



RESULTS OF THE AISD HIGH SCHOOL EXIT SURVEY

CLASSES OF 2003 TO 2006

INTRODUCTION

The fourth annual Austin ISD High School Exit Survey was administered electronically to seniors in every AISD High School during the Spring of 2006. The results for the Class of 2006 are described below, along with a longitudinal summary of responses, where possible.

The district-wide response rate for the High School Exit Survey remained similar to that of previous years (Table 1). Surveys were received from 3,712 students (86.0%) in the Class of 2006.¹ 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 to 2006

	Percentage of Enrolled Seniors Responding			
	Class of 2003	Class of 2004	Class of 2005	Class of 2006
All AISD High Schools	68.9%	81.5%	85.3%	86.0%

The survey is organized into five general topics: Postsecondary Intentions, Postsecondary Preparation, Campus Climate and High School Experiences, Technology Usage, and Parent Involvement. The following sections summarize key findings and open-ended comments for all high schools, followed by longitudinal individual item results. Appendix B provides an overview of how the High School Exit Survey results pertain to the AISD High School Redesign Initiative. The complete survey can be found in Appendix C, followed by a rank ordering of campus data by general survey topic in Appendix D.

KEY FINDINGS FOR THE CLASS OF 2006

Postsecondary Intentions:

- There was an increase of almost ten points over the previous year in the percentage of seniors who reported intentions to continue their education after high school graduation (84.0%). This is similar to results from a national study of seniors in 2004, which found that 87.3% of seniors planned to attend postsecondary schools (Ingels, Planty, & Bozick, 2005).
- The percentage of AISD students who reported planning to obtain a postsecondary degree decreased from 71.8% to 65.0%, while the percentage of students who reported planning to obtain a vocational certification increased from 11.1% to 20.6%. (Note:

¹ Response rates are based on enrollment during the 6th 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.

Students may intend to pursue both a postsecondary degree and a vocational certification.)

- Over one third of all survey participants reported that their mothers had not pursued education beyond high school, compared to one quarter of 2004 seniors in a national study (Ingels et al., 2005).² More than one quarter of AISD seniors planning to attend postsecondary institutions will be the first person in their immediate family to do so. Students who did not report plans to attend postsecondary institutions were almost twice as likely as those with college plans to report that their mothers did not finish high school.
- Over 20% of all survey participants said they first began to think about college as a possibility when they were in high school.
- Almost one half of students planning to attend postsecondary institutions reported that they probably or definitely will borrow money to do so. However, over 14% of seniors reported that it was difficult or very difficult for them and their parents to understand the process of financial aid.
- The percentage of students who reported planning to work full-time or part-time within the year after high school declined slightly from 46.4% for the Class of 2005 to 42.8% for the Class of 2006.
- Almost one fourth of those who did not intend to pursue postsecondary school within the next year cited the lack of financial resources as a primary reason. This was a decrease from about one third of students in 2004-2005. Over 50% of those not planning to continue school in the next year said they would probably or definitely pursue postsecondary education at a later time.

Postsecondary Preparation:

- When asked specifically about the helpfulness of school counselors, GEAR UP staff, and Project ADVANCE facilitators, students indicated that all were quite helpful in all settings (individual, group, and classroom) but that ADVANCE and GEAR UP staff were slightly more helpful than school counselors in each setting. GEAR UP staff were most likely to be rated “very helpful.”
- More than two thirds of seniors reported applying to a 4-year college, and over half of all survey participants report already having been accepted to a 4-year college.

² Parents’ level of education is related to a variety of student outcomes and is generally measured by either the mother’s highest level of educational attainment or the highest level of education attained by either parent (U.S. Department of Education, 2006). Mother’s education was selected for this survey to be comparable to other large-scale survey data.

- The percentages of students who reported applying to and being accepted to a 2-year college more than doubled over the previous year, likely due to the College Connection partnership with Austin Community College.

Campus Climate and High School Experiences:

- School Climate and Learning Climate ratings were slightly lower for the Class of 2006 than for the previous class. However, the decreases were not found to be statistically meaningful according to effect size calculations of Cohen's *d*. Ratings remain similar to those provided by a nationwide sample of high school students (U.S. Department of Education, 2005).
- There was a slight decrease from the previous year in students' ratings of quality of assistance that they received with the development of personal skills such as conflict resolution, problem solving, and personal health/fitness. The decrease was small but meaningful according to the effect size calculation of Cohen's *d*.
- Participation in extra-curricular activities declined slightly in all areas, but remained similar to that of public school students nationwide (Ingels, Burns, et al., 2005). The percentage of students providing routine family care remained steady at 31.1%.
- Over one quarter of seniors reported having attended more than one high school.³

Technology Usage:

- Students reported using a computer less than once a month for Math and Science classes, once a month for Social Studies classes, and more than about twice a month, on average, for English classes. Overall, students reported using a computer at school once or twice a week.
- Almost 90% of students reported having a computer at home, which is used several times a week, on average. This closely mirrors the responses of high school students nationwide (Ingels, Burns, et al., 2005). The most frequently occurring computer activity was checking e-mail (several times a week, on average), followed by using the computer to complete a class assignment (almost once a week, on average).

Parent Involvement:

- Students reported little parent involvement in activities such as volunteering at school, attending school activities, helping students decide what classes to take, and working with students on homework or school projects.

³ Campus-level responses were attributed to the schools selected by students as the campus for which they were responding.

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 four senior classes generally have been similar in content, seniors from the Class of 2006 raised a few unique issues. In addition to the common topics listed below, principals have been given comments from seniors on their respective campuses that may contain additional themes that may help identify opportunities for praise and areas for improvement.

Common Themes Expressed by Senior Classes Over the Years

- Students continued to express a desire to be treated with respect and fairness by school staff, including administrators, office/attendance staff, hall monitors, security and parking lot personnel. Many felt that they were treated with suspicion and disrespect as a result of the behavior of other students. Students were also concerned that some rules (e.g., parking, dress code, off-campus lunch) were enforced inconsistently.
- An overwhelming number of students expressed their appreciation for GEAR UP and Project ADVANCE, and many mentioned appreciation for the support of their college counselors. However, some students would have appreciated more opportunities to meet with counselors.
- Students stressed the importance of learning about college requirements and the college application process earlier in their high school careers. Many students wished they had been told about the importance of good grades and rigorous coursework starting as early as middle school.
- Students once again expressed dissatisfaction with the rigor of their coursework and the quality of teaching. While many students identified specific teachers who were especially helpful, comments indicate that a large number of seniors would have liked more challenging classes and better teachers overall.
- Many students were unhappy with the dress code and did not believe that style of dress interferes with the learning process. Many were particularly disappointed in the restriction on hats.
- Students at many campuses were unhappy with the cafeteria food and wished for more tasty options.

New Themes Expressed by Students in the Class of 2006

- Students particularly were upset about the elimination of final exam exemptions, and many comments indicated that students are more likely to skip classes now that attendance is not used for final exam exemptions.

- At some schools, certain themes were very strong. For example, students at Johnston expressed frustration with the block scheduling and the lack of lockers; students at Bowie felt that the tardy table was counterproductive; and students at Akins believed the Time Management Center was not useful.

RESULTS BY HIGH SCHOOL

A comparison of scores across multiple topic areas including School Climate, Learning Climate, HS Development of Academic Skills, HS Development of Personal Skills, HS College & Career Preparation, Frequency of Computer Use for School, Have Voted if Registered, Postsecondary Education Intentions, and Postsecondary Later if not Now, reveals that six high school rank consistently at the top: Garza, Lanier, Travis, Reagan, LBJ Magnet, and McCallum. Five schools rank near the bottom in three or more categories: Austin, Johnston, Bowie, Anderson, and LBJ Comprehensive.

A closer look shows that three of the schools with consistently lower rankings in areas related to college and career preparation and development of academic and personal skills (Austin, Bowie, and Anderson) rank near the top on the percentage of students with postsecondary education intentions. This suggests that perhaps students at those schools maintained higher expectations for high school assistance or did not value their high schools as much as other resources such as parents and family. See Appendix D for rankings by category.

The responses to some survey items varied widely across schools. For example, the percentage of students reporting no computer at home ranged from 5% or less at Austin, McCallum, Anderson, LBJ Magnet, and Bowie to more than 20% at Johnston, LBJ Comprehensive, Travis, Reagan, and Lanier. Participation in the election process also varied across schools. The percentage of registered voters who reported having voted in an election ranged from fewer than 10% at Reagan, Johnston, and Akins to over 30% at LBJ Magnet, McCallum, and Austin.

INDIVIDUAL ITEM RESPONSES FOR ALL HIGH SCHOOLS

Results for each survey item are presented below. Increases are noted in green; decreases are noted in orange. Appendix A contains information about the respondents. Refer to Appendix C for a copy of the actual 2005-2006 survey instrument.

Item 2. *Within a year after graduating from high school, what do you plan to do? (Check all that apply)*

	2002-2003	2004-2005	2005-2006
School /college	N/A	74.6%	84.0%
No plans	12.3%	9.2%	8.0%
Travel	N/A	11.6%	13.1%
Full-time parent	2.0%	2.6%	1.8%
Military	5.2%	3.3%	3.4%
Work full-time	19.4%	14.0%	12.3%
Work part-time	20.6%	32.4%	30.5%

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. Starting in 2005-2006, this question was required.

Item 4. *How many different high schools have you attended?*

	2002-2003	2004-2005	2005-2006
1	N/A	N/A	73.9%
2	N/A	N/A	17.5%
3 or more	N/A	N/A	8.6%

Item 5a. *This school is a safe place to learn.*

	Average Rating 2002-2003	Average Rating 2004-2005	Average Rating 2005-2006
All High Schools	3.2	3.2	3.1

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

Item 5b. *The students at this school get along with each other.*

	Average Rating 2002-2003	Average Rating 2004-2005	Average Rating 2005-2006
All High Schools	2.7	2.7	2.6

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

Item 5c. *The rules of this school are implemented fairly.*

	Average Rating 2002-2003	Average Rating 2004-2005	Average Rating 2005-2006
All High Schools	2.6	2.6	2.5

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

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

	Average Rating 2002-2003	Average Rating 2004-2005	Average Rating 2005-2006
All High Schools	2.5	2.6	2.6

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

Item 5e. *My teachers taught in a way that was clear and easy to understand.*

	Average Rating 2002-2003	Average Rating 2004-2005	Average Rating 2005-2006
All High Schools	2.9	3.0	3.0

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

Item 5f. *I have learned how to evaluate my own work and keep track of my progress.*

	Average Rating 2002-2003	Average Rating 2004-2005	Average Rating 2005-2006
All High Schools	3.1	3.1	3.1

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

Item 5g. *My teachers kept me informed about how I was doing in my classes.*

	Average Rating 2002-2003	Average Rating 2004-2005	Average Rating 2005-2006
All High Schools	2.8	2.9	2.8

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

Item 5h. *My teachers expect me to do high quality work.*

	Average Rating 2002-2003	Average Rating 2004-2005	Average Rating 2005-2006
All High Schools	3.2	3.2	3.2

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

Item 5i. *My classes were rigorous and challenging.*

	Average Rating 2002-2003	Average Rating 2004-2005	Average Rating 2005-2006
All High Schools	2.8	2.9	2.8

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

Item 5j. *My high school coursework has been relevant to my life.*

	Average Rating 2002-2003	Average Rating 2004-2005	Average Rating 2005-2006
All High Schools	N/A	N/A	2.6

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 2004-2005	Average Rating 2005-2006
School Climate	2.8	2.8	2.7*
Learning Climate	3.0	3.0	2.9*

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

*Decreases were not found to be statistically meaningful according to effect size calculations for Cohen's *d*.

Item 5k. I received extra help early in the school year so that I could graduate on time.

	Average Rating 2002-2003	Average Rating 2004-2005	Average Rating 2005-2006
All High Schools	N/A	2.7	2.6

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

Item 6. In which of the following extra-curricular activities did you participate while in high school? (Check all that apply)

Activity	2002-2003 or *2003-2004	2004-2005	2005-2006
Music	31.1%	31.7%	25.1%
Theater/Drama	19.1%	15.5%	12.1%
Dance	15.9%	16.3%	13.2%
Sports	57.3%	56.1%	48.0%
UIL Academic Competition	*14.0%	13.0%	10.9%
Journalism	13.2%	12.5%	10.0%
Speech/Debate	12.3%	9.3%	7.3%

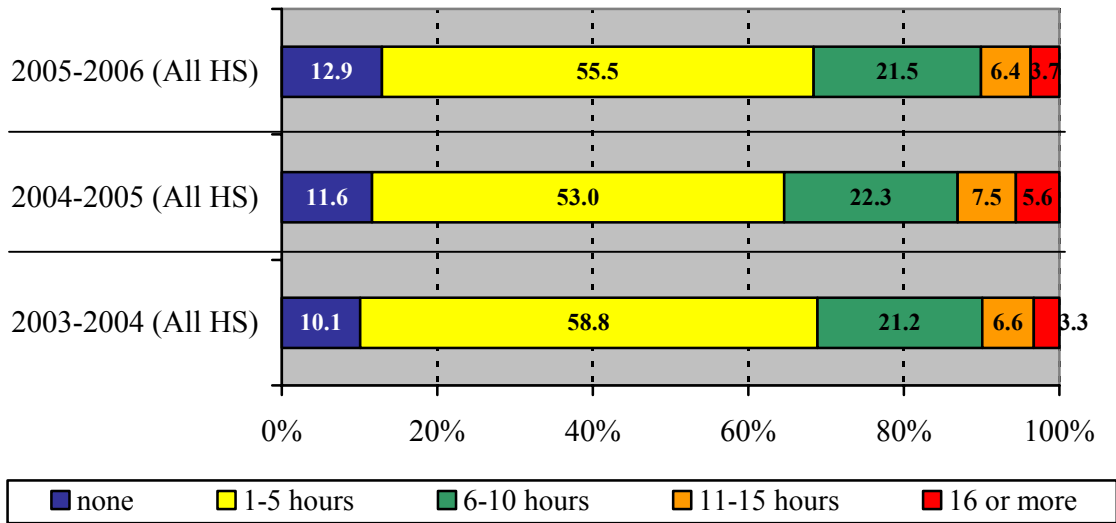
Note: Results are provided for the baseline year for each category.

Item 7. In which of the following activities did you participate outside of school during your senior year? (Check all that apply)

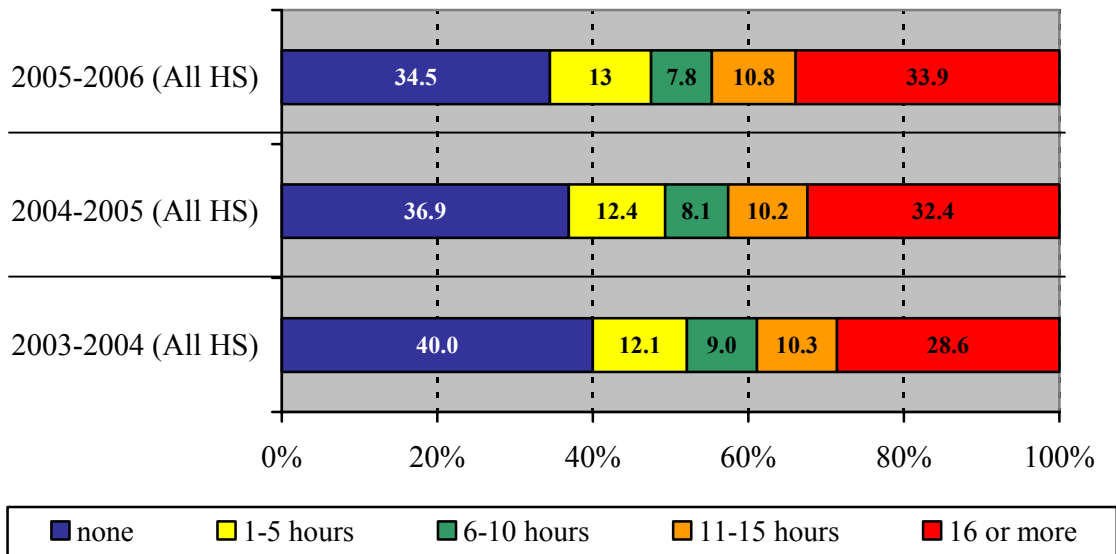
Activity	2002-2003 or *2003-2004	2004-2005	2005-2006
Sports	39.9%	37.4%	32.6%
Art/Music/Dance	*20.4%	29.8%	24.1%
Community Service	*50.3%	54.4%	44.5%
Environmental Projects	*14.5%	17.0%	13.6%
Other	*29.4%	26.7%	24.1%
Family Care	20.7%	31.0%	31.1%

Note: Results are provided for the baseline year for each category.

Item 8. 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 9. During your senior year, approximately how many hours per week have you been employed?



Item 10a. How well did your high school help you to further develop knowledge and skills in the following areas?

Subject	Average Rating 2002-2003 or *2003-2004	Average Rating 2004-2005	Average Rating 2005-2006
Writing	2.5	2.5	2.4
Mathematics	2.4	2.3	2.3
Science	2.4	2.3	2.2
Social Studies	2.5	2.5	2.4
Computer/Technology	2.4	2.3	2.3
Foreign Language	*2.1	2.2	2.1
Performing/Fine Arts	2.3	2.3	2.3
Composite Score	2.4	2.3	2.3

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

Item 10b. How well did your high school help you to further develop knowledge and skills in the following areas?

Skill	Average Rating 2003-2004	Average Rating 2004-2005	Average Rating 2005-2006
Teamwork	2.4	2.4	2.4
Creative Thinking	2.4	2.4	2.4
Problem Solving	2.3	2.4	2.3
Conflict Resolution	2.1	2.2	2.0
Personal Health/Fitness	2.1	2.2	2.0
Composite Score	2.3	2.3	2.2*

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

*This decrease is found to be meaningful based on the effect size calculation of Cohen's *d*.

Item 11. How frequently, on average, did you use a computer for your most recent high school classes in each of the subjects listed below?

Class	2002-2003	2004-2005	2005-2006
Math	N/A	N/A	1.4
Science	N/A	N/A	1.8
English	N/A	N/A	2.5
Social Studies	N/A	N/A	2.0

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

Item 12. How often do you use a computer...

Location or Activity	% Selected "No Computer"	Avg. Scaled Response
At home?	10.7%	3.6
At school?	0.7%	3.0
At the public library?	6.4%	1.5
At a friend's house?	5.5%	2.0
At another place?	6.7%	1.8
To participate in online communities?	6.5%	2.2
To check e-mail?	1.7%	3.4
To complete a class assignment?	1.3%	2.7

Note: Scaled responses can range from 1 (never) to 4 (every day or almost every day). Scaled responses do not include those students who selected, "No computer."

Item 13a. How well did your counselor(s) advise you in planning your course selections?

	Average Rating 2002-2003	Average Rating 2004-2005	Average Rating 2005-2006
All High Schools	2.2	2.3	2.3

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

Item 13b. How well did your high school staff prepare you to meet your college and career goals?

	Average Rating 2002-2003	Average Rating 2004-2005	Average Rating 2005-2006
All High Schools	2.1	2.3	2.3

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

Item 13c. How well prepared are/were you for the postsecondary application process?

	Average Rating 2002-2003	Average Rating 2004-2005	Average Rating 2005-2006
All High Schools	2.1	2.2	2.2

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

Item 13d. How well informed are/were you about obtaining financial aid for postsecondary education (whether or not you applied)?

	Average Rating 2002-2003	Average Rating 2004-2005	Average Rating 2005-2006
All High Schools	2.2	2.1	2.2

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

Item 14. Which of the following people helped you to prepare for the postsecondary application process?

	2002-2003	2004-2005	2005-2006
Parents & Family	N/A	N/A	60.0%
Own research	N/A	N/A	54.1%
School Counselors	N/A	N/A	50.1%
Teachers	N/A	N/A	46.8%
Friends	N/A	N/A	43.4%
GEAR UP Staff	N/A	N/A	41.5%
ADVANCE facilitators	N/A	N/A	40.4%
College recruiters	N/A	N/A	17.3%
AVID staff	N/A	N/A	4.2%

Item 15. Who helped you the MOST in preparing for the postsecondary application process?

	2003-2004	2004-2005	2005-2006
GEAR UP Staff	N/A	N/A	23.8%
Parents & Family	27.8%	21.0%	22.2%
Own research	17.6%	13.7%	16.8%
ADVANCE facilitators	22.9%	35.1%	16.3%
School Counselors	16.1%	16.1%	7.4%
Teachers	7.2%	7.5%	4.8%
Friends	6.0%	4.3%	4.2%
College recruiters	2.4%	2.4%	1.3%
AVID staff	N/A	N/A	1.3%

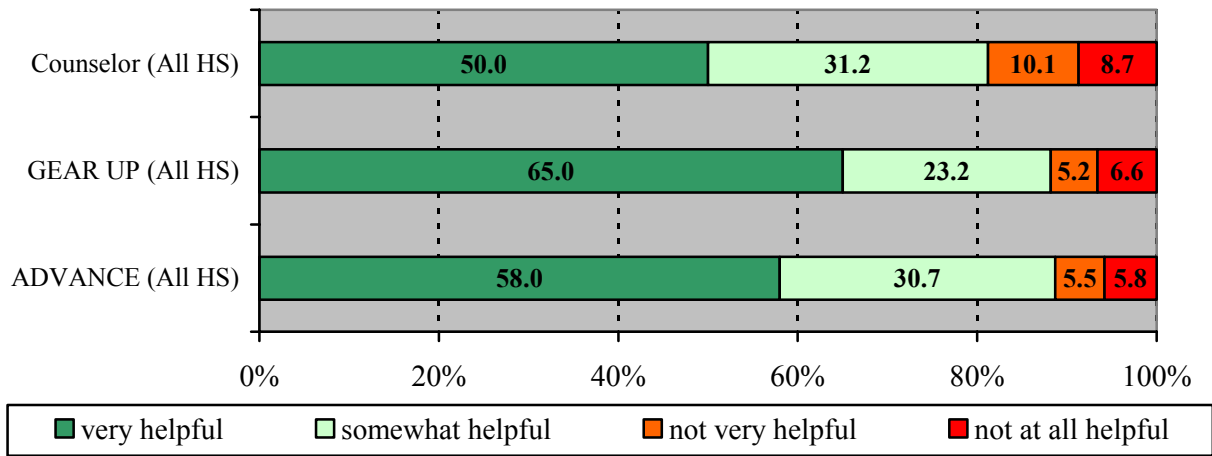
Item 16. Which of the following people helped you obtain information about financial aid for postsecondary education (whether or not you applied)?

	2002-2003	2004-2005	2005-2006
GEAR UP Staff	N/A	N/A	38.1%
Parents & Family	N/A	N/A	36.2%
ADVANCE facilitators	N/A	N/A	34.6%
Own research	N/A	N/A	33.6%
School Counselors	N/A	N/A	30.0%
Teachers	N/A	N/A	18.8%
Friends	N/A	N/A	16.6%
College recruiters	N/A	N/A	10.9%
AVID staff	N/A	N/A	3.2%

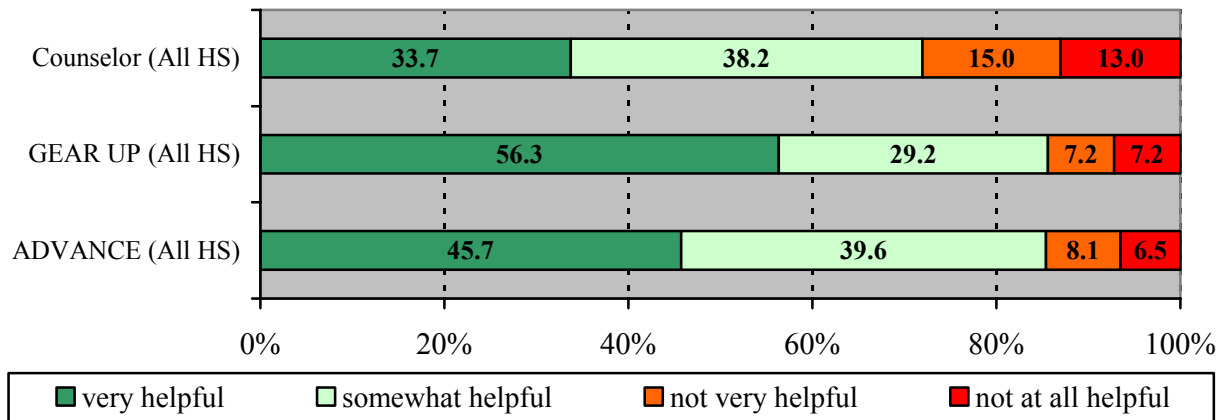
Item 17. Who helped you the MOST in obtaining information about financial aid for postsecondary education (whether or not you applied)?

	2003-2004	2004-2005	2005-2006
GEAR UP Staff	N/A	N/A	25.9%
ADVANCE facilitators	29.2%	37.5%	21.5%
Parents & Family	23.2%	21.6%	16.5%
Own research	17.3%	13.8%	13.2%
School Counselors	16.1%	15.8%	8.9%
Teachers	4.7%	4.2%	4.2%
College recruiters	5.9%	4.6%	3.0%
Friends	3.6%	2.5%	2.4%
AVID staff	N/A	N/A	1.2%

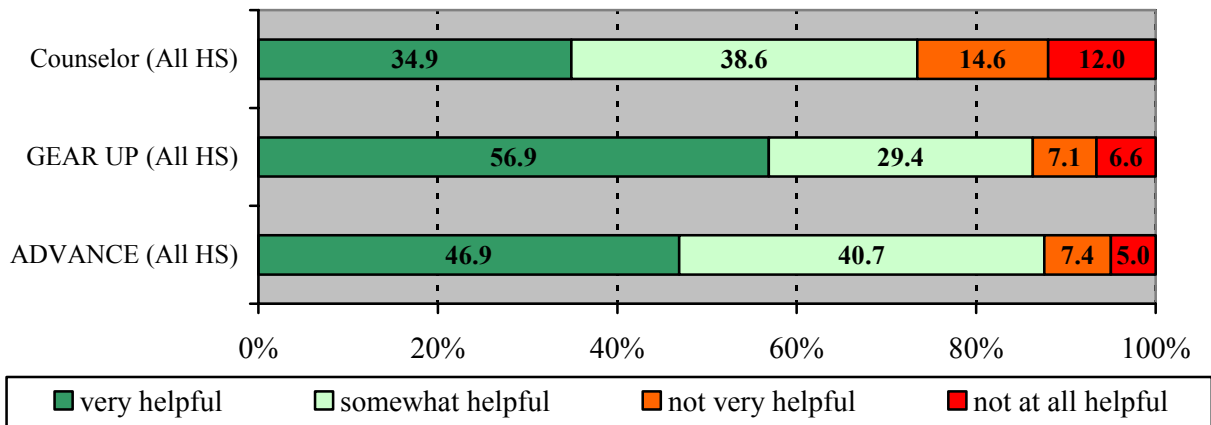
Item 18., 20., 22. How helpful were your Project ADVANCE Facilitator / College Advisor, GEAR UP staff, and school counselor in individual meetings?



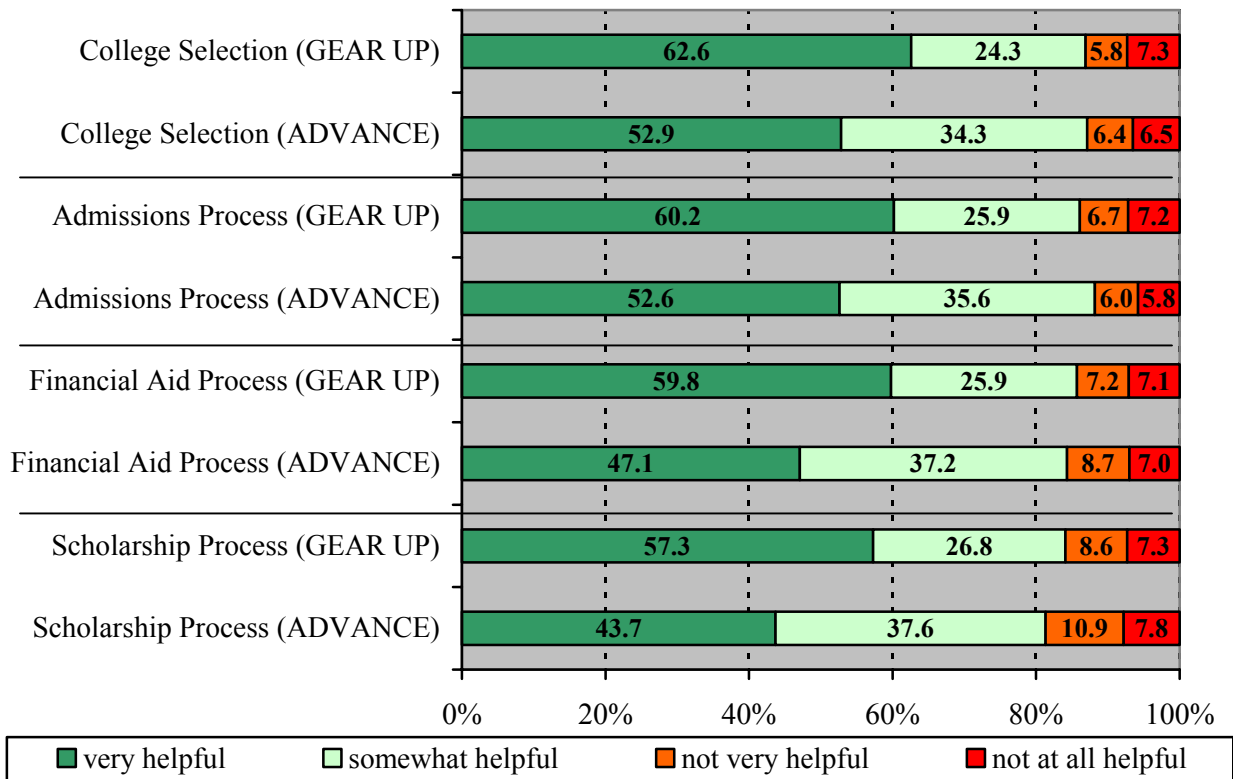
Item 18., 20., 22. How helpful were your Project ADVANCE Facilitator / College Advisor, GEAR UP staff, and school counselor in group meetings outside of class?



Item 18., 20., 22. How helpful were your Project ADVANCE Facilitator / College Advisor, GEAR UP staff, and school counselor in meetings in class?



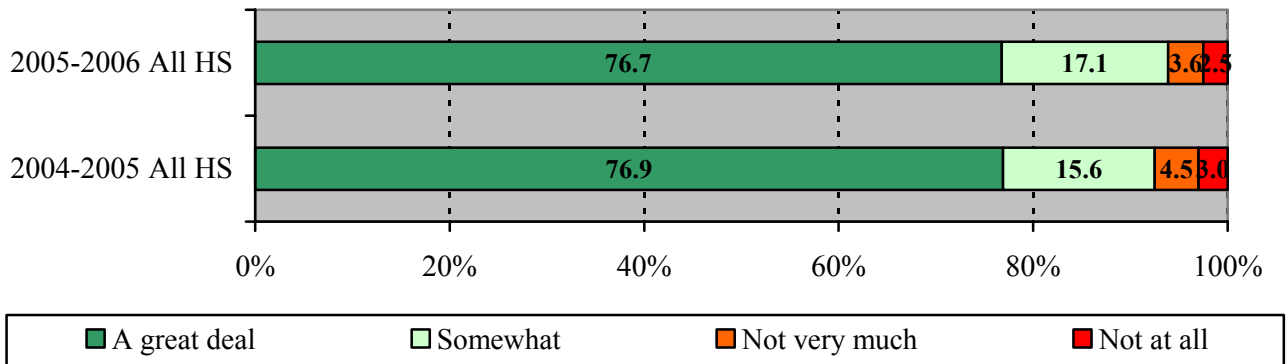
Item 19., 21. How helpful was your Project ADVANCE Facilitator / College Advisor or GEAR UP Staff with the following processes?



Item 23. For which of the following issues did you meet with a school counselor? (Check all that apply)

Issue	All HS 2005-2006
Scheduling	81.5%
Course selection & placement	60.1%
Graduation plans	52.3%
Graduation credit verification	41.0%
College information & applications	37.7%
4 year plan	21.5%
Scholarship information/application	20.6%
Financial aid information/application	17.9%
Other	16.3%
Testing interpretation	15.6%
Career information	15.4%
Conflict resolution	11.5%
Personal / family issues	11.4%
Parent conference	8.5%
Teacher conference	5.5%

Item 24. To what extent did your parents / family encourage you to participate in post-secondary education?

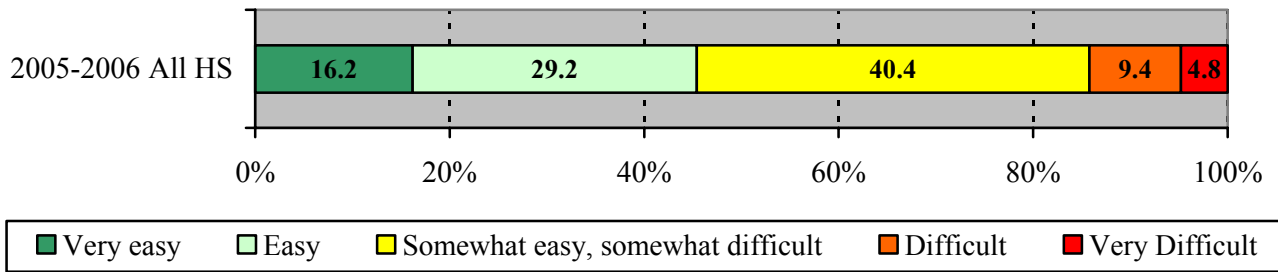


Item 25. To what extent were your parents involved in the following school-related things?

	2002-2003	2004-2005	2005-2006
Working with you on homework or school projects	N/A	N/A	2.75
Volunteering at your school	N/A	N/A	2.26
Helping you decide what classes to take	N/A	N/A	2.88
Attending school activities or meetings	N/A	N/A	2.90

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

Item 26. How easy has it been for you and your parents to understand the process of financial aid (whether or not you applied)?



Item 27. Did your parents / family attend a college or financial aid event on your campus?

	2004-2005	2005-2006
“Yes” response	37.6%	40.8%

Item 28. How far in school did your mother go? Indicate your mother’s highest level of education.

Education Level	All HS 2005-2006
Did not finish high school.	16.7%
Graduated from high school or earned a GED.	20.2%
Attended a 2-yr community/junior college or vocational/technical school, but did not complete a degree.	7.9%
Graduated from a 2-yr community/junior college or vocational/technical school.	4.4%
Attended a 4-yr college, but did not complete a degree.	7.3%
Graduated from college.	19.3%
Completed a Master’s degree or equivalent.	10.3%
Completed a Ph.D., M.D., or other advanced professional degree.	3.3%
Don’t Know or Does Not Apply	9.3%

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

Time	All HS 2005-2006
As long as I can remember	39.6%
When I was a child	13.0%
In middle/junior high school	23.7%
In high school	20.9%
I’ve never thought about college as an option after high school.	2.9%

Item 30-32. To which of the following have you submitted applications for post secondary education? (Check all that apply)

Submitted to	2003-2004	2004-2005	2005-2006
2-yr college	20.6%	25.4%	54.4%
4-yr college	59.4%	59.9%	68.0%
Business/technical/vocational school	6.6%	8.1%	14.7%

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

Item 33-35. To which of the following have you already been accepted? (Check all that apply)

Accepted to	2003-2004	2004-2005	2005-2006
2-yr college	15.4%	21.1%	45.2%
4-yr college	49.9%	50.6%	56.5%
Business/technical/vocational school	5.1%	6.6%	13.7%

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

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

Action	2002-2003 or *2003-2004	2004-2005	2005-2006
Took AP/IB class	49.4%	48.7%	45.3%
Visited college campus	64.9%	57.7%	54.6%
Attended one or more college fairs	N/A	N/A	51.4%
Anticipate completing the DAP	N/A	21.5%	20.2%
Anticipate completing the RHSP	76.4%	**54.1%	34.2%
Submitted financial aid form	55.8%	46.6%	38.3%
Submitted scholarship application	*42.4%	37.6%	31.8%
Took PSAT	*59.7%	59.2%	56.7%
Took entrance exam (SAT, ACT)	79.6%	77.9%	64.1%
Took test prep class	N/A	N/A	40.1%
Completed ACC course	16.4%	23.3%	22.6%
Submitted transcript	*57.4%	46.9%	45.1%

Notes: Baseline year is reported in the first column. Results for 2005-2006 are based on all students, while results for previous years are based on only post-secondary-bound students.

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

	2004-2005	2005-2006
Attend a college or university for a postsecondary degree.	71.8%	65.0%
Attend a school or college for a business, technical, trade, or vocational certification.	11.1%	20.6%

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

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

Item 38. *Are you the first person in your immediate family to attend college?*

	All HS 2005-2006
“Yes” response	27.9%

Note: Percentages are based on all students who plan to attend postsecondary institutions.

Item 39. *Which type of postsecondary institution are you planning to attend within the next year?*

Plans	In Texas	Out of State
2-yr college	40.9%	2.1%
4-yr college	61.2%	16.9%
Business/technical/vocational school	14.9%	2.5%

Note: Percentages are based on all students who plan to attend postsecondary institutions. Percentages will not sum to 100% due to multiple selections.

Item 40. *Will you or your family be borrowing any money for your postsecondary education?*

	All HS 2005-2006
Yes, Definitely	24.9%
Yes, Probably	20.3%
Maybe	20.9%
Probably Not	12.1%
Definitely Not	9.1%
Don’t Know	12.7%

Note: Percentages are based on the students who plan to attend postsecondary institutions and responded to this item.

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

Item 41. *If you are not planning to pursue postsecondary education at this time, what are your primary reasons? (Check all that apply)*

	2002-2003	2004-2005	2005-2006
Cannot afford.	38.1%	33.6%	25.0%
Need income for myself.	N/A	N/A	23.7%
Low grades/scores.	30.3%	28.4%	23.7%
Don’t like school.	16.2%	15.9%	13.6%
Not academically prepared.	N/A	17.5%	13.1%
Need income for others.	N/A	N/A	11.8%
Not needed for job.	N/A	10.0%	11.8%
Childcare responsibilities.	8.7%	7.3%	6.5%
Other.	24.1%	17.7%	44.9%

Note: Since seniors may select more than one option, percentages will not total 100%.

Percentages are based on all students who do not intend to pursue postsecondary education.

Item 42. *If you are not planning to pursue postsecondary education at this time, do you intend to pursue it at a later time?*

	All HS 2005-2006
Yes, Definitely	36.6%
Yes, Probably	15.3%
Maybe	21.3%
Probably Not	2.6%
Definitely Not	2.1%
Don't Know	22.1%

Note: Percentages are based on all students who do not intend to pursue postsecondary education.

For all students:

Item 44. *Are you eligible to vote?*

	"Yes" response 2004-2005	"Yes" response 2005-2006
All High Schools	59.9%	54.0%

Item 45. *If you are eligible, have you registered to vote?*

	"Yes" response 2004-2005	"Yes" response 2005-2006
All High Schools	44.7%	49.6%

Item 46. *If you are registered, have you voted in any school board, city, county, state, or national election?*

	"Yes" response 2004-2005	"Yes" response 2005-2006
All High Schools	28.6%	20.1%

APPENDIX A: RESPONSE RATE AND RESPONDENT DEMOGRAPHICS

Response Rates and Demographics of 2005-2006 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=500)	438	87.6%	11.0%	60.7%	24.4%	52.1%	47.9%
Anderson	(N=493)	462	93.7%	6.1%	16.5%	69.0%	51.7%	48.3%
Austin	(N=459)	401	87.4%	3.7%	30.7%	64.1%	47.4%	52.6%
Bowie	(N=574)	545	94.9%	3.7%	24.0%	67.3%	51.0%	49.0%
Crockett	(N=375)	314	83.7%	7.6%	48.4%	41.7%	52.5%	47.5%
Garza	(N=163)	123	75.5%	13.8%	26.8%	52.8%	56.1%	39.8%
Johnston	(N=153)	118	77.1%	18.3%	78.3%	2.6%	53.9%	46.1%
LBJ Comp.	(N=165)	126	76.4%	56.3%	38.1%	3.2%	50.0%	50.0%
LBJ Magnet	(N=180)	174	96.7%	8.0%	24.1%	54.6%	49.4%	50.6%
Lanier	(N=293)	251	85.7%	15.5%	69.3%	12.4%	49.0%	51.0%
McCallum	(N=368)	311	84.5%	20.9%	19.0%	59.2%	54.0%	46.0%
Reagan	(N=216)	183	84.7%	37.7%	60.1%	1.6%	50.8%	49.2%
Travis	(N=322)	266	82.6%	14.3%	79.3%	5.3%	57.1%	42.9%
All High Schools (N=4,316)		3,712	86.0%	12.7%	40.8%	42.6%	51.6%	48.2%

*Enrollment is based on a point in time during the last 6 weeks reporting period of 2005-2006. Due to the survey administration window from March to May, some respondents may not have been enrolled on that date. Enrollment at regular high schools will not sum to that for All High Schools due to 12th grade students enrolled at other campuses.

APPENDIX B: 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

Responses indicate that the Class of 2006 felt slightly less positive about the rigor of classes and general Learning Climate than seniors from the previous year. Students also provided less positive ratings regarding their high school’s help to further develop knowledge and skills in writing, science, social studies, and foreign language than the previous class; however, ratings for writing and social studies remain higher than all other academic subject areas. Open-ended comments indicate that many students would have preferred a more rigorous education to prepare them for college. They also stressed a desire to have known earlier the importance of challenging coursework, rigorous graduation plans, and grades.

Ratings for development of personal skills such as conflict resolution and problem solving fell below ratings provided by the previous two senior classes. While ratings were slightly lower among the Class of 2006 than before, average responses indicate that students felt their high school prepared them at least “somewhat well” in all areas.

The majority of students (68.4%) reported spending five hours or less per week on schoolwork outside of class, a slightly greater percentage than that reported by the Class of 2005 (64.6%).

Relationships

Relationships between students and staff are assessed through survey items comprising School Climate. In general, the School Climate declined in 2005-2006 compared to previous years. However, the average response to the item concerning adults listening to student opinions remains more positive than that from 2002-2003. Open-ended comments from the Class of 2006 and previous senior classes indicate that 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.

Many students expressed appreciation for the assistance they received from GEAR UP and Project ADVANCE staff. These staff were critical to the college preparation students received. 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

For the first time, students were asked to rate the relevance of their high school coursework to their life. Responses indicate that students felt slightly more positive than neutral about the relevance of their high school coursework. Ratings for high school preparation for college and career goals, postsecondary application process, and obtaining financial aid remained equal to those reported by the previous class. Open-ended comments include many expressions of appreciation to school staff for the amount and quality of assistance provided. However, many students expressed a desire for less traditional teaching strategies.

Results

Exit Survey responses indicate that a higher percentage of seniors from the Class of 2006 intend to pursue postsecondary education than ever before. More students report application and acceptance to all types of postsecondary institutions. Many students (20.9%) report that they did not think about college as a possibility until they were already in high school. This underscores the need to enhance college preparation and information dissemination at the elementary and middle school levels.

About one quarter of seniors reported that GEAR UP staff helped them the most in preparing for the postsecondary application and financial aid processes. ADVANCE staff also were helpful to students during the financial aid process. Still, over 14% of seniors report that it was difficult or very difficult for them and their parents to understand the process of financial aid.

Open-ended comments suggest that students would like to receive information and assistance with the college application process earlier in their high school or middle school careers.

APPENDIX C: 2005-2006 HIGH SCHOOL EXIT SURVEY

Survey Authentication

Student ID:
DOB:

★ *Items marked with a star are required items. Students must provide a response to these items.*

Austin ISD High School Exit Survey



Welcome to the 2005-06 AISD High School Exit Survey! 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, 2004, and 2005 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 2006.

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

★ **2) Within a year after graduating from high school, what do you plan to do? (Select 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

8%

Austin ISD High School Exit Survey

We want to know about your experiences in high school. The following questions will ask about your school environment, your participation in various activities, and how well your school has prepared you in a variety of areas.

★ 3) Before you continue, please tell us which high school you are thinking about as you answer this survey.

4) How many different high schools have you attended?

5) 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
This school is a safe place to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
The rules of this school are implemented fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
My teachers taught in a way that was easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
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"/>
My teachers expected me to do high quality work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classes were rigorous and challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My high school coursework has been relevant to my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>

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15%

Austin ISD High School Exit Survey

We know there are some activities you participate in at school and others that you participate in outside of school. Please tell us more about your activities.

6) In which of the following extra-curricular activities (not school courses, but affiliated with your school) did you participate while in high school? (Select 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

7) In which of the following activities did you participate outside of school during your senior year? (Select 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 Scouts, Red Cross, Special Olympics, faith-based organizations)
- Helping my family by providing routine care for family members

8) 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

9) 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
-
-

Austin ISD High School Exit Survey

Please tell us more about how your high school has prepared you in a variety of areas.

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

	Very well	Somewhat well	Not well
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer/Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing/Fine Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Health/Fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11) How frequently, on average, did you use a computer for your most recent high school classes in each of the subjects listed below?

	never	once a month	once a week	daily
Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12) How often do you use a computer...

	No computer	Never	Less than once a week	Once or twice a week	Every day or almost every day
at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
at the public library (for activities other than catalog searches)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
at a friend's house?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
at another place?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to participate in online communities (blogs, discussion boards, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to check your e-mail account?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to complete a class assignment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13) High School Preparation for Post-Graduation Opportunities

	Very well	Somewhat well	Not well
How well did your counselor(s) advise you in planning your course selections?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well did your high school staff prepare you to meet your college and career goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well prepared are/were you for the postsecondary application process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well informed are/were you about obtaining financial aid for postsecondary education (whether or not you applied)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14) Which of the following people helped you to prepare for the postsecondary application process?

- GEAR UP staff
- School Counselors
- Project ADVANCE Facilitator/College Advisor
- AVID staff
- Teachers
- College Recruiters
- Parents/Family/Relatives
- Friends
- My own independent research

15) Who helped you the MOST in preparing for the postsecondary application process?

- GEAR UP staff
- School Counselors
- Project ADVANCE Facilitator/College Advisor
- AVID staff
- Teachers
- College Recruiters
- Parents/Family/Relatives
- Friends
- My own independent research

16) Which of the following people helped you obtain information about financial aid for postsecondary education (whether or not you applied)?

- GEAR UP staff
- School Counselors
- Project ADVANCE Facilitator/College Advisor
- AVID staff
- Teachers
- College Recruiters
- Parents/Family/Relatives
- Friends
- My own independent research

17) Who helped you the MOST in obtaining information about financial aid for postsecondary education (whether or not you applied)?

- GEAR UP staff
- School Counselors
- Project ADVANCE Facilitator/College Advisor
- AVID staff
- Teachers
- College Recruiters
- Parents/Family/Relatives
- Friends
- My own independent research

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

	N/A - did not meet like this	Very helpful	Somewhat helpful	Not very helpful	Not at all helpful
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"/>

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

	N/A - did not meet about this	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"/>
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"/>

20) How helpful was your GEAR UP staff in the following types of meetings?

	N/A - did not meet like this	Very helpful	Somewhat helpful	Not very helpful	Not at all helpful
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"/>

21) How helpful was your GEAR UP staff with the following processes?

	N/A - did not meet about this	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"/>
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"/>

22) How helpful was your school counselor in the following types of meetings?

	N/A - did not meet like this	Very helpful	Somewhat helpful	Not very helpful	Not at all helpful
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"/>

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

Austin ISD High School Exit Survey

We want to know about the family support you received to help you prepare for college and career.

24) To what extent have your parents/family encouraged you to participate in postsecondary education?

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

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

	Consistently	Often	Occasionally	Rarely	Never
Working with you on homework or school projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering at your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping you decide what classes to take	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending school activities or meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Very easy
- Easy
- Somewhat easy, somewhat difficult
- Difficult
- Very difficult

27) Did your parents/family attend a college or financial aid event on your campus?

- Yes
- No
- I don't know

28) How far in school did your mother go? Indicate your mother's highest level of education.

- Did not finish high school
- Graduated from high school or earned a GED
- Attended a two-year community/junior college or vocational/technical school, but did not complete a degree
- Graduated from a two-year community/junior college or vocational/technical school

- Attended a four-year college, but did not complete a four-year degree
- Graduated from college
- Completed a Master's degree or equivalent
- Completed a Ph.D., M.D., or other advanced professional degree
- Don't Know or Does Not Apply

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

- As long as I can remember
 - When I was a child
 - In middle/junior high school
 - In high school
 - I've never thought about college as an option after high school
-

Austin ISD High School Exit Survey

We want to know about your postsecondary planning process. The following questions will help us to understand how you prepared for college.

Please indicate how many schools in each category to which you have applied.

★ **30) 2-year college and/or community college**

★ **31) 4-year college**

★ **32) Business, technical (trade), or vocational school**

Please indicate how many schools in each category to which you have already been accepted.

33) 2-year college and/or community college

34) 4-yr college

35) Business, technical (trade), or vocational school


36) How did you prepare for postsecondary education? (Select all that apply.)

- Took one or more Advanced Placement or International Baccalaureate classes
- Visited one or more postsecondary education campuses
- Attended one or more college fairs
- Anticipate completing the Distinguished Achievement Program (DAP)
- Anticipate completing the Recommended High School Plan (RHSP)
- 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)
- Took test prep class (PSAT, SAT, ACT)
- Completed Austin Community College courses (Early College Start, Dual Credit, Tech Prep)
- Ordered and submitted a transcript to a postsecondary institution

We know you may be waiting to hear from some schools, but please answer the best you can.

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

- Attend a school or college for a business, technical, trade or vocational certificate/certification.
- Attend a college or university for a postsecondary degree.
- Other.

Previous Page Next Page  62%

If you selected "Other" for item 37 above, skip to item 41 on the next page.

Austin ISD High School Exit Survey

38) Are you the first person in your immediate family to attend college?

- Yes
- No

39) Which type of postsecondary institution are you planning to attend within the next year?

	In Texas	Out of State
2-year and/or community college	<input type="checkbox"/>	<input type="checkbox"/>
4-yr college	<input type="checkbox"/>	<input type="checkbox"/>
Business, technical (trade), or vocational school	<input type="checkbox"/>	<input type="checkbox"/>

40) 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

Previous Page Next Page  69%

If you intend to attend postsecondary education within the next year (you did NOT select “Other” on item 37), skip to item 43.

41) 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 to support myself
- Need income to help support others
- My career goals do not require postsecondary education
- Other

42) 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

Everyone should answer number 43 below.

★ **43) Have you turned 18 yet?**

- Yes
- No

Previous Page Next Page  77%

If you are not yet 18 years old (you answered “No” to item 43), skip to number 47 on the next page.

44) Are you eligible to vote in the U.S.?

- Yes
- No

Previous Page Next Page  85%

If you are not eligible to vote in the U.S. (you answered “No” to item 44), skip to number 47 on the next page.

45) Have you registered to vote?

- Yes
- No

Previous Page

Next Page

92%

If you have not registered to vote (you answered “No” to item 45), skip to number 47.

46) Have you voted in any school board, city, county, state, or national election?

- Yes
- No

Everyone should answer items 47 and 48 below. Comments for item 47 may be written on the back of this page.

47) 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.

48) Please provide information about where you can be reached next year.

My e-mail address:

My phone number:

My parents' mailing address:

Thank you for helping us to understand more about your high school experiences. Your responses are valuable to Austin ISD.

Previous Page

Submit Survey

100%

APPENDIX D: 2005-2006 HIGH SCHOOL EXIT SURVEY RANKINGS

School Climate		Learning Climate		HS Development of Academic Skills		HS Development of Personal Skills		HS College & Career Preparation		Frequency of Computer Use for School		Have Voted if Registered		Postsecondary Education Intentions		Postsecondary Later if not Now	
Campus	Mean Score	Campus	Mean Score	Campus	Mean Score	Campus	Mean Score	Campus	Mean Score	Campus	Mean Score	Campus	%	Campus	%	Campus	%
Garza	3.70	Garza	3.52	Garza	2.45	Garza	2.58	Garza	2.56	Garza	2.58	Austin	35.7	LBJ Magnet	95.4	Garza	61.5
Lanier	2.75	LBJ Magnet	3.16	Travis	2.40	Reagan	2.35	Lanier	2.39	Reagan	2.36	McCallum	31.2	Austin	91.8	Travis	60.6
Reagan	2.74			Lanier	2.40	Travis	2.35	Reagan	2.37	LBJ Magnet	2.21	LBJ Magnet	30.2	Bowie	91.4	Akins	58.7
Bowie	2.73	Lanier	3.00	Reagan	2.40	Lanier	2.35	Johnston	2.36					McCallum	91.3	Lanier	57.8
Anderson	2.73	Reagan	3.00	LBJ Magnet	2.37			LBJ Comp.	2.31	Johnston	2.01	Garza	26.2	Anderson	87.4	LBJ Comp.	57.1
Travis	2.72	Travis	2.99			Crockett	2.29			Lanier	2.00	Anderson	21.2				
McCallum	2.70			Johnston	2.32	Akins	2.28	Crockett	2.24	LBJ Comp.	1.97			Garza	83.7	McCallum	54.9
		Akins	2.91	Crockett	2.32	LBJ Comp.	2.28	Anderson	2.23			LBJ Comp.	17.6	Lanier	83.7	Austin	54.3
LBJ Magnet	2.64	Crockett	2.89	Akins	2.31	Johnston	2.26	McCallum	2.22	Austin	1.89	Crockett	15.2	Crockett	80.3	Bowie	50.0
Austin	2.61	McCallum	2.89	McCallum	2.28					Akins	1.87	Bowie	14.5				
Crockett	2.61	Johnston	2.87	LBJ Comp.	2.28	LBJ Magnet	2.18	Akins	2.17	McCallum	1.85	Lanier	14.0	Akins	75.1	Crockett	46.9
Johnston	2.58	Austin	2.86					Bowie	2.17	Anderson	1.84	Travis	11.3	LBJ Comp.	74.6	Anderson	44.9
Akins	2.55	Bowie	2.86	Anderson	2.25	McCallum	2.12	LBJ Magnet	2.16	Travis	1.84			Travis	73.7	Reagan	42.1
				Bowie	2.23	Bowie	2.10	Travis	2.14			Reagan	8.3	Johnston	73.0		
LBJ Comp.	2.42	LBJ Comp.	2.81	Austin	2.22	Anderson	2.08	Austin	2.12	Bowie	1.75	Johnston	7.7	Reagan	68.9	Johnston	25.0
		Anderson	2.79			Austin	2.00			Crockett	1.67	Akins	7.1			LBJ Magnet	20.0

Notes:

Bars are used to separate naturally occurring clusters of schools within each category.

Campuses appearing in the top or bottom cluster for at least three categories are displayed in bold font.

REFERENCES

- Ingels, S.J., Burns, L.J., Chen, X., Cataldi, E.F., and Charleston, S. (2005). A Profile of the American High School Sophomore in 2002: Initial Results from the Base Year of the Education Longitudinal Study of 2002 (NCES 2005-338). U.S., Department of Education, Washington, DC: National Center for Education Statistics.
- Ingels, S.J., Planty, M., and Bozick, R. (2005). A Profile of the American High School Senior in 2004: A First Look - Initial Results From the First Follow-up of the Education Longitudinal Study of 2002 (ELS:2002) (NCES 2006-348). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government.
- U.S. Department of Education, National Center for Education Statistics. (2005). The Condition of Education 2005, NCES 2005-094, Washington, DC: U.S. Government Printing Office.