



## RESULTS OF THE AISD HIGH SCHOOL EXIT SURVEY

### CLASSES OF 2003 TO 2005

#### 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>1</sup> The survey sample once again closely resembles the ethnic and gender distribution of the 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
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 results for each general topic area. After the summary of survey results, you will see an overview of how the High School Exit Survey results pertain to the AISD High School Redesign Initiative. Not every survey item is discussed in the report; however, results for each item are provided 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 financial aid applications have increased from the previous senior class, but remain lower than were the ratings from the Class of 2003.

<sup>1</sup> Response rates are based on enrollment at the end of the 5<sup>th</sup> six weeks reporting period. See Appendix A for individual campus response rates. Note: Due to enrollment of some Special Education students with severe cognitive disabilities, a 100% response rate is not expected.

- 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, 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.

### **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.

### **SUMMARY OF SURVEY RESULTS**

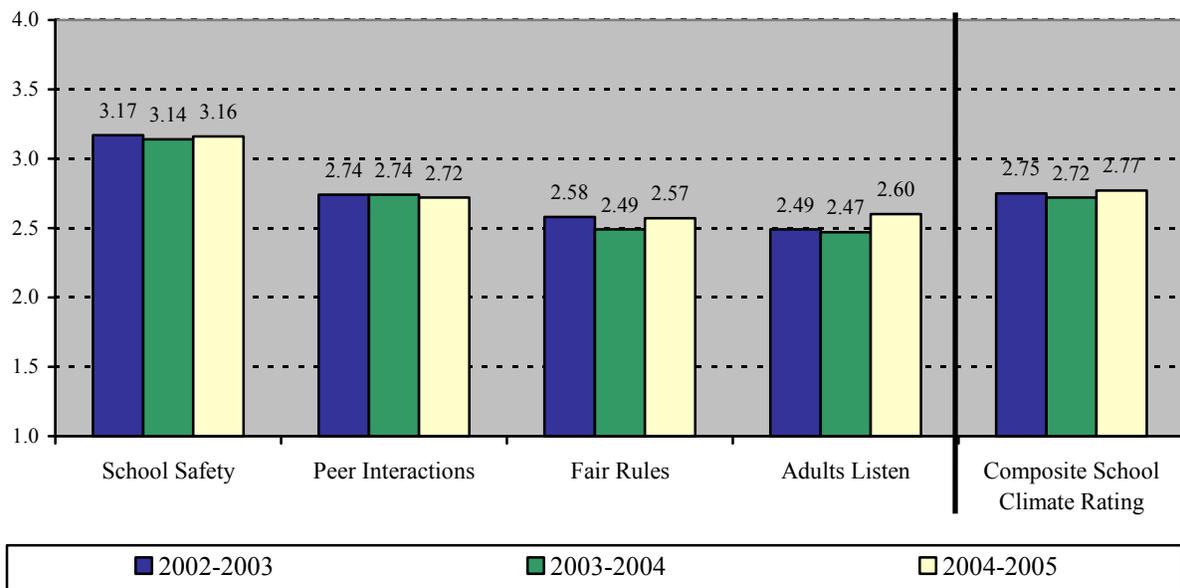
The summary below highlights a portion of the survey results according to four general topics: Climate, High School Experiences, Postsecondary Intentions, and Postsecondary Preparation. See Appendix B for all item results.

#### **PART 1: CLIMATE**

The campus environment is assessed on the High School Exit Survey through two dimensions called School Climate and Learning Climate. School Climate is measured with four survey items (Items 2-5) that describe the general “personality” of a campus, such as school safety and

whether or not adults at school listen to students' opinions. School Climate results for the district are shown in Figure 1, along with a key detailing the text of each individual item. 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." The item concerning peer interactions is the only one to show a slight decline in ratings from last year. The item regarding school safety remains the most positively rated statement, while items concerning fair implementation of school rules and adults listening to student opinions remain the least positively rated School Climate items.

**Figure 1. Average Ratings Given to School Climate Items by the Classes of 2003, 2004, and 2005 (Items 2-5)**

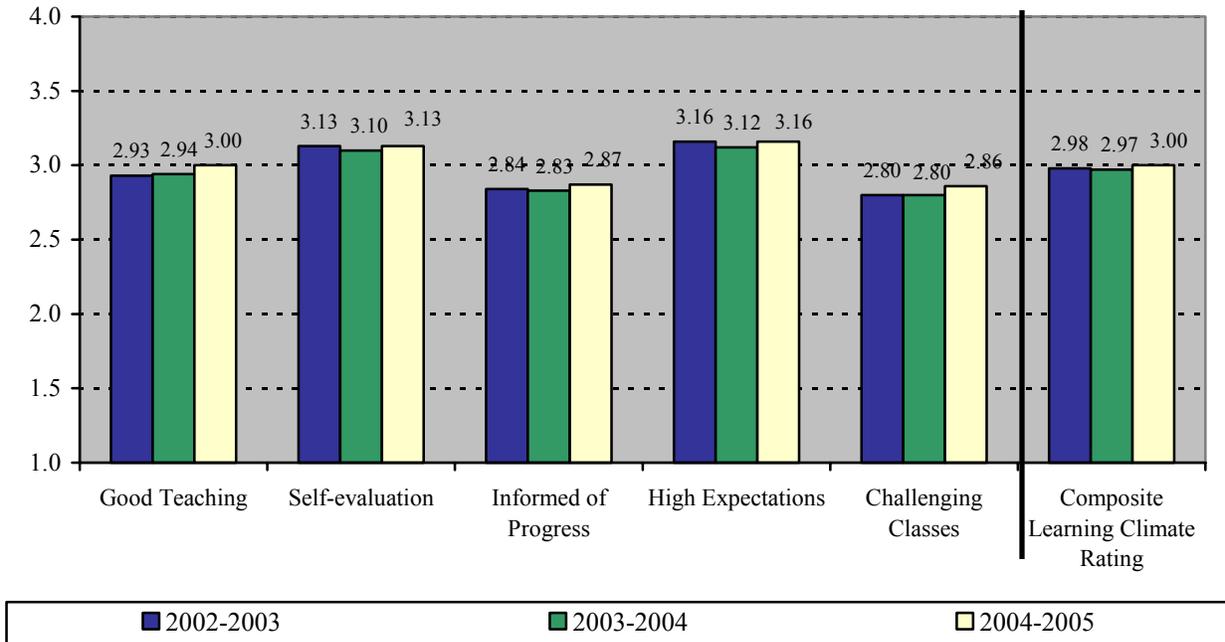


Note: Responses can range from 1 (strongly disagree) to 4 (strongly agree).

Key: School Safety – This school is a safe place to learn. (Item 2)  
 Peer Interactions – The students in this school get along with each other. (Item 3)  
 Fair Rules – The rules of this school are implemented fairly. (Item 4)  
 Adults Listen – The adults at this school listen to the opinions of students. (Item 5)  
 Composite School Climate Rating – Average score of Items 2 – 5, measuring the overall “personality” of the school.

Learning Climate describes the academic atmosphere on a campus, including the levels of academic rigor and teacher expectations. Learning Climate has improved slightly compared to 2002-2003 and 2003-2004, and average student ratings for individual items (Items 6-10) remain higher than ratings for School Climate items. Since 2002-2003, the largest increases in ratings for Learning Climate items occurred for statements concerning the quality of teaching and the challenge of classes. Learning Climate results are shown in Figure 2, along with a key detailing the text of each individual item.

**Figure 2. Average Ratings Given to Learning Climate Items by the Classes of 2003, 2004, and 2005 (Items 6-10)**



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

- Key:
- Good Teaching – My teachers taught in a way that was clear and easy to understand. (Item 6)
  - Self-evaluation – I have learned how to evaluate my own work and keep track of my progress. (Item 7)
  - Informed of Progress – My teachers kept me informed about how I was doing in my classes. (Item 8)
  - High Expectations – My teachers expected me to do high quality work. (Item 9)
  - Challenging Classes – My classes were rigorous and challenging. (Item 10)
  - Composite Learning Climate Rating – Average score of Items 6-10, measuring the learning relationship between students and teachers.

## **PART 2: HIGH SCHOOL EXPERIENCES**

Seniors were asked to rate how well their high school helped them to develop academic skills in a variety of areas (Table 2). This year’s seniors report higher average ratings than did the Class of 2004 in all academic areas except computer/technology. However, ratings of the quality of assistance with academic skills remain lower for the Class of 2005 than for the Class of 2003. Social studies and writing remain the highest rated subjects, and foreign language remains the lowest rated subject area.

**Table 2. Average Ratings of Quality of Assistance in Developing Academic Skills, Classes of 2003, 2004, and 2005 (Items 27-33)**

Academic Skill	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
Writing	2.51	2.41	2.46
Mathematics	2.40	2.30	2.34
Science	2.37	2.26	2.27
Social Studies	2.47	2.36	2.47
Computer/Technology	2.37	2.34	2.32
Foreign Language	N/A	2.11	2.20
Performing/Fine Arts	2.34	2.29	2.31
Composite Score	2.41	2.30	2.34

Note: Green indicates an increase from the previous year. Red indicates a decrease from the previous year. Responses can range from 1 (not well) to 3 (very well).

Perceptions of the quality of assistance in developing personal skills have also improved this year compared to the Class of 2004 (Table 3). The greatest increases occurred in ratings for assistance in the development of teamwork and personal health/fitness skills.

**Table 3. Average Ratings of Quality of Assistance in Developing Personal Skills, Classes of 2003, 2004, and 2005 (Items 34-38)**

Personal Skill	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
Teamwork	N/A	2.36	2.38
Creative Thinking	N/A	2.36	2.40
Problem Solving	N/A	2.33	2.38
Conflict Resolution	N/A	2.15	2.21
Personal Health/Fitness	N/A	2.14	2.24
Composite Score	N/A	2.27	2.32

Note: Green indicates an increase from the previous year. Red indicates a decrease from the previous year. Responses can range from 1 (not well) to 3 (very well).

Seniors were also asked to report their participation in extra-curricular activities both inside and outside of school. Reported participation in extra-curricular activities affiliated with school remains similar to that of the Classes of 2003 and 2004 (Table 4), with slight increases in sports and journalism participation and slight decreases in all other areas from 2003-2004.

**Table 4. Percentage of Respondents Reporting Participation in Extra-curricular Activities Affiliated with High School, Classes of 2003, 2004, and 2005 (Item 14)**

Activity	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
Music	27.3%	34.3%	31.7%
Theater/Drama	16.8%	16.6%	15.5%
Dance	14.0%	17.8%	16.3%
Sports	50.3%	51.3%	56.1%
UIL Academic Competition	N/A	14.0%	13.0%
Journalism	11.6%	12.0%	12.5%
Speech/Debate	10.8%	11.3%	9.3%

Note: Green indicates an increase from the previous year. Red indicates a decrease from the previous year.

Reported participation in high school theater/drama and speech/debate have continued to decline slightly since 2002-2003, but the decreased participation in these activities at school has been offset by an apparent increase in performing arts outside of school (Table 5). In addition to an increase reported in art/music/dance activities outside of school, participation reported in other activities outside of school also has increased, except for the provision of care for family members, which has decreased sharply since 2003-2004 despite remaining higher than reports from 2002-2003.

**Table 5. Percentage of Respondents Reporting Participation in Extra-curricular Activities Outside of High School, Classes of 2003, 2004, and 2005** (Item 15)

Activity	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
Organized Sports	30.0%	37.0%	37.4%
Art/Music/Dance	N/A	20.4%	29.8%
Community Service	N/A	50.3%	54.4%
Environmental Projects	N/A	14.5%	17.0%
Family Care	15.5%	49.9%	30.0%

Note: Green indicates an increase from the previous year. Red indicates a decrease from the previous year.

### PART 3: POSTSECONDARY INTENTIONS

There is a minimal increase over the Class of 2004 in the percentage of seniors who report intentions to pursue postsecondary education or become full-time parents within one year of high school graduation (Table 6). All other areas declined slightly from 2003-2004. The percentage of students reporting intentions to work full-time or join the military has continued to decrease since 2002-2003, as has the percentage of students reporting “no plans” within the year following graduation.

**Table 6. Percentage of All Survey Respondents Reporting Specific Postsecondary Plans Within a Year, Classes of 2003, 2004, and 2005** (Item 51)

Plan	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
Continue Education	N/A	73.6%	74.6%
No plans	12.3%	9.6%	9.2%
Travel	N/A	12.4%	11.6%
Full-time Parent	2.0%	1.7%	2.6%
Military	5.2%	3.7%	3.3%
Work full-time	19.4%	15.2%	14.0%
Work part-time	20.6%	32.6%	32.4%

Note: Green indicates an increase from the previous year. Red indicates a decrease from the previous year.

The slight increase in the percentage of students with postsecondary intentions was supported by an increase in the percentage of postsecondary-bound students who report application and acceptance to institutions of higher learning (Table 7). The percentage who report application and acceptance to a four-year college remained similar to the Class of 2004; however, the percentages reporting application and acceptance to two-year and business/technical/vocational schools increased slightly. The percentage of students who report application and acceptance to

two-year colleges does 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. Follow-up interviews with survey participants may help to determine whether or not students considered application to ACC through the College Connection program when responding to the High School Exit Survey.

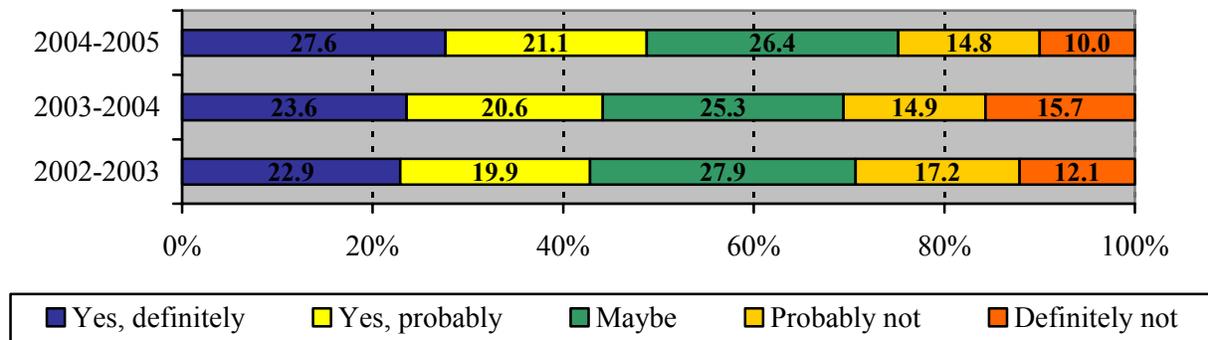
**Table 7. Percentage of All Survey Respondents Reporting Application and Acceptance to Colleges and Vocational Schools, Classes of 2003, 2004, and 2005 (Items 41 & 42)**

Action	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Applied to:</b>			
2-yr college	N/A	20.6%	25.4%
4-yr college	N/A	59.4%	59.9%
Bus/tech/voc school	N/A	6.6%	8.1%
<b>Accepted by:</b>			
2-yr college	N/A	15.4%	21.1%
4-yr college	N/A	49.9%	50.6%
Bus/tech/voc school	N/A	5.1%	6.6%

Note: Green indicates an increase from the previous year. Red indicates a decrease from the previous year.

The slight increase in the percentage of students with plans to pursue postsecondary education is accompanied by a continual increase in the percentage of postsecondary-bound students who intend to borrow money for college. Almost half (48.7%) of those who plan to continue their education indicated a need to borrow (probably or definitely, yes) for that purpose (Figure 3).

**Figure 3. Postsecondary-bound Students' Reported Intentions to Borrow Money for College, Classes of 2003, 2004, and 2005 (Item 44)**



#### PART 4: POSTSECONDARY PREPARATION

Students were asked to rate the quality of assistance they received from their high school with college and career preparation, including the postsecondary application process and financial aid information, and they were also asked about the helpfulness of meetings with school Counselors and ADVANCE facilitators. Students report higher ratings than ever for both college/career

preparation and assistance with postsecondary applications. Ratings for assistance with financial aid applications have increased from 2003-2004, but remain lower than ratings in 2002-2003 (Table 8).

**Table 8. Average Ratings of Preparation for College and Career, Classes of 2003, 2004, and 2005** (Items 22, 23, and 25)

Preparation For	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
College/Career Goals	2.09	2.06	2.26
Postsecondary Application Process	2.11	2.08	2.16
Financial Aid	2.21	2.05	2.09

Note: Green indicates an increase from the previous year. Red indicates a decrease from the previous year. Responses can range from 1 (not well) to 3 (very well).

When asked specifically about the helpfulness of Counselors and ADVANCE facilitators, students indicate that both are quite helpful in all settings (individual, group, and classroom) but that ADVANCE facilitators are more helpful in each setting. Ratings also suggest that individual meetings are perceived to be most effective with either Counselors or ADVANCE facilitators, but that there is less of a difference in the helpfulness of ADVANCE facilitators among the different setting types (Table 9).

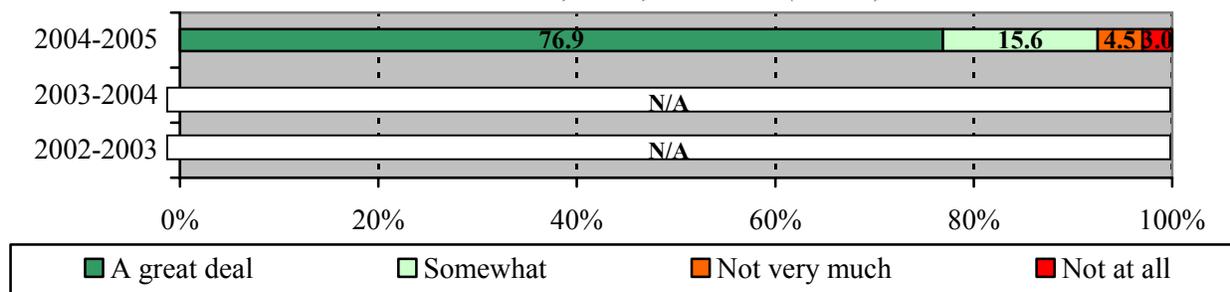
**Table 9. Average Ratings of ADVANCE Facilitator and School Counselor Assistance with College/Career Preparation, by Meeting Type, Classes of 2003, 2004, and 2005** (Items 45 & 47)

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>ADVANCE Facilitators</b>			
Individual	N/A	N/A	3.49
Groups	N/A	N/A	3.37
Classrooms	N/A	N/A	3.41
<b>Counselors</b>			
Individual	N/A	N/A	3.39
Groups	N/A	N/A	3.15
Classrooms	N/A	N/A	3.18

Note: Responses can range from 1 (not at all helpful) to 4 (very helpful).

Seniors also were asked to indicate the extent to which their families encouraged them to pursue postsecondary education (Figure 4). The overwhelming majority of students report a great deal of family support, while only 7.5% of students indicate little or no family encouragement to pursue postsecondary education.

**Figure 4. Reported Degree of Family Encouragement to Pursue Postsecondary Education, Classes of 2003, 2004, and 2005 (Item 49)**



Despite better reported preparation and a slightly greater percentage of students with intentions to pursue postsecondary education, the percentage of postsecondary-bound students who report completing various steps that prepare students for college has decreased. Compared to the previous two years, a greater percentage of postsecondary-bound students report taking ACC courses; however, a slightly smaller percentage of postsecondary-bound seniors report taking other specific steps such as visiting college campuses and taking AP or IB courses (Table 10). For every action step that was monitored in 2002-2003, the percentage of students saying that they have taken such steps has declined, with the exception of participation in ACC courses.

The largest declines from 2003-2004 are in the percentages of students who report submitting transcripts, financial aid applications, and scholarship applications. Due to the increasing percentage of students with intentions to borrow money for college, high school staff should explore additional strategies to assist students with financial aid and scholarship applications.

**Table 10. Percentage of Postsecondary-bound Students Reporting Preparation Steps, Classes of 2003, 2004, and 2005 (Item 43)**

Action	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
Took AP/IB class	49.4%	49.1%	48.7%
Visited campus	64.9%	59.6%	57.7%
Anticipate completing the DAP	N/A	N/A	*21.5%
Anticipate completing the RHSP	N/A	*76.4%	*54.1%
Submitted financial aid form	55.8%	52.1%	46.6%
Submitted scholarship application	N/A	42.4%	37.6%
Took PSAT	N/A	59.7%	59.2%
Took entrance exam	79.6%	75.1%	77.9%
ACC course	16.4%	18.8%	23.3%
Submitted transcript	N/A	57.4%	46.9%

Note: Green indicates an increase from the previous year. Red indicates a decrease from the previous year.  
 \*In 2004-2005, anticipated completion of the DAP was added as a separate option. The combined percentage of students who report anticipating completion of the DAP or RHSP in 2004-05 is slightly smaller than the percentage of students who reported anticipating completion of the RHSP in 2003-2004. Actual completion of the DAP or RHSP cannot be determined until after the end of the school year.

## **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.

### **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 four 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.

Follow-up interviews with survey participants may help to determine whether or not students considered application to ACC through the College Connection program when responding to the High School Exit Survey. In addition, follow-up interviews will provide information regarding whether or not seniors fully understood that they applied to ACC through the College Connection program.

## **RANKINGS**

Appendix C shows the ranking of each Austin ISD high school in six composite categories: School Climate, Learning Climate, Academic Skills, Personal Development Skills, College & Career Preparation, and Postsecondary Education Intentions. Garza High School appears among the top three scores in all six categories. Travis High School has one of the top three scores in five of the six categories, and Reagan High School has one of the top three scores in three categories. Conversely, Crockett High School has one of the lowest three scores in five of the six categories, and LBJ, Akins, and McCallum High Schools each have one of the lowest three scores in three categories.

**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: RESPONSES TO INDIVIDUAL ITEMS**

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

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Average rating</b>	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.***

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Average rating</b>	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.***

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Average rating</b>	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.***

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Average rating</b>	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.***

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Average rating</b>	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.***

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Average rating</b>	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.***

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Average rating</b>	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.***

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Average rating</b>	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.***

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Average rating</b>	2.80	2.80	2.86

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.***

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Average rating</b>	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.***

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Average rating</b>	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.***

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Average rating</b>	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	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
Music	31.1%	34.3%	31.7%
Theater/Drama	19.1%	16.6%	15.5%
Dance	15.9%	17.8%	16.3%
Sports	57.3%	51.3%	56.1%
UIL Academic Competition	N/A	14.0%	13.0%
Journalism	13.2%	12.0%	12.5%
Speech/Debate	12.3%	11.3%	9.3%

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

Activity	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
Sports	39.9%	37.0%	37.4%
Art/Music/Dance	N/A	20.4%	29.8%
Community Service	N/A	50.3%	54.4%
Environmental Projects	N/A	14.5%	17.0%
Other	N/A	29.4%	26.7%
Family Care	20.7%	49.9%	31.0%

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

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
“Yes” response	N/A	N/A	59.9%

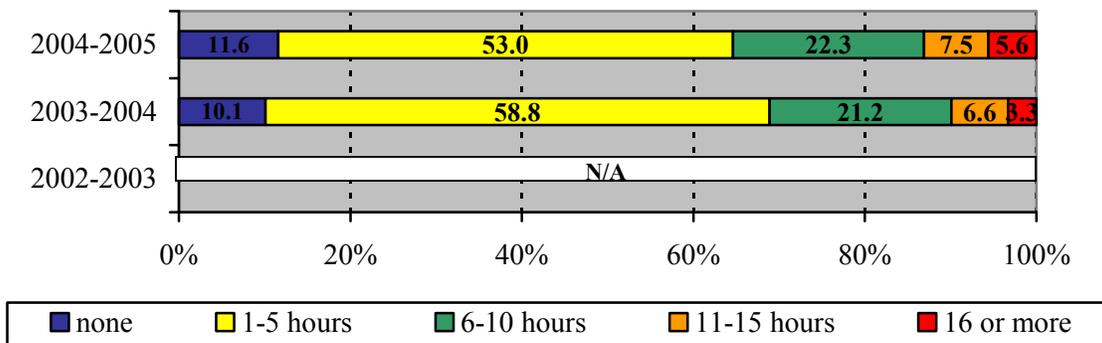
**Item 17. Have you registered to vote?**

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
“Yes” response	N/A	57.3%	44.7%

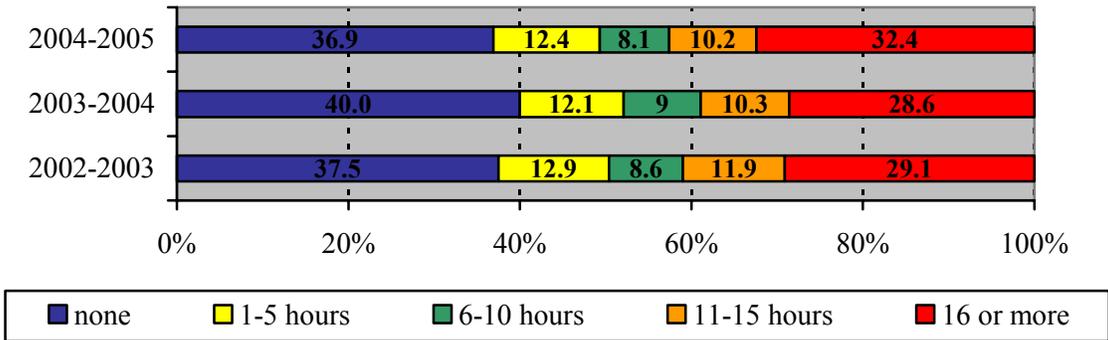
**Item 18. If you are registered, have you voted in any school board, city, county, state, or national election**

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
“Yes” response	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?**

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Average rating</b>	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?**

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Average rating</b>	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?**

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Average rating</b>	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?**

	Counselors	ADVANCE facilitators	Teachers	College recruiters	Parents & family	Friends	Own research
<b>2004-05</b>	16.1%	35.1%	7.5%	2.4%	21.0%	4.3%	13.7%
<b>2003-04</b>	16.1%	22.9%	7.2%	2.4%	27.8%	6.0%	17.6%
<b>2002-03</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
<b>Average rating</b>	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)?**

	Counselors	ADVANCE facilitators	Teachers	College recruiters	Parents & Family	Friends	Own research
<b>2004-2005</b>	15.8%	37.5%	4.2%	4.6%	21.6%	2.5%	13.8%
<b>2003-2004</b>	16.1%	29.2%	4.7%	5.9%	23.2%	3.6%	17.3%
<b>2002-2003</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

	Writing	Math	Science	Social Studies	Computer Technology	Foreign Language	Perf. & Fine Arts
<b>2004-2005</b>	2.46	2.34	2.27	2.47	2.32	2.20	2.31
<b>2003-2004</b>	2.41	2.30	2.26	2.36	2.34	2.11	2.29
<b>2002-2003</b>	2.51	2.40	2.37	2.47	2.37	N/A	2.34

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?**

	Teamwork	Creative Thinking	Problem Solving	Conflict Resolution	Personal Health/fitness
<b>2004-2005</b>	2.38	2.40	2.38	2.21	2.24
<b>2003-2004</b>	2.36	2.36	2.33	2.15	2.14
<b>2002-2003</b>	N/A	N/A	N/A	N/A	N/A

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:**

	2004-2005
<b>Attend a college or university for a postsecondary degree</b>	71.8%
<b>Attend a school or college for a business, technical, trade, or vocational certification</b>	*11.1%

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

\*This figure has been revised since the original District summary report distribution in July of 2005; the original report indicated that 11.8% of seniors intended to attend a school or college for a business, technical, trade, or vocational certification.

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

Major	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
Business	N/A	N/A	13.1%
Nursing/Pharmacy	N/A	N/A	8.6%
Engineering	N/A	N/A	7.1%
Science	N/A	N/A	7.0%
Fine Arts/Music	N/A	N/A	6.8%
Education	N/A	N/A	5.5%
Liberal Arts	N/A	N/A	5.1%
Social Sciences	N/A	N/A	3.7%
Computer Sciences	N/A	N/A	3.4%
Other	N/A	N/A	29.0%
Undecided	N/A	N/A	10.9%

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

Submitted to	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
2-yr college	N/A	20.6%	25.4%
4-yr college	N/A	59.4%	59.9%
Business/technical /vocational school	N/A	6.6%	8.1%

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	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
2-yr college	N/A	15.4%	21.1%
4-yr college	N/A	49.9%	50.6%
Business/technical/vocational school	N/A	5.1%	6.6%

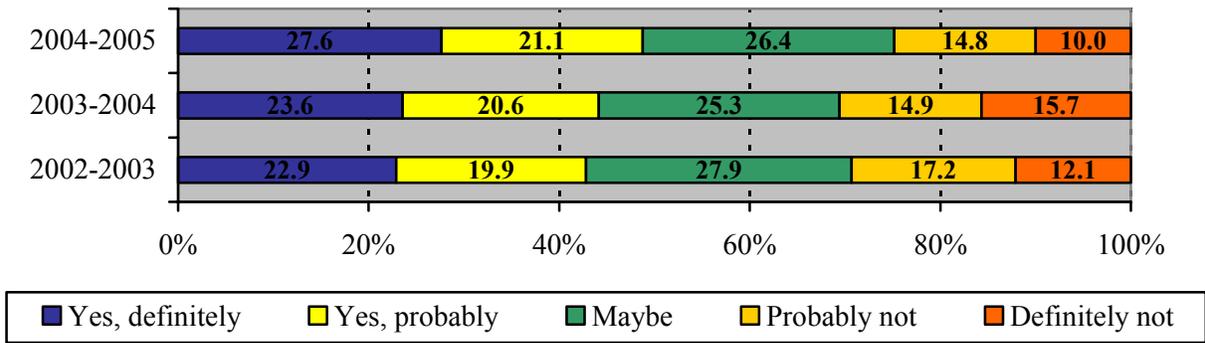
Note: Percentages are based on the total number of HS exit survey respondents.

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

Action	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
Took AP/IB class	49.4%	49.1%	48.7%
Visited campus	64.9%	59.6%	57.7%
Anticipate completing the DAP	N/A	N/A	*21.5%
Anticipate completing the RHSP	N/A	*76.4%	*54.1%
Submitted financial aid form	55.8%	52.1%	46.6%
Submitted scholarship application	N/A	42.4%	37.6%
Took PSAT	N/A	59.7%	59.2%
Took entrance exam	79.6%	75.1%	77.9%
ACC course	16.4%	18.8%	23.3%
Submitted transcript	N/A	57.4%	46.9%

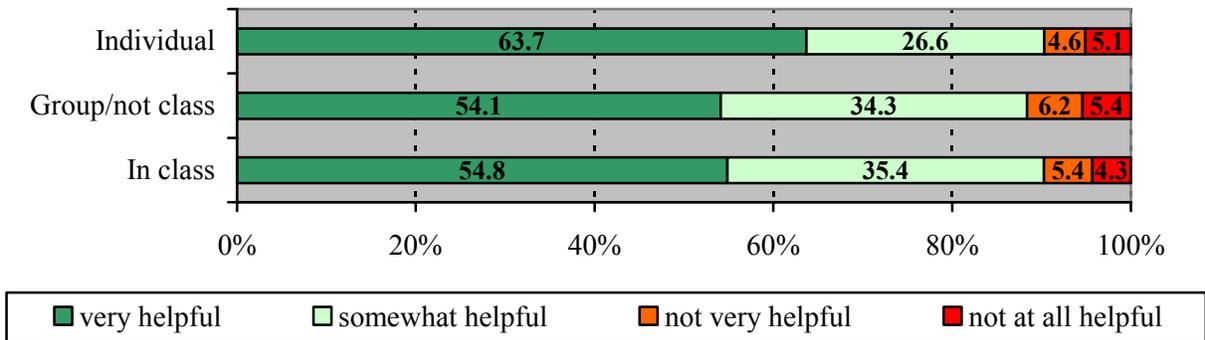
\*In 2004-2005, DAP was added as a separate option. Actual completion of the DAP or RHSP cannot be determined until the end of the school year.

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

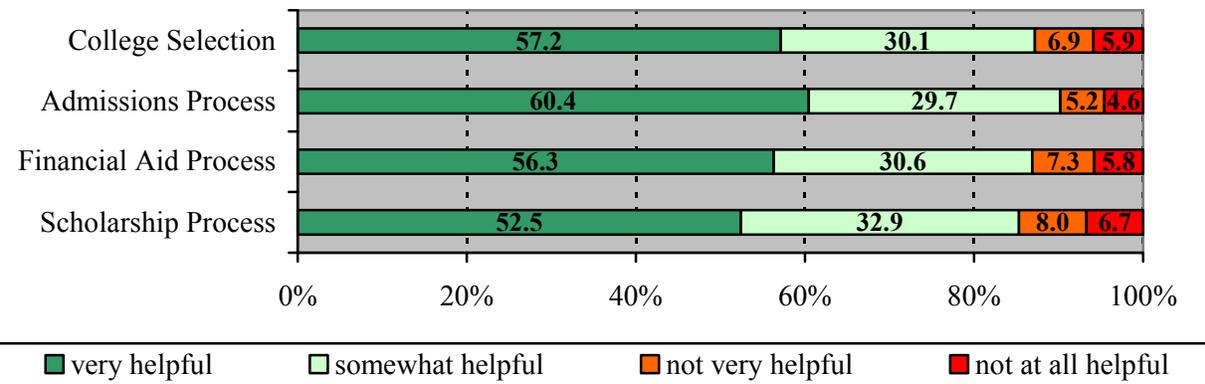


**All AISD High Schools 2004-05 Only (Items 45 – 50)**

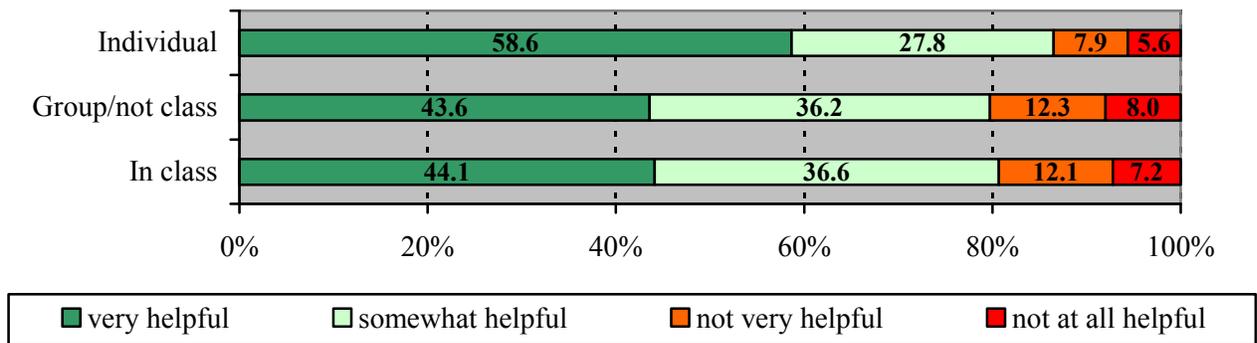
**Item 45. How helpful was your Project ADVANCE Facilitator / College Advisor in the following types of meetings?**



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



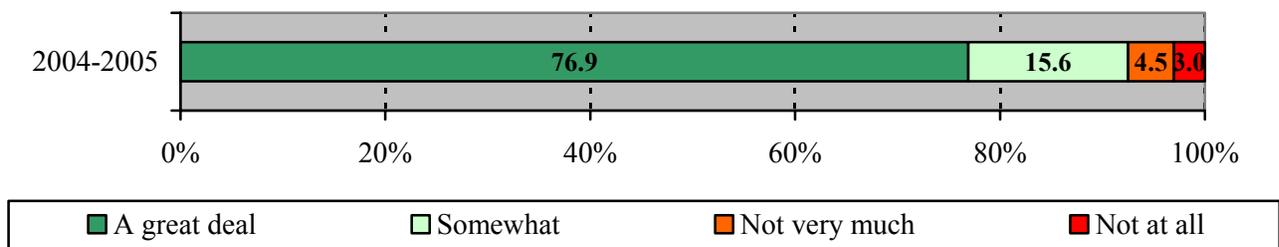
**Item 47. How helpful was your school counselor in the following types of meetings?**



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

Issue	All Austin ISD High Schools 2004-2005
Scheduling	82.0%
Course selection & placement	59.7%
Graduation plans	55.0%
4 year plan	24.4%
Graduation credit verification	39.5%
Testing interpretation	17.2%
Career information	20.7%
College information & applications	43.1%
Resumes & college essays	17.0%
Financial aid	25.3%
Scholarship information	27.9%
Conflict resolution	12.8%
Personal / family issues	13.5%
Parent conference	10.9%
Teacher conference	6.6%
Other	3.2%

**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 AISD High Schools 2004-2005	
“Yes” response	37.6%

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

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
School /college	N/A	73.6%	74.6%
No plans	12.3%	9.6%	9.2%
Travel	N/A	12.4%	11.6%
Full-time parent	2.0%	1.7%	2.6%
Military	5.2%	3.7%	3.3%
Work full-time	19.4%	15.2%	14.0%
Work part-time	20.6%	32.6%	32.4%

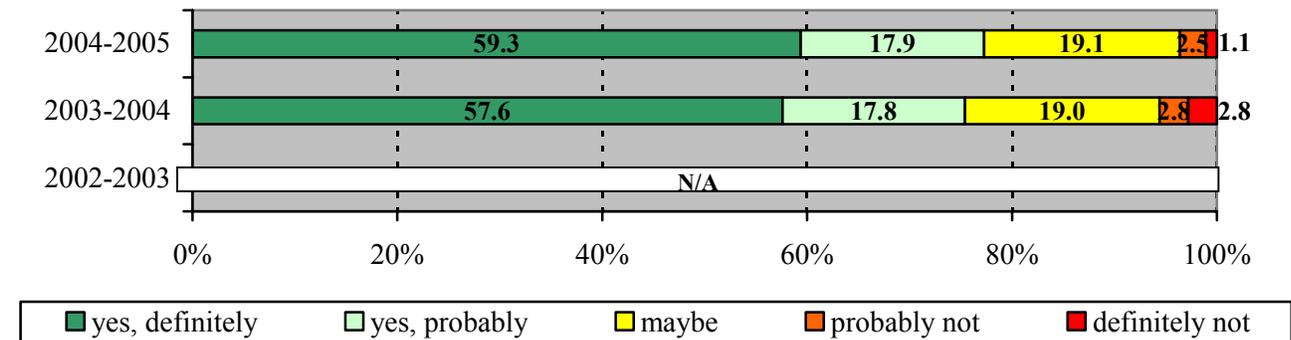
Note: Since seniors may select more than one option, percentages will not total 100%.  
Percentages are based on the total number of HS exit survey respondents.

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

	All Austin ISD High Schools		
	2002-2003	2003-2004	2004-2005
Cannot afford	38.1%	31.3%	33.6%
Childcare responsibilities	8.7%	8.0%	7.3%
Don't like school	16.2%	14.5%	15.9%
Low grades/scores	30.3%	25.5%	28.4%
Not academically prepared	N/A	N/A	17.5%
Need income	35.4%	31.2%	25.1%
Not needed for job	N/A	12.3%	10.0%
Other	24.1%	19.9%	17.7%

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 C: 2004-2005 HIGH SCHOOL EXIT SURVEY RANKINGS

A golden bar separates the top and bottom three mean scale scores. Campuses appearing in the top or bottom of at least three survey categories are indicated in bold. (Due to tie scores, more than three campuses may be represented among those with the top/bottom three mean scores.)

Seniors Responding		School Climate		Learning Climate		Academic Skills		Personal Development Skills		College & Career Preparation		Postsecondary Education Intentions	
Campus	Number	Campus	Mean Score	Campus	Mean Score	Campus	Mean Score	Campus	Mean Score	Campus	Mean Score	Campus	Mean Score
Akins	317	<b>Garza</b>	3.63	<b>Garza</b>	3.49	<b>Garza</b>	2.50	<b>Garza</b>	2.59	<b>Garza</b>	2.61	Bowie	81.9
Anderson	391	<b>Travis</b>	2.96	<b>Reagan</b>	3.13	<b>Travis</b>	2.49	<b>Travis</b>	2.49	<b>Travis</b>	2.38	<b>Garza</b>	81.9
Austin	451	Anderson	2.91	<b>Travis</b>	3.13	<b>Reagan</b>	2.48	<b>Reagan</b>	2.44	Johnston	2.35	Anderson	81.6
Bowie	530			Bowie	3.01							LBJ	81.2
Crockett	269	Bowie	2.85	Austin	3.01	Lanier	2.42	Lanier	2.40	Lanier	2.33		
Garza	94	Austin	2.78			Johnston	2.38	Johnston	2.40	Reagan	2.28	Austin	80.9
LBJ	277	Lanier	2.72	Johnston	3.00	LBJ	2.34	Akins	2.37	Anderson	2.26	McCallum	79.6
Johnston	104	Johnston	2.70	Lanier	2.99	Akins	2.34			Bowie	2.25	Akins	72.9
Lanier	250	Reagan	2.70	McCallum	2.97	Bowie	2.32	Bowie	2.30	Austin	2.25	Crockett	71.7
McCallum	274	McCallum	2.68	Anderson	2.96	Austin	2.31	Anderson	2.29	LBJ	2.19	Reagan	70.6
Reagan	102							<b>Crockett</b>	2.25				
Travis	265	<b>Crockett</b>	2.56	<b>Akins</b>	2.95	Anderson	2.30	Austin	2.25	<b>McCallum</b>	2.08	Johnston	67.3
		<b>Akins</b>	2.55	<b>LBJ</b>	2.94	<b>McCallum</b>	2.27	<b>McCallum</b>	2.25	<b>Crockett</b>	2.00	Lanier	66.8
<b>TOTAL</b>	<b>3324</b>	<b>LBJ</b>	2.52	<b>Crockett</b>	2.84	<b>Crockett</b>	2.26	<b>LBJ</b>	2.25	<b>Akins</b>	1.89	Travis	40.8

Key:

*School Climate - The overall personality of the school. (Items 2-5)*

*Learning Climate - The learning relationship between students and teachers. (Items 6-10)*

*Academic Skills - The quality of assistance in developing academic skills. (Items 27-33)*

*Personal Development Skills - The quality of assistance in developing personal development skills. (Items 34-38)*

*College & Career Preparation - The quality of preparation for college and career. (Items 22-23)*

*Postsecondary Intentions - The percentage of **all** students completing the survey who reported plans to pursue a postsecondary education within one year of graduation. (Item 51)*