



Austin Independent School District

Department of Program Evaluation

Publication Number 06.19
June 2007

Karen M. Cornetto, Ph.D.
Lisa N. T. Schmitt, Ph.D.

RESULTS OF THE AISD HIGH SCHOOL EXIT SURVEY CLASS OF 2007

The fifth annual AISD High School Exit Survey was administered electronically to seniors in every AISD High School during the Spring of 2007¹. This report contains the results for the Class of 2007, along with a longitudinal summary of responses, where available².

The survey is organized into five general topics: Postsecondary Intentions, Campus Climate and High School Experiences, Technology Usage, Postsecondary Preparation and Advising, and Family Support and Involvement. The following report describes key findings, followed by item-level results for each category.

The district-wide response rate for the High School Exit Survey remained similar to that of previous years (see Table 1). Surveys were received from 3,235 students in the Class of 2007. The survey sample once again closely resembles the ethnic and gender distribution of the district's senior class, indicating that the results are representative of the entire senior class population.

Table 1. AISD High School Exit Survey Response Rates, Classes of 2004 to 2007

	Percentage of Enrolled Seniors Responding ³			
	Class of 2004	Class of 2005	Class of 2006	Class of 2007
ALL HIGH SCHOOLS	81.5%	85.3%	86.0%	82.0%

SUMMARY OF KEY FINDINGS FOR THE CLASS OF 2007

Postsecondary Intentions.

- Eighty-nine percent of 12th graders plan to continue their education after high school, up from 84.0% in 2006 and 74.6% in 2005.

¹ Due to a lack of adequate computer facilities, students on 3 campuses were given paper and pencil versions of the survey.

² Previous years' data are not available for items indicated with **.

³ Adjusted response rate for All High Schools in 2007 is 87.0%. Please see Appendix for detailed information about campus response rates for 2007 and how those rates were adjusted. Response rates are based on enrollment during the 6th six weeks reporting period. See Appendix for more detail regarding survey respondents. Note: Due to enrollment of some Special Education students with severe cognitive disabilities, a 100% uncorrected response rate is not expected.

- For those students who do not plan to continue their education right away, 62.0% indicated that they do intend to pursue it at a later time, an increase of more than ten points over the previous year. A large percentage (45.8%) indicated that they “definitely” plan to do so at a later time.
- Sixty-nine percent of 12th graders reported that they had applied to one or more 4-year colleges, mostly in Texas. This is a ten percentage point increase over the Class of 2005, and slightly higher (approximately 1 percentage point) than the Class of 2006.
- Financing continues to be the primary reported barrier to pursuing further education for AISD students; 65% of those not planning to attend college in the next year indicated that the need for income, or inability to afford further schooling, were their primary reasons.

Campus Climate and High School Experiences.

- When asked about the “one thing” that was most important to keeping them going through school all the way to graduation, nearly 50% of students indicated “future goals/career goals.” Other common responses included parental expectations and extracurricular activities.
- Most students (72.5%) reported working during High School, and approximately 40% of 12th graders worked 16 or more hours per week during their Senior year. This number has been steadily increasing for the past several years.
- In addition to an increase in the number of employed hours, students reported spending more time on homework than previous Senior classes: 41.5% of 12th graders reported spending 6 or more hours per week on homework. This is an increase of about 10 percentage points over the Class of 2006.
- Students rated the quality of their Writing and Social Studies instruction the highest among the subject areas; Foreign Language and Computer/Technology instruction were rated less favorably.

Technology Usage

- Ninety-two percent of respondents reported that they have a computer at home. The percentages ranged from 71.4% at Johnston to 100.0% at LASA. Most students (77.6%) reported that they have high speed Internet access, although the percentages of students with home Internet access (including those with dial-up or broadband) ranged from 53.2% at Johnston to 98.4% at LASA.

Postsecondary Preparation

- Students reported high levels of satisfaction with Project ADVANCE, and with their ADVANCE counselor and College Advisor. Students found them particularly helpful with their college searches and the admissions process.
- Forty-six percent of students reported that they and their parents found the financial aid application process to be easy/very easy and only 4% found the process to be very difficult.
- Students rated the availability of specific courses/curriculum and easy admission standards as the most important factors when choosing a college; ability to live at home and the reputation of the school’s athletic program were rated as the least important.

Family Support and Involvement

- Seventy-seven percent of students indicated that their parents supported their post-graduation plans “a great deal.” Students also indicated that their parents only occasionally helped with

homework or attended school activities or meetings. Students reported that their parents were least involved in volunteering at school.

INDIVIDUAL ITEM RESPONSES FOR ALL HIGH SCHOOLS⁴

Open-Ended Responses

What is the ONE thing that you especially want the administration of AISD to know. (Item 1)

Students made 2,411 total comments; 41.5% of the comments were positive, 57.9% of comments were negative. Themes from this open-ended comment section have been identified and summarized each year. Generally, comments remain consistent from year to year; commonly identified themes expressed by the Class of 2007 include:

- **Respect.** Students continued to express a desire to be treated with respect and fairness by school staff, including administrators, office/attendance staff, hall monitors, security and parking lot personnel. Many felt that they were treated with suspicion and disrespect as a result of the behavior of other students. Students also were concerned that some rules (e.g., parking, dress code, off-campus lunch) were enforced inconsistently.

- **Academics.** Many students wished they had been told about the importance of good grades and rigorous coursework starting as early as middle school. They also questioned the quality of instruction during high school. Students stressed the importance of learning about college requirements and the college application process earlier in their high school careers. Negative comments about TAKS also were widespread.

- **Attendance and Exemption Policies.** Students particularly were upset about the elimination of final exam exemptions, and many comments indicated that students

“I moved to AISD when I started high school, and I believe it has helped me reach goals that would have been impossible in my previous school district. AISD showed me how to be successful.”-12th grader at Akins HS.

“I Love my School!”-12th grader at Bowie HS

are more likely to skip classes now that attendance is not used for final exam exemptions.

Students also expressed dissatisfaction with tardy policies, particularly those that result in arriving even later to class.

- **Dress code.** Students again expressed dissatisfaction with dress codes, and did not believe that style of dress interferes with the

“...taking away exemptions for juniors and seniors was unnecessary.... (It) was a reward for those of us who work really hard to maintain our grades throughout the year” -12th grader at Anderson HS.

“Tardy passes are absurd. It is completely ridiculous for someone one minute late to be 15 minutes late to class just to get a tardy pass. Just have teachers mark it on the attendance roster - it will be infinitely easier for everybody.”-12th grader at LASA.

⁴ Individual item responses are presented in text form for the open-ended item and in table form for all quantitative items. Relevant sample comments from students are provided with the quantitative data when available.

learning process. Many would have liked to wear hats.

- **Food.** Students at many campuses were unhappy with the cafeteria food and wished for better tasting, healthier options. Some also complained about losing vending machines.
- **Facilities.** Students were disheartened by lack of attention to school facilities, particularly the cleanliness of restrooms. Many students commented on the lack of paper towels and soap.
- The most frequently mentioned topics were **General Positive Comments** (positive comments about school or AISD with no particular topic mentioned) and comments about **Academics** (especially negative comments about TAKS).

Multiple-Choice Items

The following tables contain a summary of the responses to the multiple-choice survey items. Some tables contain average responses and others indicate the percentage of students who chose or agreed with a particular item. Longitudinal data are provided where available, and black arrows indicate statistically meaningful changes from one year to the next⁵.

Within a year after graduating from high school, what do you plan to do? (Item 2⁶)

	2004-2005	2005-2006	2006-2007
Continue my education	74.6%	84.0% ↑	89.0% ↑
Travel	11.6%	13.1%	18.3% ↑
Full-time parent	2.6%	1.8% ↓	2.2%
Military	3.3%	3.4%	2.6%
Work full-time	14.0%	12.3% ↓	13.2%
Work part-time	32.4%	30.5%	35.5% ↑
No plans	9.2%	8.0%	5.6% ↓

Notes: Respondents may select more than one option; percentages will not total 100%; arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

How many different high schools have you attended? (Item 4)

	2005-2006	2006-2007
1	73.9%	76.1% ↑
2	17.5%	16.8%
3 or more	8.6%	7.2% ↓

Note: Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

⁵ Effect sizes are a calculation of the magnitude of difference between two values. For mean values, Cohen's *d* was calculated and effect sizes above $d=.20$ are indicated as being significant with an arrow; for percentages, *z*-values were calculated, and those that met or exceeded the critical value at $p<.05$ were flagged as significant with an arrow.

⁶ Although survey item numbers are indicated, the items are presented according to content in this report and not always in the order in which they appeared in the survey.

Item 3 asked, "What campus are you thinking about as you answer this survey?"

CAMPUS CLIMATE AND HIGH SCHOOL EXPERIENCE

Climate (Item 6a-n)

School Climate	2004-2005	2005-2006	2006-2007
This school is a safe place to learn.	3.2	3.1↓	3.1
The students at this school get along with each other.	2.7	2.6	2.6
The rules of this school are implemented fairly.	2.6	2.5	2.5
The adults at this school listen to the opinions of students.	2.6	2.6	2.5
There is at least one adult at my school who I can go to if I have a problem.	**	**	3.2
My teachers are fair with me.	**	**	3.1
School Climate Composite Score^a ($\alpha=.76$)	2.8	2.7↓	2.8↑
Academic Climate			
My teachers taught in a way that was clear and easy to understand.	3.0	3.0	3.0
I know how I am doing in school. ⁺	3.1	3.1	3.2↑
My teachers kept me informed about how I was doing in my classes.	2.9	2.8	2.9
My teachers expect me to do high quality work.	3.2	3.2	3.2
My classes were rigorous and challenging.	2.9	2.8	2.9
My high school coursework has been relevant to my life.	**	2.6	2.6
My teachers care about how I do in school.	**	**	2.6
I received extra help early in the school year so that I could graduate on time. ^b	2.7	2.6	3.1↑
Academic Climate Composite Score ($\alpha=.81$)	3.0	2.9↓	3.0↑

Notes: Responses can range from 1 (strongly disagree) to 4 (strongly agree). Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

⁺In previous years, this item read, "I have learned how to evaluate my own work and keep track of my progress."

^aIn 2005 and 2006, composite scores were calculated *without* items indicated by **, therefore comparability across the three year period is limited.

^bThis item was not included in the computation of the academic climate score.

In which of the following extra-curricular activities did you participate while in high school; in which did you participate outside of school during your senior year? (Items 5/7)

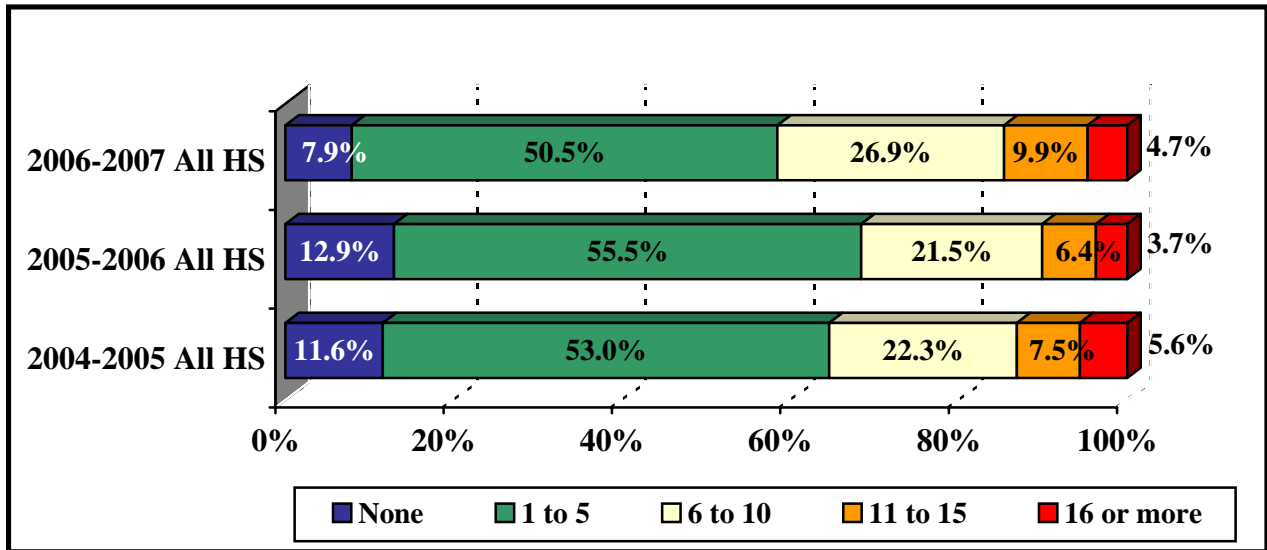
In school	2004-2005	2005-2006	2006-2007
Music	31.7%	25.1%↓	28.0%↑
Theater/Drama	15.5%	12.1%↓	12.0%
Dance	16.3%	13.2%↓	13.3%
Sports	56.1%	48.0%↓	50.1%
UIL Academic Competition	13.0%	10.9%↓	10.0%
Journalism	12.5%	10.0%↓	9.7%
Speech/Debate	9.3%	7.3%↓	8.0%
Outside of school			
Sports	37.4%	32.6%	31.8%
Art/Music/Performance	29.8%	24.1%↓	23.3%
Community Service	54.4%	44.5%↓	41.0%↓
Environmental Projects	17.0%	13.6%↓	12.9%
Other Organizations	26.7%	24.1%↓	17.1%↓
Family Care	31.0%	31.1%	24.0%↓

Note: Respondents may select more than one option; percentages will not total 100%. Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

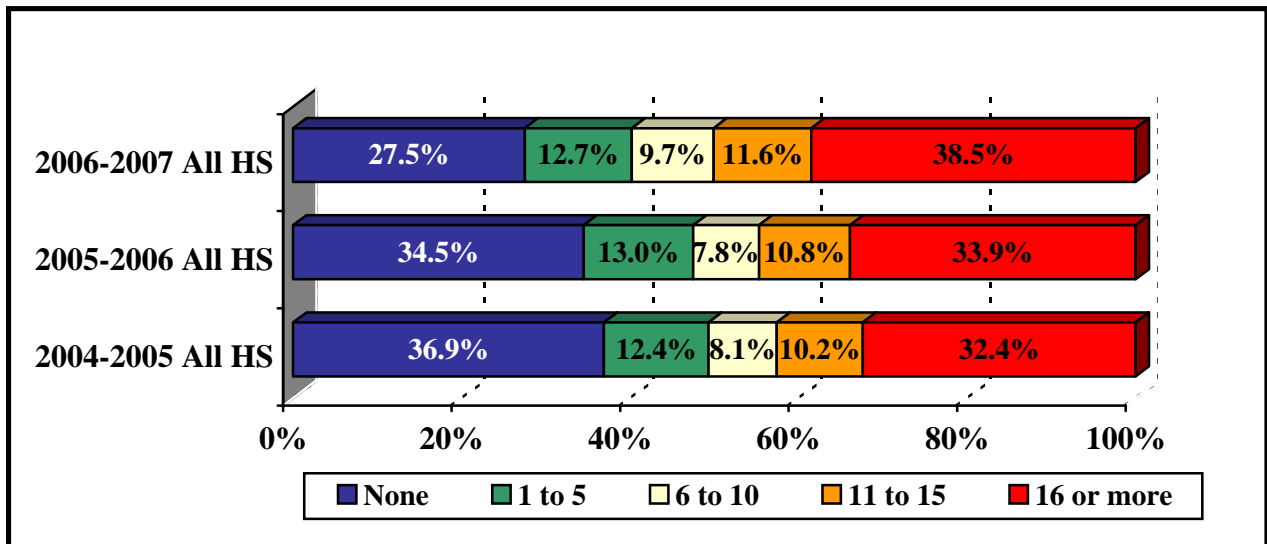
Here is a list of community organizations found in and around Austin. Please indicate which of them, if any, you have participated in while in High School. (Item 8)

NUMBER OF STUDENTS PER CAMPUS RESPONDING FOR EACH ORGANIZATION														
Organization	AKINS	ANDERSON	AUSTIN	BOWIE	CROCKETT	GARZA	JOHNSTON	LANIER	LBJ COMP	LBJ MAGNET	MCCALLUM	REAGAN	TRAVIS	TOTAL STUDENTS
4-H	5	1	13	10	7	0	0	2	2	0	3	1	0	44
Advocacy Center	0	2	1	1	1	0	0	0	0	0	1	1	0	7
Any Baby Can	7	8	4	11	7	2	1	7	2	0	4	2	0	55
APIE	1	1	0	5	0	0	0	0	0	0	1	1	1	10
ASPERE/Even Start	1	0	2	1	0	0	0	0	0	0	0	1	0	5
ATC-MHMR	2	2	0	1	0	2	0	0	0	0	0	1	1	9
Austin Area Urban League	1	2	3	5	1	4	4	1	4	0	5	1	0	31
Austin Child Guidance Center	1	1	2	1	2	0	1	1	1	0	1	1	2	14
Base Services	0	2	0	1	0	0	0	0	0	1	0	1	0	5
Big Brother Big Sister School	3	7	4	6	4	0	2	11	6	0	26	4	1	74
Breakthrough	1	3	1	2	1	0	0	1	0	2	0	1	1	13
Center for Child Protection	1	2	1	2	0	0	0	0	1	2	1	1	0	11
CIS Community In Schools	7	0	4	2	19	31	15	21	20	3	5	19	15	161
Council On At-Risk Youth	1	1	1	1	2	0	0	0	0	0	0	1	0	7
Family Connections	2	2	2	35	3	2	1	5	1	1	1	4	3	62
Family Forward	0	2	0	1	0	0	0	1	0	1	0	1	1	7
Formerly Children	0	1	1	1	0	0	0	0	1	0	0	1	0	5
GenAustin	5	1	3	7	2	2	0	1	3	0	5	1	3	33
Girl Scouts Lone-Star Council	4	6	5	26	8	1	0	3	4	3	10	2	1	73
HACA	0	2	2	1	0	1	7	0	0	0	0	1	2	16
Hispanic Mother Daughter	13	1	7	11	17	2	2	4	1	3	0	2	4	67
Hospice "For the Love of Christi"	1	6	27	3	2	0	0	0	0	2	4	2	0	47
Lifeworks	6	6	3	13	13	8	3	6	1	3	3	3	8	76
Out Youth	2	3	3	1	2	2	0	2	0	3	2	1	0	21
PAX United	0	0	1	1	0	0	1	0	0	1	0	1	0	5
Pebble Project with CIS	0	0	2	1	1	0	0	0	0	2	0	1	0	7
Phoenix House	2	1	2	3	2	0	0	0	0	2	0	1	0	13
River City Youth Foundation	2	2	1	3	2	0	0	1	0	0	0	2	3	16
SafePlace	3	16	17	25	7	10	0	4	3	2	16	9	2	114
Seton Mobil Health Team	2	2	1	3	0	0	0	0	0	0	0	1	1	10
SKIPPY Express	4	1	2	2	2	0	0	1	1	2	0	2	2	19
Theatre Action Project	0	3	3	4	2	0	0	2	1	1	1	1	0	18
UT Longhorn Leaders	1	1	1	1	4	0	1	0	2	1	3	2	1	18
WIC	3	1	2	2	5	6	5	6	4	2	2	3	5	46
Wonders & Worries	1	1	1	1	0	0	0	1	0	1	2	1	2	11
Worksource	3	1	1	2	5	4	1	0	6	0	1	5	2	31
XY-Zone	0	0	0	1	10	0	9	3	1	1	0	6	0	31
YFAC	0	0	1	1	1	0	0	0	0	0	0	1	1	5
Youth Advocacy	1	2	1	3	1	2	0	1	1	0	0	1	1	14
Youth Launch	1	0	1	1	1	3	0	3	0	0	0	1	0	11
YWCA	2	2	7	6	5	2	1	4	4	0	3	1	4	41
Total Students	89	95	133	208	139	84	54	92	70	39	100	93	67	

Thinking back on your years in high school, how many hours per week did you typically spend studying, doing research, or completing homework assignments OUTSIDE of class? (Item 9)



During your senior year, approximately how many hours per week have you been employed? (Item 10)



How well did your high school help you to further develop knowledge and skills in the following areas? (Item 11)

	2004-2005	2005-2006	2006-2007
Creative Thinking	2.4	2.4	2.3↓
Problem Solving	2.4	2.3↓	2.3
Conflict Resolution	2.2	2.0↓	2.2↑
Personal Health/Fitness	2.2	2.0↓	2.1
Composite Score	2.3	2.2↓	2.2

Notes: Responses can range from 1 (not well) to 3 (very well). Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

Please rate the quality of instruction that you feel that you received in the following areas: (Item 12)

	2005-2006	2006-2007
Writing	**	3.2
Mathematics	**	3.0
Science	**	2.9
Social Studies	**	3.2
Computer/Technology	**	2.9
Foreign Language	**	2.8
Performing/Fine Arts	**	3.0
Composite Score	**	3.0

Notes: Responses can range from 1 (Poor) to 4 (Excellent). Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

TECHNOLOGY USAGE

How frequently, on average, did you use a computer during or outside of class for your most recent high school classes in each of the subjects listed below? (Item 13)

	2005-2006	2006-2007
Math	1.4	1.5
Science	1.8	1.9
English	2.5	2.5
Social Studies	2.0	2.1

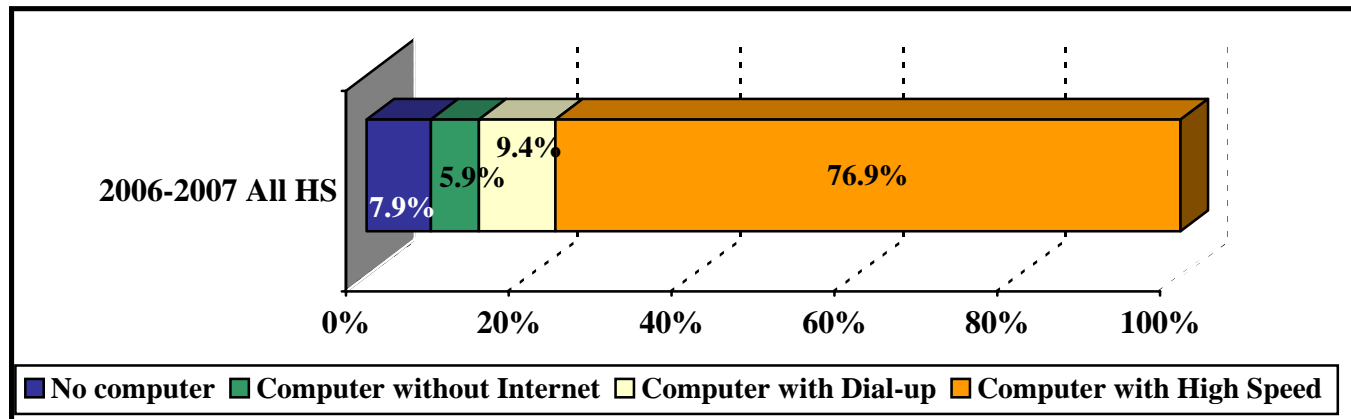
Note: Responses can range from 1 (never) to 4 (daily).

How often do you use a computer... (Item 14)

	2005-2006	2006-2007
At home?	3.6	3.5
At school?	3.0	3.1
To present material in class, for example, using PowerPoint?	**	2.1
To type a paper or class assignment?	**	2.7
To search the Internet to complete class-related assignments?	**	2.8
To research college/career choices?	**	2.6
To complete online forms or applications for college/employment?	**	2.4
To communicate with teachers (e.g., email, IM, etc.)?	**	1.7
To communicate with friends (e.g., email, IM, blog/MySpace, etc.)?	**	3.1
To participate in online communities (MySpace/blogs, discussion boards, etc.)?	**	2.6

Note: Responses can range from 1 (never) to 4 (every day or almost every day).

Which of the following describes your computer access at home? (Item 15)



POST-SECONDARY PREPARATION AND ADVISING

High school preparation for post-graduation opportunities (Item 16a-d)

	2004- 2005	2005- 2006	2006- 2007
How well prepared were you to plan your course selections? ⁺	2.3	2.3	2.2↓
How well prepared were you to meet your college and career goals?	2.3	2.3	2.2↓
How well prepared are/were you for the college/technical/vocational school application process?	2.2	2.2	2.1↓
How well informed are/were you about obtaining financial aid for education after high school (whether or not you applied)?	2.1	2.2	2.2

Notes: Responses can range from 1 (not well) to 3 (very well); ⁺In previous years, this question was worded, “How well did your counselor(s) advise you in planning your course selections?” Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

Which of the following people helped you to prepare for the college/technical /vocational school application process? (Item 17)

	2005-2006	2006-2007
Advocate	**	3.8%
Advisory Teacher	**	15.7%
School Counselors	50.1%	44.9%↓
ADVANCE Facilitator/College Advisor	40.4%	43.6%↑
AVID staff	4.2%	5.3%↑
Teachers	46.8%	44.1%↓
College recruiters	17.3%	15.2%↓
Parents & Family	60.0%	55.6%↓
Friends	43.4%	40.4%↓
Own research	54.1%	51.6%↓

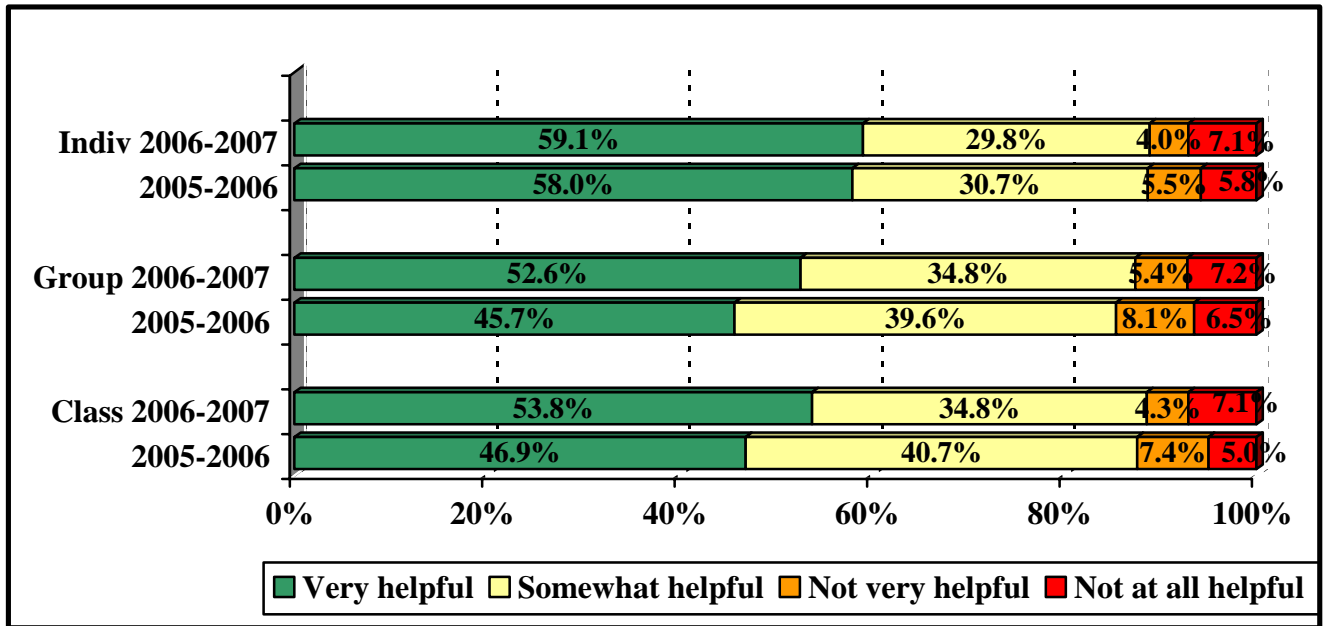
Notes: Respondents may select more than one option; percentages will not total 100%. Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

Which of the following people helped you obtain information about financial aid for the college/technical /vocational school application process (whether or not you applied)? (Item 18)

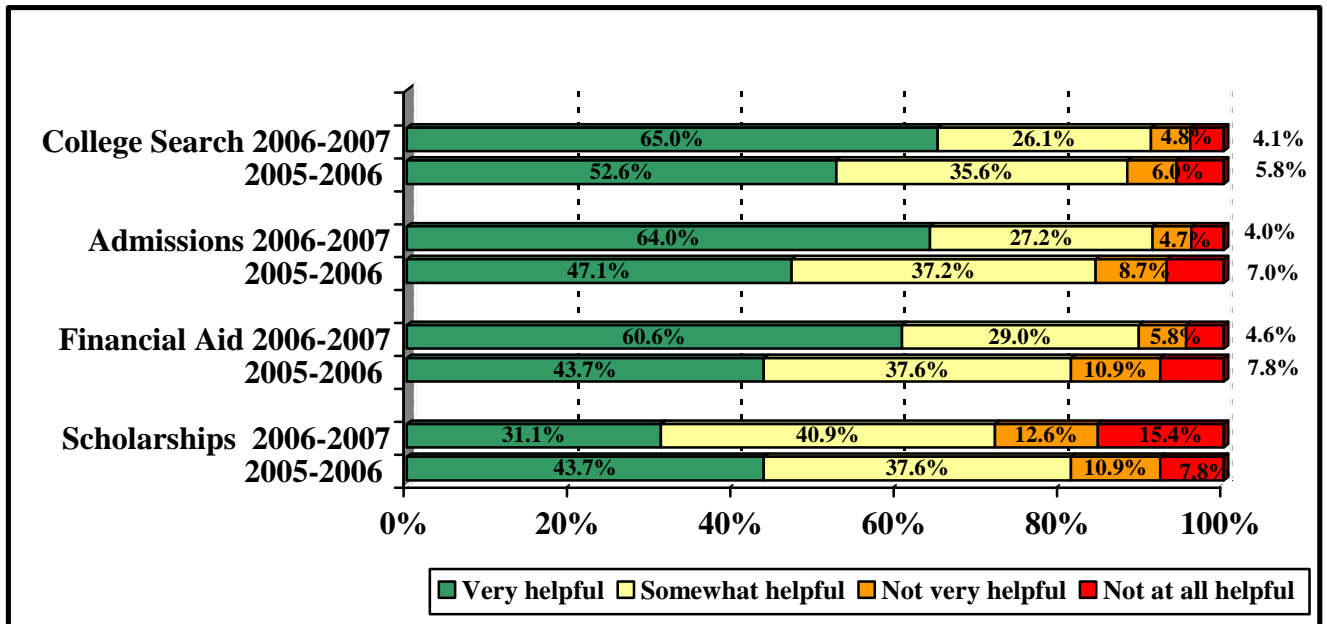
	2005-2006	2006-2007
Advocate	**	3.2%
Advisory Teacher	**	12.7%
School Counselors	30.0%	34.3%↑
ADVANCE Facilitator/College Advisor	34.6%	43.5%↑
AVID staff	3.2%	4.5%↑
Teachers	18.8%	25.0%↑
College recruiters	10.9%	13.8%↑
Parents & Family	36.2%	40.4%↑
Friends	16.6%	21.1%↑
Own research	33.6%	36.2%↑

Note: Respondents may select more than one option; percentages will not total 100%. Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

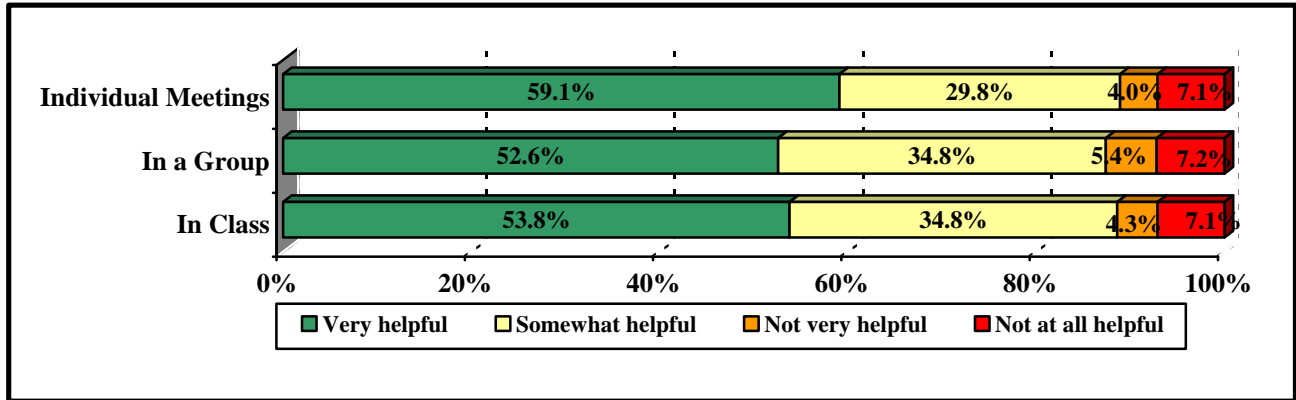
How helpful was your Project ADVANCE Facilitator/College Advisor in the following types of meetings? (Item 19)



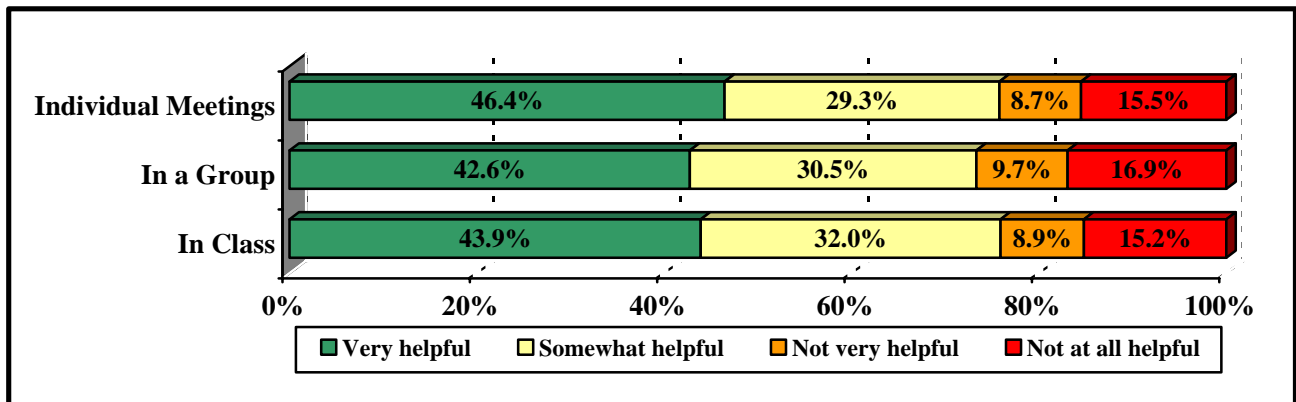
How helpful was your Project ADVANCE Facilitator/College Advisor with the following processes? (Item 20)



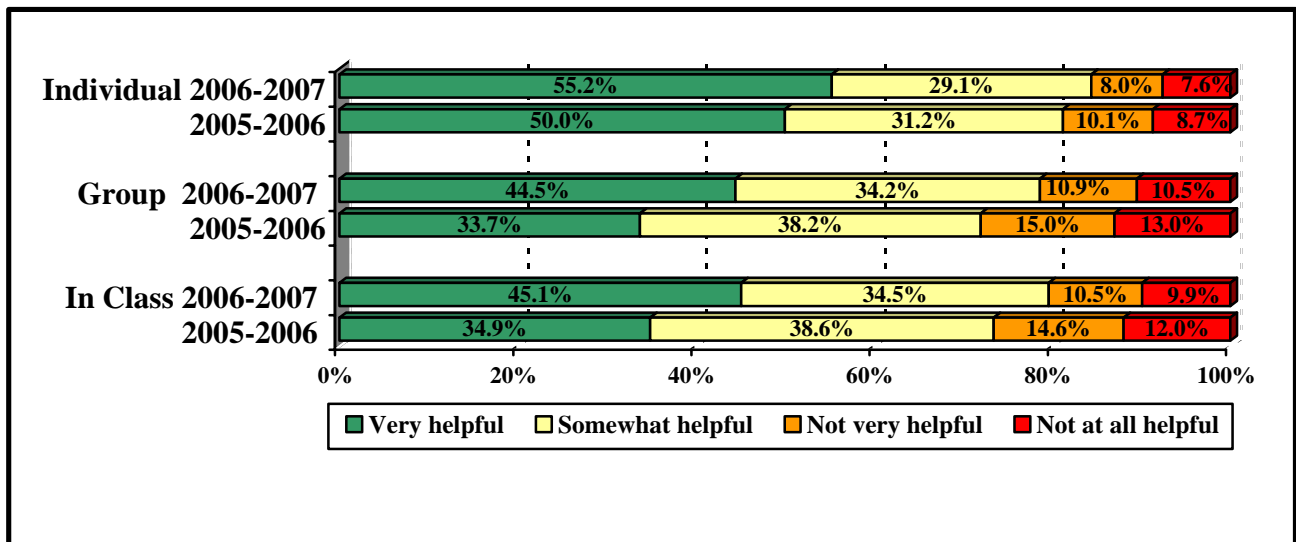
How helpful was your Advocate in the following types of meetings? (Item 21)



How helpful was your Advisory Teacher in the following types of meetings? (Item 22)



How helpful was your School Counselor in the following types of meetings? (Item 22)



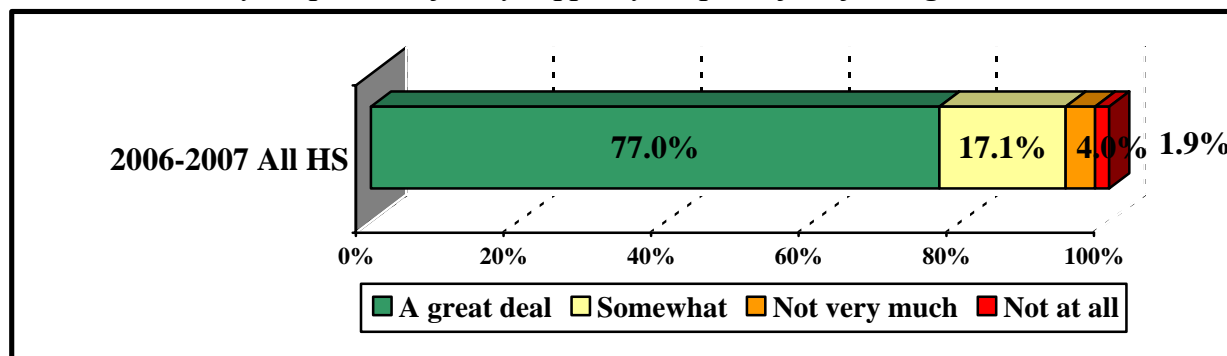
For which of the following issues did you meet with a school counselor? (Item 24)

	2005-2006	2006-2007
Scheduling	81.5%	76.7% ↓
Course selection & placement	60.1%	56.2% ↓
Graduation plans	52.3%	53.0%
4 year plan	21.5%	21.2%
Graduation credit verification	41.0%	39.1%
Testing interpretation	15.6%	14.1%
Career information	15.4%	15.6%
College information & applications	37.7%	36.5%
Resumes	**	6.5%
Financial aid information/application	17.9%	19.9% ↑
Scholarship information/application	20.6%	22.5%
Writing college essays	**	9.9%
Conflict resolution	11.5%	10.4%
Personal / family issues	11.4%	12.2%
Parent conference	8.5%	7.7%
Teacher conference	5.5%	5.4%
Other	16.3%	10.1% ↓

Notes: In 2005-2006, “Resumes/college essays” were one category. 11% of all HS students said that they visited with a counselor for this purpose. Respondents may select more than one option, therefore percentages will not total 100%. Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

FAMILY SUPPORT AND INVOLVEMENT

To what extent do your parents / family support your plans for after high school?+ (Item 25)



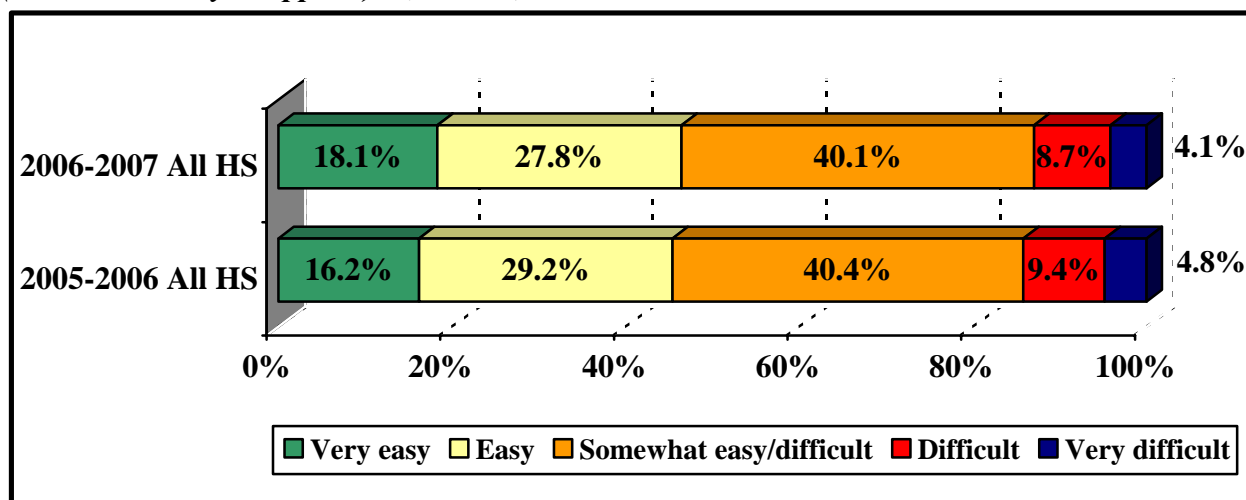
Note: +In previous years, this item was worded, “To what extent did your parents / family encourage you to participate in post-secondary education?”

To what extent were your parents involved in the following school-related things? (Item 26)

	2005-2006	2006-2007
Working with you on homework or school projects	2.8	2.8
Volunteering at your school	2.3	2.3
Helping you decide what classes to take	2.9	2.9
Attending school activities or meetings	2.9	2.9
Communicating with your teachers	**	2.9

Note: Response options include 1 (Never), 2 (Rarely), 3 (Occasionally), 4 (Often), and 5 (Consistently).

How easy has it been for you and your parents to understand the process of financial aid (whether or not you applied)? (Item 27)



Note: Percentages computed based only on responses for those who did apply.

How far did your parents go in school? Indicate your mother and father's highest level of education. (Item 28)

Education Level	2005-2006	2006-2007	
	Mother	Mother	Father
Did not finish high school	16.7%	17.4%	18.5%
Graduated from high school or earned a GED	20.2%	22.1%	19.6%
Attended a 2-yr community/junior college or vocational/technical school, but did not complete a degree	7.9%	9.4%	6.9%
Graduated from a 2-yr community/junior college or vocational/technical school	4.4%	5.4%	4.6%
Attended a 4-yr college, but did not complete a degree	7.3%	7.1%	6.6%
Graduated from college	19.3%	19.8%	17.5%
Completed a Master's degree or equivalent	10.3%	10.6%	12.1%
Completed a Ph.D., M.D., or other advanced professional degree	3.3%	3.1%	5.4%
Don't Know or Does Not Apply	9.3%	5.2% ↓	8.6%

Notes: Father was added in 2007. Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

Thinking back, at what time in your life did you start thinking about college as a possibility after high school? (Item 29)

	2005-2006	2006-2007
As long as I can remember	39.6%	39.1%
When I was a child	13.0%	12.0%
In middle/junior high school	23.7%	21.0% ↓
In high school	20.9%	25.3% ↑
I've never thought about college as an option after high school.	2.9%	2.5%

Notes: Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

PLANNING FOR POSTSECONDARY EDUCATION

To which of the following have you submitted applications; to which of the following have you already been accepted? (Items 30-35)

	Applied			Accepted		
	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007
2-yr college	25.4%	54.5% ↑	49.8% ↓	21.1%	45.2% ↑	44.4%
4-yr college	59.9%	68.0% ↑	69.1%	50.6%	56.5% ↑	59.0% ↑
Business/technical/vocational school	8.1%	14.7% ↑	13.8%	6.6%	13.7% ↑	17.3% ↑

Notes: For comparison purposes, these items were recoded to correspond with previous years' data. The questions as they appeared on the survey (in 2006 and 2007) were: *Please indicate how many schools in each category to which you have applied; please indicate how many schools to which you have already been accepted.* Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

How did you prepare for continuing education? (Check all that apply) (Item 36)

	2004-2005	2005-2006	2006-2007
Took AP/IB class	48.7%	45.3% ↓	45.3%
Visited campus	57.7%	54.6% ↓	44.0% ↓
Attended one or more college fairs	**	51.4%	44.4% ↓
Anticipate completing the DAP	21.5%	20.2%	20.4%
Anticipate completing the RHSP	54.1%	34.2% ↓	30.5% ↓
Submitted financial aid form	46.6%	38.3% ↓	41.3% ↑
Submitted scholarship application	37.6%	31.8% ↓	30.8%
Took PSAT	59.2%	56.7% ↓	57.9%
Took entrance exam	77.9%	64.1% ↓	65.6%
Took test prep class	**	40.1%	38.2%
Completed ACC course	23.3%	22.6%	23.3%
Submitted transcript	46.9%	45.1%	40.3% ↓

Notes: Actual completion of the DAP or RHSP cannot be determined until the end of the school year. Respondents may select more than one option; percentages will not total 100%. Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

Within a year after graduating from high school, I am going to: (Item 37)

	2004-2005	2005-2006	2006-2007
Attend a college or university for a postsecondary degree	71.8%	65.0% ↓	69.3% ↑
Attend a school or college for a business, technical, trade, or vocational certification	11.1%	20.6% ↑	19.1%
Other	17.1%	14.4% ↓	11.6% ↓

Note: Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

For those students who plan to attend a school for postsecondary education or certification:

Will you be the first person in your immediate family to attend college? (Item 38)

	2005-2006	2006-2007
“Yes”	27.9%	29.1%

Which type of school are you planning to attend within the next year? (Item 39)

	In Texas		Out of State	
	2005-2006	2006-2007	2005-2006	2006-2007
2-yr college	40.9%	38.5%↓	2.1%	2.2%
4-yr college	61.2%	60.1%	16.9%	14.8%↓
Business/technical/vocational school	14.9%	11.9%↓	2.5%	2.3%

Notes: Respondents may select more than one option; percentages will not total 100%. Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

Will you or your family be borrowing any money for your education after high school? (Item 40)

	2005-2006	2006-2007
Yes, Definitely	24.9%	24.8%
Yes, Probably	20.3%	21.7%
Maybe	20.9%	22.0%
Probably Not	12.1%	12.2%
Definitely Not	9.1%	9.2%
Don't Know	12.7%	10.0%↓

Note: Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

How important is each of the following in choosing a college? (Item 41)

	2005-2006	2006-2007
College expenses	**	2.4
Availability of financial aid	**	2.4
Availability of specific courses or curriculum	**	2.6
Reputation of the college in athletic programs	**	1.8
Social life at the college	**	2.2
Ability to live at home and attend college	**	1.8
Job or employment placement record of the college	**	2.1
Reputation of the college in academic programs	**	2.2
Easy admission standards	**	2.5
Ability to take courses online	**	2.0

Note: Scores range from 1 (not important) to 3 (very important).

For those students without plans to attend postsecondary education within the next year:

If you are not planning to pursue further education at this time, what are your primary reasons? (Item 42)

	2004-2005	2005-2006	2006-2007
Cannot afford.	33.6%	25.0% ↓	25.9%
Childcare responsibilities.	7.3%	6.5%	7.8% ↑
Don't like school.	15.9%	13.6% ↓	15.8% ↑
Low grades/scores.	28.4%	23.7% ↓	19.8% ↓
Not academically prepared.	17.5%	13.1% ↓	13.4%
Need income for myself.	**	23.7%	28.9% ↑
Need income for others.	**	11.8%	9.6% ↓
Not needed for job.	10.0%	11.8% ↑	9.4%
Military service	**	**	11.2%
Other.	17.7%	44.9% ↑	16.8% ↓

Notes: Respondents may select more than one option; percentages will not total 100%. Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

“I need a break after 11 long years of school and I am going on a tour of Europe, Central America, and South America.” –12th grader at Garza HS.

“I want to go to college but I think is going to be hard.” –12th grader at Reagan HS.

“...just uncertain about what I want to do with my life.” –12th grader at Crockett HS.

If you are not planning to pursue further education at this time, do you intend to pursue it at a later time? (Item 43)

	2005-2006	2006-2007
Yes, Definitely	36.6%	45.8% ↑
Yes, Probably	15.3%	15.9%
Maybe	21.3%	20.6%
Probably Not	2.6%	4.0%
Definitely Not	2.1%	2.2%
Don't Know	22.1%	11.5% ↓

Note: Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

FINAL GENERAL ITEMS

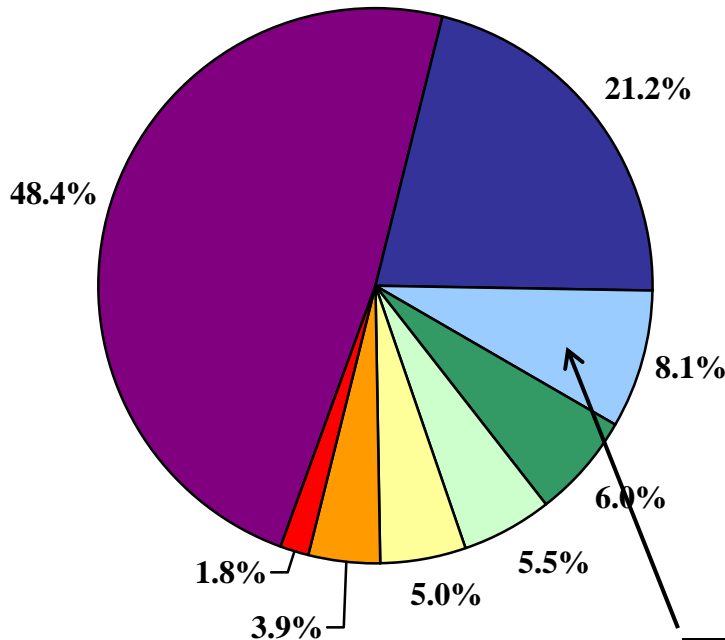
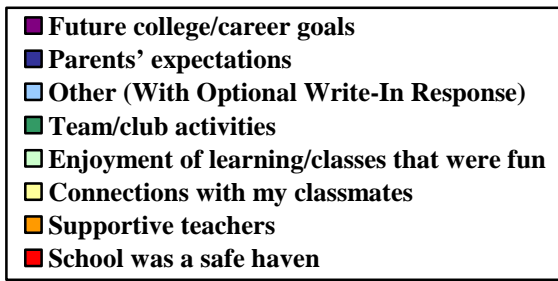
For all students:

Voting (Items 45-47)

	2004-2005	2005-2006	2006-2007
Are you eligible to vote in the U.S.?	59.9%	54.0% ↓	58.1% ↑
If you are eligible, have you registered to vote?	44.7%	49.6% ↑	38.5% ↓
Have you voted in any school board, city, county, state, or national election?	28.6%	20.1% ↓	31.1% ↑

Note: Arrows indicate statistically meaningful changes from one year to the next; the direction of arrow indicates the direction of the change.

What is the one thing that was most important to keeping you going through school all the way to graduation? (Item 48)



"...my own will to be something and someone in my own life." -12th grader at Crockett HS.

"...To succeed in life and not settle for just the normal. I want to excel past the education level that my parent did..." -12th grader at Reagan HS.

"...To finally be proud of myself." -12th Grader at Garza HS.

Summary of write-in responses:	2006-2007
For me	17.7%
For my children	13.8%
Better life than my parents	8.1%
A way out	6.9%
Other personal answer	53.5%

APPENDIX

Table A.1. Response Rate and Respondent Demographic Characteristics

	Seniors Enrolled	# Surveys	Initial Response Rate	African Am	Hispanic	White	Female	Male	# Removed	Final N	Corrected Response Rate
Akins	447	354	79.2%	11.9%	62.4%	22.0%	46.0%	54.0%	<39>	408	86.8%
Anderson	456	407	89.3%	5.2%	18.9%	67.0%	48.6%	51.4%	<20>	437	93.3%
Austin	438	377	86.1%	4.7%	35.8%	58.7%	46.7%	53.3%	<23>	417	90.8%
Bowie	641	595	92.8%	4.2%	22.8%	66.7%	47.7%	52.1%	<16>	625	95.2%
Crockett	395	349	88.4%	7.4%	54.7%	35.2%	49.9%	49.9%	<27>	368	94.8%
Garza	134	77	57.5%	8.0%	31.8%	50.0%	50.0%	49.9%	<12>	117	63.1%
Johnston	130	79	60.8%	13.9%	83.5%	2.5%	51.9%	48.1%	<29>	101	78.2%
Lanier	257	196	76.3%	19.5%	62.1%	10.3%	54.9%	45.1%	<20>	239	82.7%
LASA	199	144	72.4%	9.0%	18.9%	58.2%	48.4%	51.6%	<0>	197	72.4%
LBJ	148	99	66.9%	54.6%	39.5%	5.0%	66.4%	32.8%	<29>	118	83.2%
McCallum	329	256	77.8%	17.1%	28.8%	52.5%	54.1%	45.9%	<0>	329	77.8%
Reagan	138	82	59.4%	40.2%	56.7%	3.1%	49.5%	50.5%	<22>	118	70.7%
Travis	247	191	77.3%	18.5%	73.5%	4.2%	54.0%	46.0%	<35>	213	90.1%
ALL HS	3959	3206	82.0%	11.8%	40.7%	42.8%	50.0%	49.7%	<272>	3687	87.0%

Notes:

1. Response rate estimates are limited in several ways, including but not limited to the following: (a) students may have moved from one campus to another during the survey administration period, (b) students may have withdrawn during the period, and (c) some students may have been ineligible to graduate because of TAKS, course failure, etc., and therefore elected not to take the survey or were not included with those who did.

2. Only 2 students from International HS completed the survey. To preserve student confidentiality, those data are not displayed or reported separately here.

3. Ineligible students who were removed from the final list primarily included those who were cognitively unable to take the survey. Lists were provided by survey administrators.

AUSTIN INDEPENDENT SCHOOL DISTRICT

SUPERINTENDENT OF SCHOOLS

Pascal D. Forgione, Jr., Ph.D.

OFFICE OF ACCOUNTABILITY

Maria Whitsett, Ph.D.

DEPARTMENT OF PROGRAM EVALUATION

Holly Williams, Ph.D.
(Director)

Lisa N.T. Schmitt, Ph.D.

AUTHOR

Karen M. Cornetto, Ph.D.



BOARD OF TRUSTEES

Mark Williams, President
Vincent Torres, M.S., Vice President
Johna Edwards, Secretary
Cheryl Bradley
Sam Guzman
Annette LoVoi, M.A.
Lori Moya
Robert Schneider
Karen Dulaney Smith

Publication Number 06.19

July 2007

Department of Program Evaluation
1111 W. 6th Street, Suite D350, Austin, Texas, 78703
phone: (512) 414-1724, fax: (512) 414-1707
<http://www.austinisd.org/inside/accountability/evaluation/>