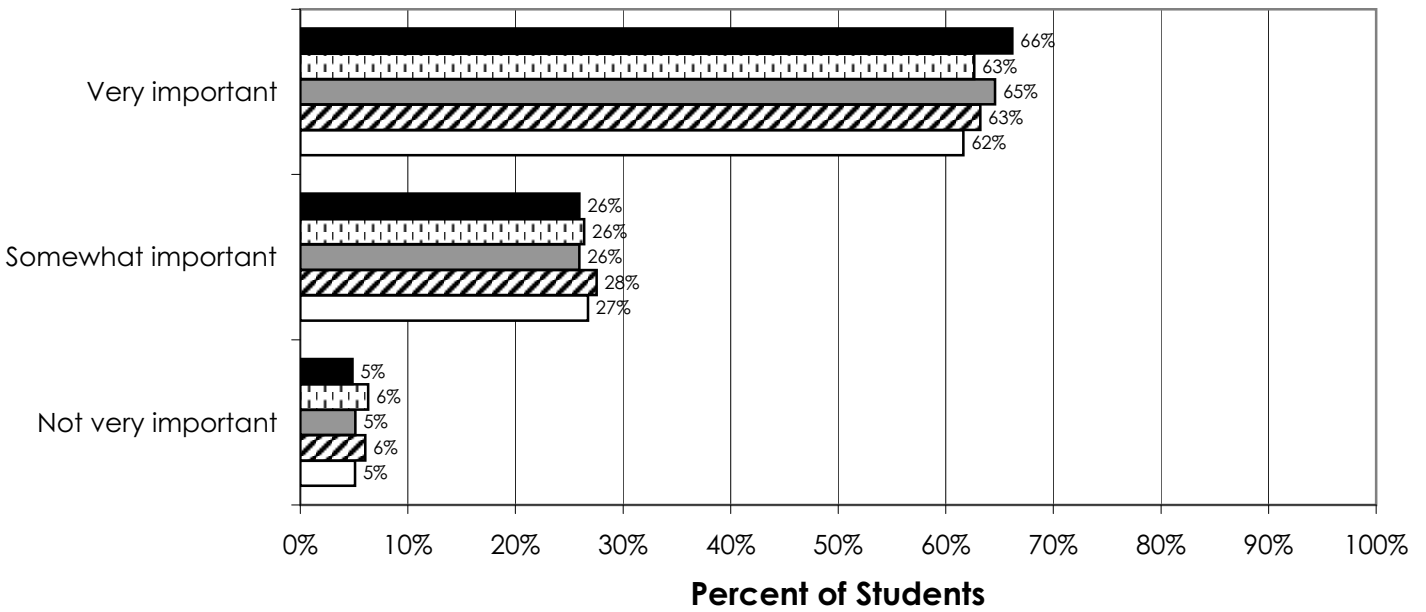
County 2004  
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  County 2008

### Importance of Participation in Extra-curricular Activities (Q11a)



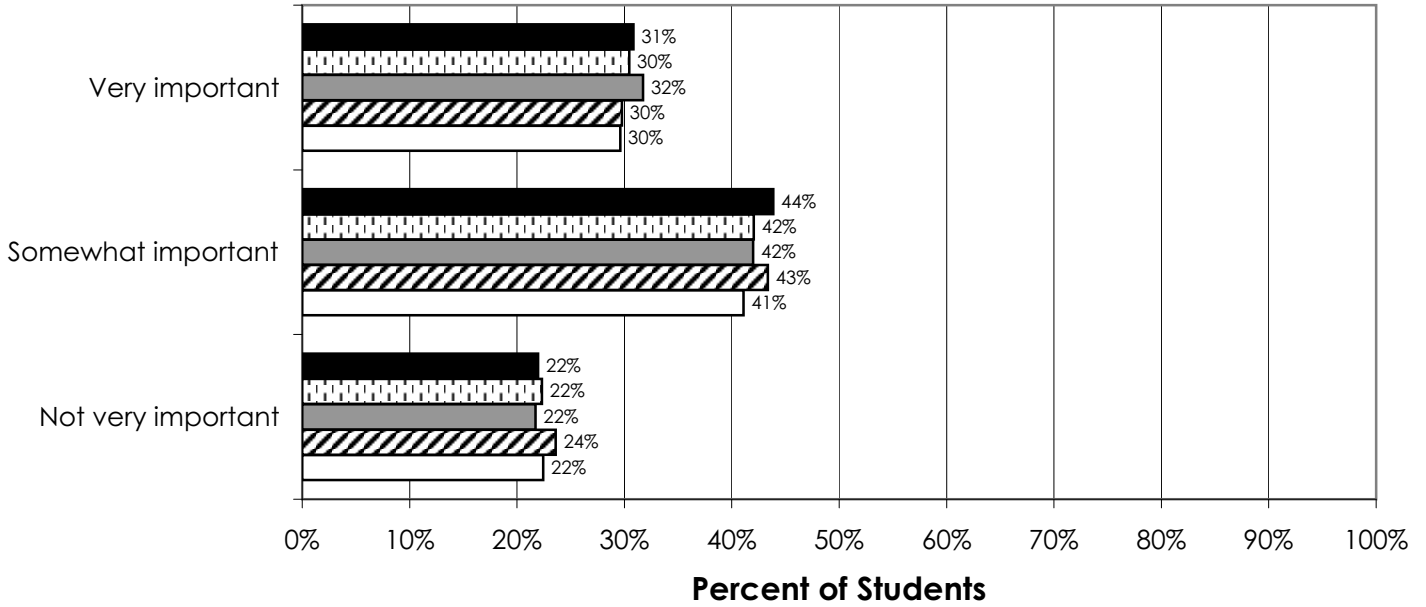
□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

### Importance of Academic Coursework (Q11b)



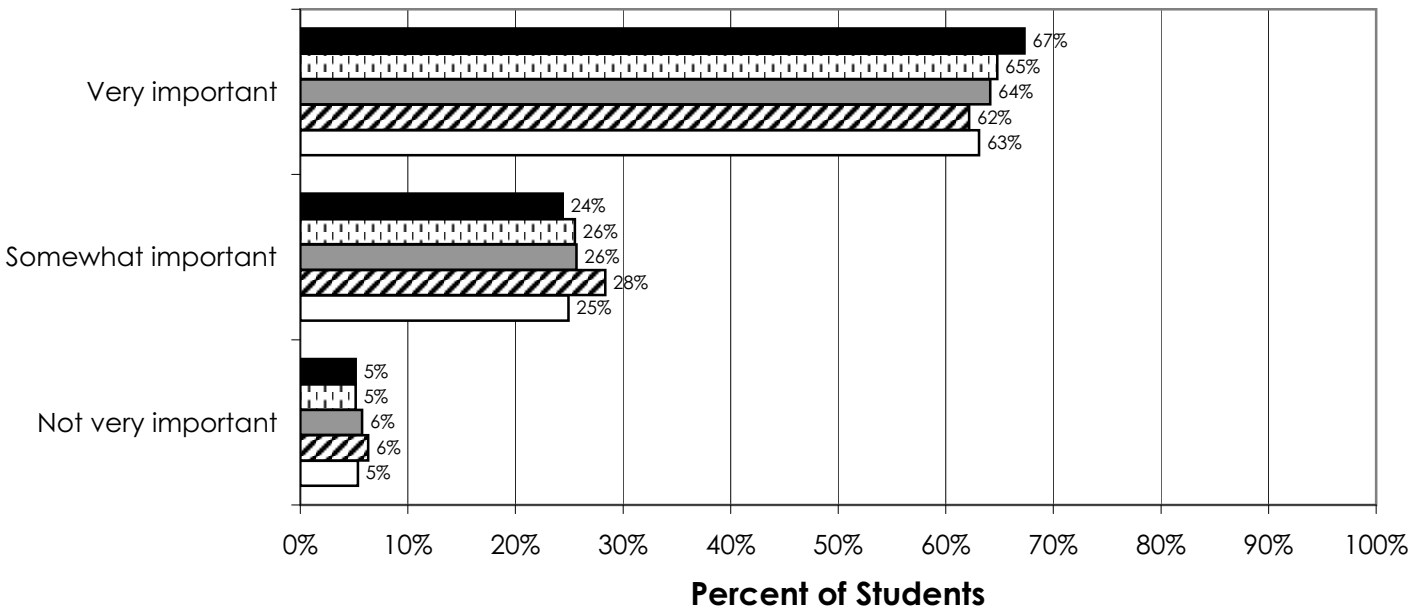
□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

### Importance of Technical/Business Coursework (Q11c)



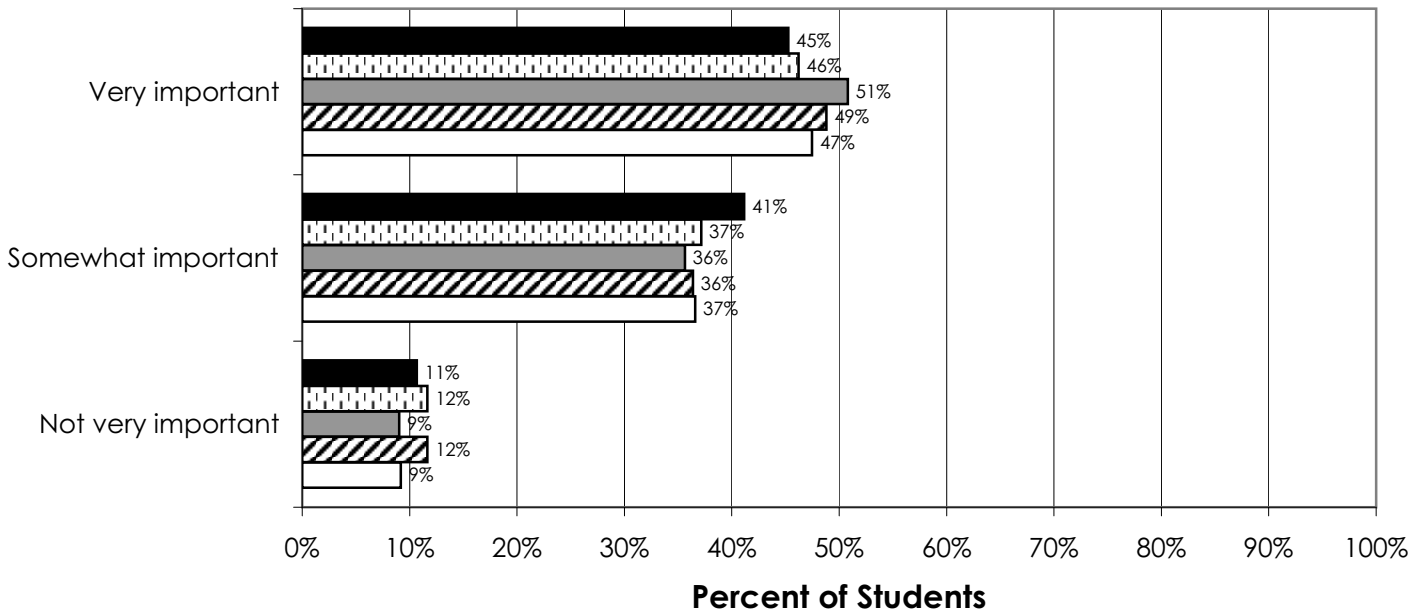
□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

### Importance of Social Interaction with Peers (Q11d)



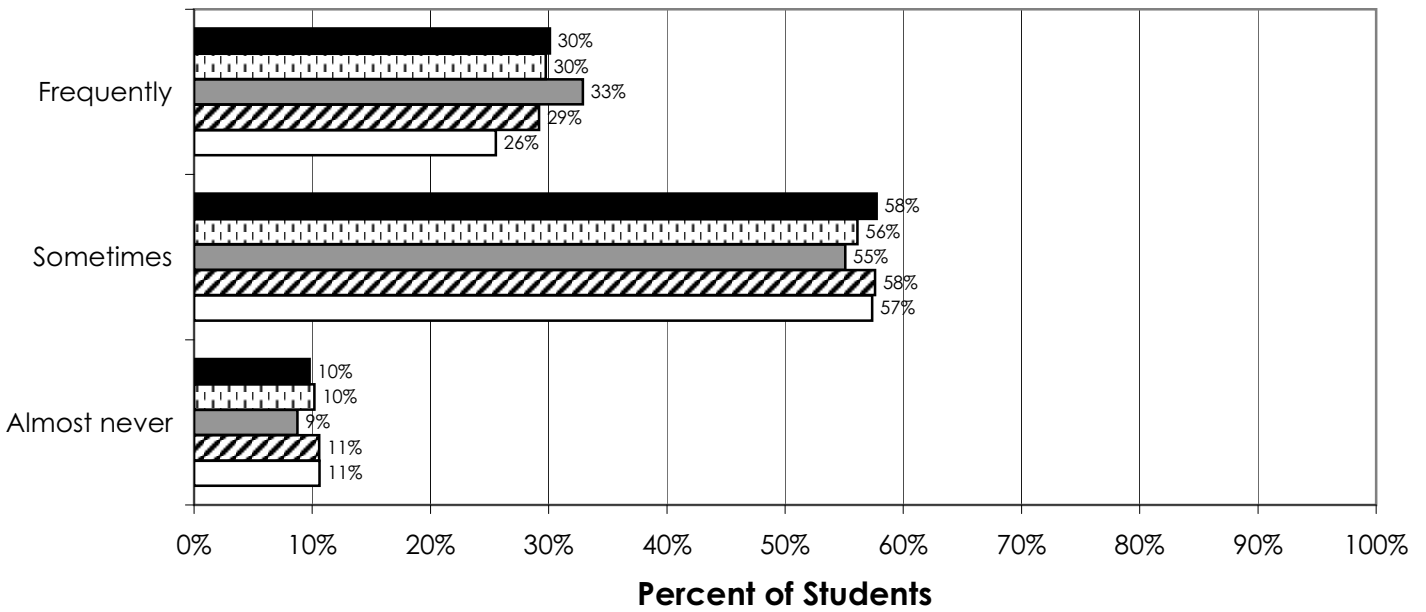
□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

### Importance of Developing Relationships with Significant Adults (Q11e)



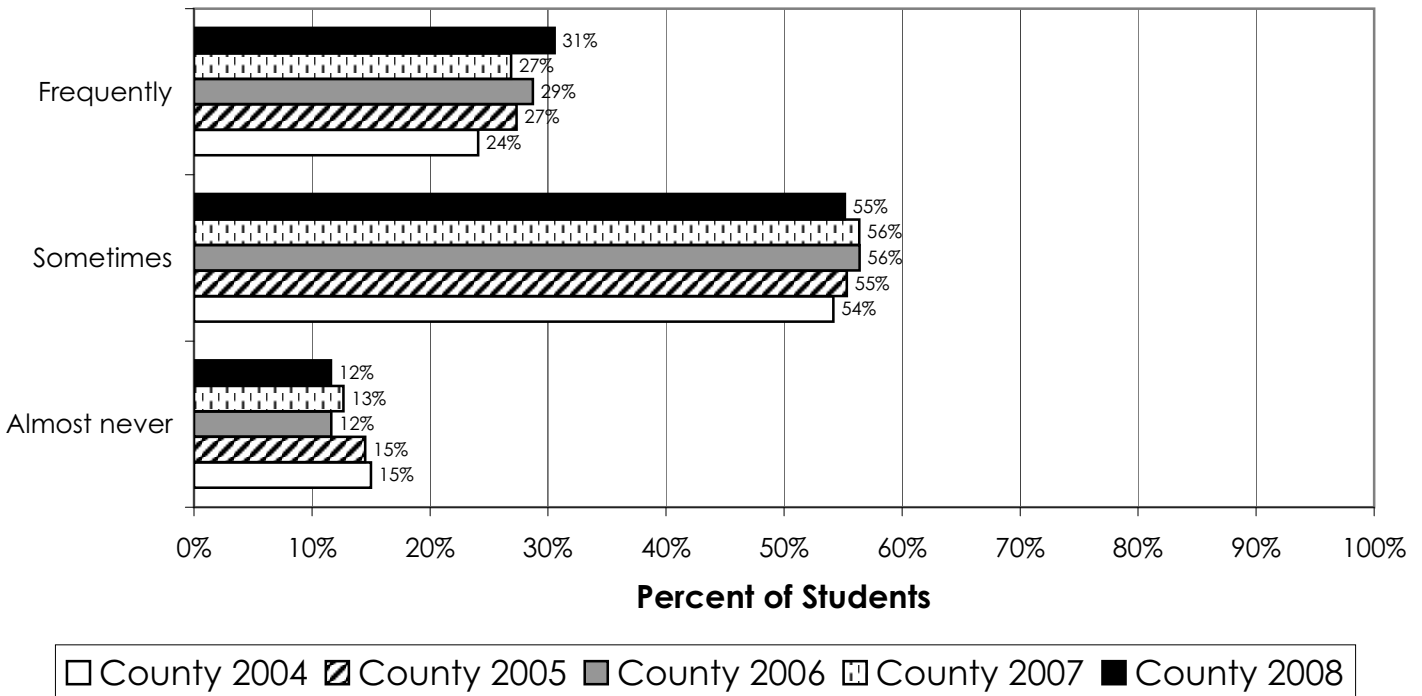
□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

### I Experienced Worthwhile and Relevant Coursework (Q12a)

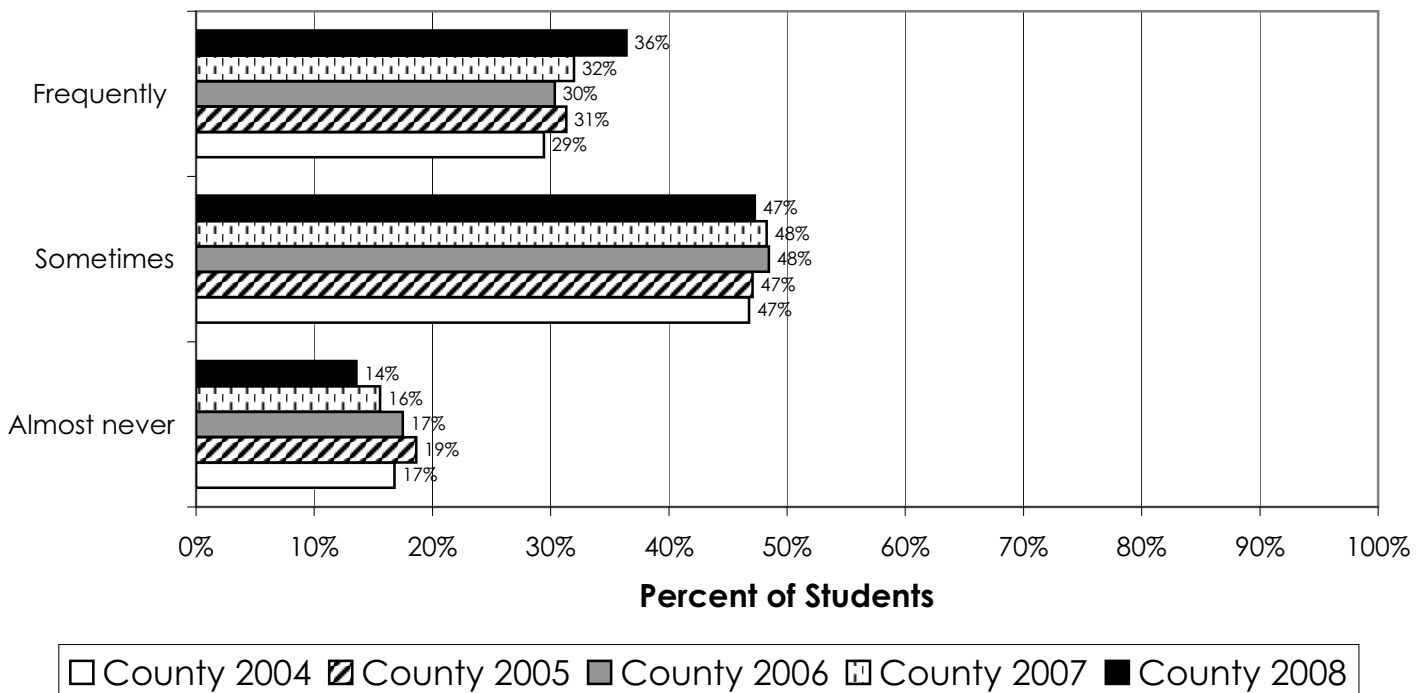


□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

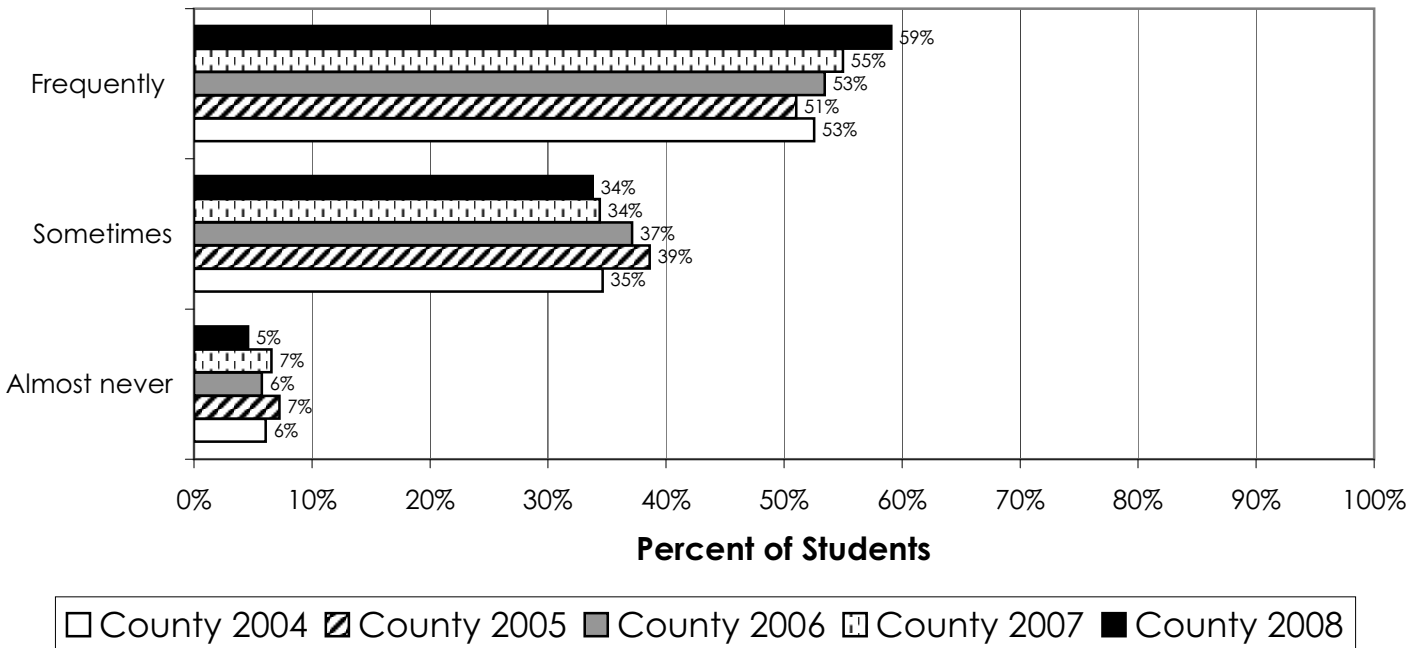
**I Experienced Lessons Allowing Me to Explore Interesting Topics (Q12b)**



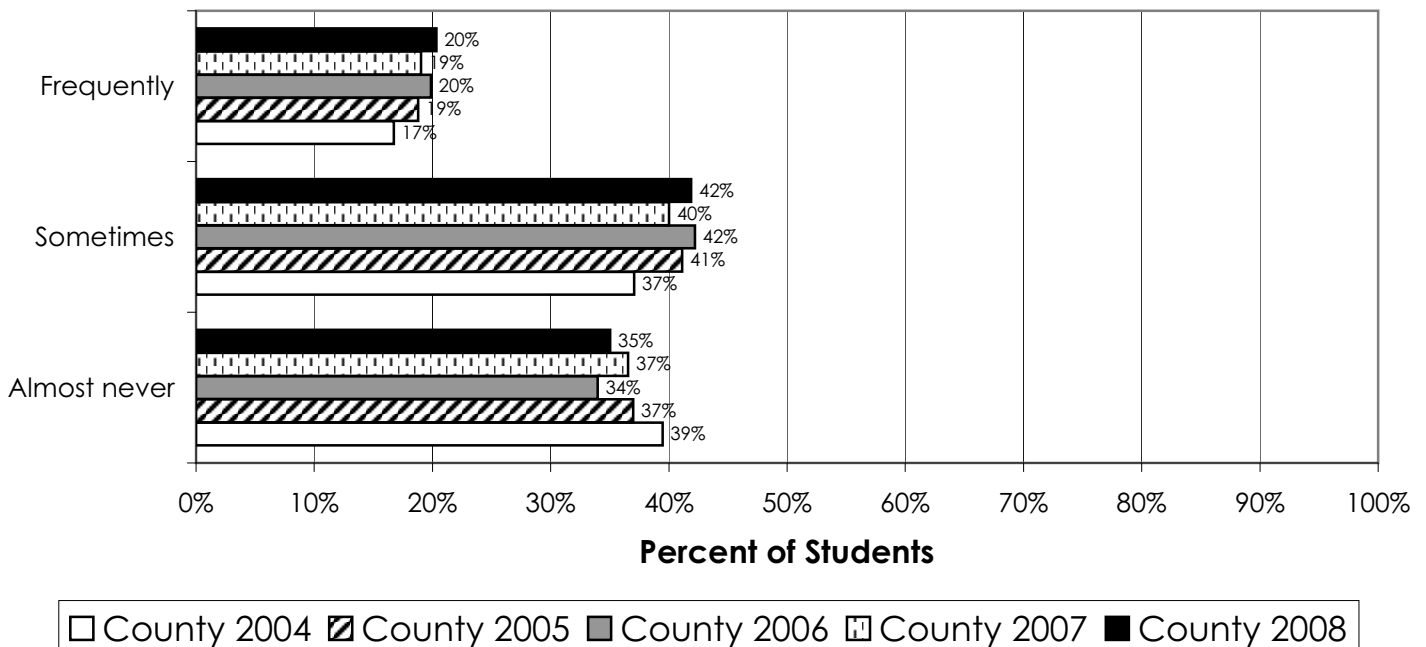
**I Experienced Lessons Helping Me Learn To Use Tools (Q12c)**



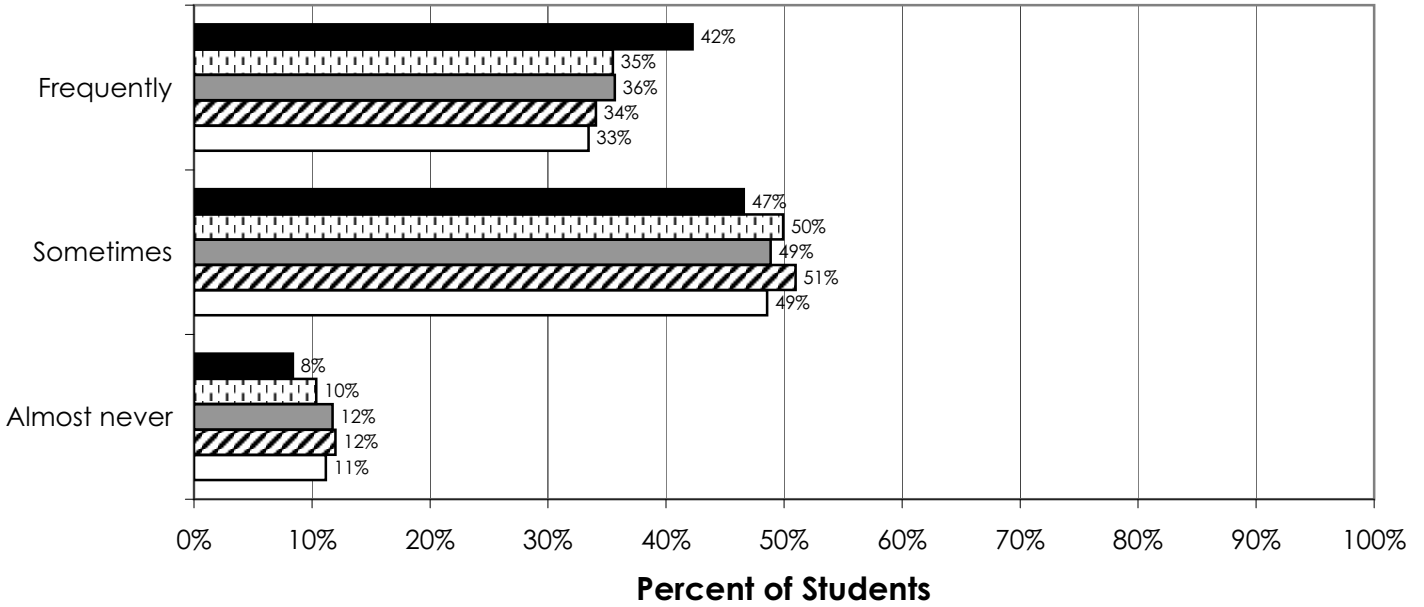
### I Experienced Teachers Who Were Clear about Behavioral Expectations (Q12d)



### I Experienced Teachers Who Communicated with My Family Regarding My Education/Career Development (Q12e)

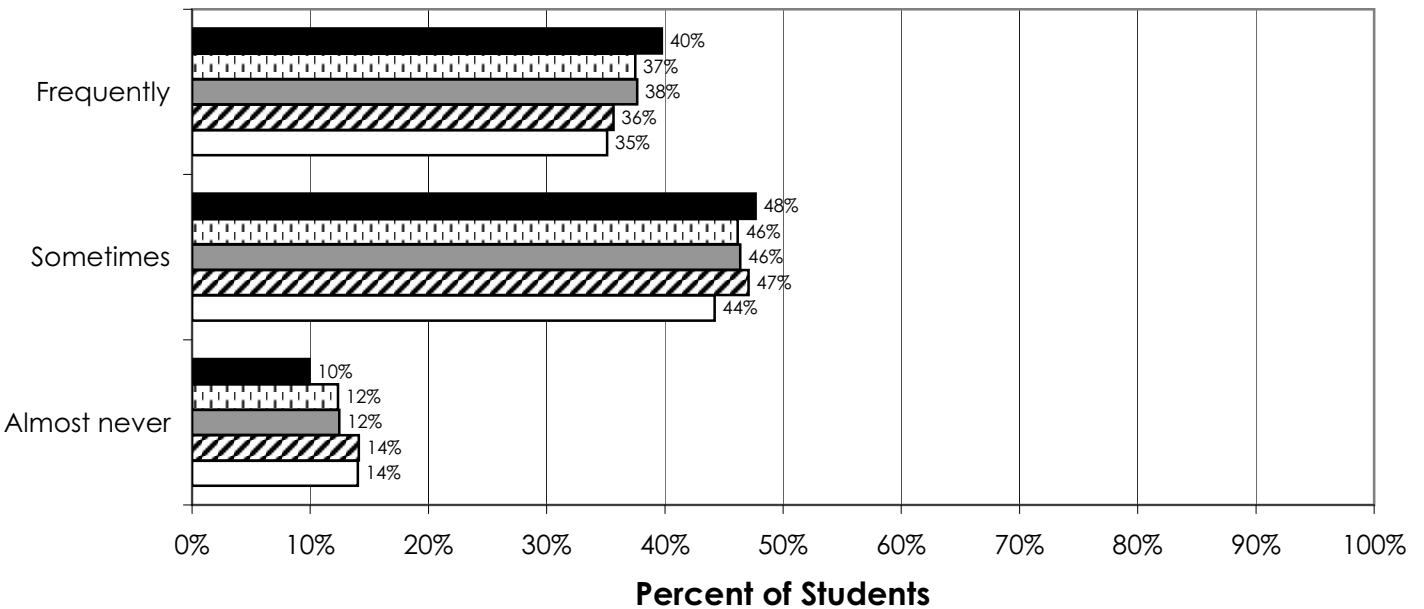


**I Experienced Opportunities to Display My Learning (Q12f)**



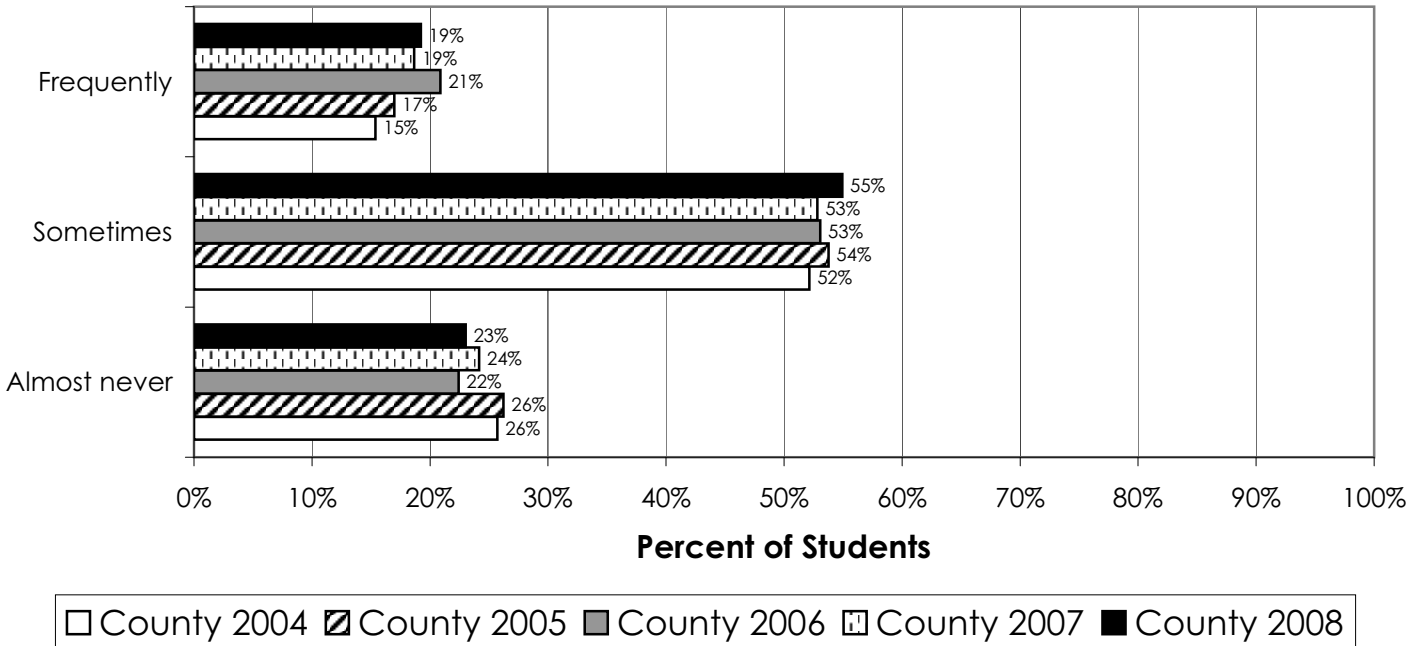
□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

**I Experienced Teachers Who Gave Clear Feedback (Q12g)**

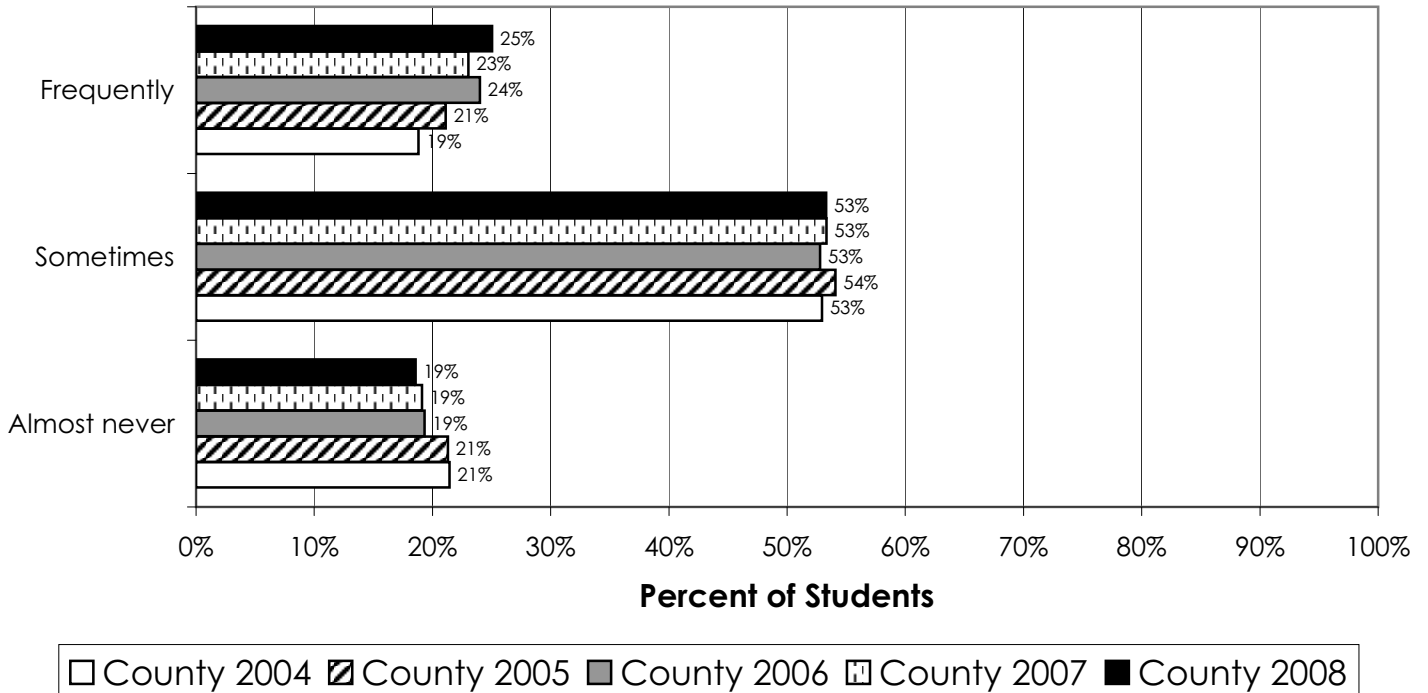


□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

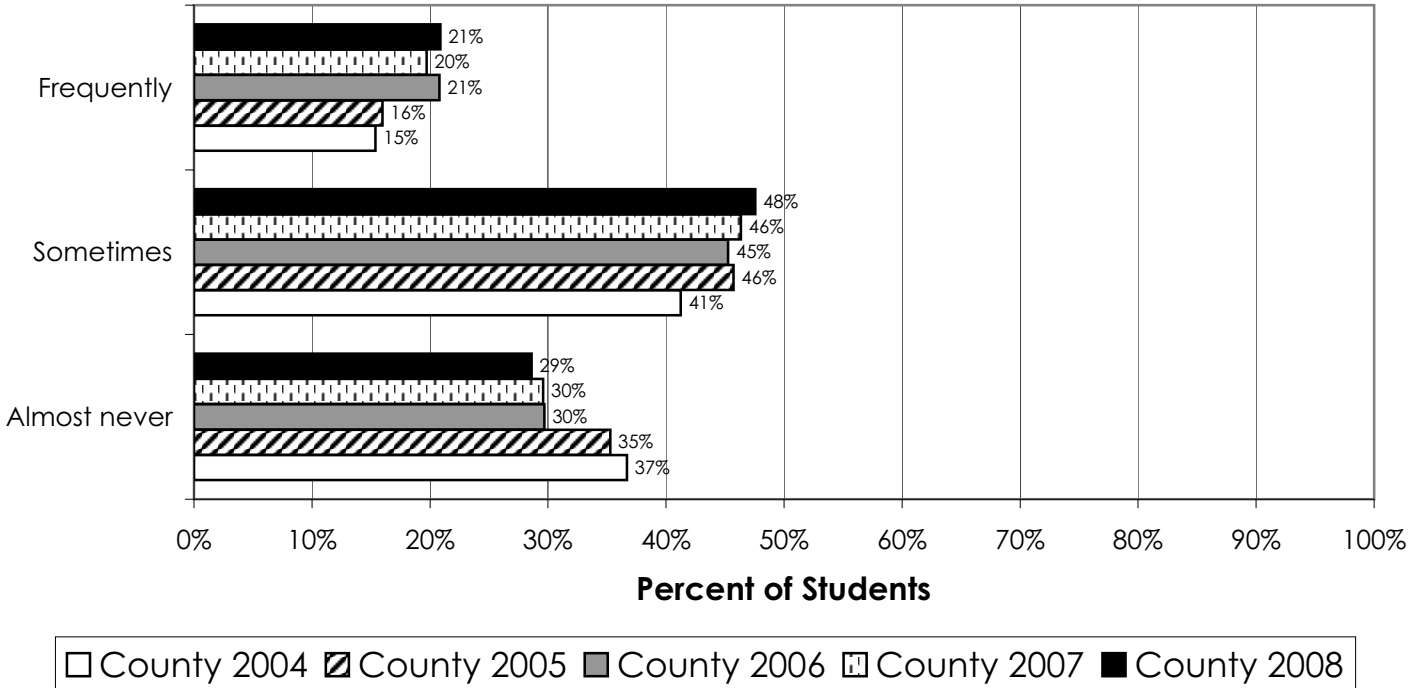
### I Experienced Opportunities to Apply Learning to Complex, Real-world Issues or Problems (Q12h)



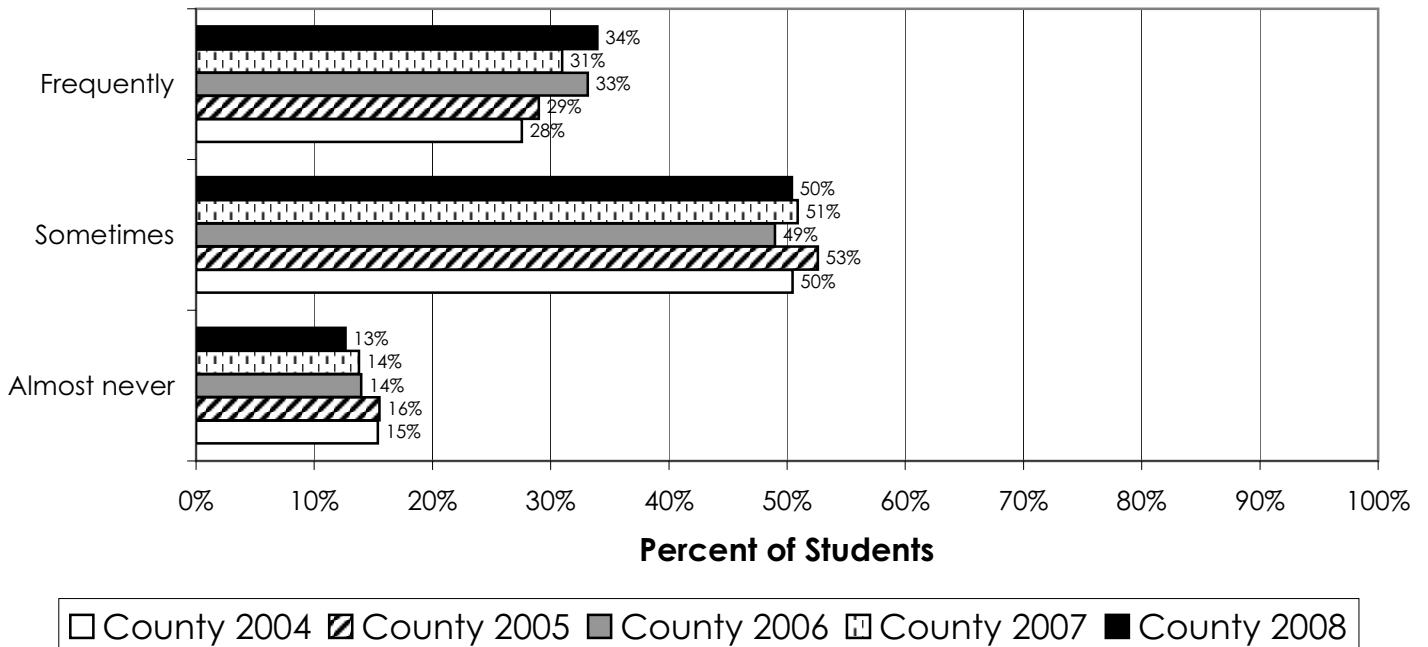
### I Experienced Lessons that Required Interpreting Real-world Data (Q12i)



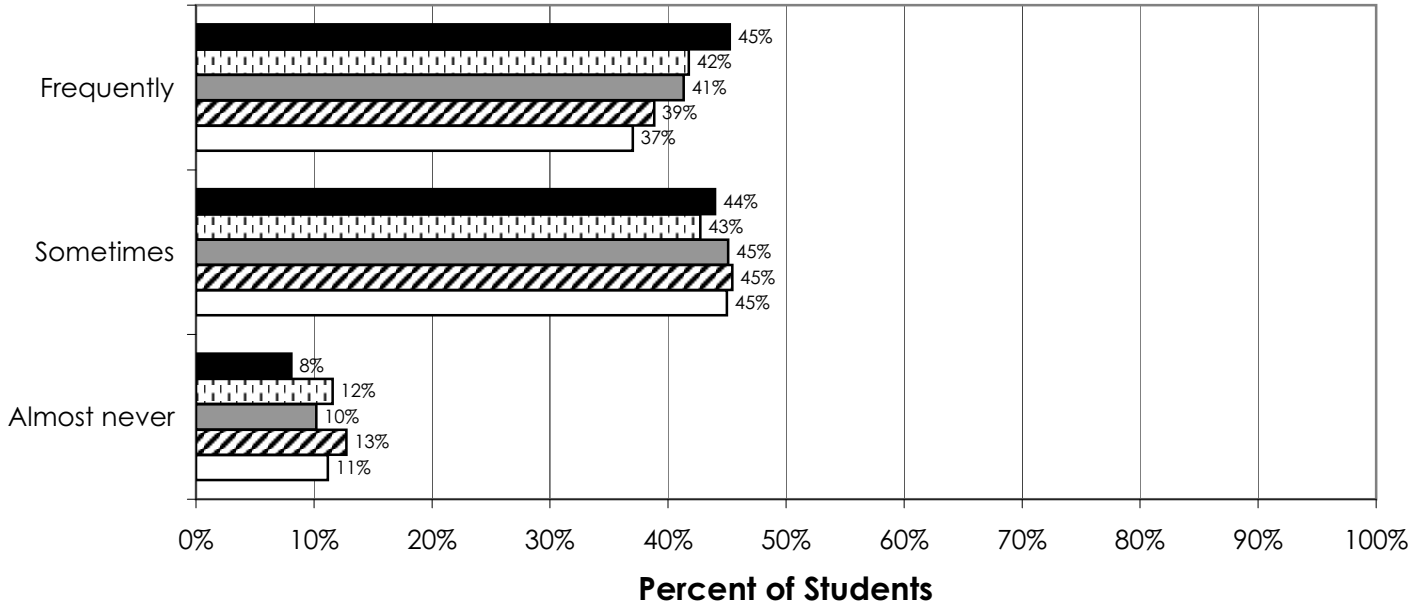
### I Experienced Opportunities to Participate in Career Pathways (Q12j)



### I Experienced Challenging Coursework that Caused Me to Think Deeply about Ideas (Q12k)

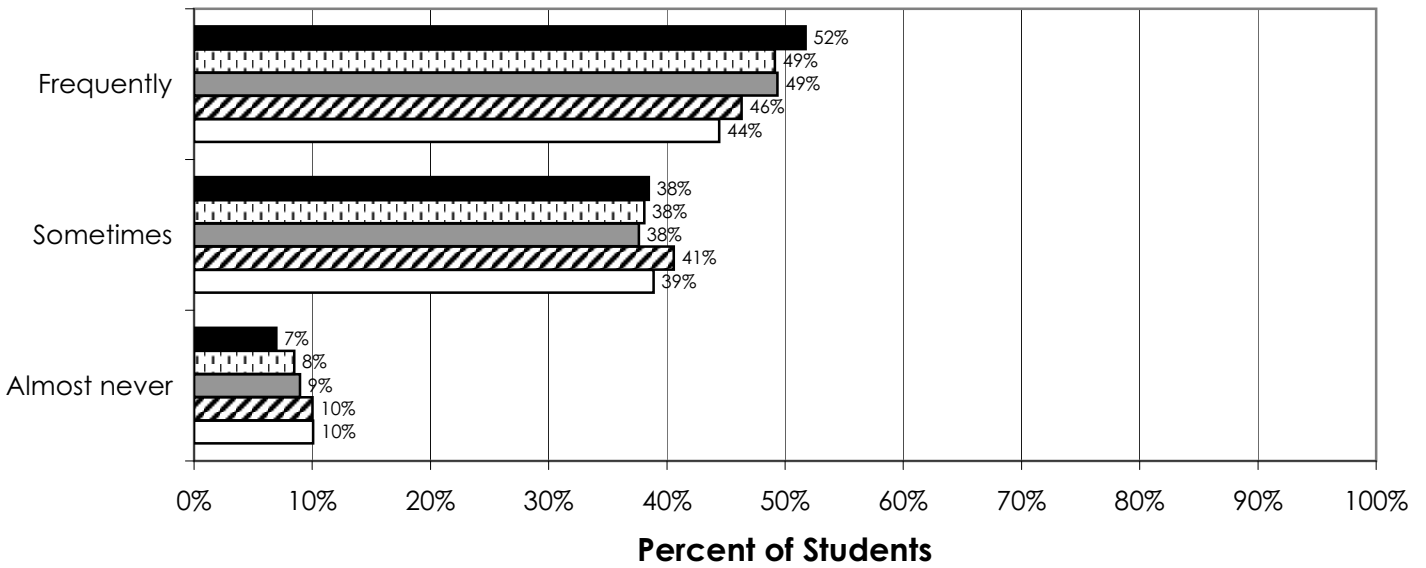


### I Experienced Teachers Who Demanded My Best Efforts (Q12l)



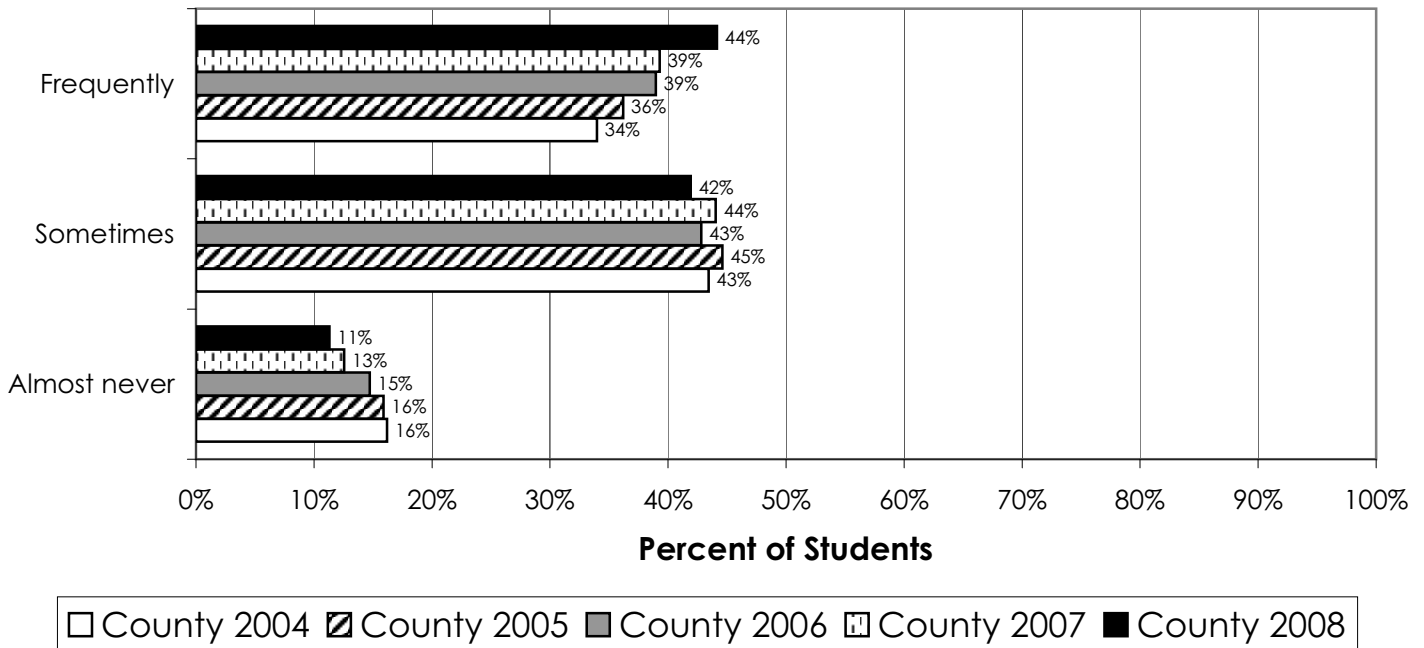
□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

### I Experienced Teachers Who Had High Expectations for Students Like Me (Q12m)

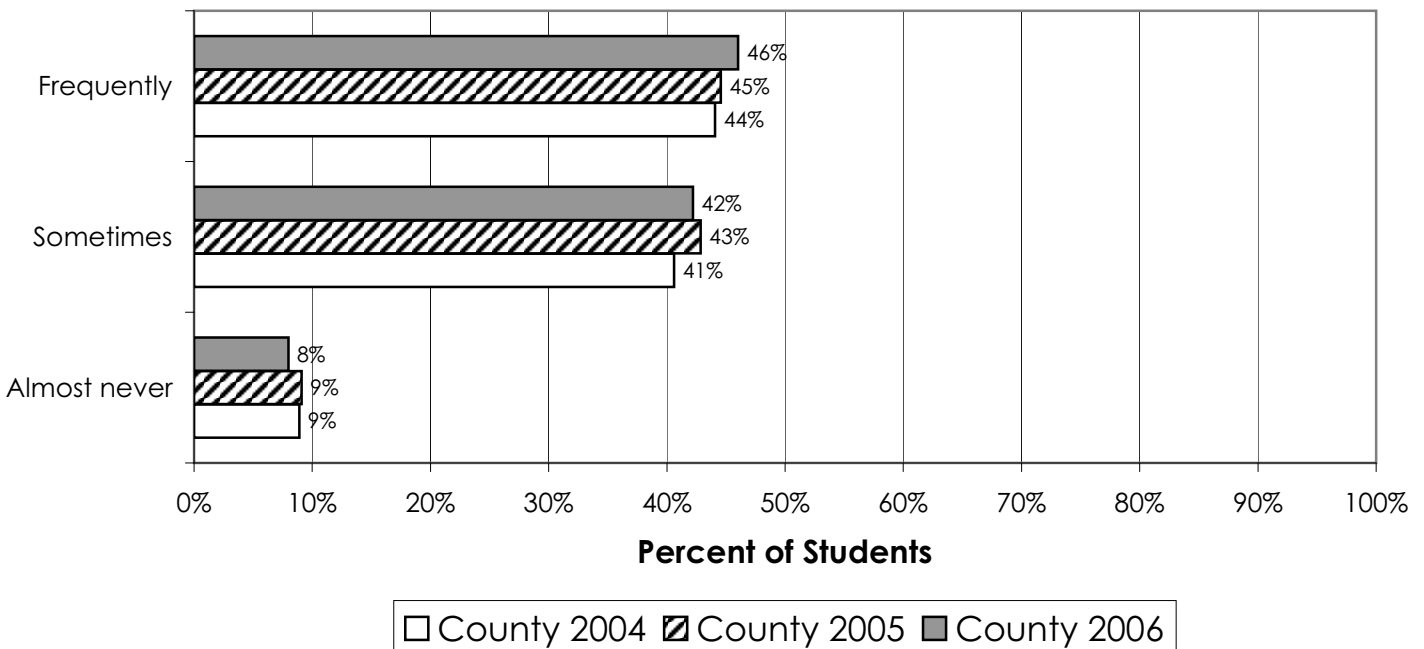


□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

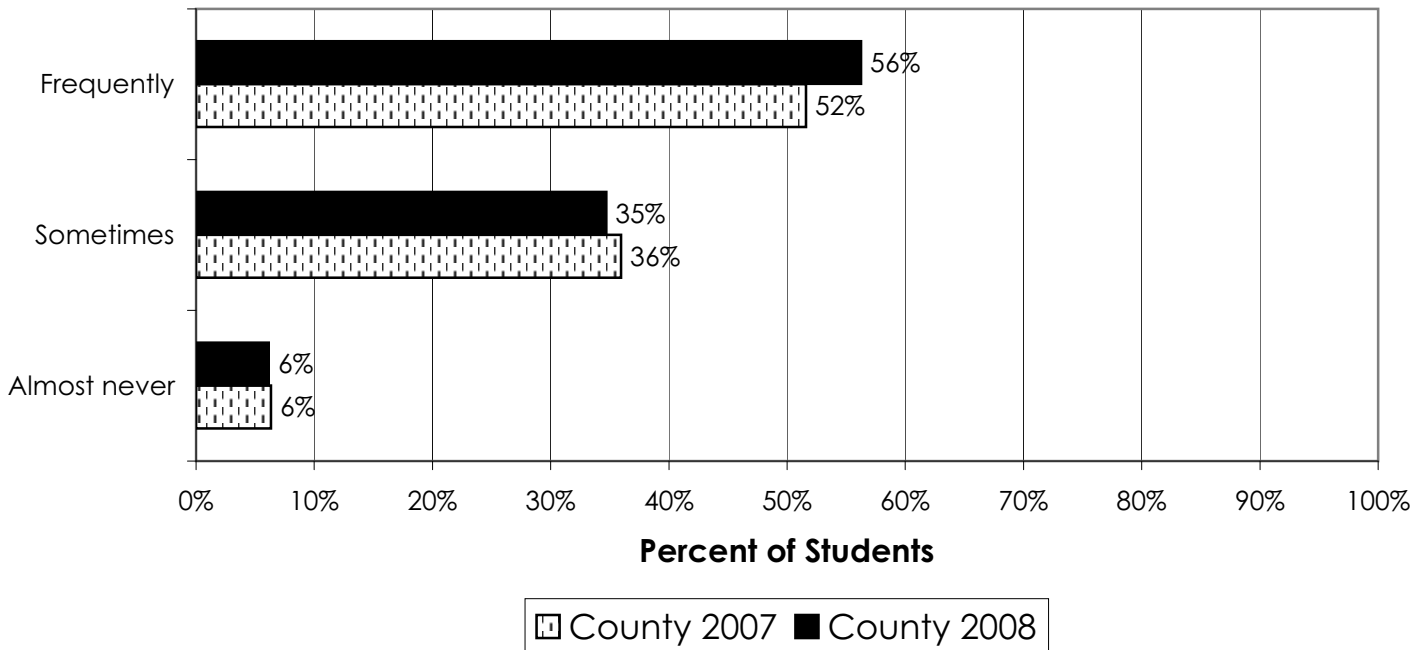
**I Experienced Opportunities to Work with and Know People of Different Backgrounds or Skill Levels (Q12n)**



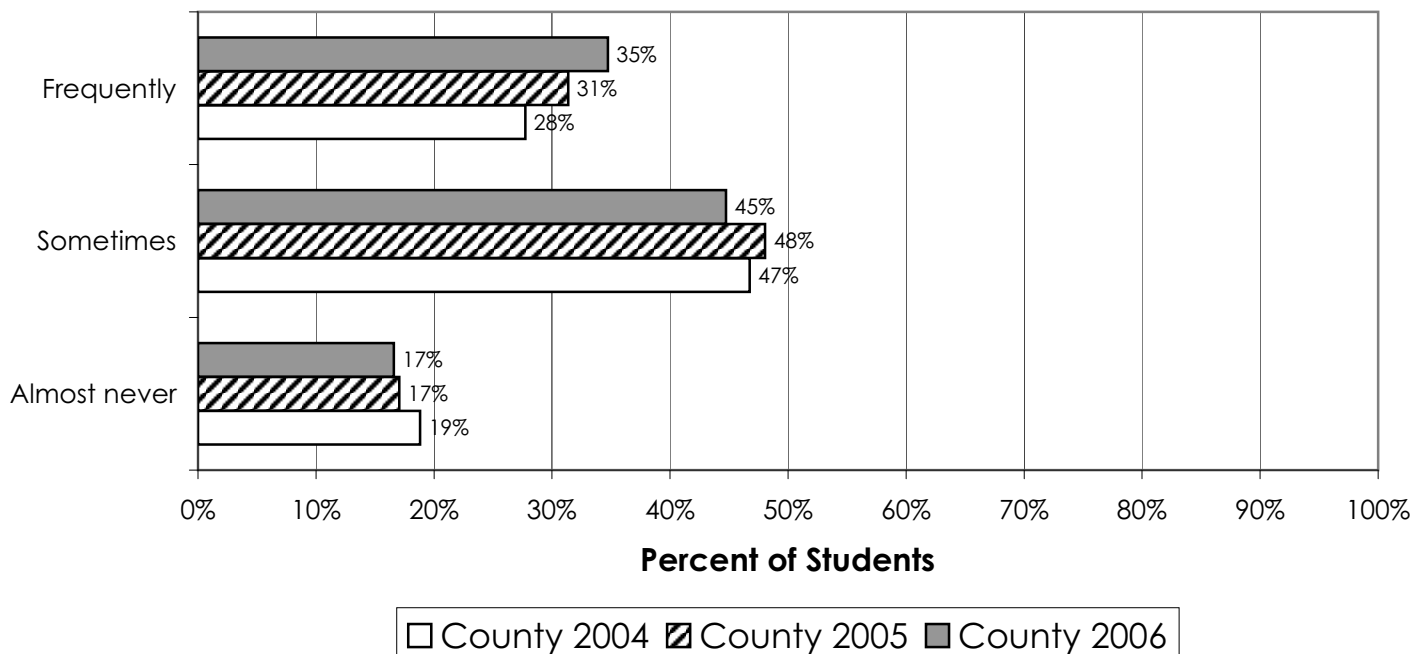
**I Experienced Teachers and Fellow Students Who Knew Me Well and Cared about Me as a Person (Q12o old version)**



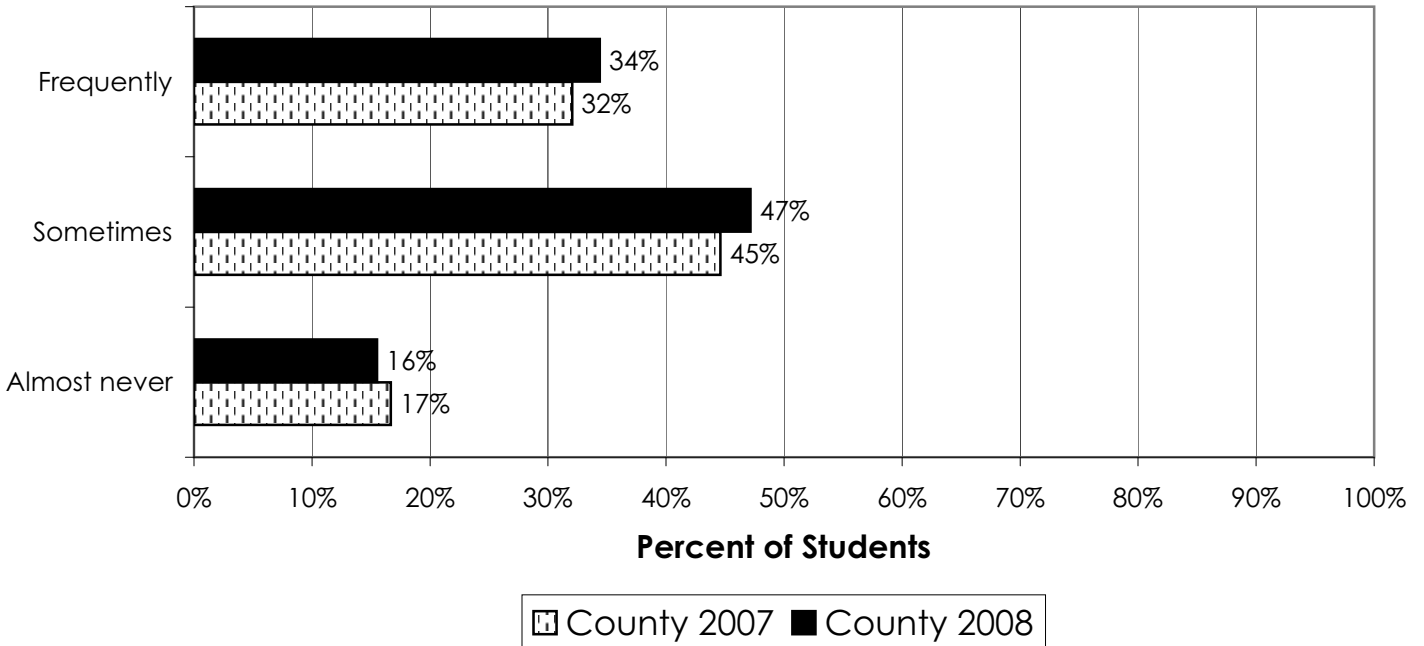
**I Experienced Fellow Students Who Knew Me Well and Cared about Me as a Person (Q12o)**



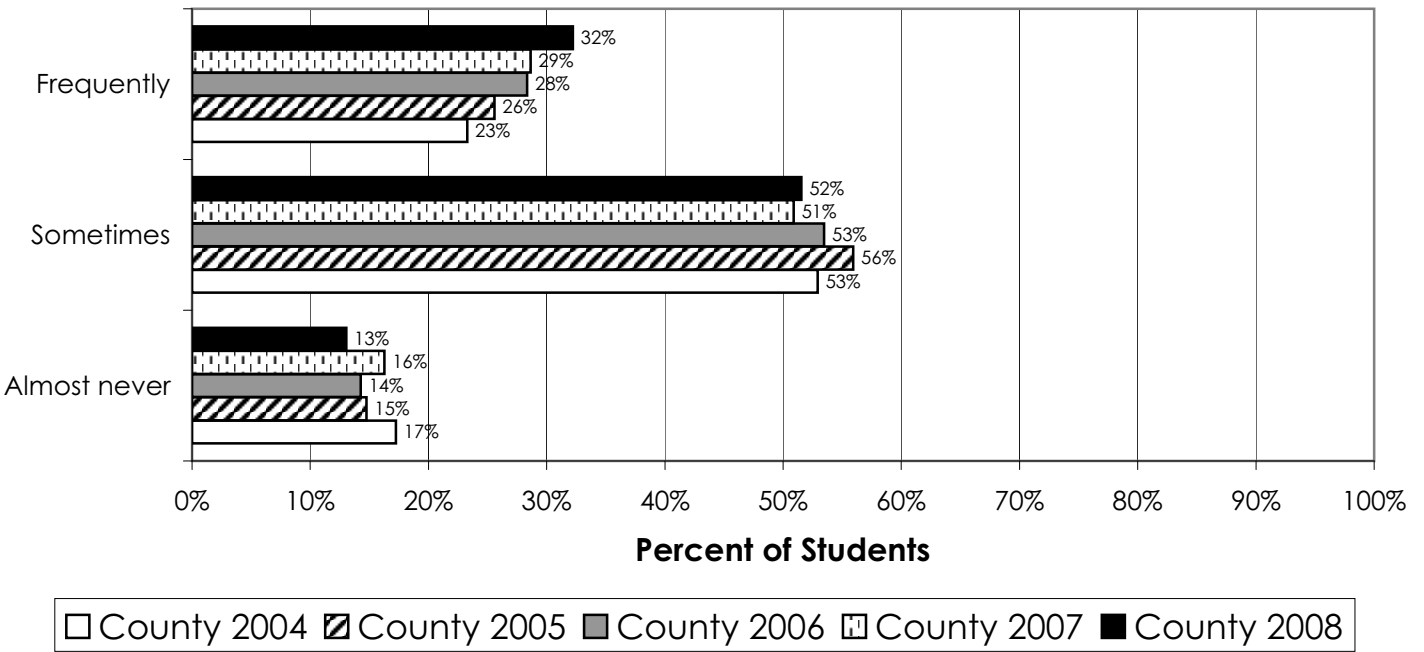
**I Experienced Teachers and Fellow Students Who Made Me Feel I Had an Important Contribution to Make to My School (Q12p old version)**



**I Experienced Fellow Students Who Made Me Feel I Had an Important Contribution to Make to My School (Q12p)**

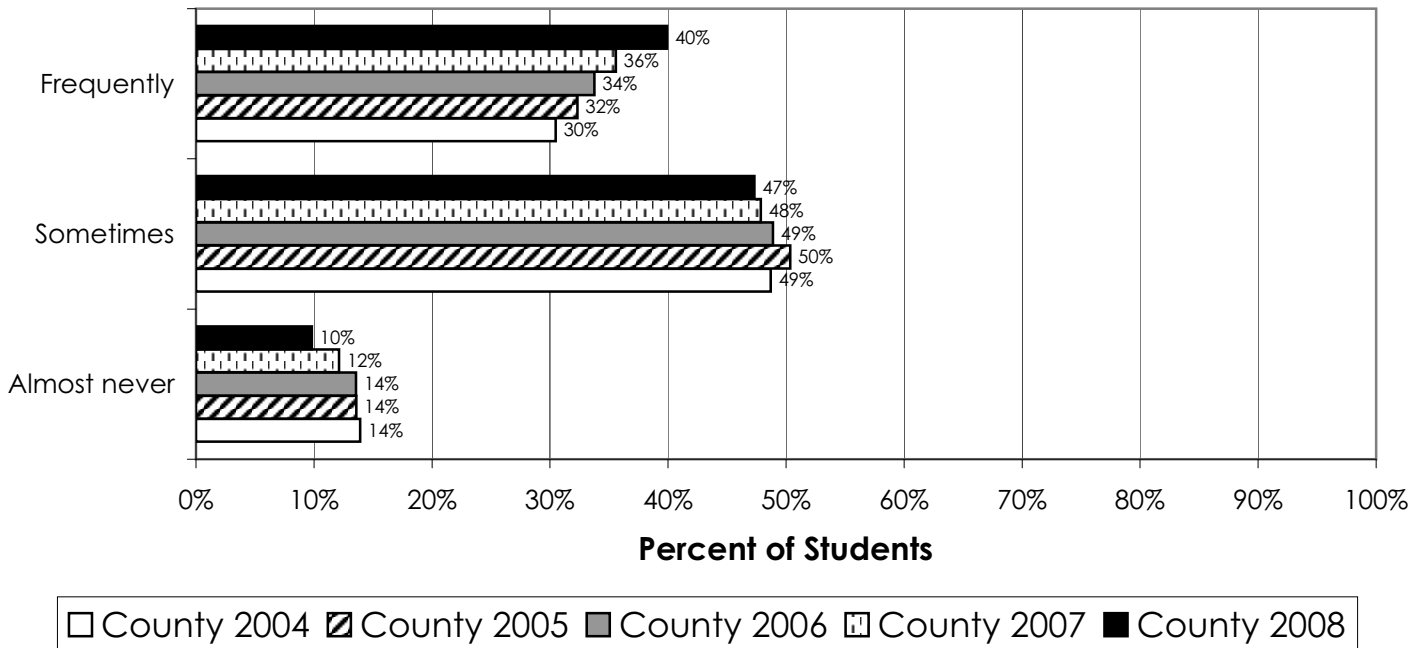


**I Experienced Opportunities to Work with Other Students on Worthwhile Projects (Q12q)**

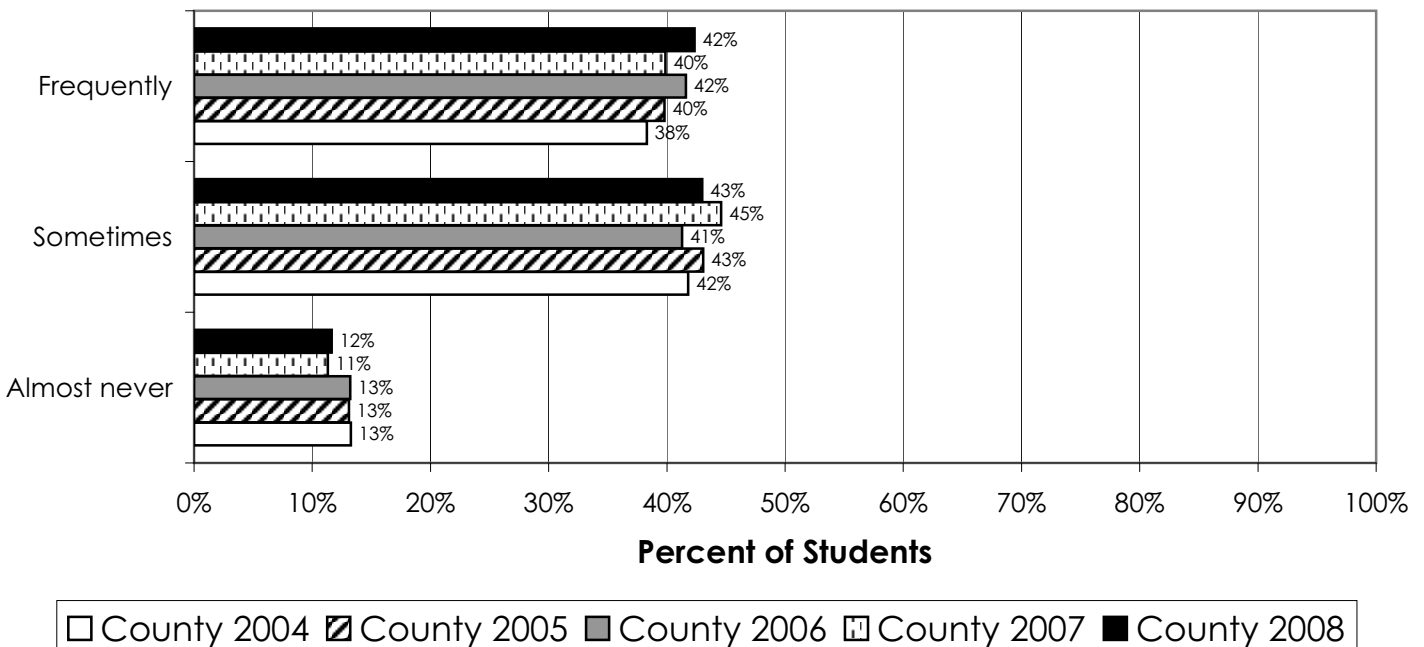


County Results (2004 n=2366, 2005 n=2487, 2006 n=2894, 2007 n=2764, 2008 n=2992)

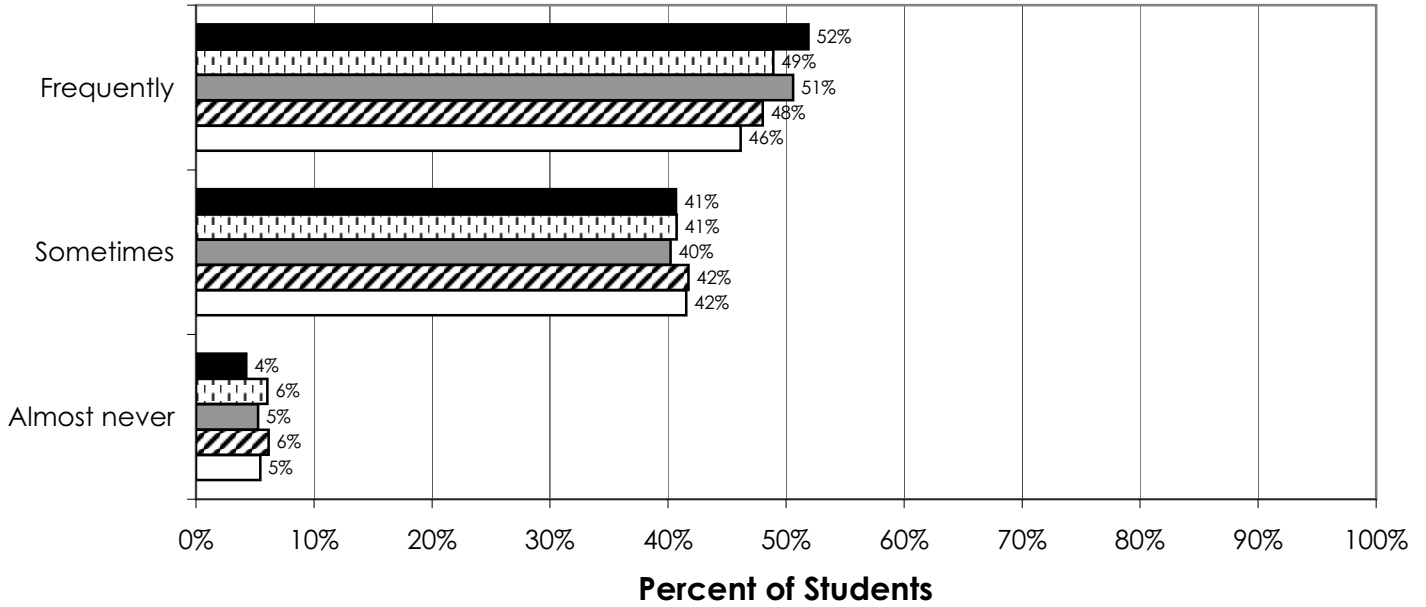
### I Experienced Opportunities to Talk with Other Students about Important Ideas (Q12r)



### I Experienced Opportunity to Select Wide Variety of Course Options/Electives (Q12s)

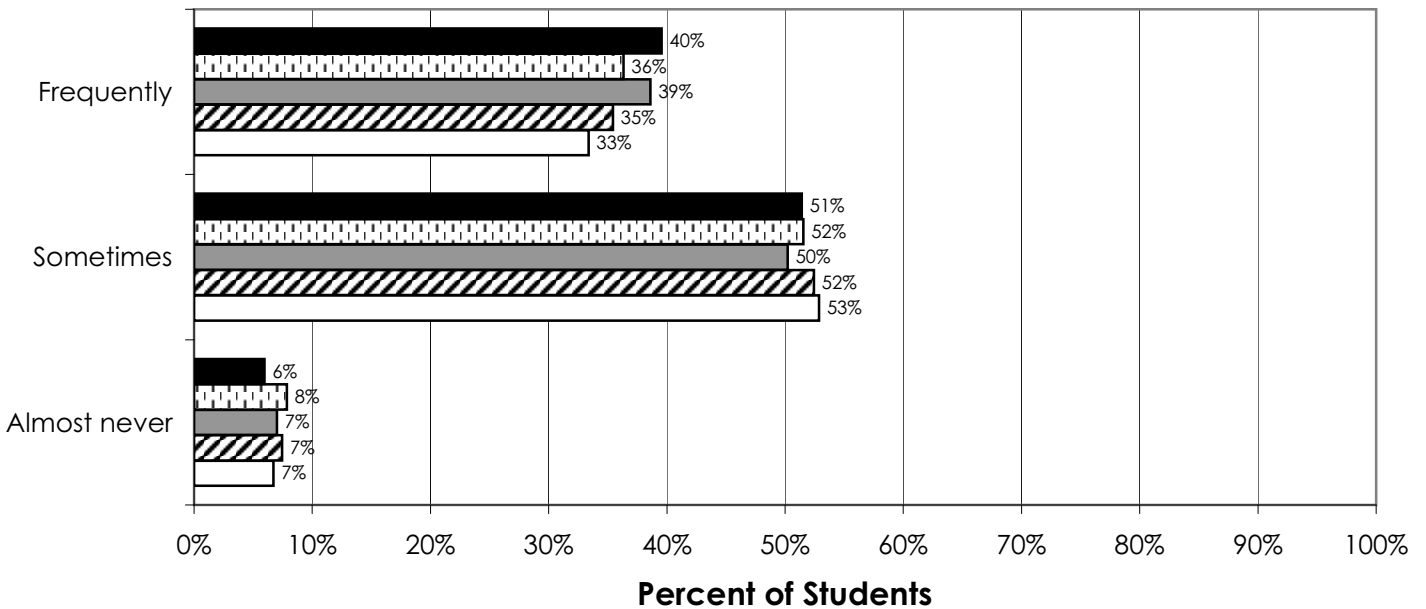


**I Experienced Teachers Who Knew Subject Well (Q12f)**



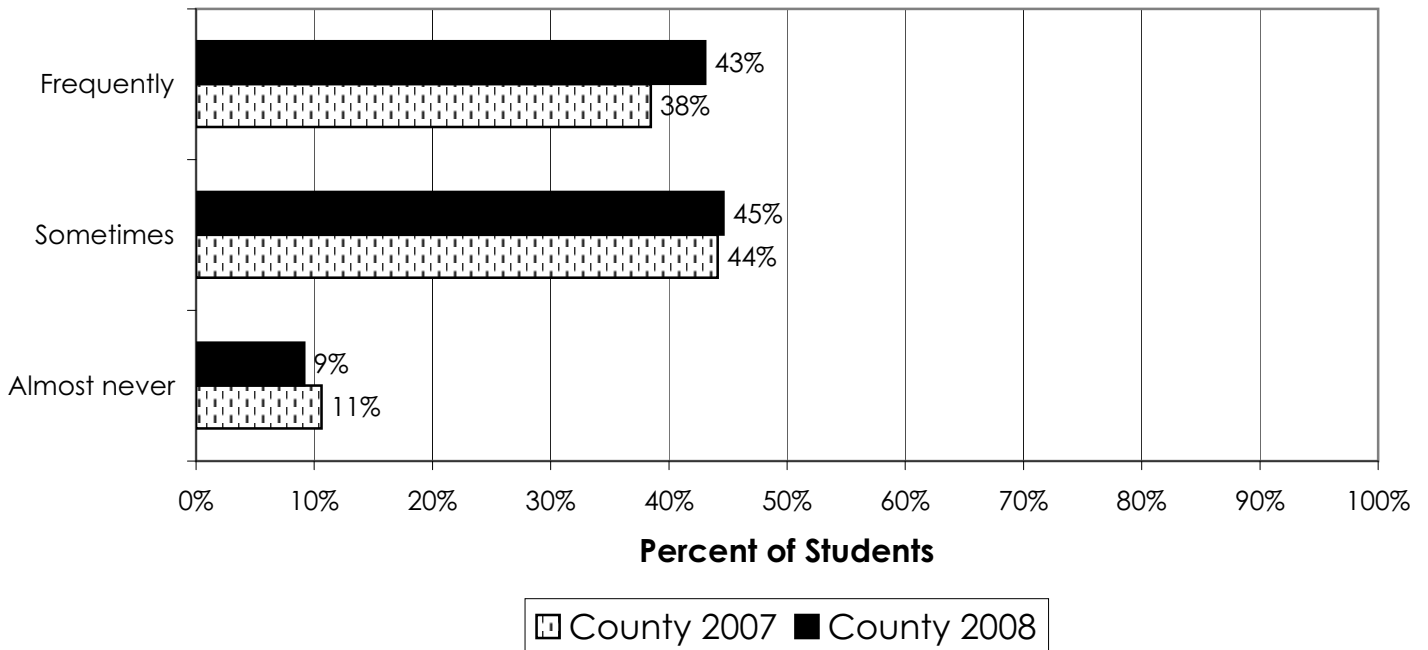
□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

**I Experienced Teachers Who Explained Subject Clearly (Q12u)**

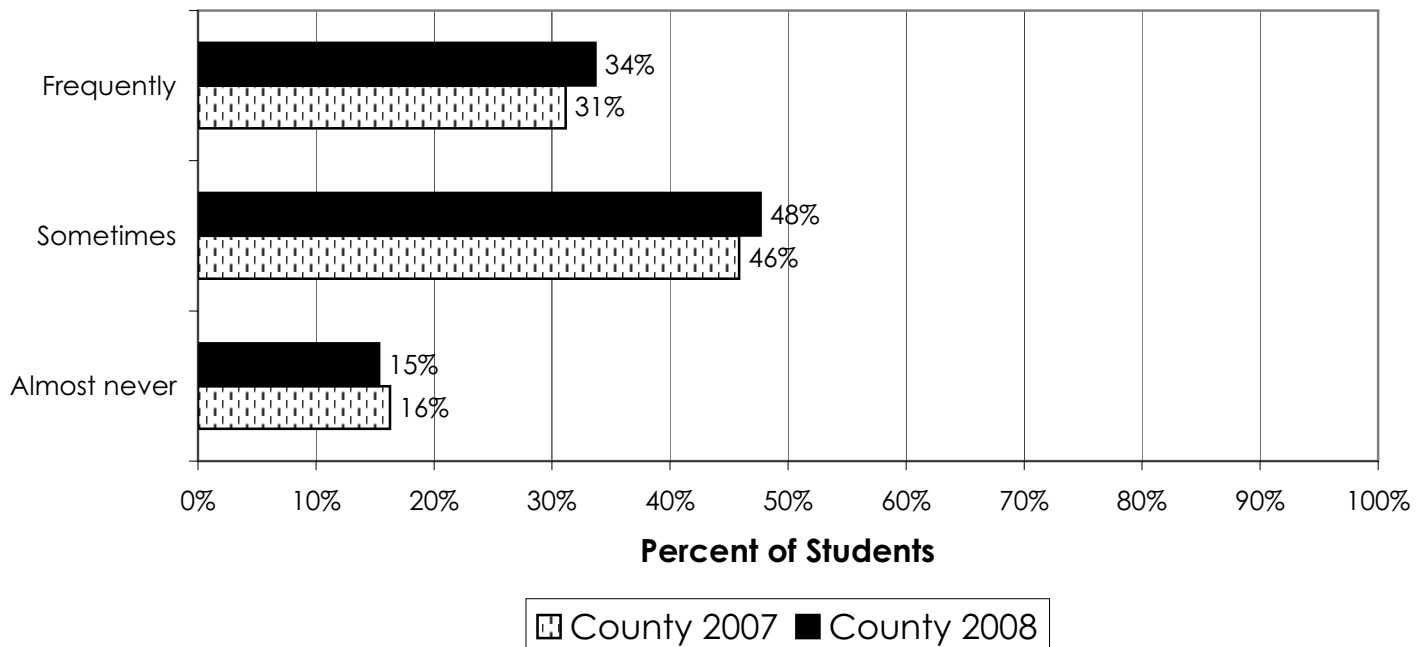


□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

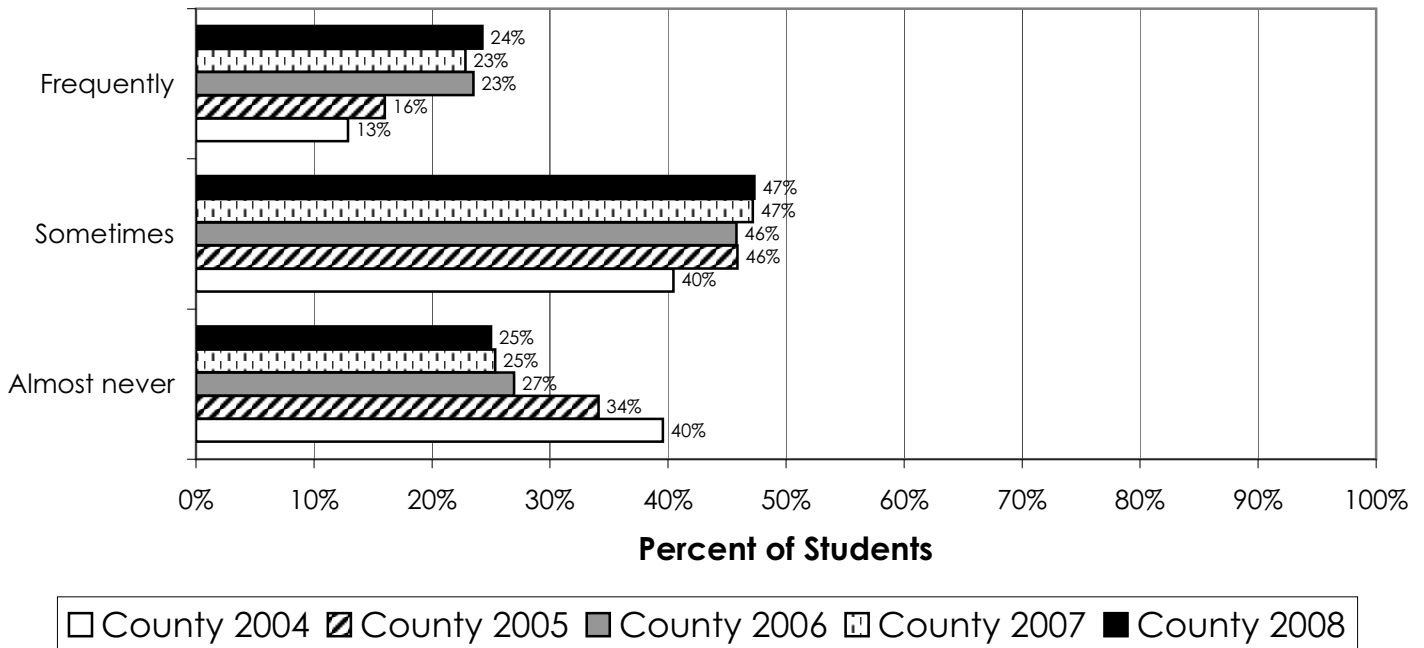
**I Experienced Teachers Who Knew Me Well and Cared about Me as a Person (Q12v)**



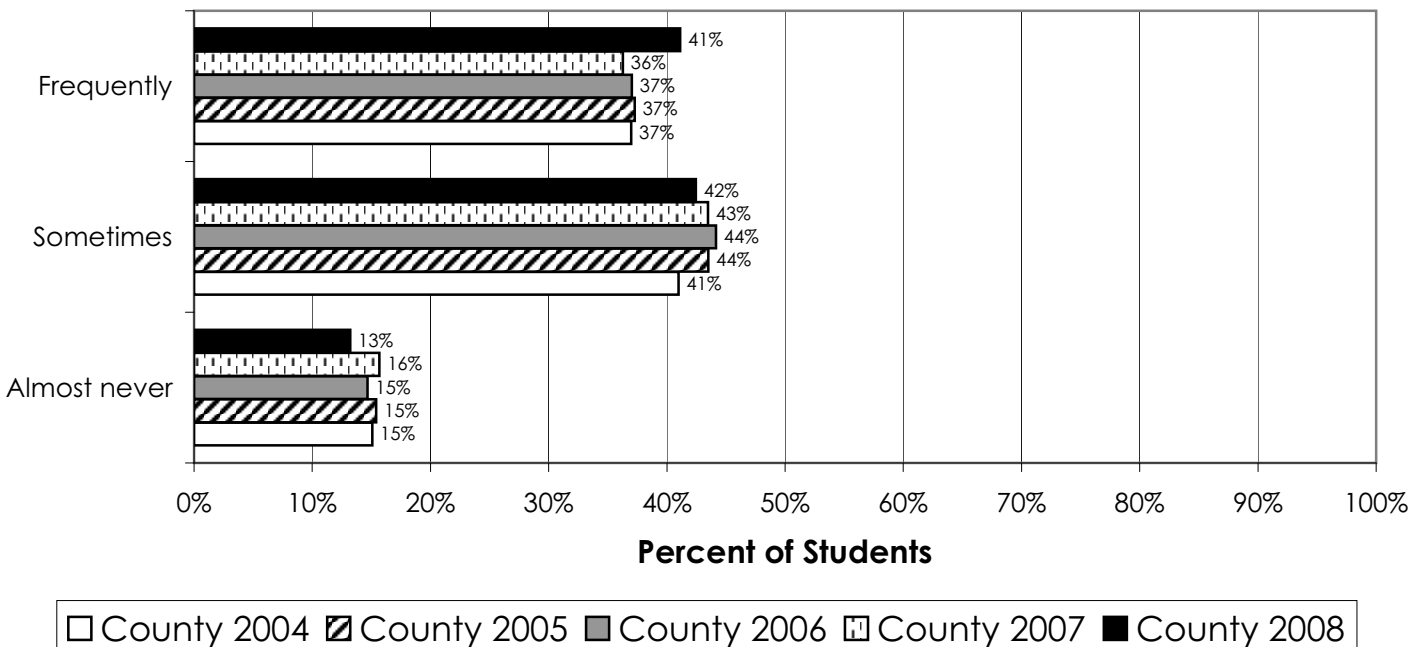
**I Experienced Teachers Who Made Me Feel I Had an Important Contribution to Make to My School (Q12w)**



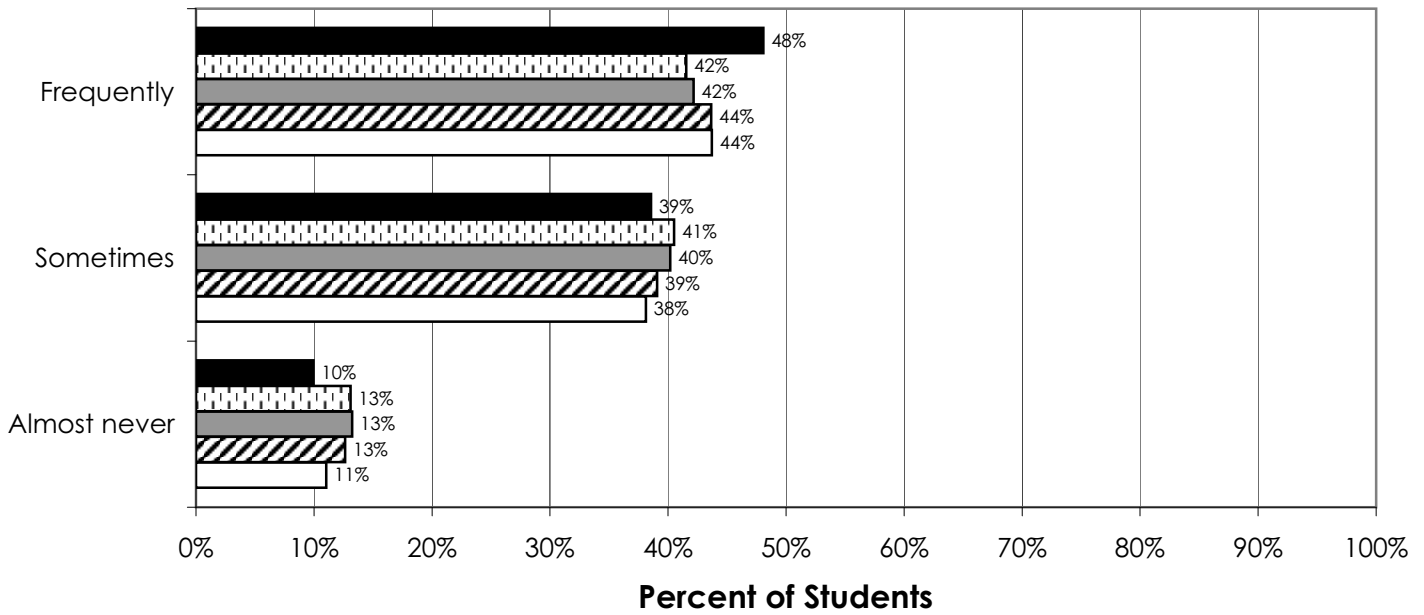
### I Experienced Opportunities to Develop/Revise Personal Education/Career Plan with Help from School Staff (Q12x)



### I Experienced a School Environment Safe from Intimidation and Harassment (Q12y)

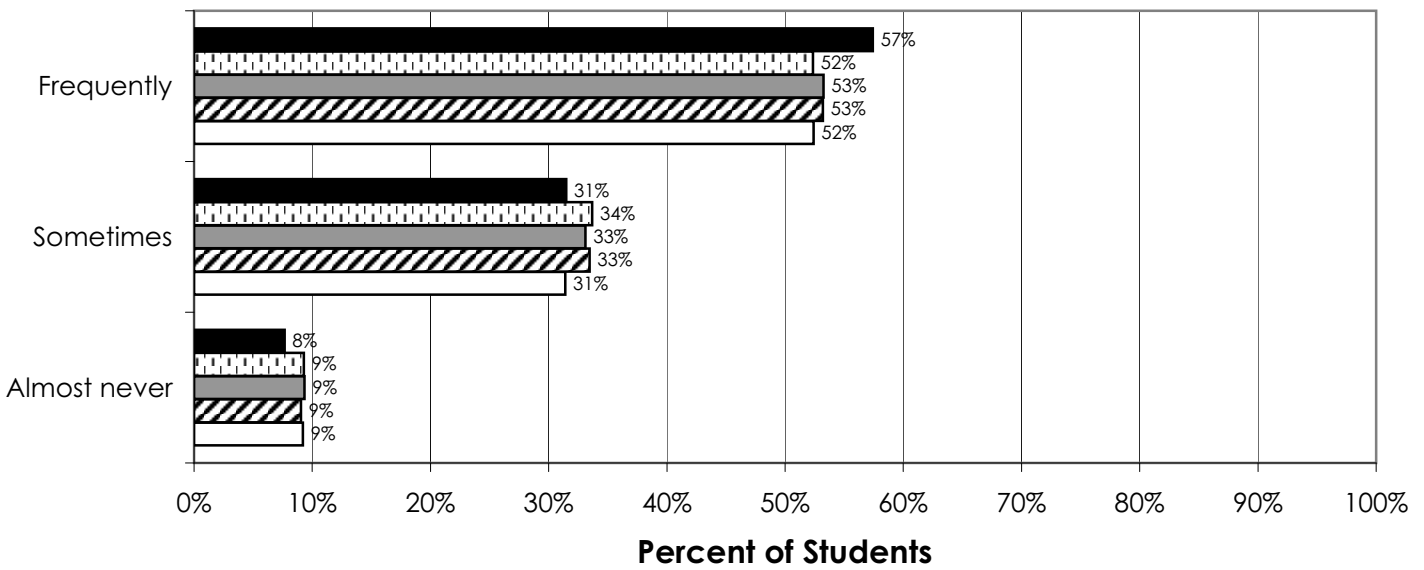


**I Experienced a School Environment Safe from Physical Violence (Q12z)**



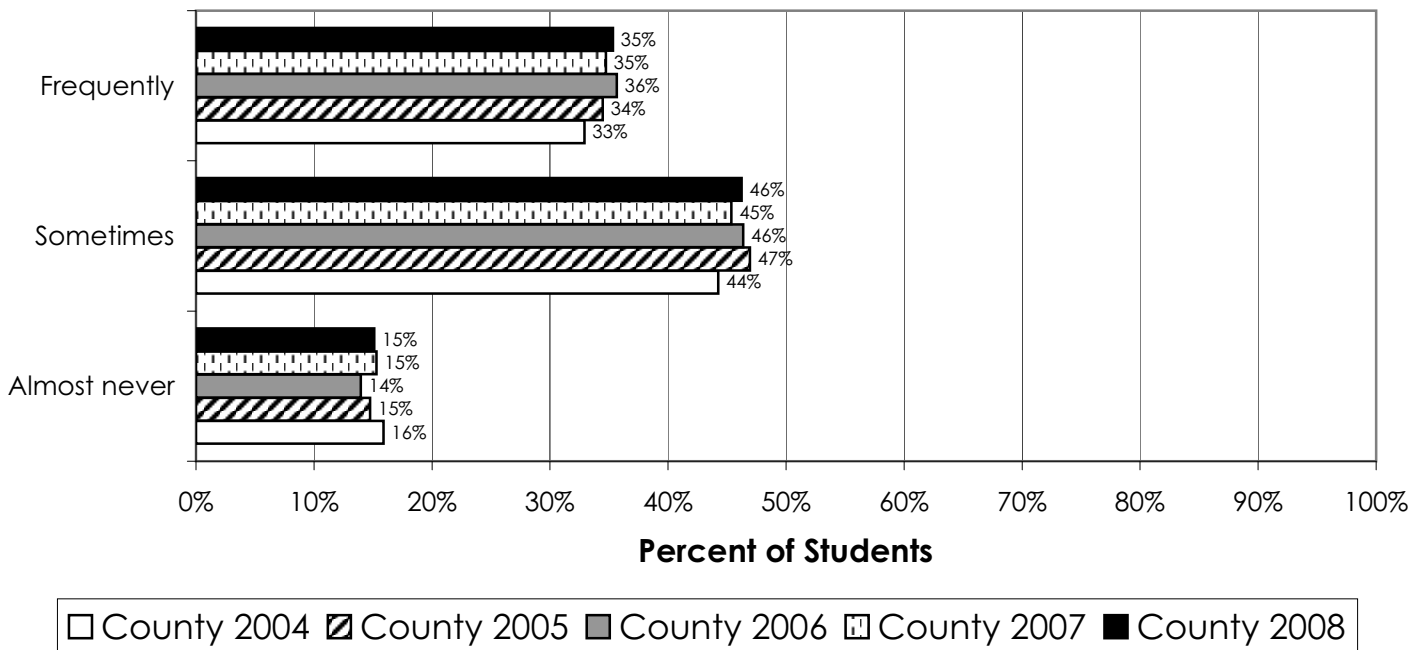
□ County 2004   ▨ County 2005   ▩ County 2006   ▪ County 2007   ■ County 2008

**I Experienced at Least One Adult I Could Count on to Help and Support Me if I Needed Assistance (Q12aa)**

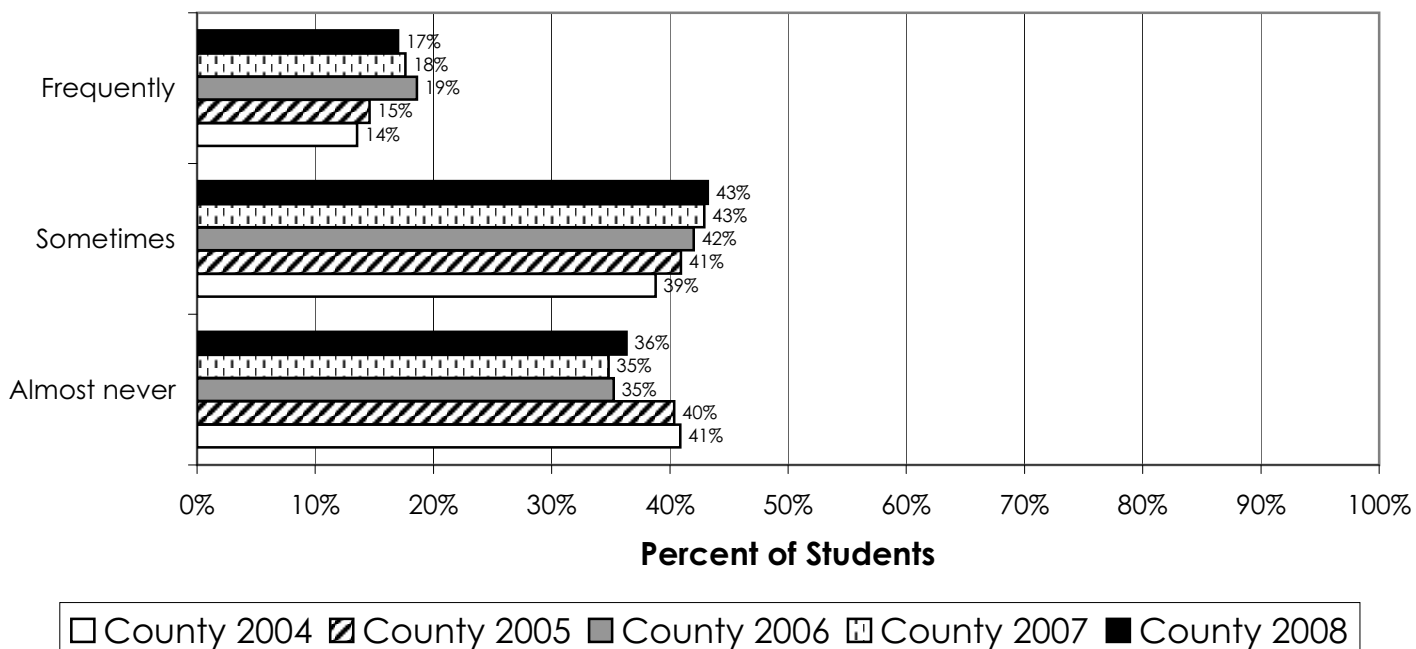


□ County 2004   ▨ County 2005   ▩ County 2006   ▪ County 2007   ■ County 2008

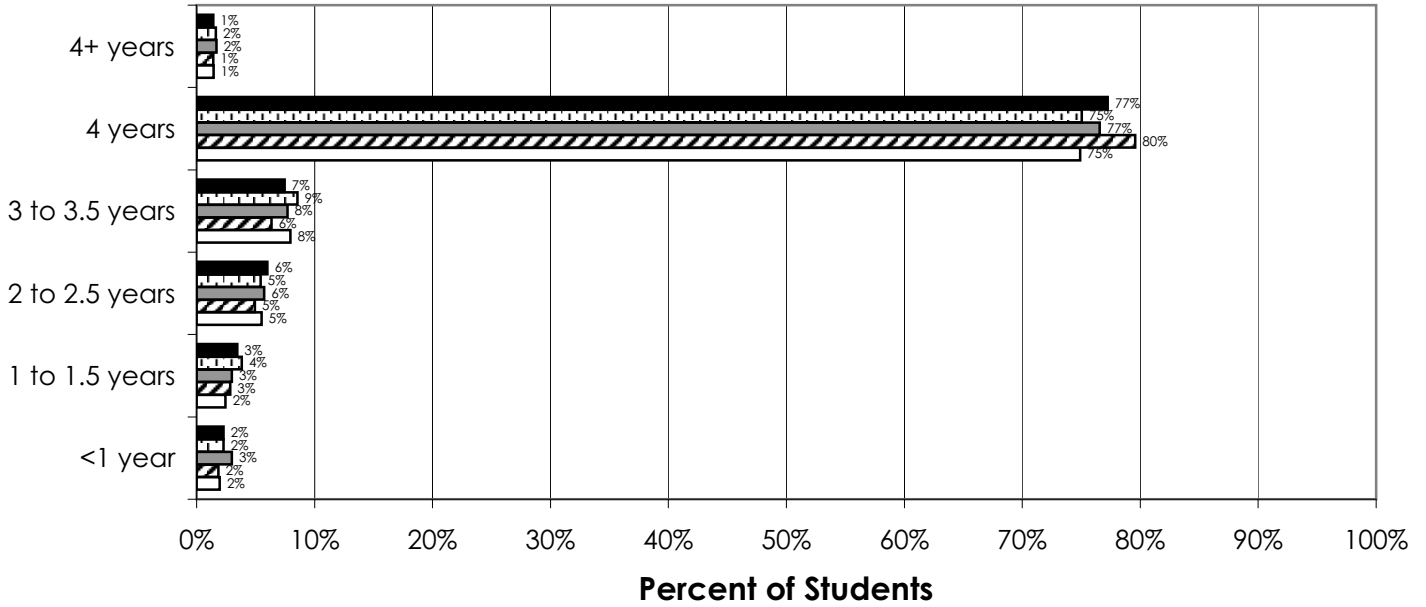
### I Experienced Opportunities to Obtain Assistance with Selecting/Applying for College/Training Program (Q12ab)



### I Experienced Opportunities to Work with Community Members to Address Community Issues/Problems (Q12ac)

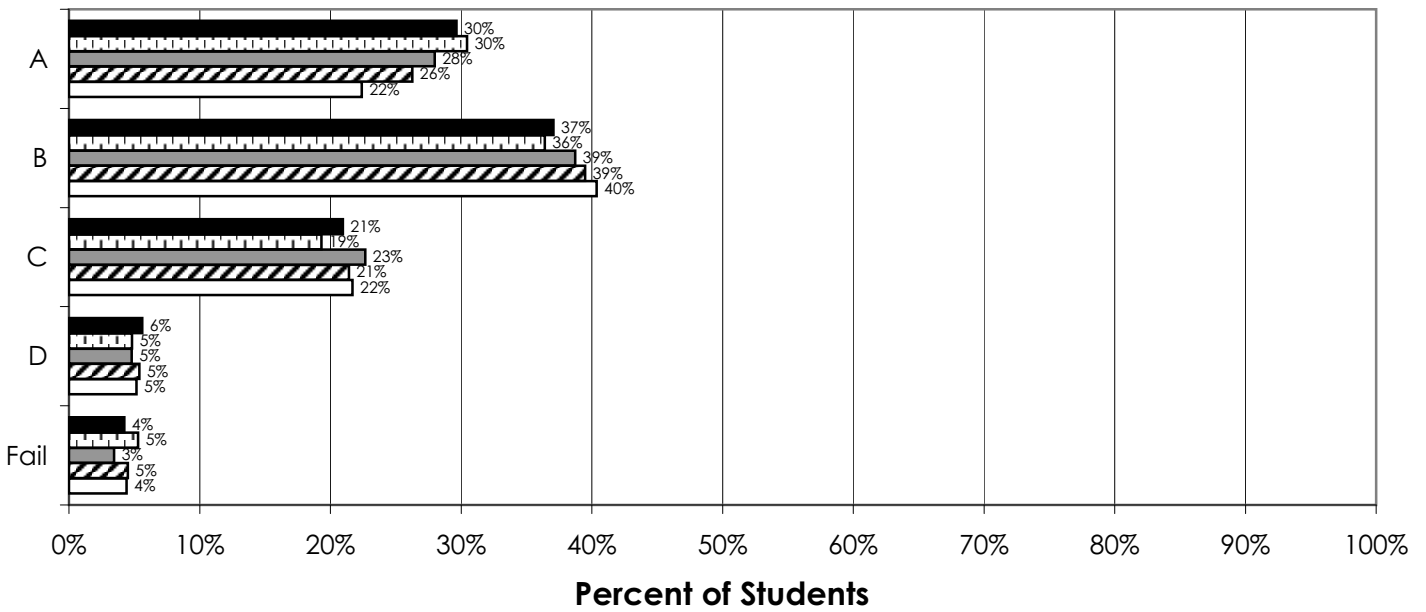


### Attended High School (Grades 9-12) for... (Q13)



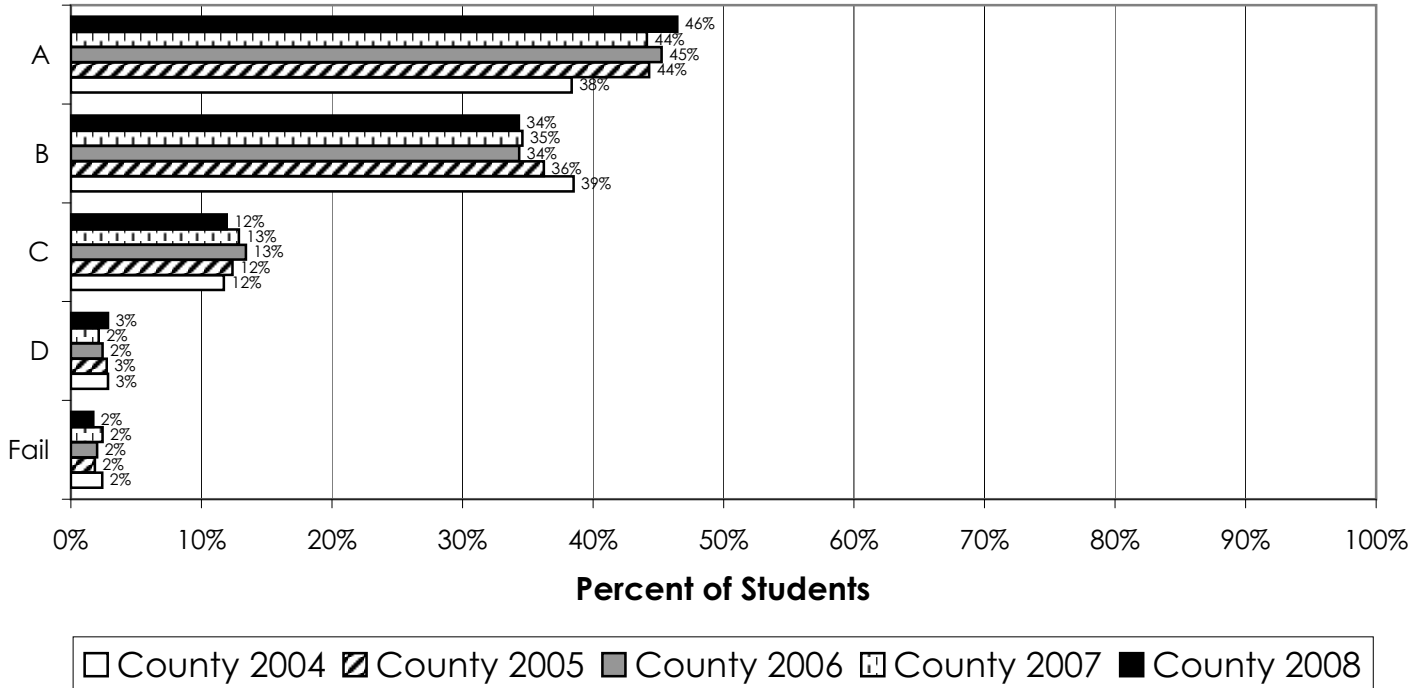
County 2004  
  County 2005  
  County 2006  
  County 2007  
  County 2008

### Grade for Preparation for Employment (Q14a)

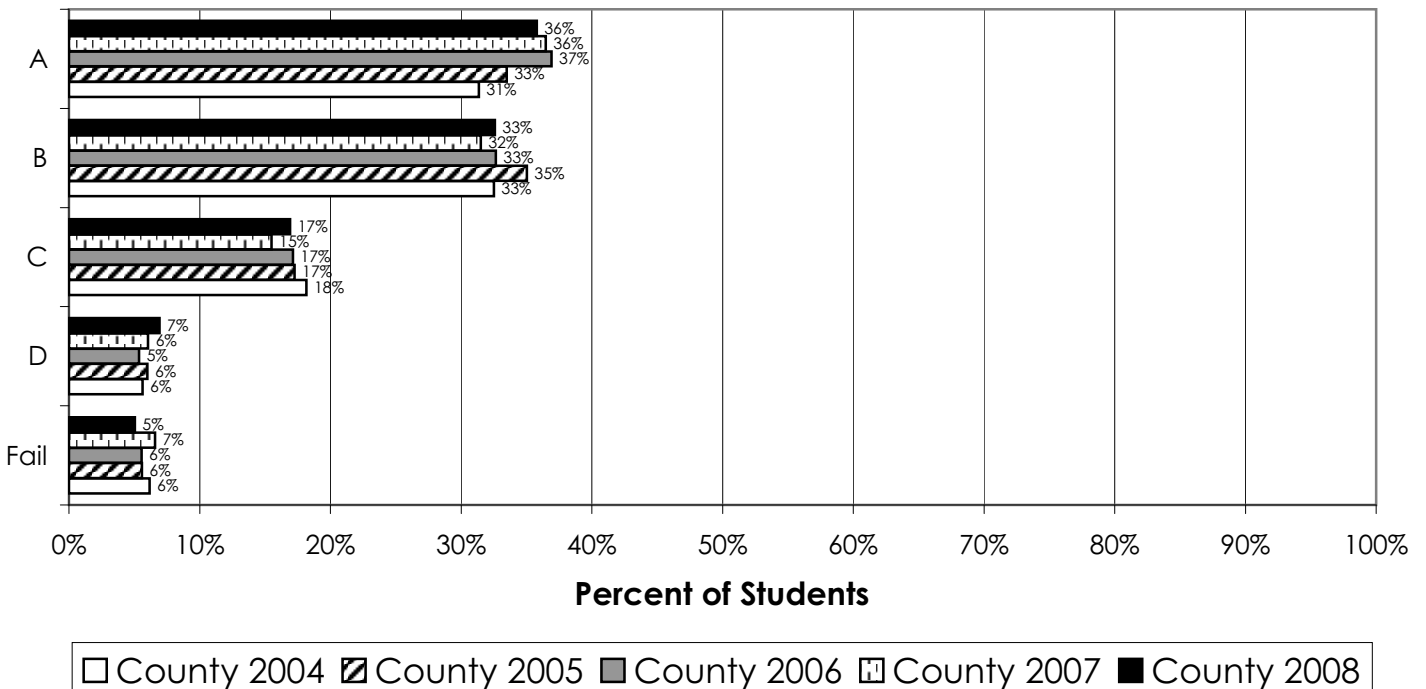


County 2004  
  County 2005  
  County 2006  
  County 2007  
  County 2008

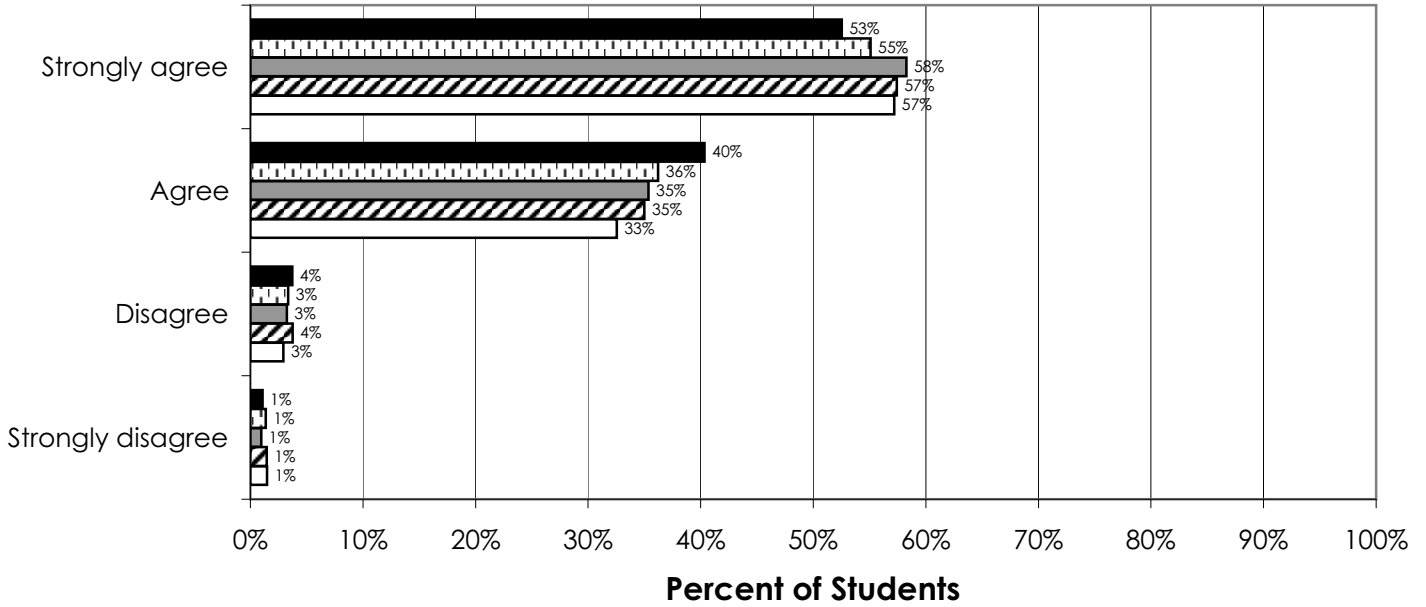
### Grade for Preparation for Further Education (Q14b)



### Grade for Preparation for Personal Life (Q14c)

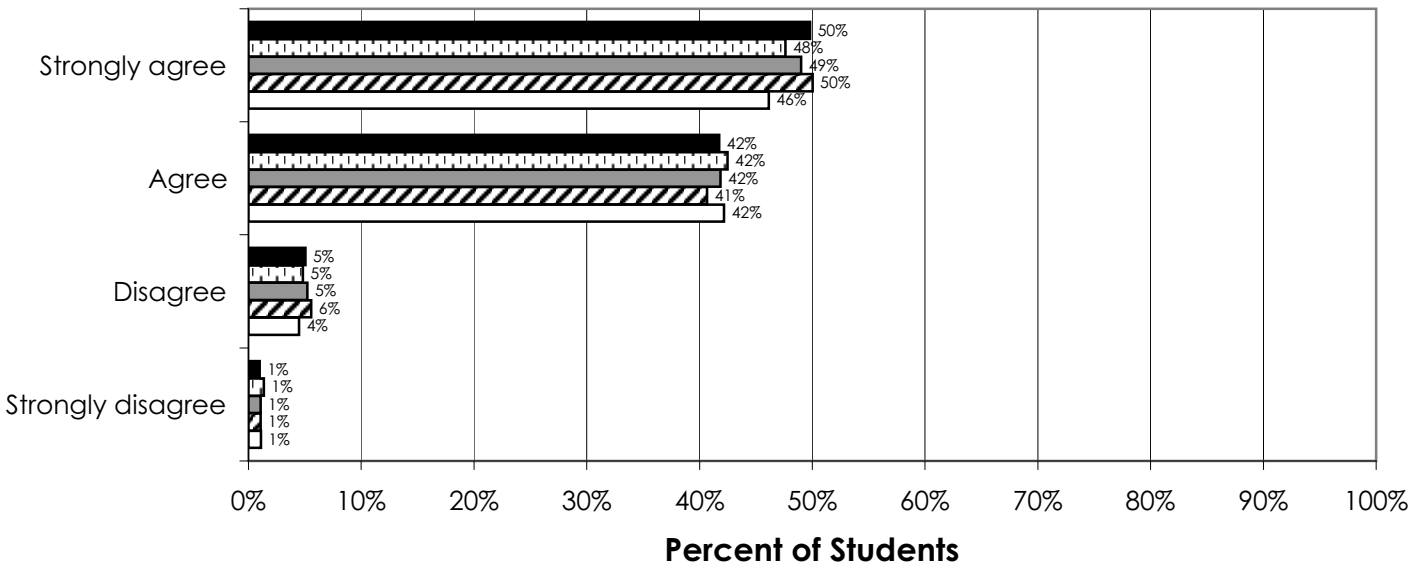


**I Believe I Can Read and Write Effectively (Q15a)**



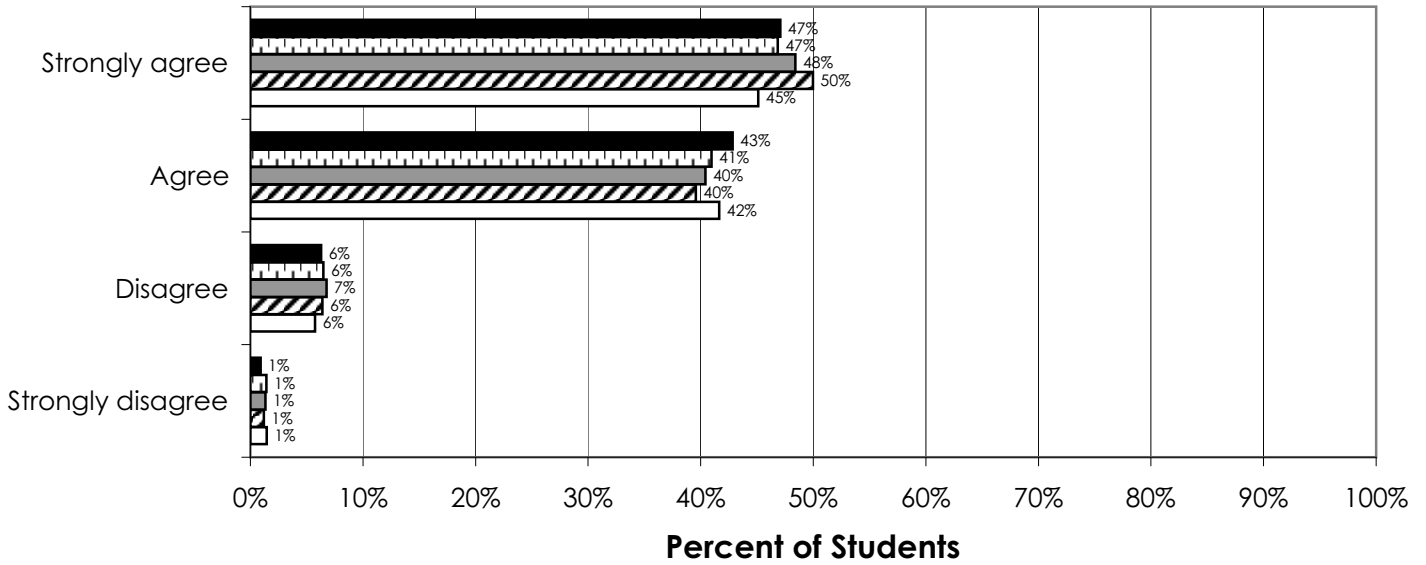
□ County 2004   ▨ County 2005   ■ County 2006   □ County 2007   ■ County 2008

**I Believe I Can Access/Process Information Using a Variety of Different Tools, Including Computers (Q15b)**



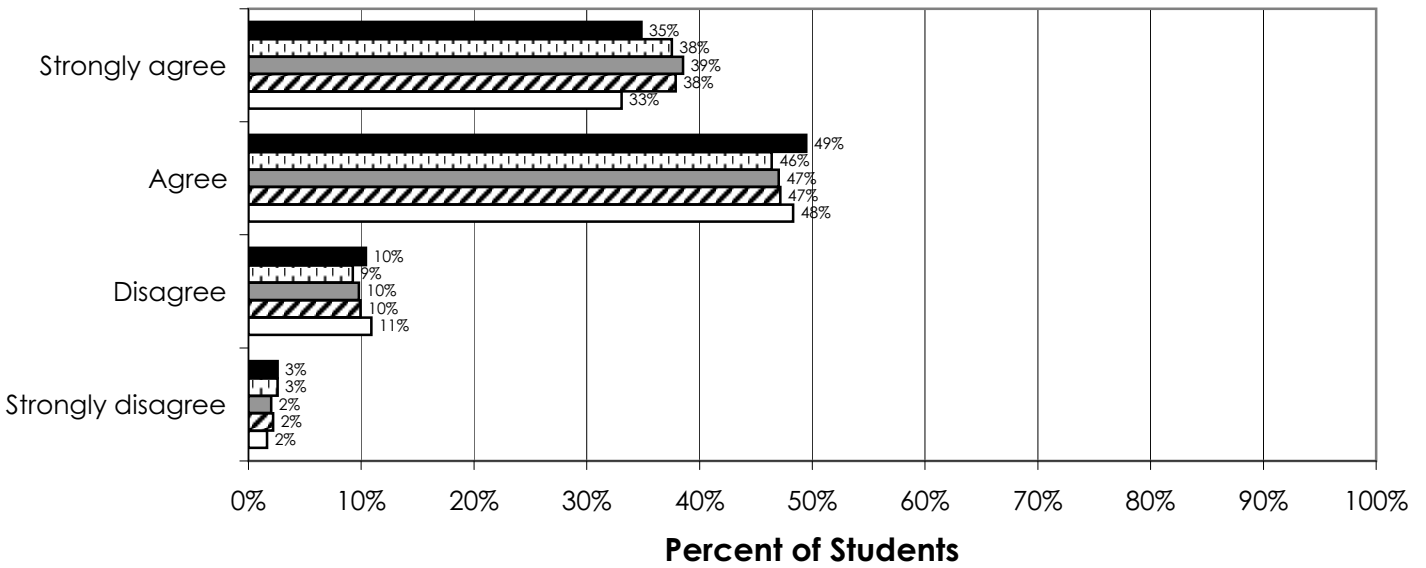
□ County 2004   ▨ County 2005   ■ County 2006   □ County 2007   ■ County 2008

**I Believe I Can Think Deeply and Make Connections among Ideas within and across Subjects (Q15c)**



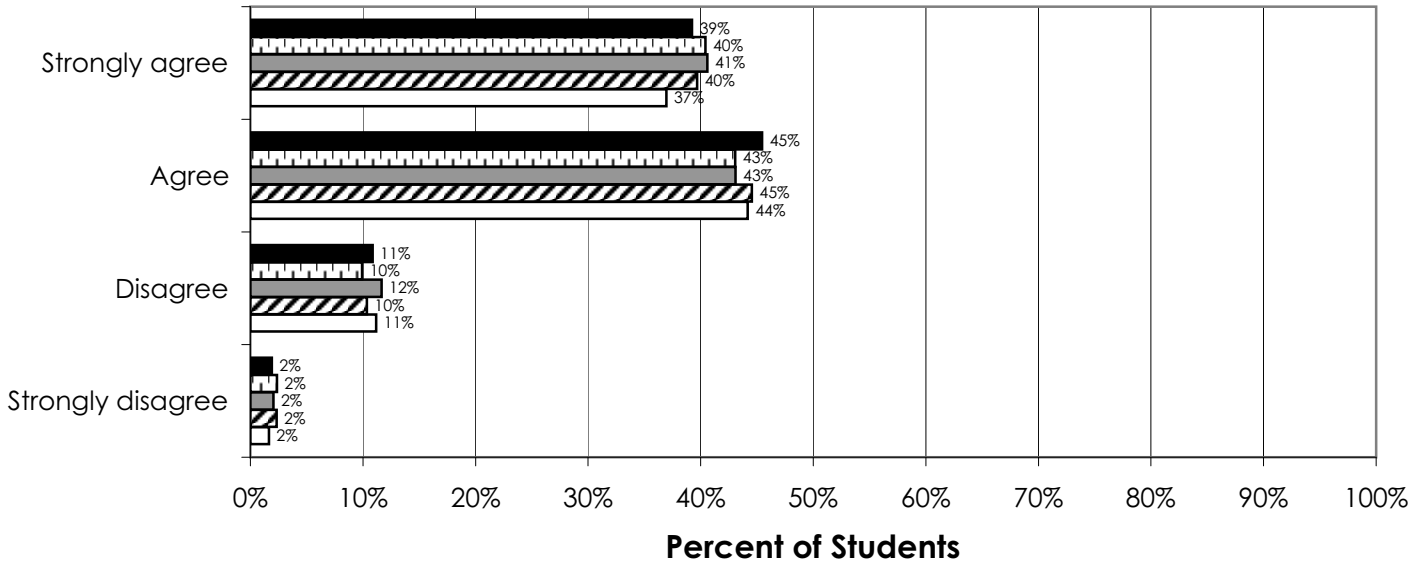
□ County 2004   ▨ County 2005   ■ County 2006   □ County 2007   ■ County 2008

**I Believe I Know How to Go About Solving Complex, Real-world Problems (Q15d)**



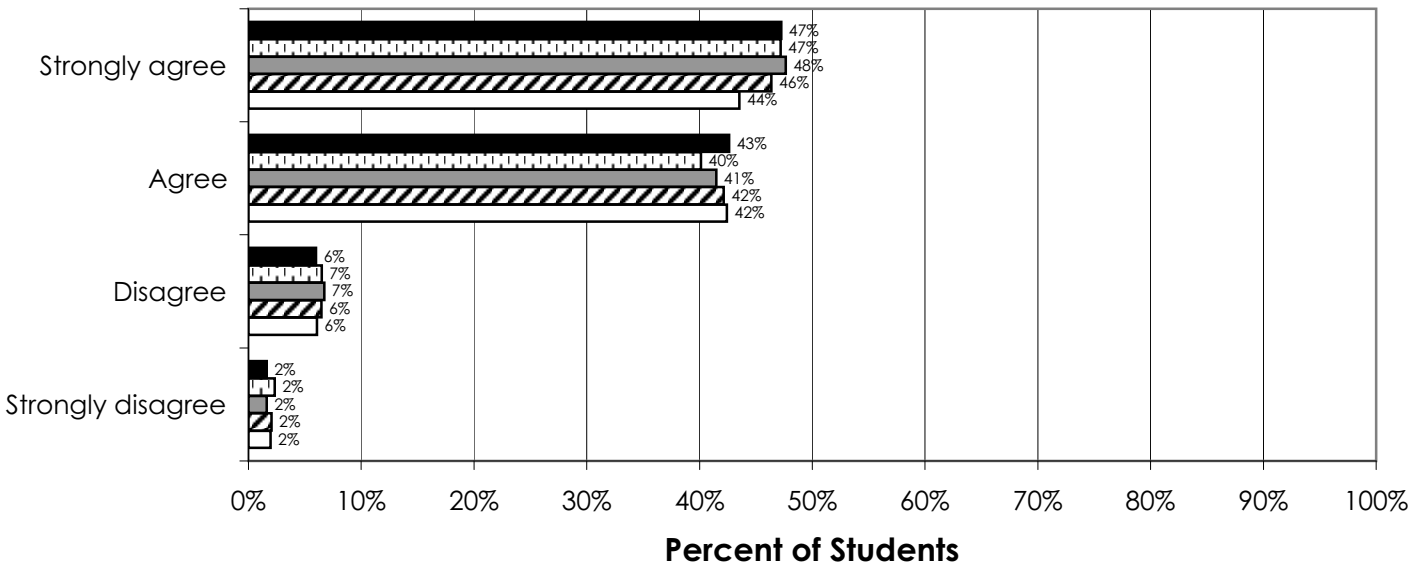
□ County 2004   ▨ County 2005   ■ County 2006   □ County 2007   ■ County 2008

**I Believe I Can Communicate Easily with Different Audiences for Different Purposes (Q15e)**



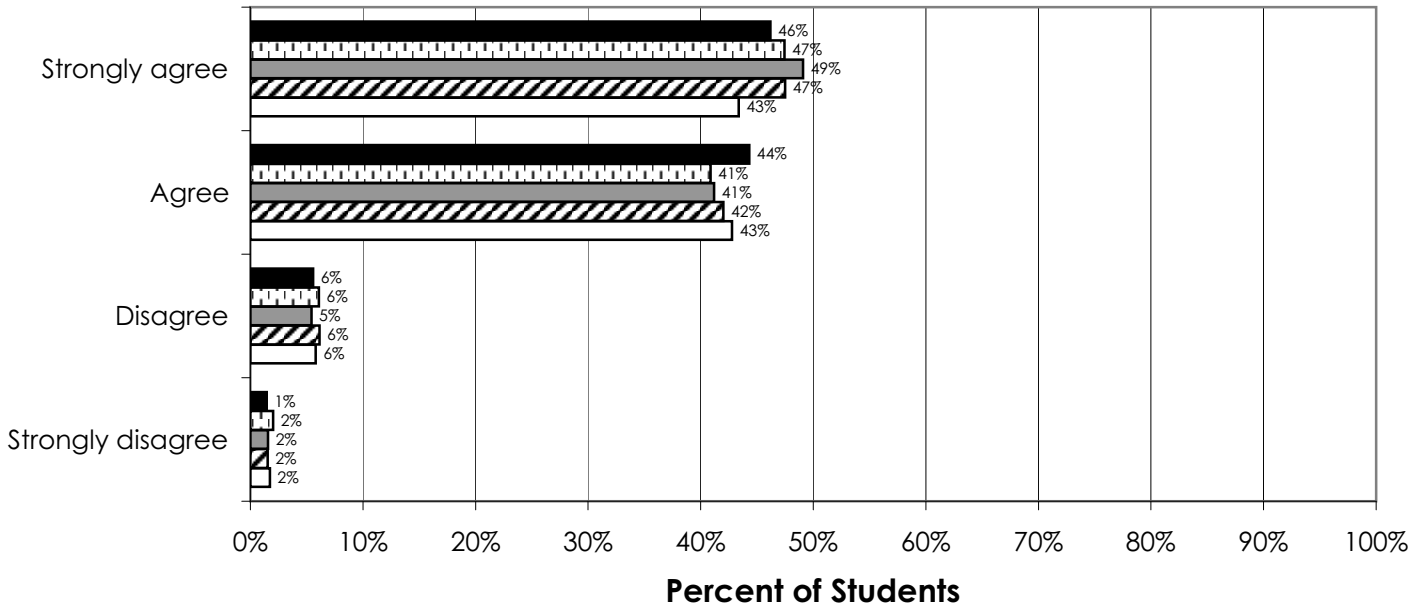
□ County 2004   ▨ County 2005   ■ County 2006   □ County 2007   ■ County 2008

**I Believe I Can Work/Interact Comfortably with People Who Are Different from Me (Q15f)**



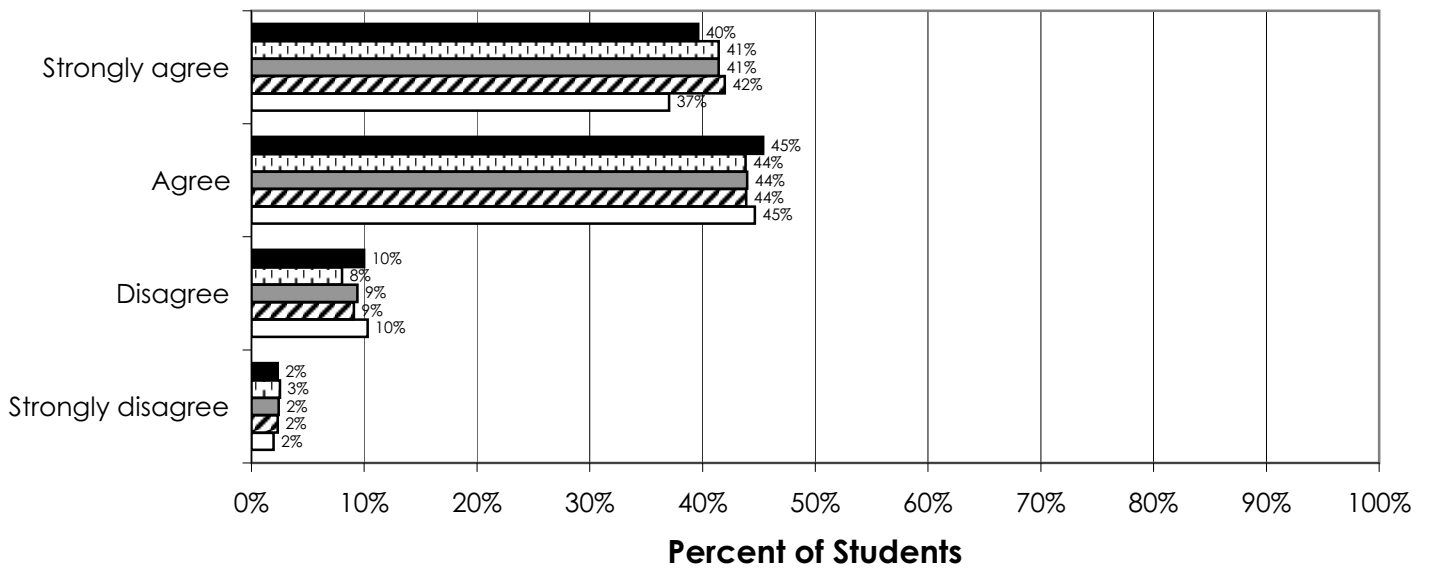
□ County 2004   ▨ County 2005   ■ County 2006   □ County 2007   ■ County 2008

**I Believe I Am Capable of Doing Challenging Work (Q15g)**



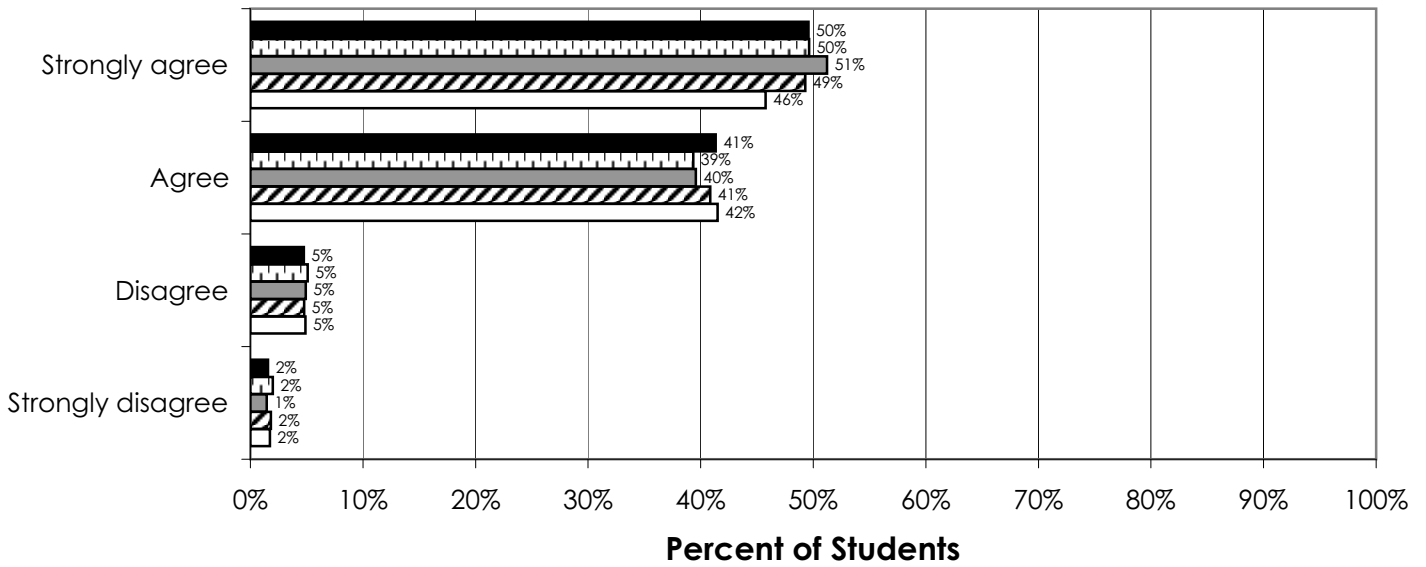
□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

**I Believe I Feel Prepared to Make Informed Decisions/Participate Fully in Democratic Society (Q15h)**



□ County 2004   ▨ County 2005   ■ County 2006   ▩ County 2007   ■ County 2008

**I Believe I Have Developed the Skills to Become a Life-long Learner  
(Q15i)**



County 2004  
  County 2005  
  County 2006  
  County 2007  
  County 2008

<dropname>

## SENIOR EXIT SURVEY 2008

Please complete the following survey as carefully and openly as you can. Your responses will help your school better understand and address the needs of all of its students. Your responses are completely anonymous. Thank you for your help.

- Please be sure to fill the response circle completely. Use only black or blue ink or dark pencil to complete the survey.

Correct  
Mark 

Incorrect  
Marks



**1. What is your gender? (Select ONE)**

- Male
- Female

**2. What is your Race/Ethnicity? (Select ONE)**

- American Indian or Alaska Native
- Asian
- Black or African-American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- Multi-Racial
- White or Caucasian
- Other \_\_\_\_\_

**3. For each of your parents/step-parents/legal guardians (up to two), what best describes his/her highest level of education? (For each parent/guardian, select ONE)**

*Parent/guardian 1:*

- Some high school coursework
- High school graduate
- Some college coursework
- Bachelor's degree
- Coursework or degree beyond Bachelor's

*Parent/guardian 2 (if applicable):*

- Some high school coursework
- High school graduate
- Some college coursework
- Bachelor's degree
- Coursework or degree beyond Bachelor's

**4. Which of the following best describes the type of program you followed during high school? (Select ONE)**

- Career & Technical Education
- College Preparatory
- General Studies

**5. How would you describe yourself as a student during high school? (Select ONE)**

- Mostly an A student
- Mostly an A and B student
- Mostly a B student
- Mostly a B and C student
- Mostly a C student
- Mostly a C and D student
- Mostly a D student
- Mostly a D and E student

5a. What is your parents'/guardians' combined wages or salaries per year?

- Less than \$26,000
- \$26,000 - \$36,999
- \$37,000 or more

5b. Have you ever or are you currently receiving special education services?

- Yes
- No

6. What are your plans in the next two years? (Select ONE)

- Obtain full-time employment and not enroll in further education at this time
- Enroll in a two-year college (while employed or not employed)
- Enroll in a four-year college (while employed or not employed)
- Enroll in a trade, technical, or business training program (while employed or not employed)
- Enter military service
- Other (Please describe):  
\_\_\_\_\_

7. Which of the following courses did you complete, or are you currently taking, during high school?

**Mathematics: (Select ALL that apply)**

- Basic Math
- Algebra I
- Geometry
- Algebra II or Pre-Calculus
- Calculus

**Integrated/Core Math (Select ONE)**

- 1 year
- 2-3 years
- 4 years
- Other \_\_\_\_\_

**Science: (Select ALL that apply)**

- General Science
- Earth Science
- Physical Science
- Biology
- Advanced Biology
- Chemistry
- Physics
- Other \_\_\_\_\_

**Foreign Language: (Select ONE)**

- None
- 1 semester to 1 year
- 2 years
- 3 or more years

**Technical Coursework: (Select ALL that apply)**

- Advanced computer programming
- Advanced web page design (HTML, Java, etc.)
- Electronics, computer hardware design
- CAD/CAM
- Coursework leading to technical certification

**Advanced Placement (AP) Courses: (Select ONE)**

- None
- 1-2 AP courses
- 3-4 AP courses
- 5 or more AP courses

**University/community college coursework while in high school**

**Took college academic course(s) for college credit while in high school: (Select ONE)**

- None
- 1 course
- 2 courses
- 3 or more courses

**Took college technical/business course(s) for college credit while in high school: (Select ONE)**

- None
- 1 course
- 2 courses
- 3 or more courses

8a. Use the statements below to tell us about your reading experiences at this school. (For each statement, select ALL that apply. If none apply, leave blank.)

|                                                                                                                              | Career and Technical  | English               | Mathematics           | Science               | Social Studies        |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Reading is challenging for me in these subject areas:                                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I experienced opportunities to read and talk with peers or in small groups during class time in these subject areas:         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I experienced opportunities to listen to the teacher talk about how to read effectively in these subject areas:              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The teacher shared strategies to help understand required readings in these subject areas:                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Books at different levels of reading difficulty were available to help me understand course concepts in these subject areas: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8b. When I'm reading for school: (Select ALL that apply)

- I'm aware when I'm not focusing on the author's message
- I know when I don't understand a section
- I find out the meanings of unfamiliar words
- I know which ideas or concepts I need help understanding
- I use several different strategies to aid my understanding
- I'm aware of how the author organized the text

8c. I use a variety of tools and strategies to help understand assigned readings, such as: (Select ALL that apply)

- Talking with peers
- Talking with teachers
- Reading something more than once
- Taking notes as I read
- Summarizing, either mentally or on paper
- Using highlighters and/or Post-It notes

8d. Approximately how many hours do you spend reading in a typical week?

Assigned reading FOR class:

- 0
- 1
- 2-3
- 4-5
- 6-7
- 8-10
- 11+

Personal reading NOT for class:

- 0
- 1
- 2-3
- 4-5
- 6-7
- 8-10
- 11+

8e. Teachers believed that I could be successful in learning Mathematics:

- Frequently
- Sometimes
- Almost Never

8f. I am good at Mathematics:

- Yes
- No

8g. How do you spend your time outside of school? (Select ALL that apply)

- Doing homework or getting ready for class
- Watching television
- Using a computer
- Playing video games
- Talking or text-messaging on the phone
- Reading for fun
- Doing volunteer work
- Exercising or participating in a team sport or activity that's not school-sponsored
- Hanging out/socializing with friends
- Other \_\_\_\_\_

8h. I feel school prepared me to use technology to improve my information-gathering skills, such as doing school-related or personal research:

- Yes
- No

9a. Did you participate in any school-sponsored, extra-curricular activities during high school?

- Yes → Go to Question 9b
- No → Go to Question 10

9b. In what school-sponsored, extra-curricular activities did you participate during high school? (Select ALL that apply)

- Musical groups (band, orchestra, chamber groups, choral groups, etc.)
- Dramatic arts (dance, theater, musical theater, etc.)
- Athletic teams (including cheerleading, intramurals)
- Scholastic clubs (foreign language, Science Olympiad, forensics, National Honor Society, etc.)
- Career and technical education clubs (DECA, FFA, VICA, etc.)
- Community service clubs (e.g. Key Club, Junior Rotarians, etc.)
- Political action groups (e.g. multicultural clubs, Black Student Union, Gay-Straight Alliance, etc.)
- Student government/student representation on school or district committees
- Student publications (newspaper, yearbook, literary magazine, etc.)
- Other (Please specify): \_\_\_\_\_

10. In which work experiences or work-based programs did you participate during high school? (For each statement, select ALL that apply)

|                                                                               | During school year    | During summer         | Did not participate   |
|-------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|
| a. Job shadowing (observing worker(s) at their workplace)                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Work experience for course credit (Co-op, cadet teaching, etc.)            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Mentorship/internship (developing job skills—not for course credit or pay) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Part-time/full-time employment                                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Community service                                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Other (Please specify): _____                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. Rate the following in terms of importance to students like you during high school. (For each statement, select ONE choice)

|                                                                                  | Very Important        | Somewhat Important    | Not Very Important    |
|----------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|
| a. Participation in extracurricular activities                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Academic coursework/learning that helped me prepare for further education     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Technical or business coursework/learning that helped me prepare for a career | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Social interactions with peers                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Developing relationships with one or two significant adults                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. For each of the experiences described below, please select the choice that best reflects how often you had that experience at this high school. (For each statement, select ONE choice)

During my years at this high school, I experienced:

|                                                                                                                     | Frequently            | Sometimes             | Almost Never          |
|---------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|
| a. Coursework that seemed worthwhile and relevant to my life                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Lessons that allowed me to explore in depth topics that interested me                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Lessons that helped me learn to use tools, including computers, to access and process information                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teachers who were clear about how I was expected to behave                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Teachers and administrators who communicated with my family regarding my education and career development        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Opportunities to display my learning through projects, portfolios, or presentations                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Teachers who gave me clear feedback about how well I was doing and what I needed to do to succeed                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Opportunities to apply what I was learning to complex real-world issues or problems                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Lessons that required collecting, analyzing, and interpreting real-world data                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Opportunities to participate in Career Pathways or other programs connecting my coursework with possible careers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Challenging coursework that caused me to think deeply about ideas and put them together in new ways              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Teachers who demanded my best efforts                                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Teachers who had high expectations for students like me                                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. (Continued) For each of the experiences described below, please select the choice that best reflects how often you had that experience at this high school.  
(For each statement, select ONE choice)

During my years at this high school, I experienced:

|                                                                                                               | Frequently            | Sometimes             | Almost Never          |
|---------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|
| n. Opportunities to work with and get to know people of different backgrounds or skill levels                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. Fellow students who knew me well and cared about me as a person                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. Fellow students who made me feel that I had an important contribution to make to my school                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. Opportunities to work with other students on projects that seemed worthwhile                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| r. Opportunities to talk with other students about important ideas                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| s. Opportunity to select a wide variety of course options and electives                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| t. Teachers who knew their subject well                                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| u. Teachers who explained their subject clearly                                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| v. Teachers who knew me well and cared about me as a person                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| w. Teachers who made me feel that I had an important contribution to make to my school                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| x. Opportunities to develop and revise a personal education or career plan or EDP with help from school staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| y. A school environment safe from intimidation and harassment                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| z. A school environment safe from physical violence                                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| aa. At least one adult at my school that I could count on to help and support me if I needed assistance       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ab. Opportunities to obtain assistance with selecting and/or applying for college or other training program   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ac. Opportunities to work with community members to address community issues or problems                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. How many years (as of June 2008) did you attend this high school? Please count only years spent in grades 9 - 12. (Select ONE)

- Less than 1 year
- 1 to 1½ years
- 2 to 2½ years
- 3 to 3½ years
- 4 years
- More than 4 years

14. Think about how well prepared you feel for what follows high school. Please grade your high school on how well you think it prepared you: (For each question, select ONE grade)

|                          | A                     | B                     | C                     | D                     | Fail                  |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. For employment        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. For further education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. For personal life     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. For each of the statements that follow, please select the choice that best reflects your beliefs about what you have learned up to this point in your education. (For each statement, select only ONE choice)

At this point in my education, I believe:

|                                                                                                                      | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     |
|----------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. I can read and write effectively for a variety of purposes                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I can access and process information using a variety of different tools, including computers                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. I can think deeply; I can make connections among ideas within a subject and across subjects                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I know how to go about solving complex real-world problems using what I have learned from different subject areas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. I can communicate easily with different audiences for different purposes                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. I can work and interact comfortably with people who are different from me                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. I am capable of doing challenging work                                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. I feel prepared to make informed decisions and participate fully in a democratic society                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. I have developed the skills to continue to learn after I leave school—to become a life-long learner               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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- ◆
16. Think about any experiences you had at <dropname> that may have interfered with your being as successful as you wanted to be.

If you could change anything about your experiences at <dropname>, what would you change?

17. Please add below any additional comments about your experiences at <dropname>.

Thank you for sharing your ideas about your high school experiences!

!CMA-00001-  
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