



## RESULTS OF THE AISD HIGH SCHOOL EXIT SURVEY CLASSES OF 2003 TO 2005

### McCALLUM HIGH SCHOOL

#### INTRODUCTION

The third annual Austin ISD High School Exit Survey was administered electronically to seniors in every AISD High School during the Spring of 2005. The results for the Class of 2005 are described below, along with a longitudinal summary of responses from the previous two senior classes, where possible.

The response rate for the High School Exit Survey continues to improve (Table 1). Surveys were received from 3,324 students (85.3%) in the Class of 2005.<sup>4</sup> 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 2003, 2004, and 2005**

	Percentage of Enrolled Seniors Responding		
	Class of 2003	Class of 2004	Class of 2005
McCallum High School	76.6%	76.4%	84.8%
All AISD High Schools	68.9%	81.5%	85.3%

The survey is organized into four general topics: Climate, High School Experiences, Postsecondary Intentions, and Postsecondary Preparation. Below you will find sections summarizing key findings, open-ended comments, and an overview of how the High School Exit Survey results pertain to the AISD High School Redesign Initiative. After the summary of survey results for All AISD High Schools, you will see the individual item results for your campus for the past three senior classes. The complete survey can be found in Appendix B.

#### KEY FINDINGS FOR THE CLASS OF 2005

- School Climate and Learning Climate ratings are higher for the Class of 2005 than for either of the previous two senior classes.
- There is an improvement from the Class of 2004 in students' ratings of quality of assistance that they received with the development of both academic and personal skills. However, students' ratings of quality of assistance with academic skills remain slightly lower than those from the Class of 2003.
- Students report higher ratings than ever for both college/career preparation and assistance with postsecondary applications. Ratings of assistance with

---

<sup>4</sup> Response rates are based on enrollment at the end of the 5<sup>th</sup> six weeks reporting period. See Appendix A for more detail regarding survey respondents. Note: Due to enrollment of some Special Education students with severe cognitive disabilities, a 100% response rate is not expected.

financial aid applications have increased from the previous senior class, but remain lower than were the ratings from the Class of 2003.

- When asked specifically about the helpfulness of Counselors and Project ADVANCE facilitators, students indicate that both are quite helpful in all settings (individual, group, and classroom) but that ADVANCE facilitators are slightly more helpful in each setting.
- There is a slight increase from the Class of 2004 in the percentage of seniors who report intentions to continue their education after high school graduation.
- A greater percentage of students reported applying to and being accepted by all types of postsecondary educational institutions (two-year colleges, four-year colleges, business/technical/vocational schools) than did the previous senior class.
- Since 2002-2003, the percentage of postsecondary-bound students who report taking specific college preparation steps, such as visiting a college campus or taking an AP/IB course, has decreased in all areas except participation in ACC courses.
- The largest declines in college preparation steps from the previous senior class are in the percentages of students who report submitting transcripts, financial aid applications, and scholarship applications.
- The percentage of postsecondary-bound students who report plans to borrow money for college continues to increase.

### **THE “ONE THING” STUDENTS WANT ADMINISTRATORS TO KNOW**

Before taking the survey (Item 1), students were asked if there is “just ONE thing you’d especially want the administration of AISD to know.” Themes from this open-ended comment section have been identified and summarized each year. While the comments from all three senior classes generally have been similar in content, seniors from the Class of 2005 raised a few unique issues. In addition to the common topics listed below, you have been given comments from seniors on your campus that may contain additional themes you may use to identify opportunities for praise and areas for improvement. Appendix C contains more information regarding the open-ended comments from seniors on your campus.

### **Common Themes from the Classes of 2003, 2004 & 2005**

- Students are dissatisfied with attendance and tardy policies. Many expressed frustration with practices such as tardy sweeps, tardy “tanks” and mandatory time management classes. Some students believe that the current policies lead to higher levels of lost instructional time and that they may encourage skipping. Many students believe that associated exam exemption policies are unfair.

- Students continue 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 feel that they are treated with suspicion and disrespect as a result of the behavior of other students. Students are also concerned that some rules (e.g., parking, dress code, off-campus lunch) are enforced inconsistently.
- Most students expressed their satisfaction with Project ADVANCE and the support of their college counselors. However, some students would have appreciated more opportunities to meet with counselors or to learn about college requirements and the college application process earlier in their high school careers.
- Many students are unhappy with the dress code and do not believe that style of dress interferes with the learning process. Many are particularly disappointed in the restriction on hats. There are also some concerns that the staff dress code is not as consistently enforced as the student dress code.

### **New Themes from the Class of 2005**

- The majority of open-ended responses regarding AISD staff expressed appreciation for help, support, and a good education. Many teachers, administrators, and counselors were mentioned by name as being particularly helpful in helping prepare students for the next phase of their lives.
- A smaller number of students expressed their frustration with their educational experiences, with particular teachers and administrators, with AISD in general, or with their high school. Some were disappointed that they did not receive more assistance and respect from administrators, staff or particular teachers. Others voiced their concerns that teachers do not receive enough administrative support and that teachers deserve more pay for their hard work.
- Many students took the opportunity to discuss their plans for the future. Some wrote about post-graduation education and work plans, while others described long-term goals. Many were concerned about their ability to pay for college and expressed a desire for more information about and assistance applying for financial aid.

### **RELEVANCE TO AISD HIGH SCHOOL REDESIGN INITIATIVE**

Results from the AISD High School Exit Survey may be used to inform the High School Redesign Initiative according to the “Four Rs” below. Results for your campus may differ from the overall district results described in this section. Please examine how your campus results may reflect trends in Rigor, Relationships, Relevancy, and Results over time.

## **Rigor**

Efforts to enhance the academic rigor for all students and all programs have already influenced student perceptions. One year ago, seniors in the Class of 2004 provided lower average ratings for academic preparation in all but one subject area and for Learning Climate than did seniors from the Class of 2003. In addition, open-ended comments from the Class of 2004 indicated a common desire for increased academic rigor and challenge. One year later, the Class of 2005 rated academic preparation higher in every subject except computer/technology, and Learning Climate ratings increased to levels above those provided by each of the previous two classes. Additionally, open-ended comments from the Class of 2005 did not indicate that students felt under-challenged, as before.

## **Relationships**

Relationships between students and staff are assessed through survey items comprising School Climate. In general, the School Climate has improved since 2002-2003, largely due to an increase in average ratings for the item, "The adults at this school listen to the opinions of students." However, items concerning fair implementation of school rules and adults listening to student opinions remain the least positively rated School Climate items. Open-ended comments from the Class of 2005 and the two previous senior classes indicate students' desire to be treated respectfully and fairly, without suspicion. In particular, students expressed frustration with the inconsistent or unequal enforcement of school rules such as the dress code, off-campus lunch, and parking policies. Seniors also indicated a desire for the staff dress code to be enforced as strictly as the student dress code.

The School Climate item concerning peer interactions is the only one to show a slight decline in ratings from last year. Efforts to establish positive relationships between students and adults on campus should continue to address both adult treatment of students and student peer relationships.

## **Relevancy**

Students were asked to rate the quality of assistance they received from their high school with college and career preparation and to rate the quality of assistance they received with personal development skills. Seniors from the Class of 2005 report higher ratings than ever for college/career preparation and assistance with the development of personal skills including teamwork, creative thinking, problem solving, conflict resolution, and personal health/fitness. Open-ended comments include many expressions of appreciation to school staff for the amount and quality of assistance provided.

## **Results**

Exit Survey responses indicate that a slightly higher percentage of seniors from the Class of 2005 intend to pursue postsecondary education than those from the previous class. However, the percentage of postsecondary-bound students who reported taking certain college preparation steps decreased slightly in most areas. Open-ended comments

suggest that students would like to receive information and assistance with the college application process earlier in their high school careers.

Responses also indicate that many students are not familiar with the financial aid/scholarship application process despite an increase in the reported need to borrow money for college. A smaller percentage of students in the Class of 2005 report submitting scholarship and financial aid applications than the previous class, indicating that more emphasis should be placed on assisting students with this process.

Students were asked to report application and acceptance to all types of postsecondary institutions. While the percentages of seniors who report application and acceptance to two-year, four-year, and business/technical/vocational institutions have increased, responses do not appear to reflect students' application and acceptance to Austin Community College (ACC) through the College Connection program, which resulted in the ACC enrollment of over 85% of AISD seniors in the Class of 2005. While students had not yet received acceptance letters from ACC at the time of the High School Exit Survey, ACC application paperwork likely had been submitted. Responses to this item and some open-ended comments suggest that seniors may not have understood the College Connection program. Thus, high school staff should increase efforts to inform students about the program and its purpose.

## INDIVIDUAL ITEM RESPONSES FOR MCCALLUM HIGH SCHOOL

Results for your campus and All High Schools are presented below. Please identify trends in responses from your seniors over time, and examine how your campus results compare to the results for All High Schools. Where longitudinal results are available, color coding has been applied to assist with your interpretation. Green font indicates an improvement from the previous year, and red font indicates a decrease from the previous year. Refer to Appendix B for a copy of the actual 2004-2005 survey instrument.

### Item 2. *This school is a safe place to learn.*

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
McCallum HS	3.14	3.14	3.12
All High Schools	3.17	3.14	3.16

Note: Responses can range from 1 (strongly disagree) to 4 (strongly agree).

### Item 3. *The students at this school get along with each other.*

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
McCallum HS	2.85	2.82	2.75
All High Schools	2.74	2.74	2.72

Note: Responses can range from 1 (strongly disagree) to 4 (strongly agree).

**Item 4. *The rules of this school are implemented fairly.***

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
McCallum HS	2.58	2.49	2.39
All High Schools	2.58	2.49	2.57

Note: Responses can range from 1 (strongly disagree) to 4 (strongly agree).

**Item 5. *The adults at this school listen to the opinions of students.***

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
McCallum HS	2.56	2.49	2.44
All High Schools	2.49	2.47	2.60

Note: Responses can range from 1 (strongly disagree) to 4 (strongly agree).

**Item 6. *My teachers taught in a way that was clear and easy to understand.***

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
McCallum HS	2.77	2.92	3.00
All High Schools	2.93	2.94	3.00

Note: Responses can range from 4 (strongly agree) to 1 (strongly disagree).

**Item 7. *I have learned how to evaluate my own work and keep track of my progress.***

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
McCallum HS	3.15	3.02	3.05
All High Schools	3.13	3.10	3.13

Note: Responses can range from 1 (strongly disagree) to 4 (strongly agree).

**Item 8. *My teachers kept me informed about how I was doing in my classes.***

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
McCallum HS	2.73	2.88	2.80
All High Schools	2.84	2.83	2.87

Note: Responses can range from 1 (strongly disagree) to 4 (strongly agree).

**Item 9. *My teachers expect me to do high quality work.***

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
McCallum HS	3.20	3.20	3.17
All High Schools	3.16	3.12	3.16

Note: Responses can range from 1 (strongly disagree) to 4 (strongly agree).

**Item 10. *My classes were rigorous and challenging.***

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
McCallum HS	2.85	2.81	2.84
All High Schools	2.80	2.80	2.86

Note: Responses can range from 1 (strongly disagree) to 4 (strongly agree).

**School Climate and Learning Climate Composite Scores**

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
<b>School Climate</b>			
McCallum HS	2.79	2.72	2.68
All High Schools	2.75	2.72	2.77
<b>Learning Climate</b>			
McCallum HS	2.95	2.99	2.97
All High Schools	2.98	2.97	3.00

Note: Responses can range from 1 (strongly disagree) to 4 (strongly agree).

**Item 11. *I received extra help early in the school year so that I could graduate on time.***

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
McCallum HS	N/A	N/A	2.67
All High Schools	N/A	N/A	2.68

Note: Responses can range from 1 (strongly disagree) to 4 (strongly agree).

**Item 12. *I think that underclassmen should stay on campus through lunch.***

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
McCallum HS	N/A	N/A	2.45
All High Schools	N/A	N/A	2.80

Note: Responses can range from 1 (strongly disagree) to 4 (strongly agree).

**Item 13. *Having dress code for adults on campus improved the sense of professionalism at my school.***

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
McCallum HS	N/A	N/A	2.20
All High Schools	N/A	N/A	2.42

Note: Responses can range from 1 (strongly disagree) to 4 (strongly agree).

**Item 14. In which of the following extra-curricular activities did you participate while in high school? (Check all that apply)**

Activity	2002-2003		2003-2004		2004-2005	
	All HS	McCallum	All HS	McCallum	All HS	McCallum
Music	31.1%	42.6%	34.3%	44.9%	31.7%	43.0%
Theater/Drama	19.1%	28.7%	16.6%	23.9%	15.5%	20.5%
Dance	15.9%	17.1%	17.8%	20.5%	16.3%	16.1%
Sports	57.3%	65.3%	51.3%	54.7%	56.1%	57.0%
UIL Academic Competition	N/A	N/A	14.0%	14.5%	13.0%	12.9%
Journalism	13.2%	14.4%	12.0%	6.0%	12.5%	11.6%
Speech/Debate	12.3%	9.7%	11.3%	12.8%	9.3%	11.2%

**Item 15. In which of the following activities did you participate outside of school during your senior year? (Check all that apply)**

Activity	2002-2003		2003-2004		2004-2005	
	All HS	McCallum	All HS	McCallum	All HS	McCallum
Sports	39.9%	41.3%	37.0%	36.5%	37.4%	41.3%
Art/Music/Dance	N/A	N/A	20.4%	31.1%	29.8%	40.0%
Community Service	N/A	N/A	50.3%	51.1%	54.4%	60.4%
Environmental Projects	N/A	N/A	14.5%	18.7%	17.0%	20.0%
Other	N/A	N/A	29.4%	35.6%	26.7%	32.6%
Family Care	20.7%	17.4%	49.9%	42.5%	31.0%	19.1%

**Item 16. Are you eligible to vote?**

	"Yes" response 2002-2003	"Yes" response 2003-2004	"Yes" response 2004-2005
McCallum HS	N/A	N/A	63.2%
All High Schools	N/A	N/A	59.9%

**Item 17. Have you registered to vote?**

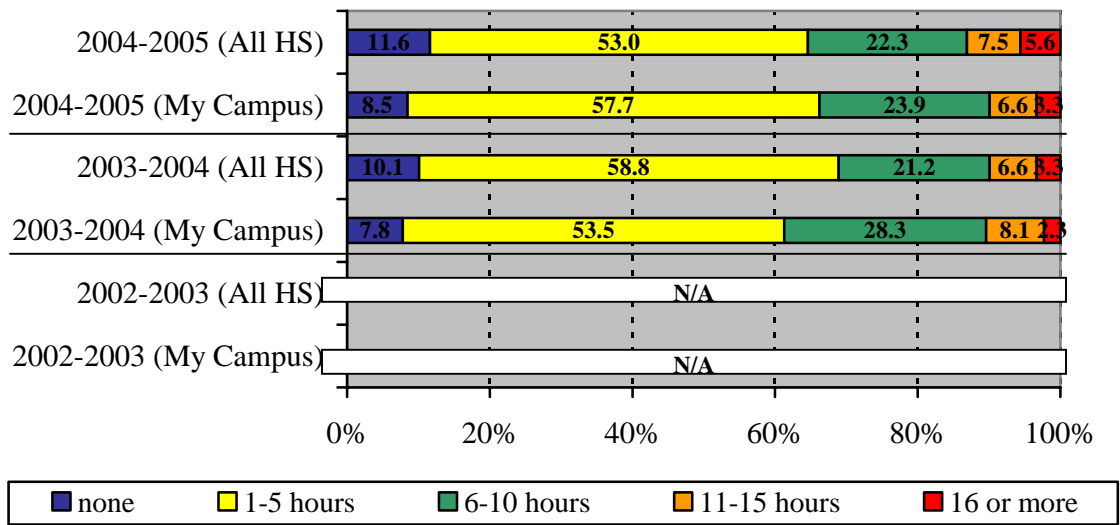
	"Yes" response 2002-2003	"Yes" response 2003-2004	"Yes" response 2004-2005
McCallum HS	N/A	57.9%	53.6%
All High Schools	N/A	57.3%	44.7%

**Item 18. If you are registered, have you voted in any school board, city, county, state, or national election?**

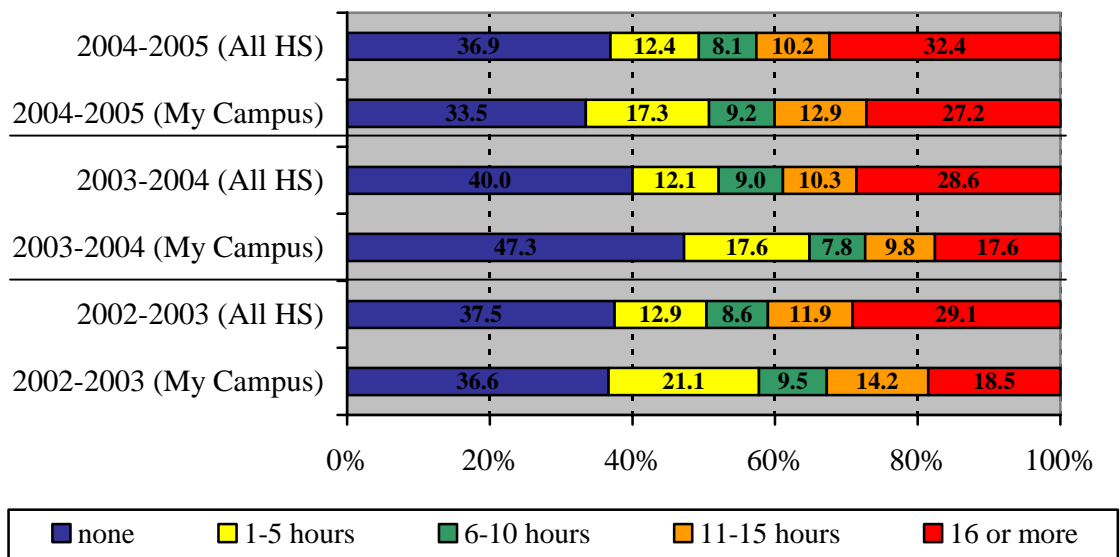
	"Yes" response 2002-2003	"Yes" response 2003-2004	"Yes" response 2004-2005
McCallum HS	N/A	19.9%	34.2%
All High Schools	N/A	15.4%	28.6%



**Item 19.** *On average, during your senior year, approximately how many hours per week did you spend studying, doing research, or completing homework assignments OUTSIDE of class?*



**Item 20.** *During your senior year, approximately how many hours per week have you been employed?*



**Item 21.** *How well did your counselor(s) advise you in planning your course selections?*

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
McCallum HS	2.12	2.14	2.25
All High Schools	2.18	2.19	2.31

Note: Responses can range from 1 (not well) to 3 (very well).

**Item 22. How well did your high school staff prepare you to meet your college and career goals?**

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
McCallum HS	1.97	2.02	2.16
All High Schools	2.09	2.06	2.26

Note: Responses can range from 1 (not well) to 3 (very well).

**Item 23. How well prepared are/were you for the postsecondary application process?**

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
McCallum HS	2.04	2.00	2.03
All High Schools	2.11	2.08	2.16

Note: Responses can range from 1 (not well) to 3 (very well).

**Item 24. Who helped you the most in preparing for the postsecondary application process?**

	2002-2003		2003-2004		2004-2005	
	All HS	McCallum	All HS	McCallum	All HS	McCallum
Counselors	N/A		16.1%	12.1%	16.1%	15.4%
ADVANCE facilitators	N/A		22.9%	15.6%	35.1%	26.6%
Teachers	N/A		7.2%	10.5%	7.5%	9.7%
College recruiters	N/A		2.4%	1.6%	2.4%	1.9%
Parents & Family	N/A		27.8%	37.5%	21.0%	23.2%
Friends	N/A		6.0%	3.5%	4.3%	3.5%
Own research	N/A		17.6%	19.1%	13.7%	19.7%

**Item 25. How well informed are/were you about obtaining financial aid for postsecondary education (whether or not you applied)?**

	Average Rating 2002-2003	Average Rating 2003-2004	Average Rating 2004-2005
McCallum HS	2.22	2.04	2.10
All High Schools	2.21	2.05	2.09

Note: Responses can range from 1 (not well) to 3 (very well).

**Item 26. Who helped you the most in obtaining financial aid information for postsecondary education (whether or not you applied)?**

	2002-2003		2003-2004		2004-2005	
	All HS	McCallum	All HS	McCallum	All HS	McCallum
Counselors	N/A		16.1%	15.4%	15.8%	17.4%
ADVANCE facilitators	N/A		29.2%	21.3%	37.5%	37.8%
Teachers	N/A		4.7%	13.0%	4.2%	8.1%
College recruiters	N/A		5.9%	5.5%	4.6%	2.3%
Parents & Family	N/A		23.2%	26.0%	21.6%	19.3%
Friends	N/A		3.6%	2.0%	2.5%	2.7%
Own research	N/A		17.3%	16.9%	13.8%	12.4%

**Items 27 – 33. How well did your high school help you to further develop knowledge and skills in the following areas?**

	Average Rating 2002-2003		Average Rating 2003-2004		Average Rating 2004-2005	
	All HS	McCallum	All HS	McCallum	All HS	McCallum
Writing	2.51	2.61	2.41	2.52	2.46	2.44
Mathematics	2.40	2.43	2.30	2.37	2.34	2.33
Science	2.37	2.20	2.26	2.02	2.27	2.01
Social Studies	2.47	2.54	2.36	2.50	2.47	2.56
Computer/Technology	2.37	2.24	2.34	2.21	2.32	2.19
Foreign Language	N/A	N/A	2.11	2.11	2.20	2.06
Performing/Fine Arts	2.34	2.46	2.29	2.35	2.31	2.29
<b>Composite Score</b>	2.41	2.41	2.30	2.30	2.34	2.27

Note: Responses can range from 1 (not well) to 3 (very well).

**Items 34 – 38. How well did your high school help you to further develop knowledge and skills in the following areas?**

	Average Rating 2002-2003		Average Rating 2003-2004		Average Rating 2004-2005	
	All HS	McCallum	All HS	McCallum	All HS	McCallum
Teamwork	N/A		2.36	2.32	2.38	2.24
Creative Thinking	N/A		2.36	2.36	2.40	2.41
Problem Solving	N/A		2.33	2.33	2.38	2.36
Conflict Resolution	N/A		2.15	2.07	2.21	2.17
Personal Health/Fitness	N/A		2.14	2.05	2.24	2.06
<b>Composite Score</b>	N/A		2.27	2.23	2.32	2.25

Note: Responses can range from 1 (not well) to 3 (very well).

**Item 39. Within a year after graduating from high school, I am going to:**

	All HS 2004-2005	McCallum HS 2004-2005
Attend a college or university for a postsecondary degree	71.8%	78.8%
Attend a school or college for a business, technical, trade, or vocational certification	11.1%	12.8%

Note: Percentages are based on the total number of HS exit survey respondents.

**Item 40. My intended major program or field of study will be:**

Major	2002-2003	2003-2004	2004-2005	
			All HS	McCallum
Business	N/A	N/A	13.1%	13.9%
Nursing/Pharmacy	N/A	N/A	8.6%	5.4%
Engineering	N/A	N/A	7.1%	5.8%
Science	N/A	N/A	7.0%	7.6%
Fine Arts/Music	N/A	N/A	6.8%	11.2%
Education	N/A	N/A	5.5%	5.4%
Liberal Arts	N/A	N/A	5.1%	9.9%
Social Sciences	N/A	N/A	3.7%	5.4%
Computer Sciences	N/A	N/A	3.4%	0.9%
Other	N/A	N/A	29.0%	26.5%
Undecided	N/A	N/A	10.9%	8.1%

**Item 41. To which of the following have you submitted applications for post secondary education? (Check all that apply)**

Submitted to	2002-2003	2003-2004		2004-2005	
		All HS	McCallum	All HS	McCallum
2-yr college	N/A	20.6%	17.1%	25.4%	25.2%
4-yr college	N/A	59.4%	65.8%	59.9%	70.4%
Business/technical/vocational school	N/A	6.6%	5.6%	8.1%	8.4%

Note: Percentages are based on the total number of HS exit survey respondents.

**Item 42. To which of the following have you been accepted for postsecondary education? (Check all that apply)**

Accepted to	2002-2003	2003-2004		2004-2005	
		All HS	McCallum	All HS	McCallum
2-yr college	N/A	15.4%	10.0%	21.1%	22.6%
4-yr college	N/A	49.9%	52.8%	50.6%	62.8%
Business/technical/vocational school	N/A	5.1%	3.3%	6.6%	5.1%

Note: Percentages are based on the total number of HS exit survey respondents.

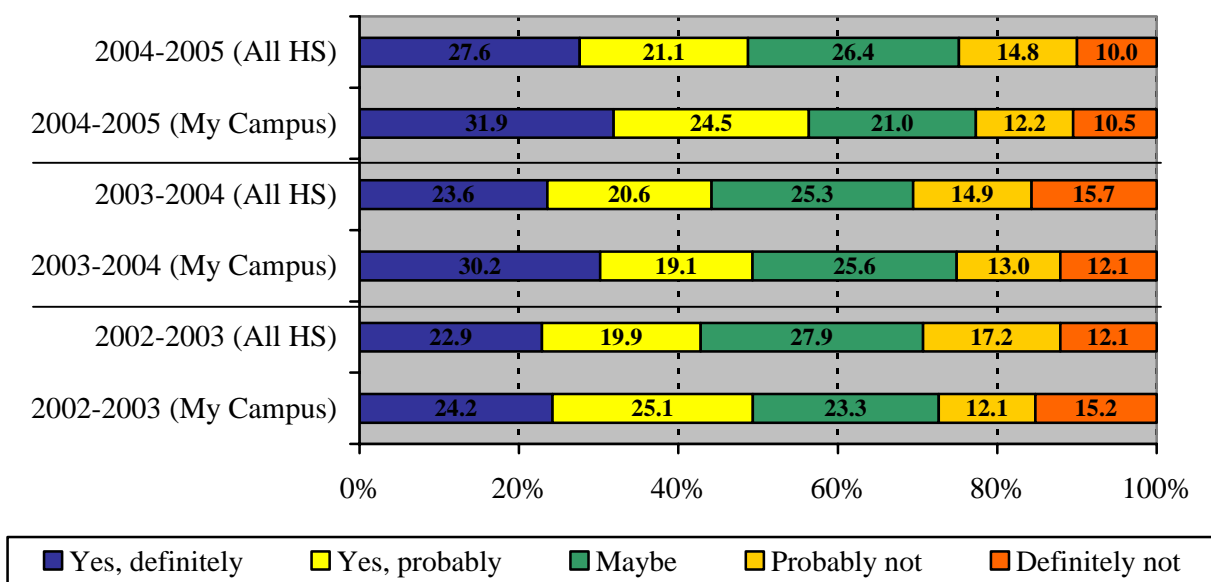
**Item 43. How did you prepare for postsecondary education? (Check all that apply)**

Action	2002-2003		2003-2004		2004-2005	
	All HS	McCallum	All HS	McCallum	All HS	McCallum
Took AP/IB class	49.4%	56.0%	49.1%	54.5%	48.7%	58.3%
Visited campus	64.9%	67.0%	59.6%	62.5%	57.7%	60.3%
Anticipate completing the DAP	N/A	N/A	N/A	N/A	*21.5%	*15.7%
Anticipate completing the RHSP	N/A	N/A	*76.4%	*75.4%	*54.1%	*64.5%
Submitted financial aid form	55.8%	61.5%	52.1%	50.9%	46.6%	50.4%
Submitted scholarship application	N/A	N/A	42.4%	49.6%	37.6%	45.9%
Took PSAT	N/A	N/A	59.7%	63.8%	59.2%	64.9%
Took entrance exam	79.6%	90.8%	75.1%	79.5%	77.9%	81.8%
ACC course	16.4%	28.4%	18.8%	27.2%	23.3%	34.3%
Submitted transcript	N/A	N/A	57.4%	61.2%	46.9%	50.4%

Green font indicates an increase from the previous year; red font indicates a decrease from the previous year.

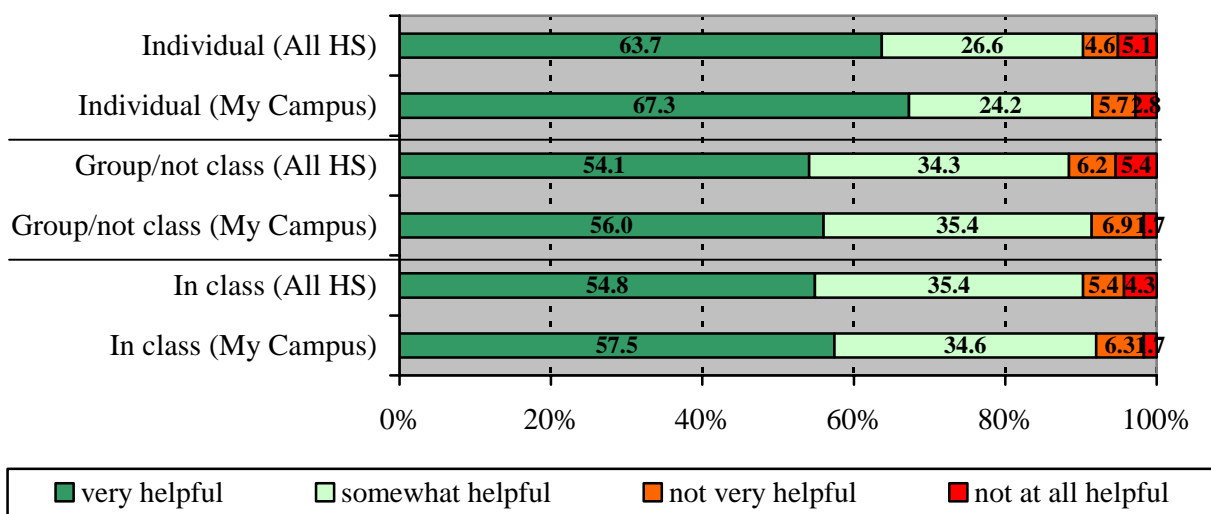
\*In 2004-2005, DAP was added as a separate option. Actual completion of the DAP or RHSP cannot be determined until the end of the school year.

**Item 44. Will you or your family be borrowing any money for your postsecondary education?**

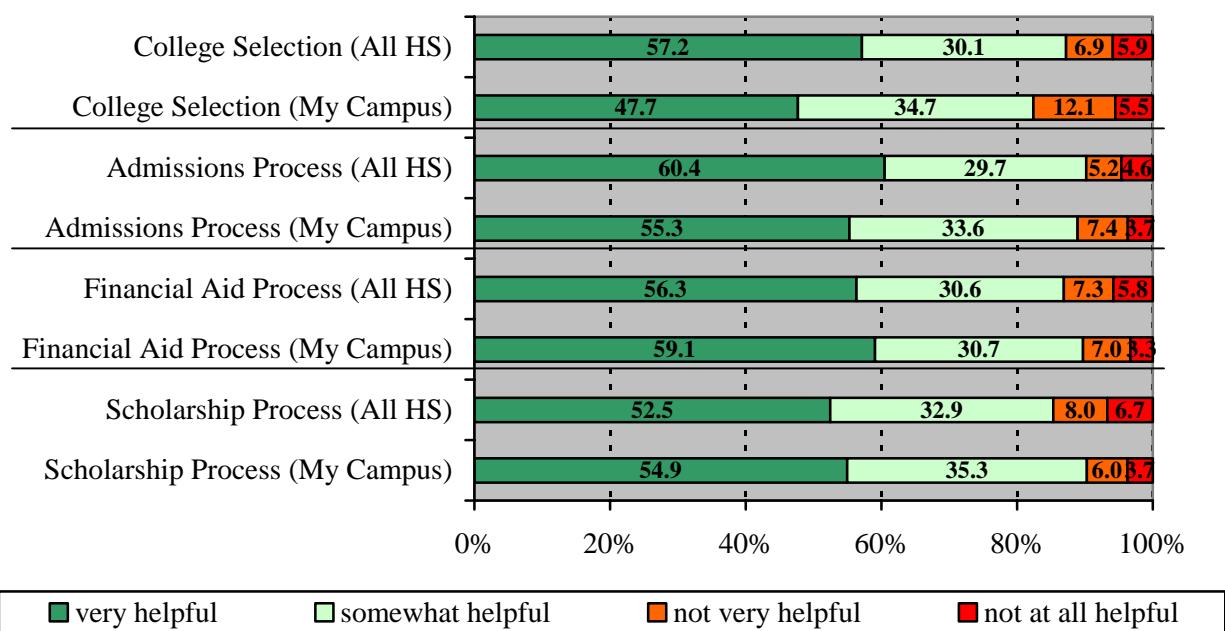


**2004-2005 Only (Items 45 – 50)**

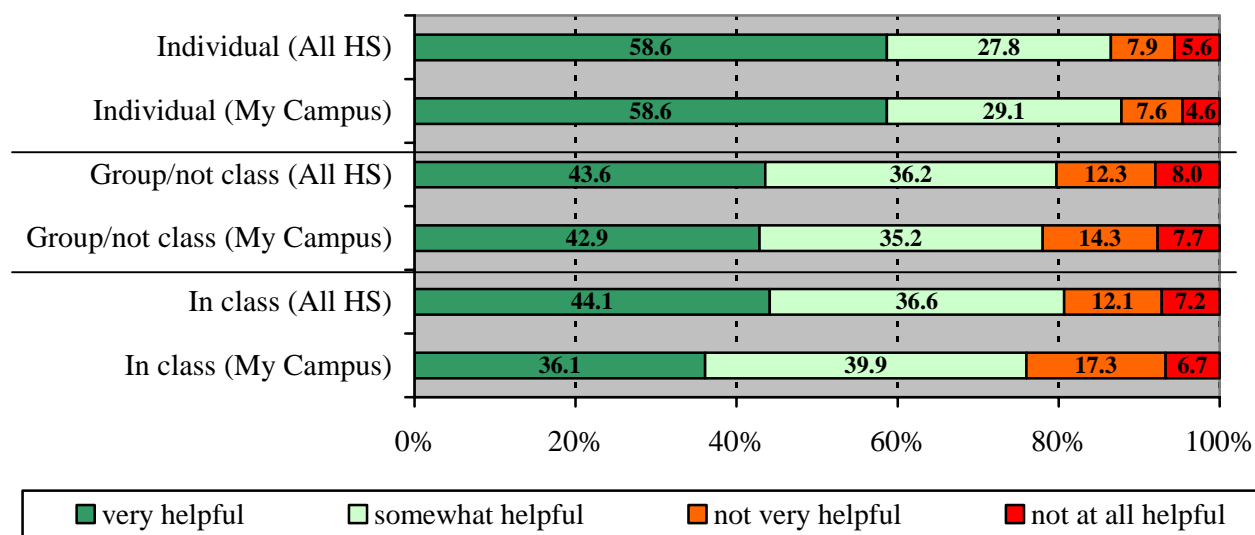
**Item 45. How helpful was your Project ADVANCE Facilitator / College Advisor in the following types of meetings?**



**Item 46. How helpful was your Project ADVANCE Facilitator / College Advisor with the following processes?**



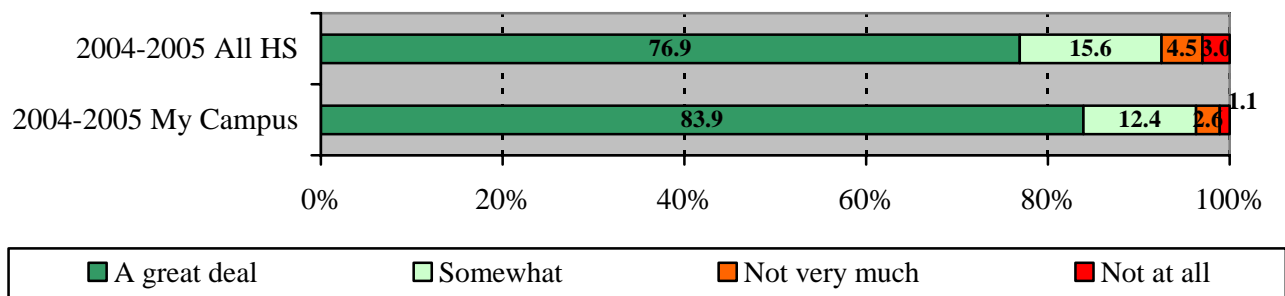
**Item 47. How helpful was your school counselor in the following types of meetings?**



**Item 48. For which of the following issues did you meet with a school counselor? (Check all that apply)**

Issue	All HS 2004-2005	McCallum HS 2004-2005
Scheduling	82.0%	87.2%
Course selection & placement	59.7%	64.5%
Graduation plans	55.0%	48.3%
4 year plan	24.4%	23.0%
Graduation credit verification	39.5%	36.6%
Testing interpretation	17.2%	13.6%
Career information	20.7%	12.1%
College information & applications	43.1%	38.1%
Resumes & college essays	17.0%	12.5%
Financial aid information/application	25.3%	21.9%
Scholarship information/application	27.9%	30.2%
Conflict resolution	12.8%	14.0%
Personal / family issues	13.5%	12.5%
Parent conference	10.9%	12.8%
Teacher conference	6.6%	6.0%
Other	3.2%	2.3%

**Item 49. To what extent did your parents / family encourage you to participate in post-secondary education?**



**Item 50. Did your parents / family attend a college or financial aid event on your campus?**

	All HS 2004-2005	McCallum HS 2004-2005
“Yes” response	37.6%	34.7%

**Item 51. Within a year after graduating from high school, what do you plan to do? (Check all that apply)**

	2002-2003		2003-2004		2004-2005	
	All HS	McCallum	All HS	McCallum	All HS	McCallum
School /college	N/A	N/A	73.6%	78.8%	74.6%	79.6%
No plans	12.3%	6.4%	9.6%	8.2%	9.2%	3.6%
Travel	N/A	N/A	12.4%	15.2%	11.6%	13.9%
Full-time parent	2.0%	0.9%	1.7%	0.7%	2.6%	1.5%
Military	5.2%	2.6%	3.7%	1.9%	3.3%	0.4%
Work full-time	19.4%	9.0%	15.2%	10.4%	14.0%	8.4%
Work part-time	20.6%	17.2%	32.6%	33.1%	32.4%	27.0%

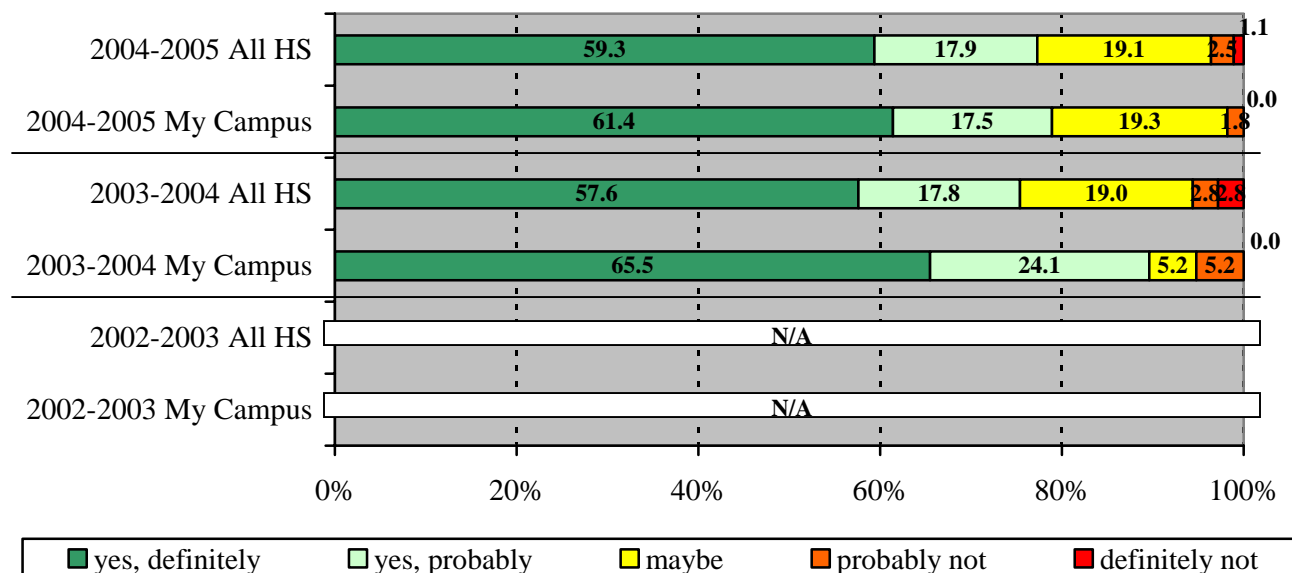
Note: Since seniors may select more than one option, percentages will not total 100%.  
Percentages are based on the total number of HS exit survey respondents.

**Item 52. If you are not planning to pursue postsecondary education at this time, what are your primary reasons? (Check all that apply)**

	2002-2003		2003-2004		2004-2005	
	All HS	McCallum	All HS	McCallum	All HS	McCallum
Cannot afford	38.1%	44.4%	31.3%	21.1%	33.6%	17.0%
Childcare responsibilities	8.7%	2.8%	8.0%	10.5%	7.3%	3.8%
Don't like school	16.2%	19.4%	14.5%	18.4%	15.9%	17.0%
Low grades/scores	30.3%	30.6%	25.5%	21.1%	28.4%	20.8%
Not academically prepared	N/A	N/A	N/A	N/A	17.5%	9.4%
Need income	35.4%	33.3%	31.2%	50.0%	25.1%	18.9%
Not needed for job	N/A	N/A	12.3%	13.2%	10.0%	11.3%
Other	24.1%	22.2%	19.9%	23.7%	17.7%	17.0%

Note: Since seniors may select more than one option, percentages will not total 100%.  
Percentages are based on only those students who do not intend to pursue postsecondary education.

**Item 53. If you are not planning to pursue postsecondary education at this time, do you intend to pursue it at a later time?**





## APPENDIX A: RESPONSE RATE AND RESPONDENT DEMOGRAPHICS

### Response Rates and Demographics of 2004-2005 AISD High School Exit Survey Participants

Campus	# of Seniors Enrolled*	Number	Response Rate	Ethnicity of Respondents			Gender of Respondents	
				African Am.	Hispanic	White	Female	Male
Akins	(N=410)	317	77.3%	15.1%	57.7%	25.6%	52.1%	47.9%
Anderson	(N=419)	391	93.3%	7.9%	16.4%	68.3%	51.2%	48.8%
Austin	(N=493)	451	91.5%	4.4%	31.5%	61.0%	49.0%	51.0%
Bowie	(N=519)	530	100.0%*	3.6%	19.8%	71.9%	52.6%	47.4%
Crockett	(N=350)	269	76.9%	8.9%	55.4%	33.8%	53.5%	46.5%
Garza	(N=164)	94	57.3%	9.0%	40.4%	48.3%	51.7%	48.3%
Johnston	(N=159)	104	65.4%	20.2%	76.0%	3.8%	55.8%	44.2%
LBJ	(N=347)	277	79.8%	35.4%	22.0%	37.5%	58.1%	41.9%
Lanier	(N=290)	250	86.2%	21.2%	64.0%	9.2%	52.8%	47.2%
McCallum	(N=323)	274	84.8%	16.8%	19.0%	61.3%	49.3%	50.7%
Reagan	(N=157)	102	65.0%	52.0%	41.2%	5.9%	59.8%	40.2%
Travis	(N=266)	265	99.6%	10.9%	80.8%	7.5%	54.3%	45.7%
<b>All High Schools (N=3,897)</b>		<b>3,324</b>	<b>85.3%</b>	<b>13.6%</b>	<b>38.8%</b>	<b>44.1%</b>	<b>52.6%</b>	<b>47.4%</b>

\*Enrollment is based on the last day of the 5<sup>th</sup> 6 weeks reporting period, April 8, 2005. Due to the survey administration window from March to May, some respondents may not have been enrolled on April 8, 2005.

## APPENDIX B: 2004-2005 HIGH SCHOOL EXIT SURVEY

### High School Exit Survey 2004-05

#### Welcome to the 2004-05 AISD High School Exit Survey!

[Log Out](#)

Thanks to the survey responses of seniors in the past, district administrators and staff have received important feedback about high schools in AISD. Survey results from the Classes of 2003 and 2004 have supported efforts toward making the following changes:

- Earlier start with college and career advising
- Better tools and options for finding scholarships and financial aid for college
- Improved career pathway course offerings
- Emphasis on improving relationships between campus adults and students
- Healthier food options on campus

We want to know what it's like to be a high school student in AISD, and nobody can describe that better than YOU! We look forward to learning more about the AISD Class of 2005.

[Begin Survey](#)

## High School Exit Survey 2004-05

Page: 1 of 7

Save and Continue >>

Log Out

1. **FIRST... If there were just ONE thing you'd especially want the administration of AISD to know, what would it be?**

### High School Experiences

Please indicate whether you agree with, disagree with, or are uncertain about the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ Not Applicable
2. This school is a safe place to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The students at this school get along with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The rules of this school are implemented fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The adults at this school listen to the opinions of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My teachers taught in a way that was clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I have learned how to evaluate my own work and keep track of my progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My teachers kept me informed about how I was doing in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My teachers expected me to do high quality work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My classes were rigorous and challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I received extra help early in the school year so that I could graduate on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I think that underclassmen (Freshmen, Sophomores, and Juniors) should stay on campus through lunch.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Having dress codes for the adults on campus improved the sense of professionalism at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save and Continue >>

## High School Exit Survey 2004-05

Page: 2 of 7

Save and Continue >>

Log Out

**We know there are some activities you participate in at school and others that you participate in outside of school.**

**14. In which of the following extra-curricular activities (not school courses, but affiliated with your school) did you participate while in high school? (Check all that apply.)**

- ☐ Music (Chorus, Band, Orchestra, etc.)
- ☐ Theater/Drama
- ☐ Dance
- ☐ Sports
- ☐ UIL Academic Competitions (e.g., Number Sense, Spelling, Prose, Poetry, One Act Play)
- ☐ Journalism (Newspaper, Yearbook, etc.)
- ☐ Speech/Debate
- ☐ Other

If Other, Please Specify:

**15. In which of the following activities did you participate in outside of school during your senior year? (Check all that apply.)**

- ☐ Organized sports activities (not related to school)
- ☐ Arts/Music/Performance activities (not related to school)
- ☐ Community service activities, including volunteering (e.g., hospitals, nursing homes, museums, libraries, food drives)
- ☐ Environmental projects/activities (e.g., recycling, clean-up campaigns, tree planting)
- ☐ Other organizations (e.g., Boy/Girl Scouts, Red Cross, Special Olympics, faith-based organizations)
- ☐ Helping my family by providing routine care for family members.

**16. Are you eligible to vote? If yes, go to Question 17. If not, skip to Question 19.**

- ☐ Yes
- ☐ No

**17. Have you registered to vote? If yes, go to Question 18. If not, skip to Question 19.**

- ☐ Yes
- ☐ No

**18. If you are registered, have you voted in any school board, city, county, state, or national election?**

- ☐ Yes
- ☐ No

**19. On average, during your senior year, approximately how many hours per week did you spend studying, doing research, or completing homework assignments OUTSIDE of class?**

- ☐ None. I never worked on schoolwork outside of class.
- ☐ 1-5 hours per week
- ☐ 6-10 hours per week
- ☐ 11-15 hours per week
- ☐ 16 or more hours per week

**20. During your senior year, approximately how many hours per week have you been employed?**

- ☐ None. I have not been employed
- ☐ 1-5 hours per week or only occasional job
- ☐ 6-10 hours per week
- ☐ 11-15 hours per week
- ☐ 16 or more hours per week

Save and Continue >>

## High School Exit Survey 2004-05

Page: 3 of 7

Save and Continue >>

Log Out

### High School Preparation for Post-Graduation Opportunities:

21. How well did your counselor(s) advise you in planning your course selections?

☐ Very well ☐ Somewhat well ☐ Not well

22. How well did your high school staff prepare you to meet your college and career goals?

☐ Very well ☐ Somewhat well ☐ Not well

23. How well prepared are/were you for the postsecondary application process?

☐ Very well ☐ Somewhat well ☐ Not well ☐ Not Applicable

24. Who helped you the most in preparing you for the postsecondary application process?

☐ School Counselors  
☐ Project ADVANCE Facilitator/College Advisor  
☐ Teachers  
☐ College Recruiters  
☐ Parents/Family/Relatives  
☐ Friends  
☐ My own independent research

25. How well informed are/were you about obtaining financial aid for postsecondary education (whether or not you applied)?

☐ Very well ☐ Somewhat well ☐ Not well ☐ Not Applicable

26. Who helped you the most in obtaining financial aid information for postsecondary education (whether or not you applied)?

☐ School Counselors  
☐ Project ADVANCE Facilitator/College Advisor  
☐ Teachers  
☐ College Recruiters  
☐ Parents/Family/Relatives  
☐ Friends  
☐ My own independent research

How well did your high school help you to further develop knowledge and skills in the following areas:

27. Writing	<input type="radio"/> Very well	<input type="radio"/> Somewhat well	<input type="radio"/> Not well
28. Mathematics	<input type="radio"/> Very well	<input type="radio"/> Somewhat well	<input type="radio"/> Not well
29. Science	<input type="radio"/> Very well	<input type="radio"/> Somewhat well	<input type="radio"/> Not well
30. Social Studies	<input type="radio"/> Very well	<input type="radio"/> Somewhat well	<input type="radio"/> Not well
31. Computer/Technology	<input type="radio"/> Very well	<input type="radio"/> Somewhat well	<input type="radio"/> Not well
32. Foreign Language	<input type="radio"/> Very well	<input type="radio"/> Somewhat well	<input type="radio"/> Not well
33. Performing/Fine Arts	<input type="radio"/> Very well	<input type="radio"/> Somewhat well	<input type="radio"/> Not well
34. Teamwork	<input type="radio"/> Very well	<input type="radio"/> Somewhat well	<input type="radio"/> Not well
35. Creative thinking	<input type="radio"/> Very well	<input type="radio"/> Somewhat well	<input type="radio"/> Not well
36. Problem solving	<input type="radio"/> Very well	<input type="radio"/> Somewhat well	<input type="radio"/> Not well
37. Conflict resolution	<input type="radio"/> Very well	<input type="radio"/> Somewhat well	<input type="radio"/> Not well
38. Personal Health/Fitness	<input type="radio"/> Very well	<input type="radio"/> Somewhat well	<input type="radio"/> Not well

Save and Continue >>

## High School Exit Survey 2004-05

Page: 4 of 7

Save and Continue >>

Log Out

**Post-Graduation Education Plans: If you do not intend to pursue educational plans during the year following graduation, skip to number 45 (page 5).**

**39. Within a year after graduating from high school, I am going to:**

☐ Attend a college or university for a postsecondary degree.

Indicate Where:  Clear

☐ Attend a school or college for a business, technical, trade or vocational certificate/certification.

Indicate Where:  Clear

**40. My intended major program or field of study will be:**

Other :

**41. To which of the following have you submitted applications for postsecondary education? (Check all that apply.)**

☐ 2-year college

☐ 4-year college

☐ Business, technical (trade), or vocational school

**42. To which of the following have you been accepted for postsecondary education? (Check all that apply.)**

☐ 2-year college

☐ 4-year college

☐ Business, technical (trade), or vocational school

**43. How did you prepare for postsecondary education? (Check all that apply.)**

☐ Took one or more Advanced Placement or International Baccalaureate classes

☐ Visited one or more postsecondary education campuses

☐ Anticipate completing the Distinguished Achievement Program (DAP)

☐ Anticipate completing the Recommended High School Plan

☐ Completed and submitted a financial aid form (FAFSA)

☐ Completed and submitted a scholarship application

☐ Took the PSAT examination

☐ Took college entrance tests (ACT, SAT, SATII, THEA)

☐ Completed Austin Community College courses (Early College Start, Dual Credit, Tech Prep)

☐ Ordered and submitted a transcript to a postsecondary institution

**44. Will you or your family be borrowing any money for your postsecondary education?**

☐ Yes, Definitely

☐ Yes, Probably

☐ Maybe

☐ Probably Not

☐ Definitely Not

☐ Don't Know

Save and Continue >>

## High School Exit Survey 2004-05

Page: 5 of 7

Save and Continue >>

Log Out

**What school/counselor support did you have to help you prepare for college and career?**

**45. How helpful was your Project ADVANCE Facilitator/College Advisor in the following types of meetings?**

	N/A - did not meet	Very helpful	Somewhat helpful	Not very helpful	Not at all helpful
In a group outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**46. How helpful was your Project ADVANCE Facilitator/College Advisor with the following processes?**

	N/A - did not meet	Very helpful	Somewhat helpful	Not very helpful	Not at all helpful
College Search/Selection Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Search/Selection Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Aid Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarship Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**47. How helpful was your school counselor in the following types of meetings?**

	N/A - did not meet	Very helpful	Somewhat helpful	Not very helpful	Not at all helpful
In a group outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**48. For which of the following issues did you meet with a school counselor? (check all that apply):**

- ☐ Scheduling
- ☐ Course Selection and Placement
- ☐ Graduation Plans
- ☐ 4 Year Plan
- ☐ Graduation Credit Verification
- ☐ Testing Interpretation
- ☐ Career Information
- ☐ College Information/Applications
- ☐ Building Resumes and College Essays
- ☐ Financial Aid Information/Application
- ☐ Scholarship Information/Application
- ☐ Conflict Resolution
- ☐ Personal and/or Family Issues
- ☐ Parent Conference
- ☐ Teacher Conference
- ☐ Other

(Please Specify):

Save and Continue >>

## High School Exit Survey 2004-05

Page: 4 of 7

Save and Continue >>

Log Out

Please tell us about the family support you had to help you prepare for college and career.

49. To what extent did your parents/family encourage you to participate in post-secondary education?

- ☐ A great deal  
☐ Somewhat  
☐ Not very much  
☐ Not at all

50. Did your parents/family attend a college or financial aid event on your campus?

- ☐ Yes  
☐ No  
☐ I don't know

### Post-Graduation Plans:

51. Within a year after graduating from high school, what do you plan to do? (Check all that apply.)

- ☐ Pursue postsecondary education  
☐ I have no specific plans yet.  
☐ Travel  
☐ Be a full-time parent  
☐ Go into the military  
☐ Go to work full-time  
☐ Go to work part-time

52. If you are not planning to pursue postsecondary education at this time, what are your primary reasons? (Check all that apply.)

- ☐ Cannot afford to attend school  
☐ Childcare responsibilities  
☐ Don't like attending school  
☐ Grades/test scores aren't high enough  
☐ Don't feel academically prepared for postsecondary education  
☐ Need income from working  
☐ My career goals do not require postsecondary education  
☐ Other

If Other, Please Specify : \_\_\_\_\_

53. If you are not planning to pursue postsecondary education at this time, do you intend to pursue it at a later time?

- ☐ Yes, Definitely  
☐ Yes, Probably  
☐ Maybe  
☐ Probably Not  
☐ Definitely Not  
☐ Don't Know

54. Is there anything else on your mind that we haven't asked about, or anything you would like us to know? Please type your additional comments in the box below.

We want to know how you are doing after graduation. Please provide the following information so we can contact you next year. (Your contact information is strictly confidential. We will not provide this information to anyone outside of AISD.)

55. Please provide two phone numbers where you can be reached next year.

Phone Number 1: \_\_\_\_\_ Phone Number 2: \_\_\_\_\_

56. Please provide an e-mail address we can use to contact you in the future.

My e-mail address: \_\_\_\_\_

Save and Continue >>



## High School Exit Survey 2004-05

Page: 7 of 7

[Log Out](#)

**Thank You. Your survey has been submitted.  
Please remember to CLOSE YOUR BROWSER.**

[Finish](#)

---

**Austin Independent School District**  
1111 West Sixth Street • Austin, Texas 78705 • 512.414.1700  
<http://access.austinisd.org>  
<http://www.austinisd.net/edu>  
© 2005, All Rights Reserved.

### APPENDIX C: OPEN-ENDED COMMENTS

Comments from seniors on items 1 and 54 were reviewed and categorized into a variety of commonly mentioned themes. The table below indicates the proportion of comments for All High Schools and for McCallum HS that fall into each category. Specific comments from seniors at McCallum HS may be found on the pages that follow.

Percentage of Open-ended Responses from the Class of 2005, by Topic

	All High Schools	McCallum HS
General Positive Comments	13%	5%
Advising from ADVANCE/Counselors	9%	4%
Respect/Race Relations	9%	5%
General Negative Comments	9%	6%
Academics	8%	9%
Security/Rule enforcement	8%	8%
Dress Code	7%	13%
Attendance/Exemption Policies	5%	9%
Comments regarding Specific Staff	5%	5%
Cafeteria, Lunch	4%	7%
TAKS	3%	1%
Buildings, Bathrooms	2%	7%
Extracurricular Activities	2%	3%
Comments about the Survey	2%	1%
Parking	1%	3%
Other	13%	15%