
Senior Exit Survey Report 2022

Anoka-Hennepin
School District

Prepared by the Department of
Research, Evaluation and Testing



ANOKA-HENNEPIN
SCHOOLS
A future without limit

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Introduction

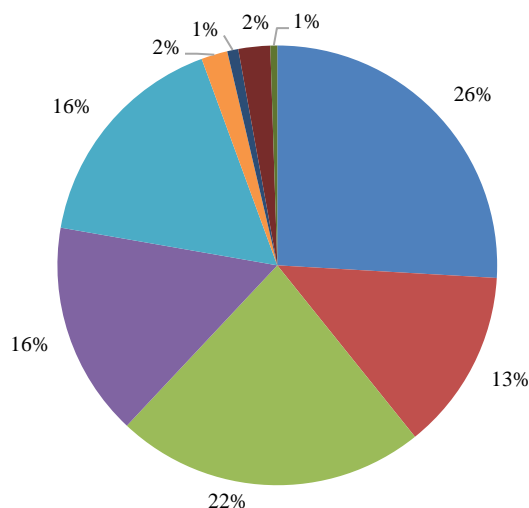
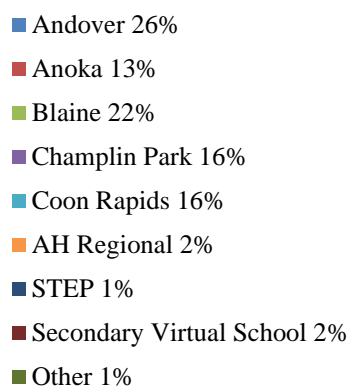
This summary highlights student responses to the Senior Exit Survey. The objective of the Senior Exit Survey is to provide an opportunity for all seniors to evaluate school programming and provide feedback on their educational experiences prior to their graduation. Students' perceptions of their educational experiences are useful for systems improvement. Summaries are shared with the Superintendent, Associate Superintendents, Curriculum and Instruction personnel, building-level administration and staff, as well as other district constituents.

The Senior Exit Survey has been administered to seniors annually since its inception in 2011. The survey was administered online this year between March 28th and May 27th. Students generally complete the anonymous survey in 15-30 minutes. The questionnaire consists of 21 questions, some of which ask respondents to rate several items, relating to students':

- post-secondary plans;
- educational aspirations;
- participation in college-and-career-readiness activities;
- evaluation of their high school; and
- demographic information.

There were 1,539 seniors who completed the survey. Historically, in years prior to 2020, teachers administered the survey during their advisory class, although in years 2020 and 2021 students were sent a link and asked to take the survey on their own time in an unstructured setting. In 2022, seniors were given the opportunity to participate in the survey online during a structured time in advisory classes. This was true of all sites except Champlin Park High School whose students were asked to complete the survey on their own time in an unstructured setting. Changes in results or number of respondents in 2020 and 2021 may have been impacted by the COVID-19 pandemic and how the survey was administered. The respondent count increased from last year by over four hundred. Respondents represented each high school as well as the district's alternate programs.

High School Participation



This summary aggregates student responses from the survey. Where appropriate, item responses are disaggregated by school for comparison. Student group comparisons appear at the end of the report.

Key Findings

- Eighty-five percent of students reported having attended their current high school for part or all of four years.
- In 2022, 59% of students reported participating in advanced courses, a decrease of 8% since 2021, but a level more similar to earlier years. Regarding most special programming, 2022 rates are similar to what was reported in 2019 and 2020, except for STEP which has been steadily declining over the last four years.
- Students who reported visiting the career center increased this year after a low rate in 2021. This year's rate has brought the level back to what was seen in 2020.
- Sixty percent of students reported feeling connected to their high school, an increase of 4% over last year. In 2021, many sites experienced a decrease in reported connectedness to their high school, and this year, most sites' rates have recovered to their pre-2020 levels.
- A total of 83% of seniors reported that they took the ACT, a slight increase after having experienced a drop of 14% from 94% in 2020 to 80% in 2021.
 - Seventeen percent of students reported completing the SAT, an increase of 9% since 2021.
- The percentage of seniors who planned to work in the fall (54%) increased by 5% since 2021, while the percentage who plan to attend a 4-year college in the fall (53%) decreased by 6% since last year. The rate of 59% planning to attend a 4-year college in 2021 reflected the highest reported rate since the survey's inception in 2011.
- The percentage of students who indicated that a 4-year degree was their highest level of educational aspiration decreased by 5% to 39%. The rate of 44% reported in 2021 was also the highest in the survey's history. This year's rate, despite being lower than last year's is still above the 2020 rate.
- Seventy-nine percent of students reported being very or extremely confident in reaching their highest educational aspirations, a rate consistent with last year's. Also consistent with last year, students who plan to pursue a higher graduate degree (EdD, PhD, MD, etc.) have the highest confidence (88%) in reaching their goals.
- Students continue to report, as in previous years, that financial issues and difficulty of college courses were the greatest potential barriers for reaching their educational goals.
 - Male students reported significantly lower concern compared to students overall on three of the five potential barriers to achieving their educational goal.
 - Asian students reported being significantly more concerned than students overall about four of the five potential barriers.
- When asked from whom students have sought college or career support, the greatest increases over last year were for career center staff (57%) or school counselors (52%), an increase of 21% and 7%, respectively. The highest rated groups were parents (95%) and teachers (66%).
- This year, 22% of respondents indicated they had not submitted a college application, the highest rate since the survey's inception in 2011.
- Seniors in 2022 rated their high school, on average, equivalent to a B-, consistent with last year. The items rated the lowest were *incorporation of life skills* and *preparation for employment*.
 - Multiracial and students who preferred not to disclose their race rated their school statistically significantly lower than students overall on 10 of 13 items, whereas Asian students rated their school significantly higher on 8 of 13 items compared to students overall.
 - Students who preferred not to disclose their gender rated their high school statistically significantly lower on all items.
 - Students who reported feeling connected to their school rated their school statistically significantly higher on all items compared to all students, whereas students who reported not feeling connected rated their school significantly lower on all items.
 - Students who reported their GPA was between 2.0 and 2.99 rated their school statistically significantly lower on 10 items, whereas students who reported their GPA was between 3.0 and 3.99 rated their school higher on 7 of 13 items when compared to all students.

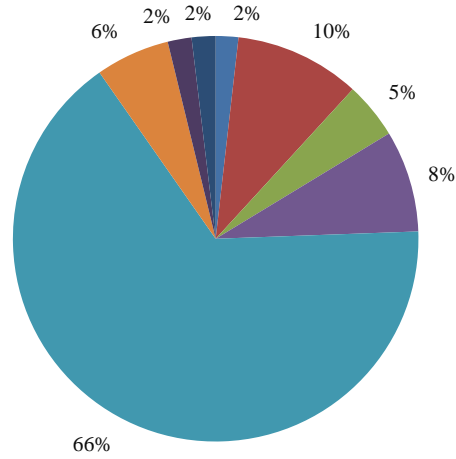
- This 2022 cohort of 12th grade students who were 9th graders in 2019 were more likely to aspire to complete a 4-year degree as seniors (39%) than as freshmen (32%). A greater percentage of this cohort (79%) were extremely confident or very confident that they could attain their educational goals, an increase of 16% compared to their freshmen year.
- When compared to their 9th grade year, this year's seniors increased their ratings of their school in most areas, with the highest increase being *relationships with teachers*. In their 9th grade year, 21% of students rated this item an "A" and as 12th graders, 44% rated this item an "A".

Demographics

Of the 2022 survey respondents, 50% identified as female, 44% as male, 2% identified with an option not listed, and 2% preferred not to answer (2% did not respond to this item). According to students' self-reported ethnic background, white students were slightly over-represented while black and Hispanic students were slightly under-represented compared to all grade 12 students enrolled:

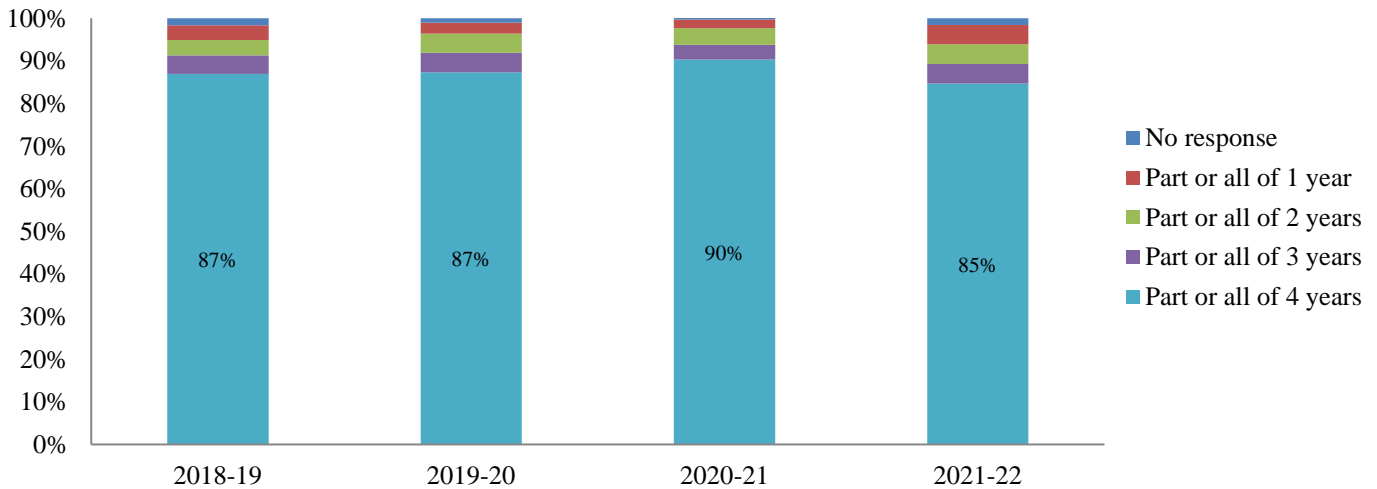
Ethnicity

- American Indian/Native Alaskan 2%
- Asian/Native Hawaiian/Pacific Islander 10%
- Hispanic 5%
- Black 8%
- White 66%
- Multi-racial 6%
- Option not listed 2%
- No response 2%



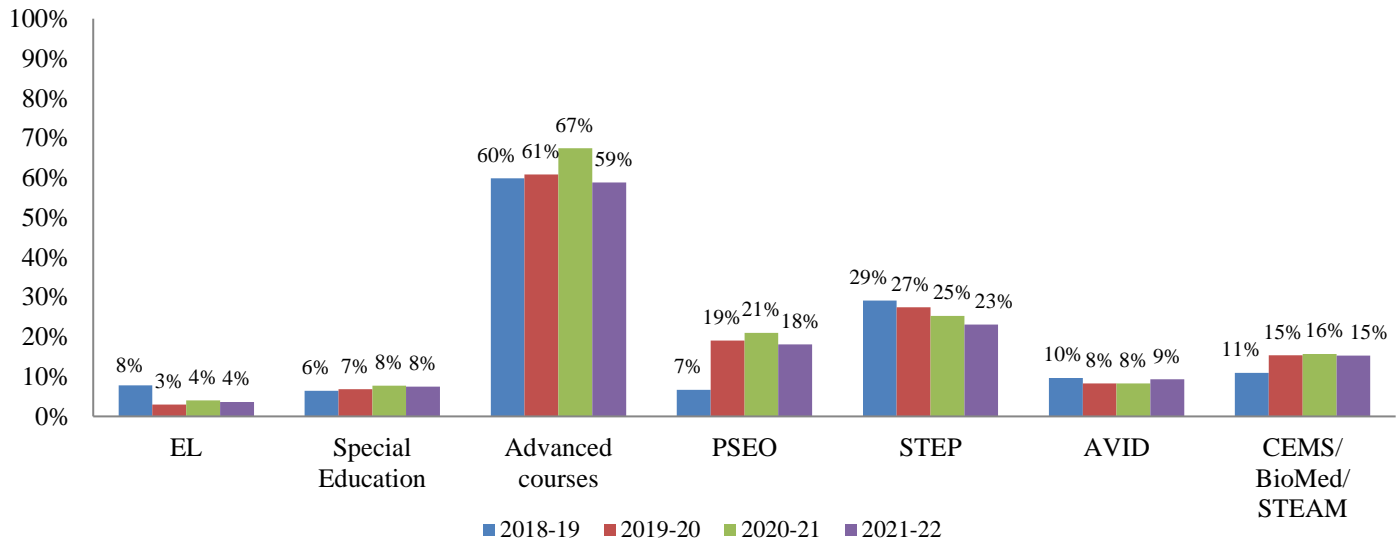
Eighty-five percent of responding seniors attended their current high school for part of or all of four years in 2022. This is 5% lower than reports from 2021.

Years Attended this High School



Participation in special programming. The percentage of students who reported participating in special programming stayed about the same across all programs except for those participating in *advanced courses* (down 8% from 67% in 2021). Where slight declines exist, in nearly all cases, the 2022 rate is similar to what was reported in 2020. However, students reporting participation in STEP programming has steadily declined over the past four years.

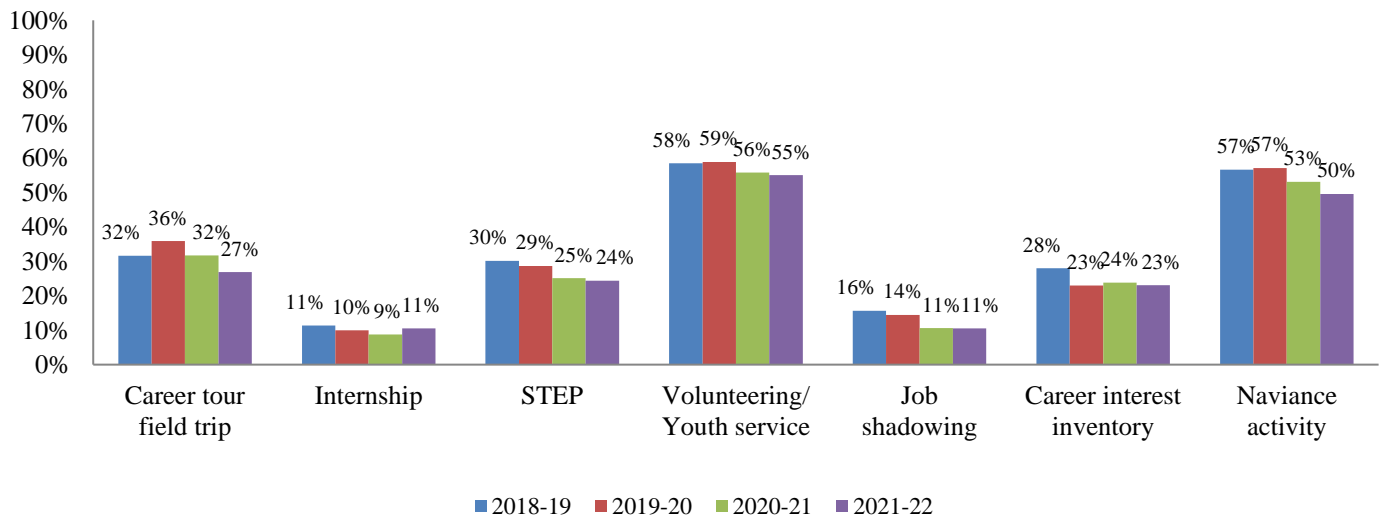
Participation in special programming



Note: Students were able to choose more than one response option for this item. CEMS/BioMed was offered only at Blaine and Coon Rapids High Schools and STEAM is offered at Anoka High School.

Participation in career activities. In 2022, the percentage of students reporting participating in activities decreased in all areas except *internship* (11%). Over the past three years, there have been steady declines in the rate of students reporting participation in the following activities: *Career tour field trip* (36% in 2020 to 27% in 2022) and *Naviance activity* (57% in 2020 to 50% in 2022). Reported rates of participation in *volunteering/youth services* and *job shadowing* have stayed steady over the past two years. Rates of participation in *internship* and *career interest inventory* have been steady over the past three years.

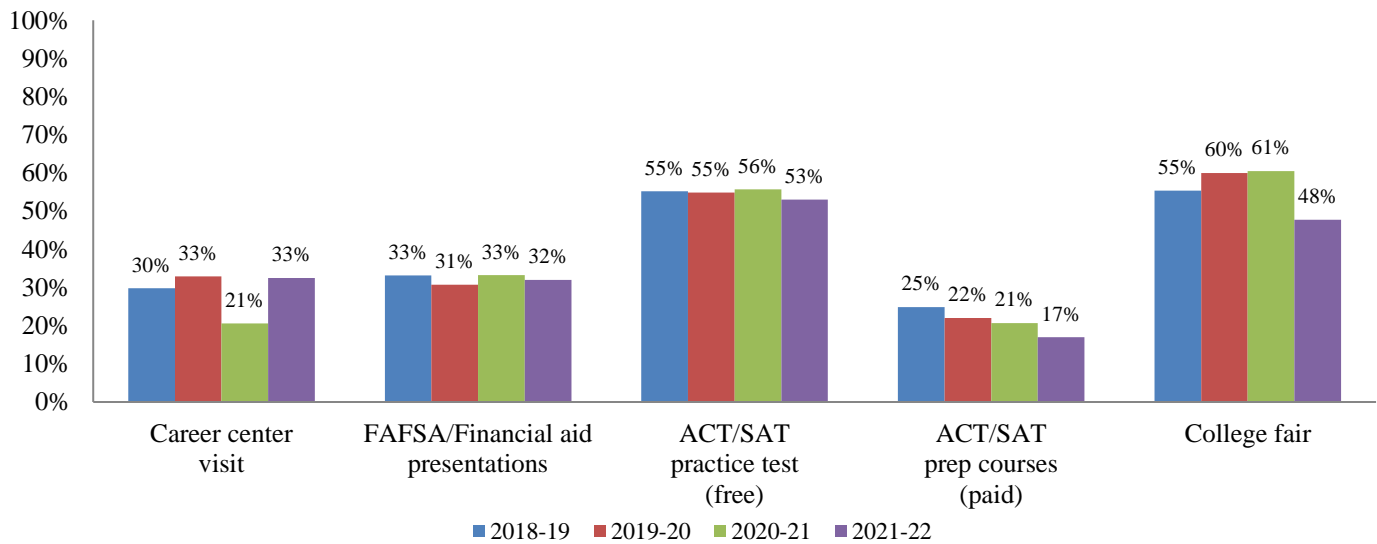
Participation in career activities



Note: Students were able to choose more than one response option for this item.

Student or parent participation in college and career activities. In 2022, the percentage of students reporting themselves or their parent participating in activities decreased in all areas except *career center visit* (33%). Students who reported visiting the career center in 2021 was down significantly from prior years, and this year is back to the level seen in 2020. Participation in *ACT/SAT prep courses (paid)* has steadily decreased by a total of 8% over the past four years, from 25% in 2019 to 17% in 2022, while participation in *ACT/SAT practice test (free)* has remained steady. The largest drop from last year was participation in *College fair*, down 13% from 61% in 2021 to 48% in 2022.

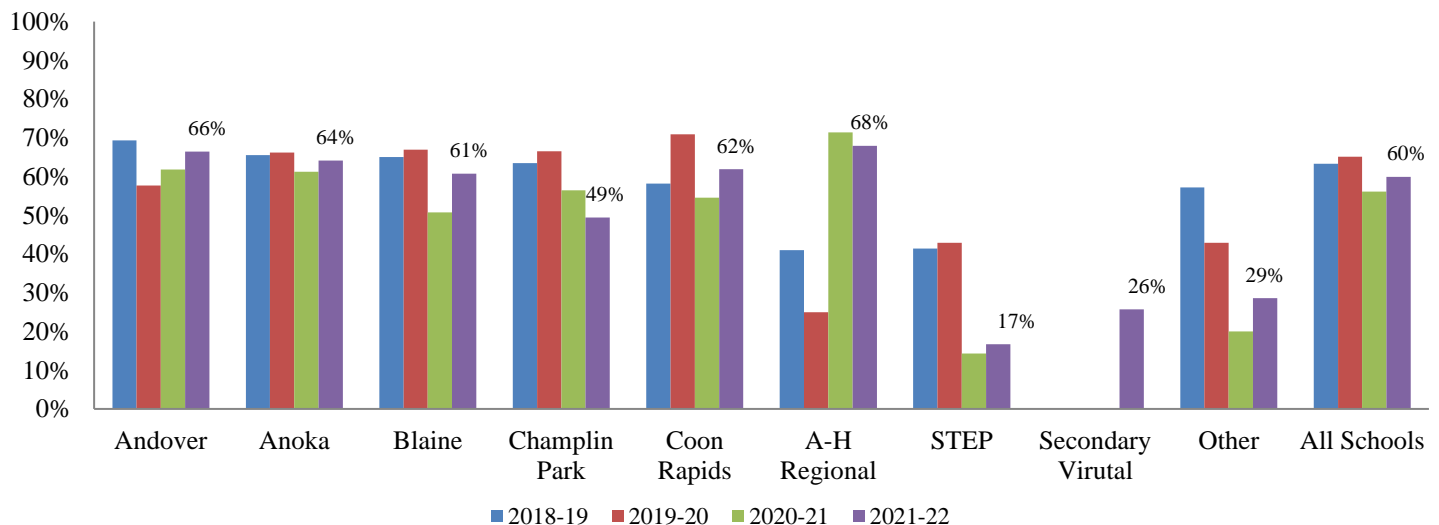
Student or parent participation in various activities



Note: Students were able to choose more than one response option for this item.

Connection to high school. Overall, 60% of seniors reported that they felt connected to their high school, an increase of 4% since 2021. The percentage of students who reported feeling connected increased at all traditional sites except at Champlin Park High School, where the rate decreased from 56% in 2021 to 49% in 2022. Blaine and Coon Rapids High Schools somewhat recovered their rates after dropping in 2021. It is important to keep in mind that the number of respondents at A-H Regional, Secondary Virtual, and STEP sites are considerably lower than at traditional high schools, making their reported connectedness more variable across years.

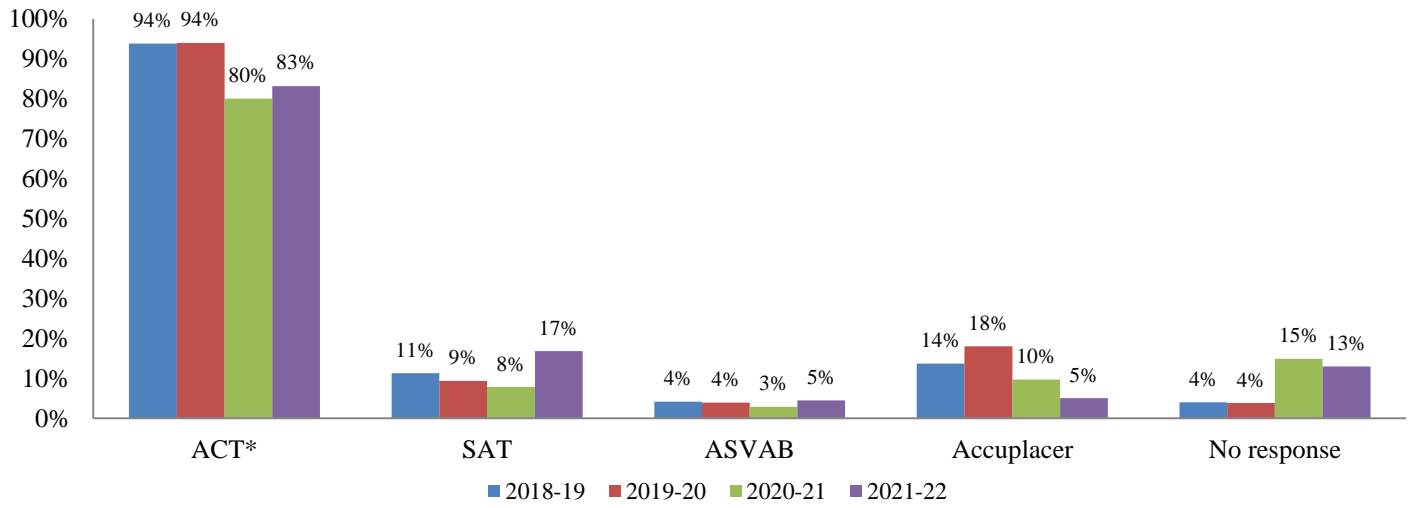
Student connection to high school



Note: Secondary Virtual was a new site in 2022. Data labels are shown for the most recent year only.

College entrance exams. The percentage of students reporting taking the ACT (83%) increased slightly from 2021 but is still much lower than years 2020 and prior. Students reporting taking the SAT increased by 9% from 2021 (8%) to 2022 (17%). Some contextual factors related to COVID-19 may have influenced the percentage of students taking the college entrance exams, such as changes in college admissions requirements. The district’s school day opportunity for taking the ACT was offered to the class of 2021 during the fall of their senior year instead of spring of their junior year, which is when it is typically offered, which may partially explain the variation in rates over the past few years.

College entrance exams taken

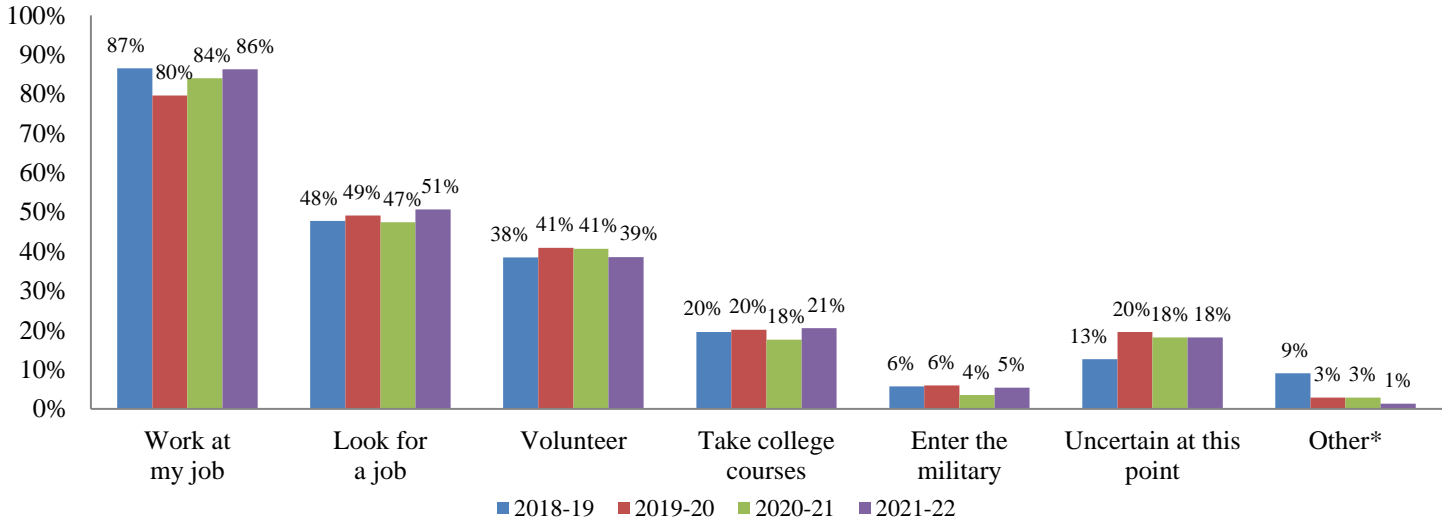


*Note: Students were able to choose more than one response for this item.
 The ACT is offered free of charge during the school day.

Future Plans and Goals

Summer plans. Consistent with prior years, the majority of respondents in 2022 plan to work at their job or look for a job over the summer. This rate declined in 2020 and has steadily recovered to a rate similar to 2019. Compared to 2021, the rate of students planning to work at their job, look for a job, take college courses, or enter the military was slightly higher in 2022.

Plans over summer

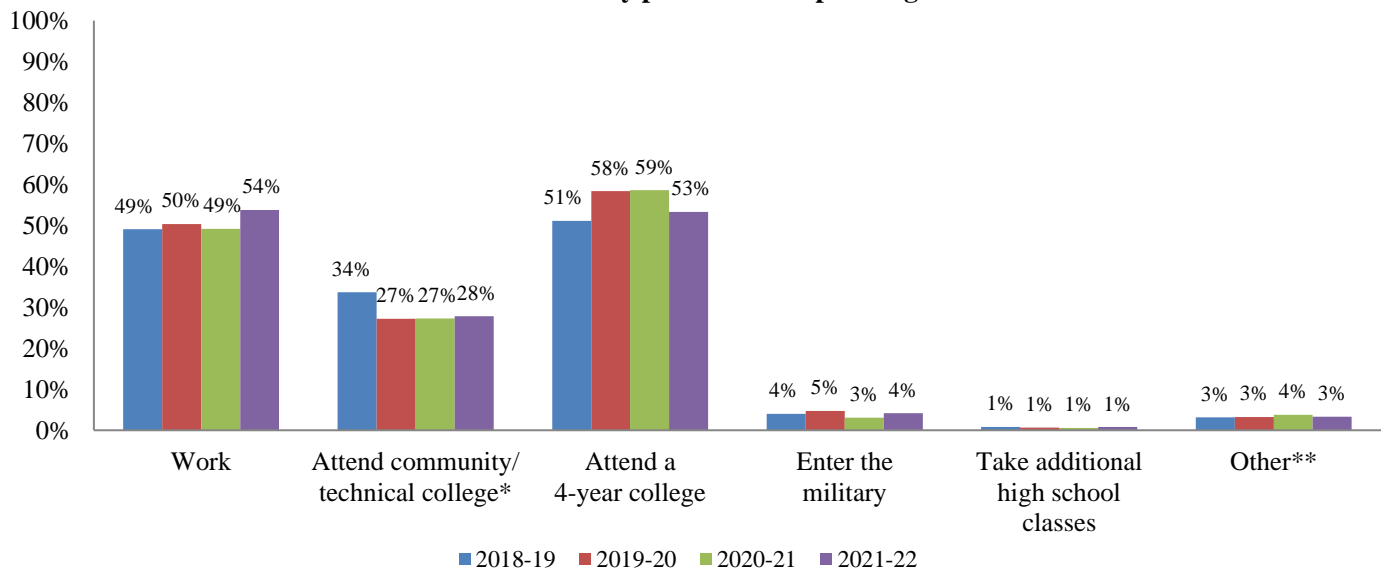


Note: Students were able to choose more than one response option for this item.

**The 'Other' responses included vacation/travel, participate in sports, and relax/hang out/have fun.*

Post-secondary plans. The percentages of students reporting each of the potential post-secondary plans for the upcoming fall have remained relatively consistent with last year. However, the percentage of students reporting their plans to work in the fall increased by 5% since 2021, whereas the percentage of students reporting plans to attend a 4-year college decreased by 6% since 2021.

Post-secondary plans for the upcoming fall



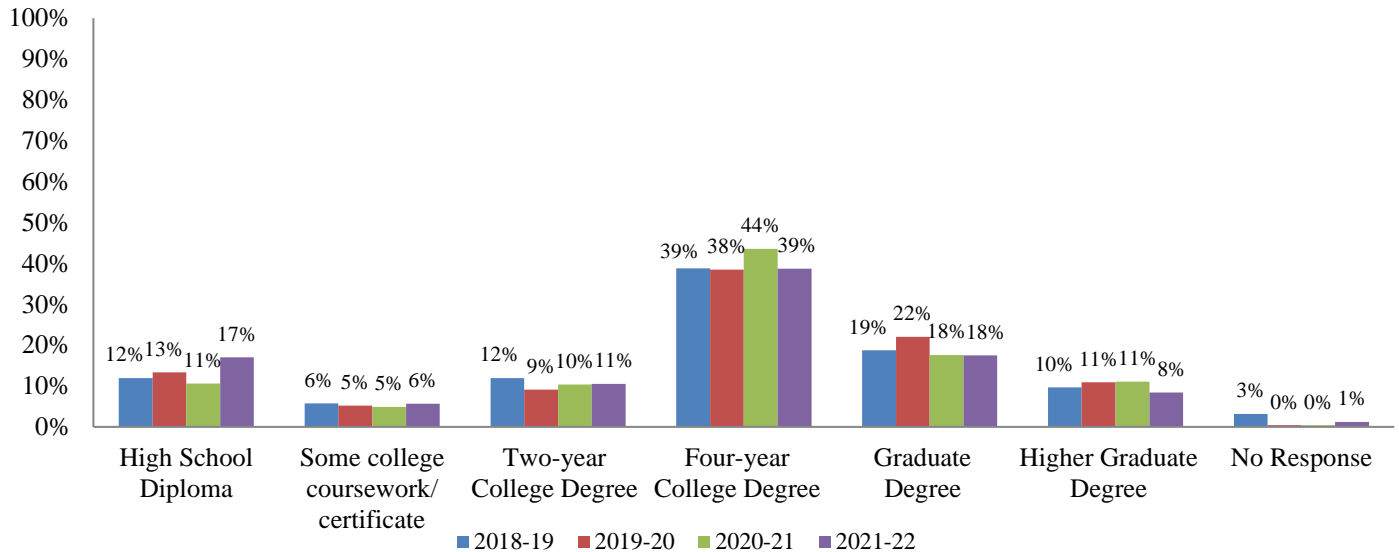
Note: Students were able to choose more than one response for this item.

**In 2020, the response options related to attending a community college and/or a technical college were combined into one. As a result, the percentages from the previous years were summed together.*

***The 'Other' responses included taking a gap year, going to trade schools, attending Pathways, along with replications of the responses offered.*

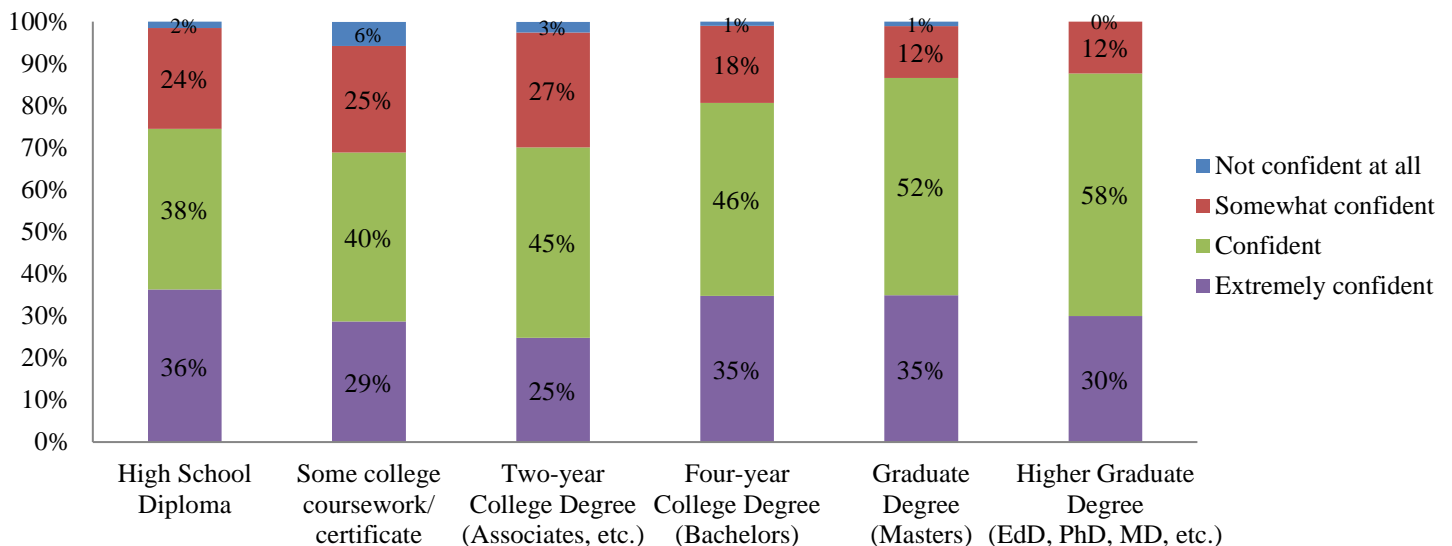
Educational aspirations. Eighty-two percent of students reported aspirations for some level of post-secondary education, six percentage points lower than that reported by students in 2021. Sixty-five percent of seniors reported that their highest level of educational aspiration included obtaining a 4-year degree or higher, a decrease of 7% since 2021.

Highest level of educational aspirations



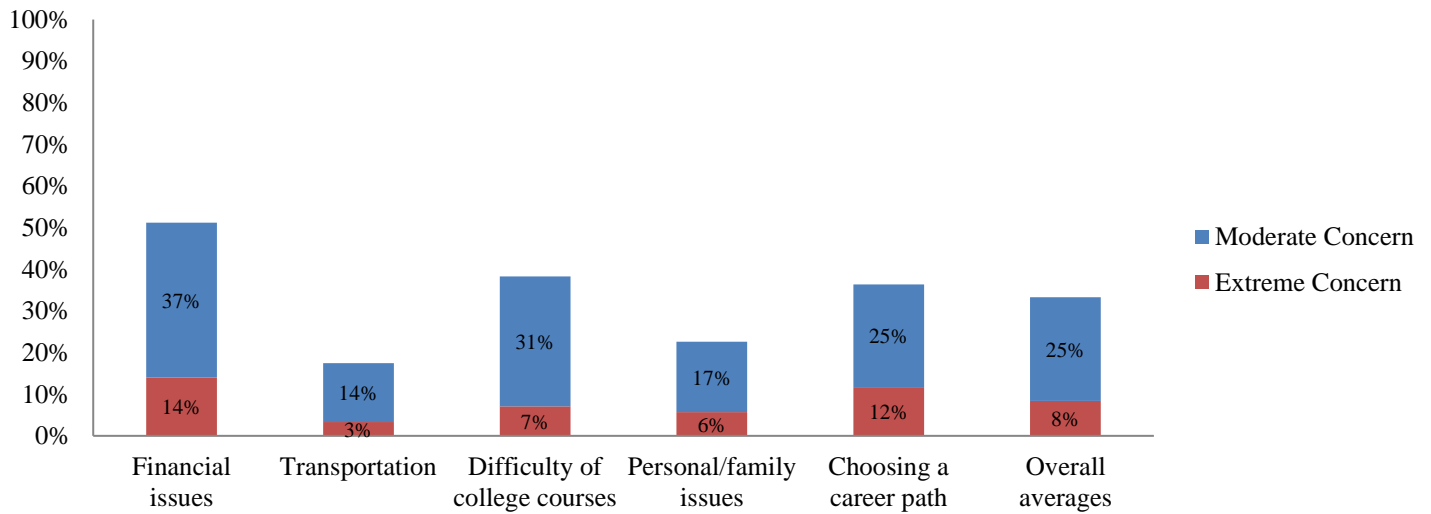
Confidence in reaching educational goals. Overall, the percentages of 2022 seniors reporting being very confident or extremely confident that they will achieve the level of education they aspire to maintained a similar rate to 2021. The percentage of students who plan to pursue a four-year college degree or higher reported being either extremely confident or very confident about reaching their goals at greater rates (85% on average) than those not pursuing a four-year college degree or higher (71% on average). Students who planned to earn a higher graduate degree (EdD, PhD, MD, etc.) were the most confident (88%) in achieving their goals.

Relationship between two questions: 'At this point in your life, what is the highest level of education you plan to achieve?' and 'How confident do you feel that you will achieve your ultimate educational goal?'



Barriers to reaching goals. Students were most concerned (including both moderate and extreme concern) about *financial issues* (51%) being a potential barrier for reaching their educational goals, followed by *difficulty of college courses* (38%), and *choosing a career path* (36%). These have historically been the top concerns.

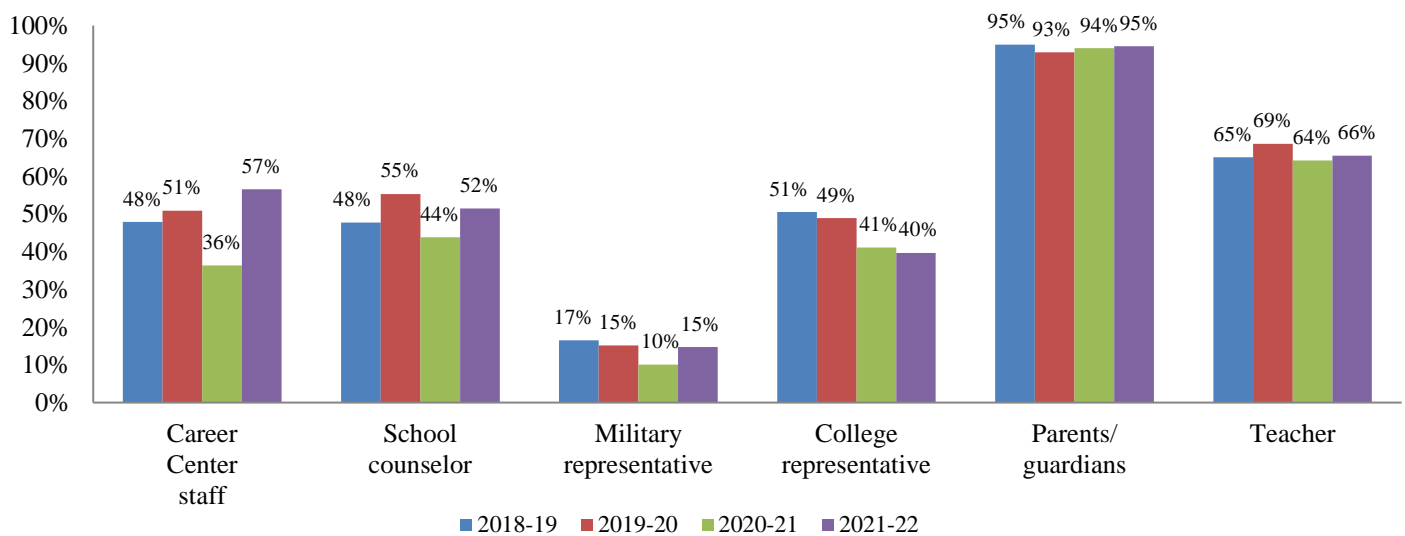
Potential barriers for reaching educational goals



Note: Each item was rated separately.

Career and college support. The vast majority of seniors (95%) reported talking to their *parents/guardians* about career and/or college planning. The percentage of students reporting finding support from *college representatives* (40%), *parents/guardians* (95%), or *teachers* (66%) was fairly similar to reports in 2021. The rates of students finding support from *career center staff* (57%), *school counselor* (52%), or *military representative* (15%) increased from 2021. The largest increase was for students finding support from *career center staff* which increased 21% from 2021 to 2022.

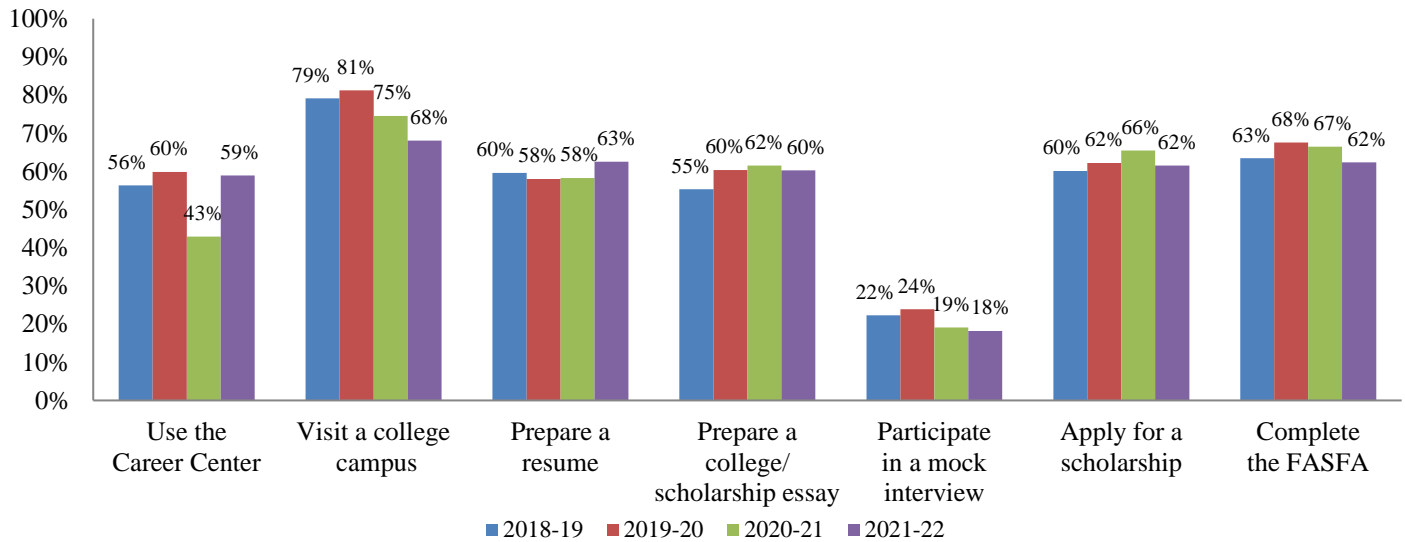
Talked about career and/or college planning with others



Note: Students were able to choose more than one response for this item.

Career and college planning. For all career and college planning opportunities except a mock interview, the majority of students responding to the survey reported having participated during high school. Compared to 2021, many more students *used the career center*, an increase from 43% in 2021 to 59% in 2022. The percentage of students who reported having *prepared a resume* while in high school increased by 5% from 58% in 2021 to 63% in 2022. Students who reported *applying for a scholarship* decreased from 66% in 2021 to 62% in 2022. There has been a steady decrease over the past three years in students reporting *visiting a college campus* (81% in 2020 to 68% in 2022) or *completing the FASFA* (68% in 2020 to 62% in 2022) while in high school.

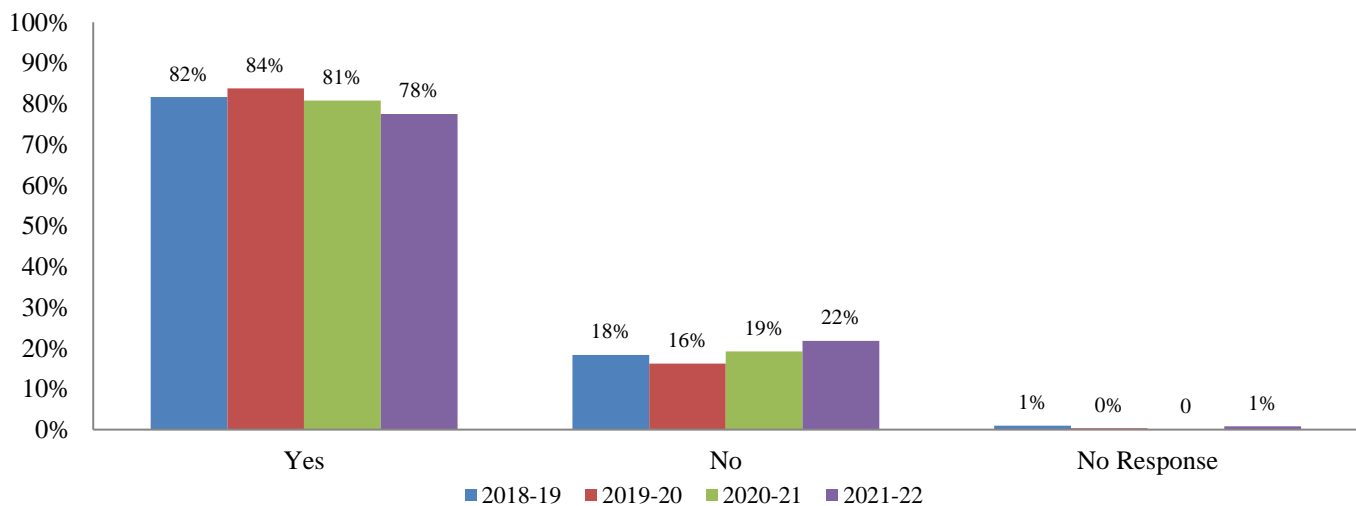
Participation in career and/or college planning opportunities during high school



Note: Students were able to choose more than one response for this item.

College application. Seventy-eight percent of seniors reported submitting at least one college application in 2022. Since 2020, this rate has steadily declined by 3% each year.

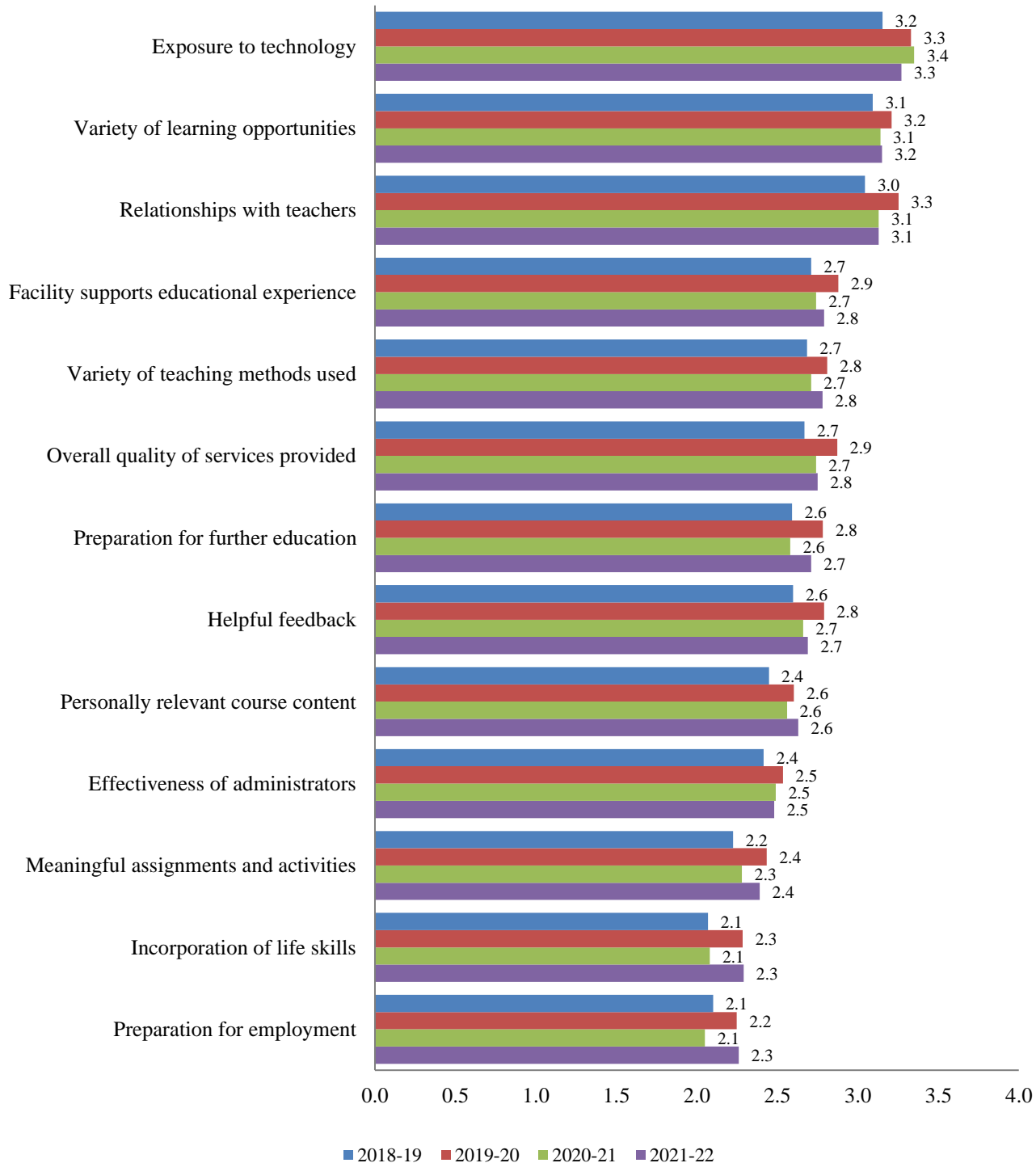
Submission of college application



Perceptions of the High School Experience

Students assigned a letter grade to their high school based on their experiences in several domains. Consistent with last year, the average across all areas as rated by students is 2.7 (equivalent to a B-). Students rated all areas, except *exposure to technology* and *effectiveness of administrators*, higher than in 2021. *Exposure to technology* (3.3) continues to be the highest rated item. Areas with the greatest increases from 2021 to 2022 are *preparation for employment* (2.3) and *incorporation of life skills* (2.3), which are also, consistent with historical trends, the lowest rated items.

Average letter grade assigned to high school
(A=4, B=3, C=2, D=1, and F=0)

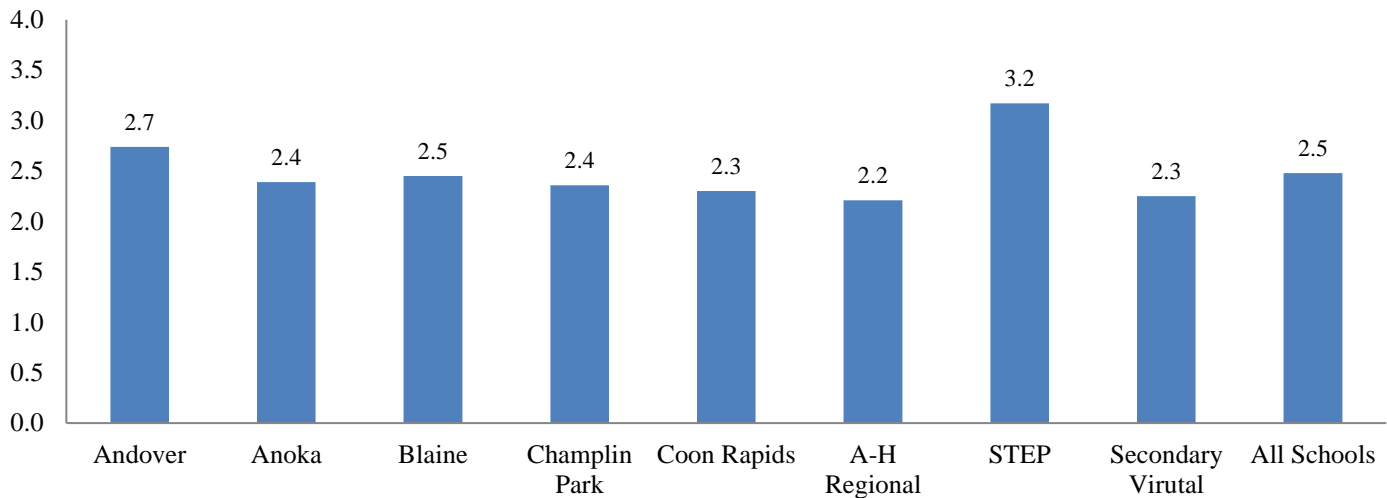


Note: Caution should be used when interpreting differences as they may appear greater than is meaningful, due to the scale of the graphic.

In this section, four items from the previous page have been disaggregated by building for the following reasons: item with the greatest difference across schools, item with the least difference across schools, the highest rated item, and the item representing the overall quality of services.

Effectiveness of administrators. Student ratings of their high school on the item *effectiveness of administrators* ranged from 2.3 to 2.7 at the traditional high schools. Among all items on the previous page, this item showed the greatest range in responses between traditional buildings.

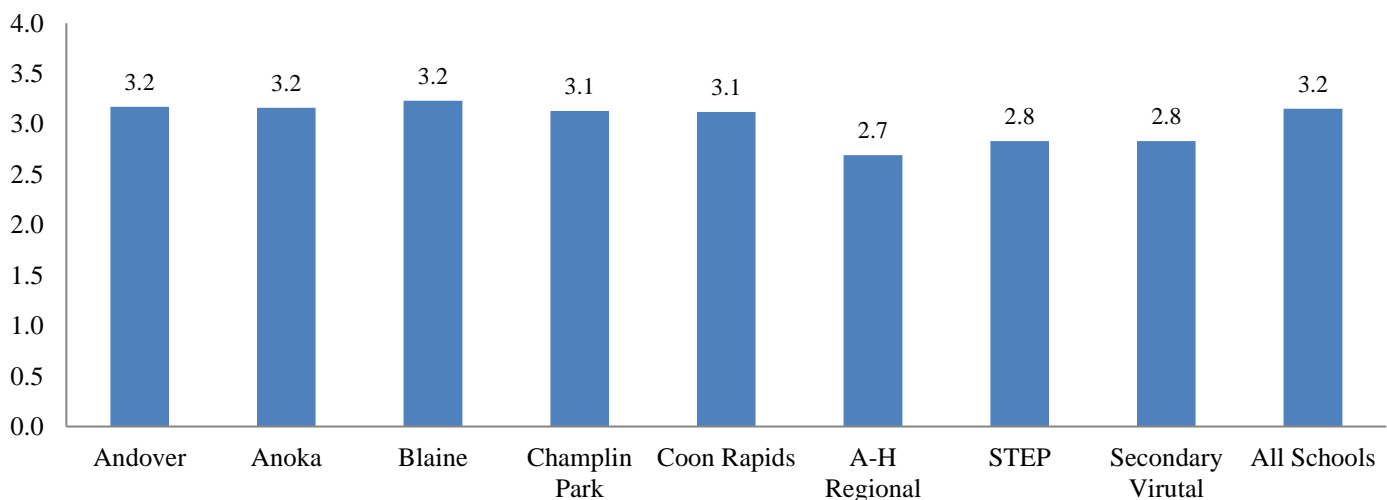
Effectiveness of administrators
(A=4, B=3, C=2, D=1, and F=0)



Note: Respondent counts for A-H Regional, STEP and Secondary Virtual are considerably lower than for the traditional high schools.

Variety of learning opportunities. At the traditional high schools, student ratings of *variety of learning opportunities* ranged from 3.1 to 3.2. Among all areas rated on the previous page, this item also showed the least variation in responses between traditional buildings.

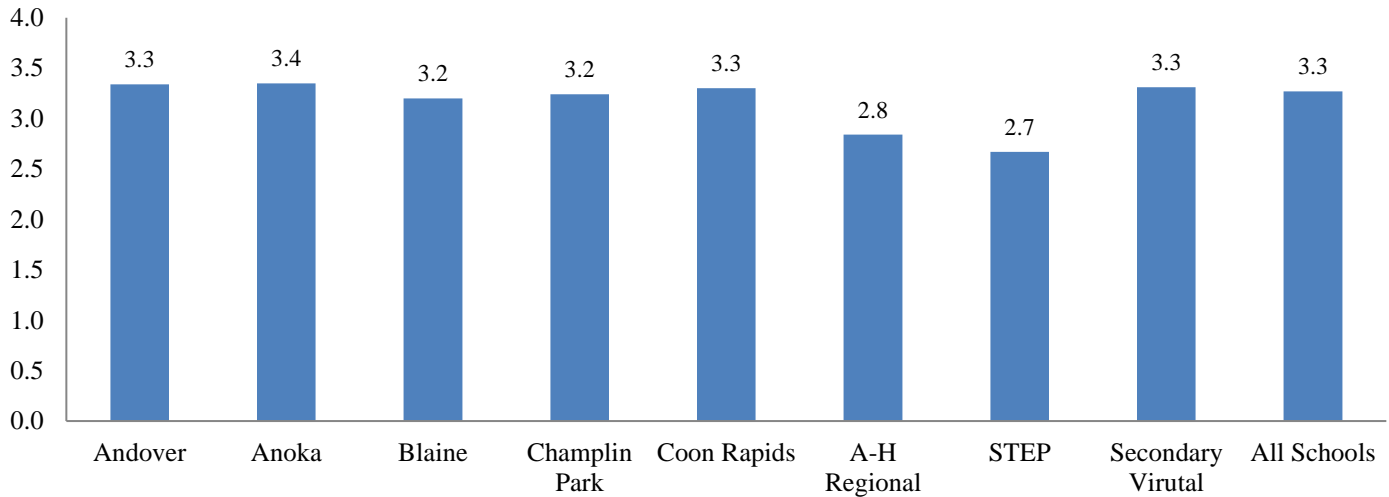
Variety of learning opportunities
(A=4, B=3, C=2, D=1, and F=0)



Note: Respondent counts for A-H Regional, STEP and Secondary Virtual are considerably lower than for the traditional high schools.

Exposure to technology. At the traditional high schools, student ratings of *exposure to technology* ranged from 3.2 to 3.4. Among all areas rated on page 14, this item has steadily increased in the district over time, from 2.8 in 2012 to 3.3 in 2022, making it the highest rated item in 2022. This item has consistently been the highest rated item since 2019.

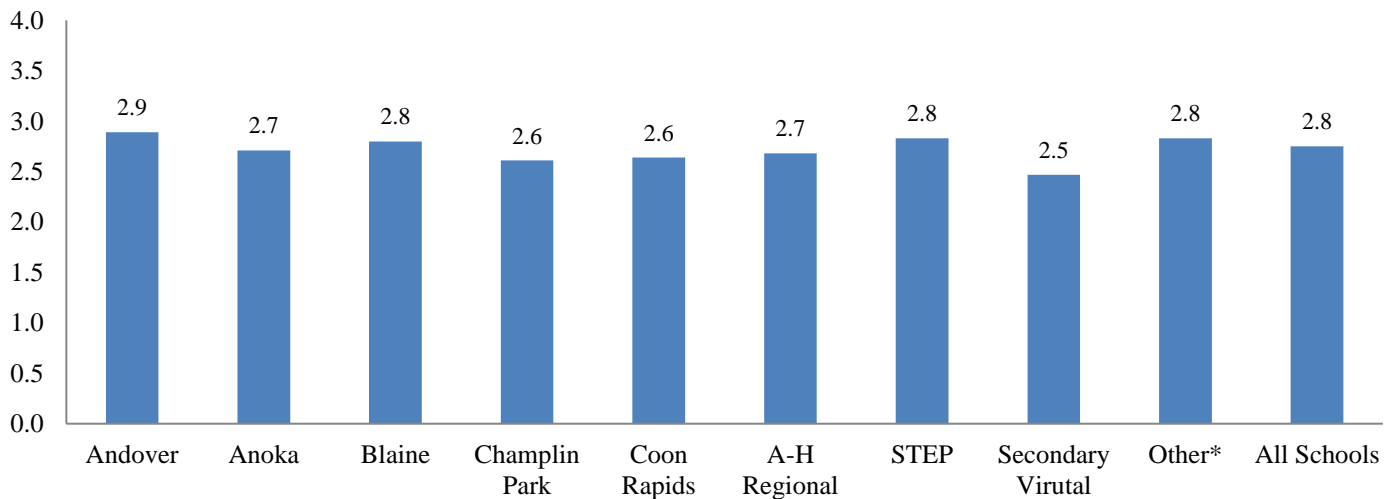
Exposure to technology
(A=4, B=3, C=2, D=1, and F=0)



Note: Respondent counts for A-H Regional, STEP and Secondary Virtual are considerably lower than for the traditional high schools.

Overall quality of services. Student ratings of *overall quality of services provided* ranged from 2.6 to 2.9 at the five traditional high schools.

Overall quality of services provided
(A=4, B=3, C=2, D=1, and F=0)



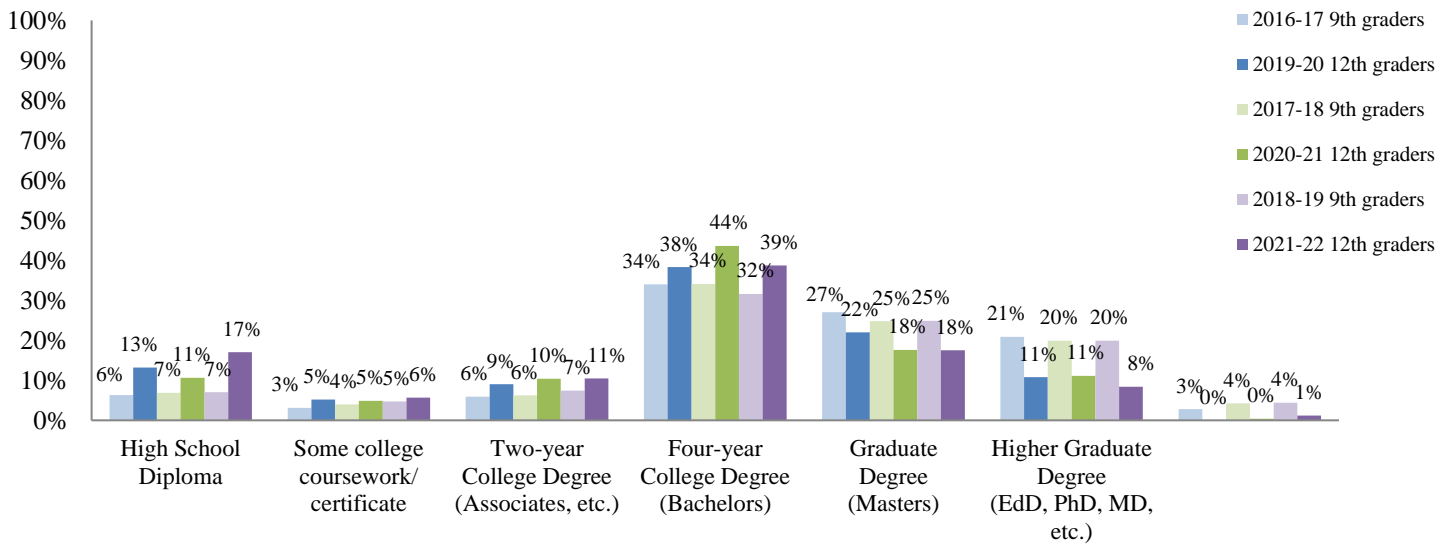
Note: Respondent counts for A-H Regional, STEP and Secondary Virtual are considerably lower than for the traditional high schools.

Ninth Grade Responses Compared to 12th Grade Responses

The following graphs compare responses to like items between the Ninth Grade Transition Survey and the Senior Exit Survey that was administered to the latest cohort in 2019 as ninth graders and 2022 as 12th graders. In the graphs below, cohorts of students are displayed in different shades of the same color.

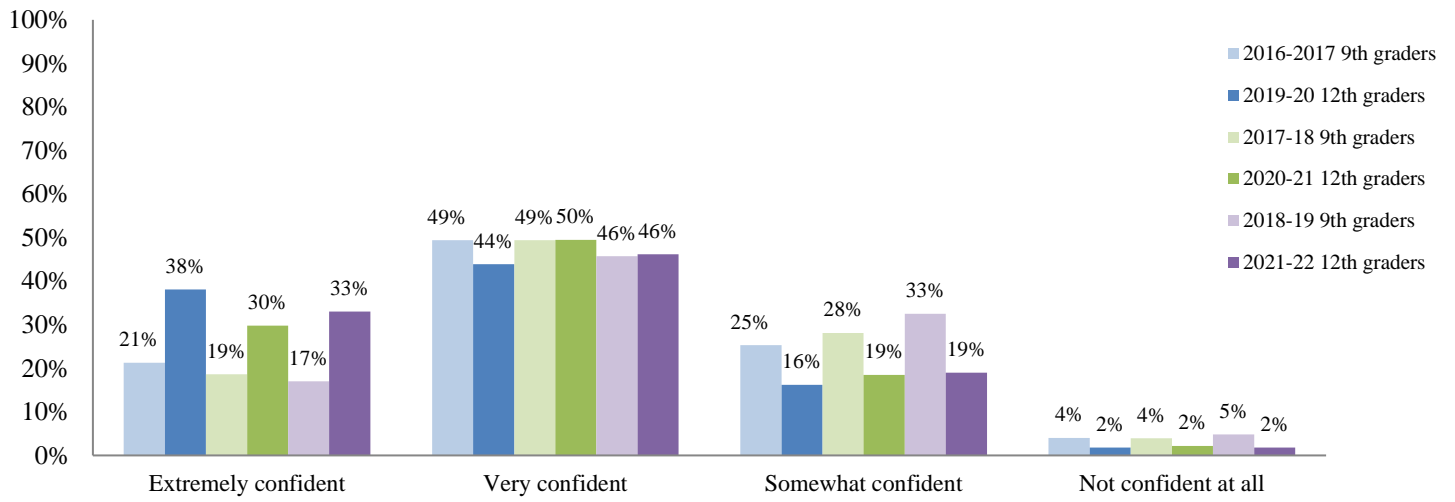
Changes in educational aspirations. A higher percentage of students in all cohorts reported educational aspirations towards a high school diploma, some college/coursework, a two-year degree, or a four-year degree as seniors than the percentage as freshmen. In the most recent cohort and over prior cohorts, the percentage of students who reported that their highest level of educational aspiration was a graduate degree or higher decreased from reports as freshmen compared to reports as seniors. The most recent cohort’s largest discrepancy between 9th grade and 12th grades was in aspirations to obtain a higher graduate degree, with 12% fewer students reporting this aspiration as seniors than when they were freshmen.

Highest level of educational aspirations



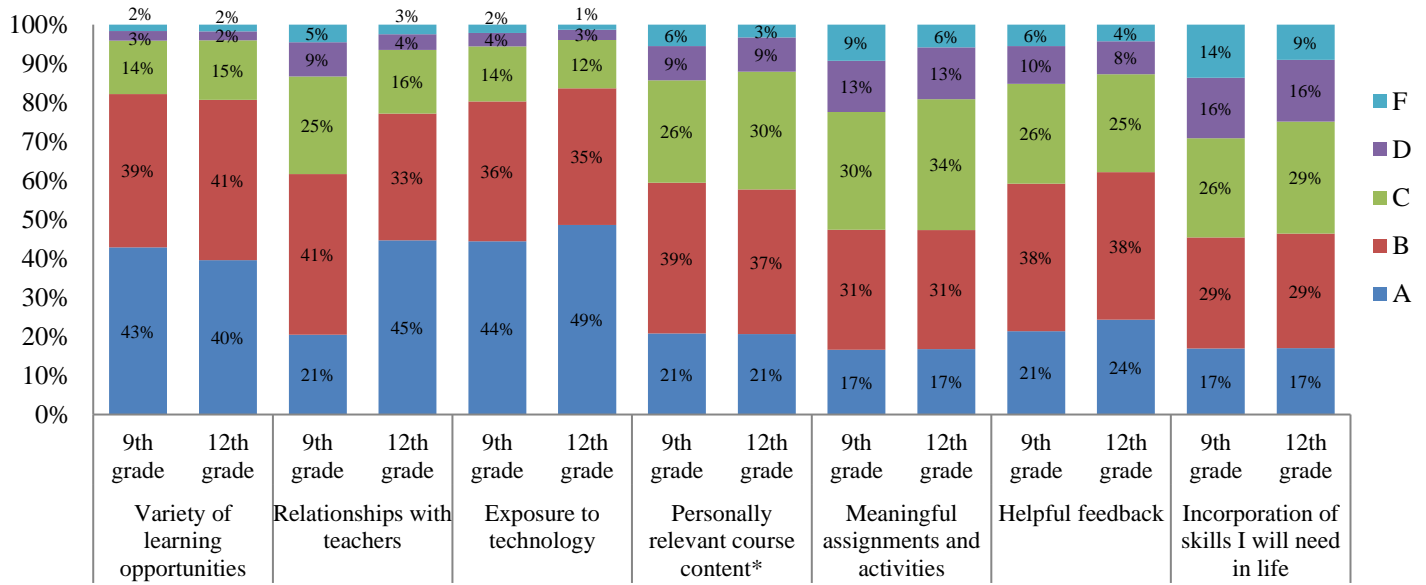
Changes in confidence in reaching educational goals. A greater percentage of students reported being extremely confident in attaining their educational goal as seniors than as freshmen, an increase of 16% from freshman year to senior year for the latest cohort of students. The percentage of students who reported being not confident at all decreased 3% from their freshmen to senior year in 2022.

Confidence in attainment of educational goal



Changes in evaluation of high school. When focusing on “A’s” and “B’s” assigned, the class of 2022 assigned a similar rating to their high school as seniors than they did as freshmen in the areas of *variety of learning opportunities, personally relevant course content, meaningful assignments and activities, and incorporation of life skills*. As 12th graders, the class of 2022 rated *personally relevant course content* slightly lower than they did as 9th graders, down 2%. Two areas increased by around 3% from 9th grade to 12th grade: *exposure to technology* and *helpful feedback*. The area *relationships with teachers* increased from 62% in 9th grade to 77% “A’s” and “B’s” assigned in 12th grade.

Comparison of 9th and 12th grade responses to overlapping survey items



*‘Personally relevant course content’ was the item for these students as 12th graders. ‘Course content that I can relate to’ was the item for these same students as 9th graders.

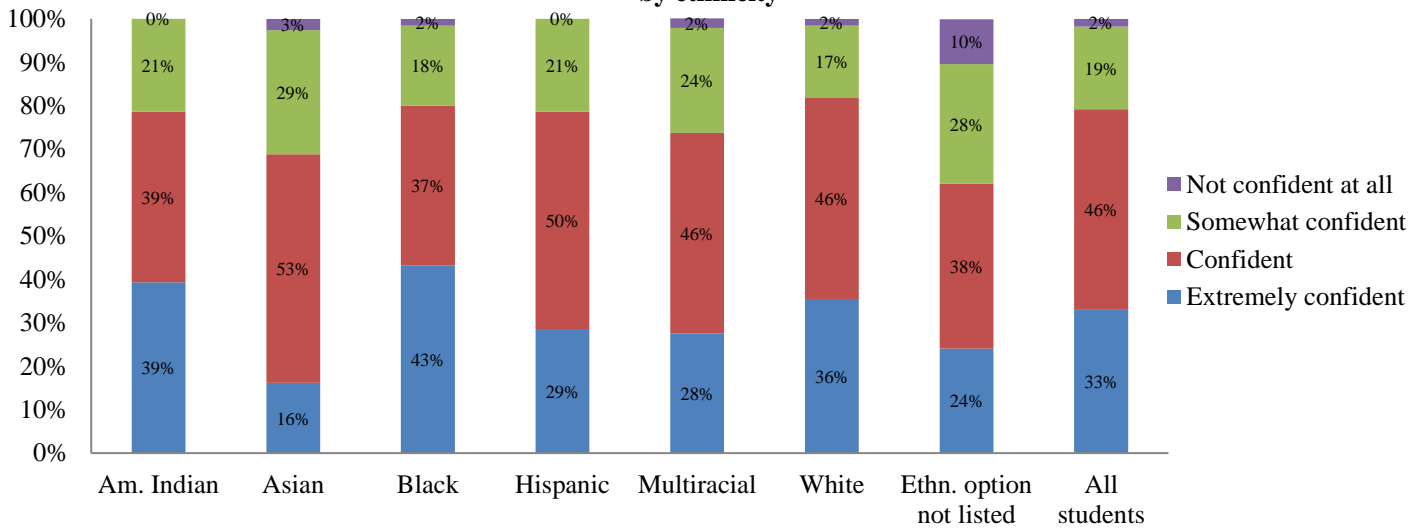
Comparisons by Student Group

In this section, results in which student group differences were statistically significant are highlighted. When statistically significant patterns were observed in the data, results are presented by self-reported factors in the order that follows: (1) gender, (2) race/ethnicity, (3) school, (4) feelings of connectedness, and (5) GPA. When no statistically significant differences among student groups exist, or when significant differences are not consistent across more than one item, no graphical representation of the results is presented. In all cases, the student group of focus is compared to the overall data of all respondents. Be mindful of student group size as it pertains to data volatility when drawing conclusions.

Confidence in reaching educational goals. When examining statistically significant differences in students' confidence in reaching their educational goals, there were statistically significant differences related to race/ethnicity, school, feelings of connectedness, and GPA. Students' confidence in achieving educational goals was consistent across genders.

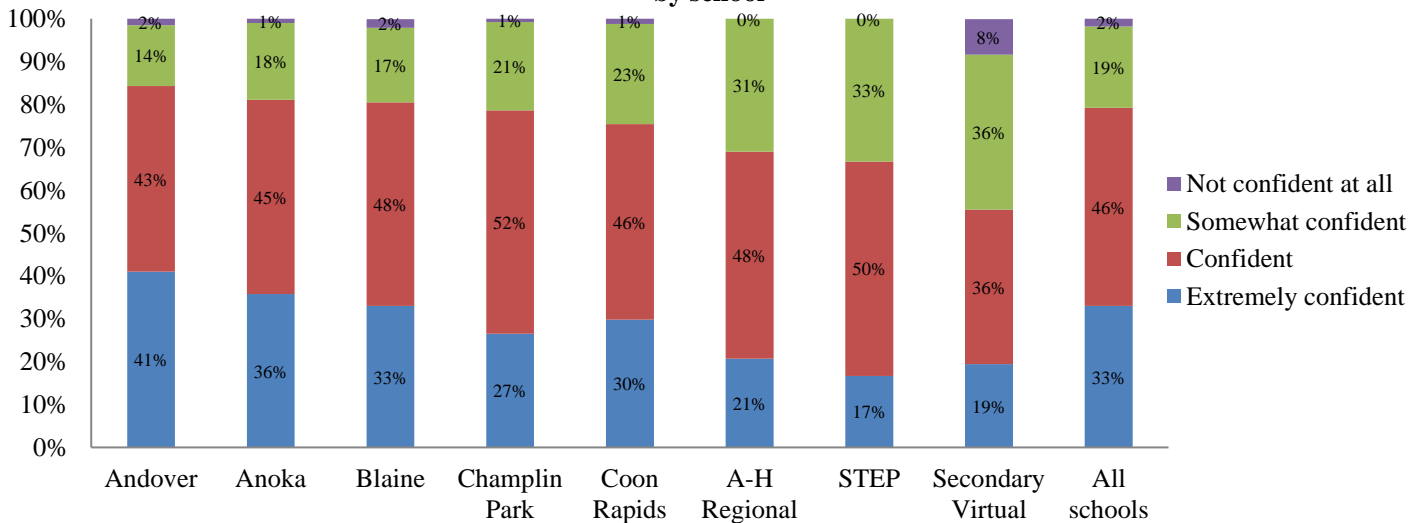
When focusing on race/ethnicity, Asian students reported feeling less confident while white students reported feeling more confident than students overall.

**How confident do you feel that you will achieve your ultimate educational goal?
by ethnicity**



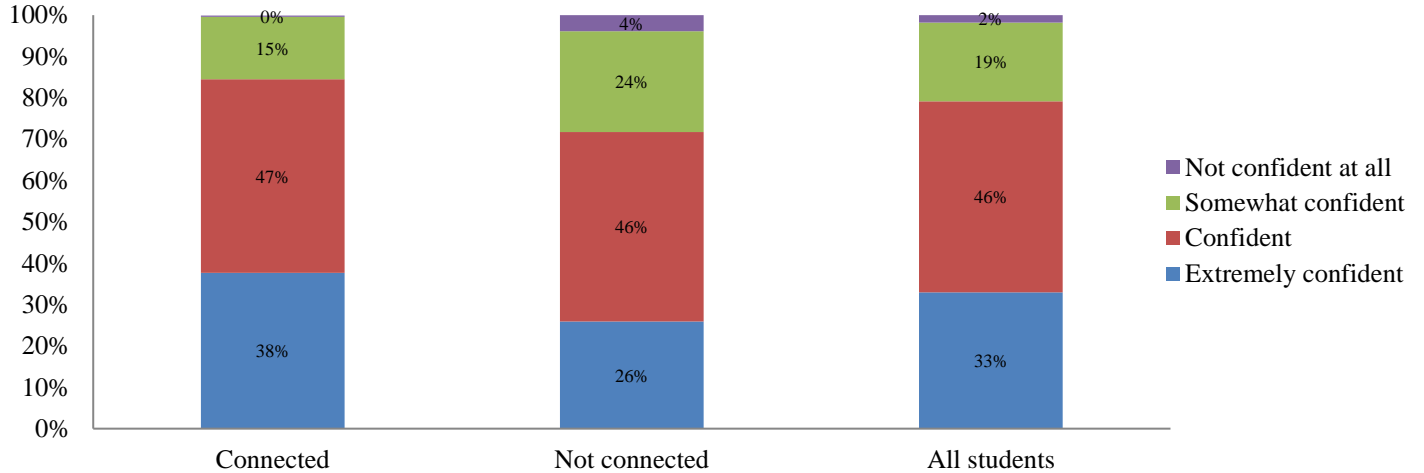
When focusing on school, students at Andover High School reported higher confidence than students overall, and students at Secondary Virtual reported lower confidence than students overall.

**How confident do you feel that you will achieve your ultimate educational goal?
by school**



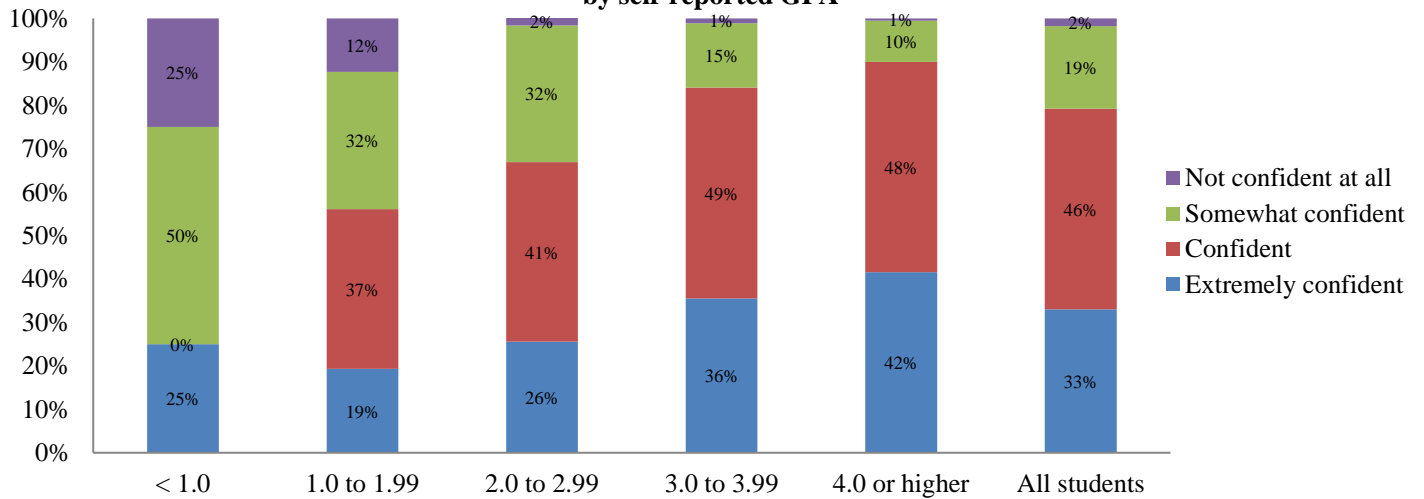
When examining students' confidence in achieving their educational goals, there were statistically significant differences based on whether a student reported feeling connected to their school. Students who reported feeling connected also reported higher confidence in attaining their educational goals, whereas students who reported not feeling connected reported lower confidence in attaining goals.

How confident do you feel that you will achieve your ultimate educational goal? by connectedness to school



Students who reported that their GPA was between 1.0 and 1.99 or 2.0 2.99 were less likely than overall students to feel confident in reaching their goals, whereas students who reported their GPA was 3.0 or higher were likely to feel more confident in reaching their goals.

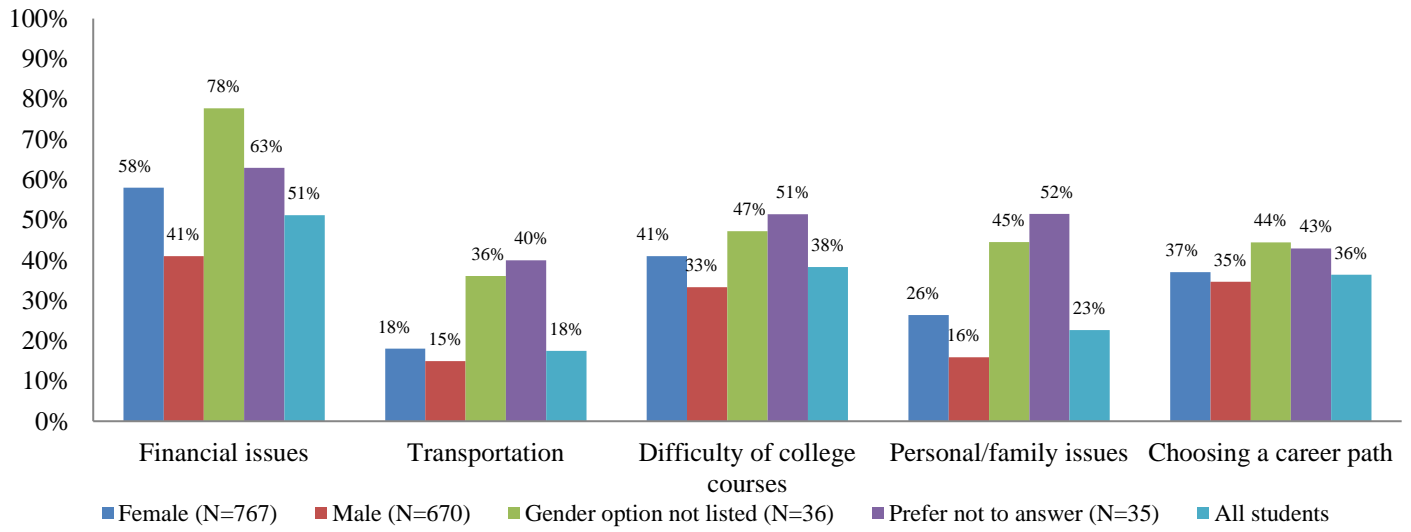
How confident do you feel that you will achieve your ultimate educational goal? by self-reported GPA



Barriers to reaching goals. When examining students’ concerns about reaching their educational goals, there were statistically significant differences in results based on gender, race/ethnicity, school, and feelings of connectedness. Students’ concerns about reaching their educational goals did not differ across self-reported GPA.

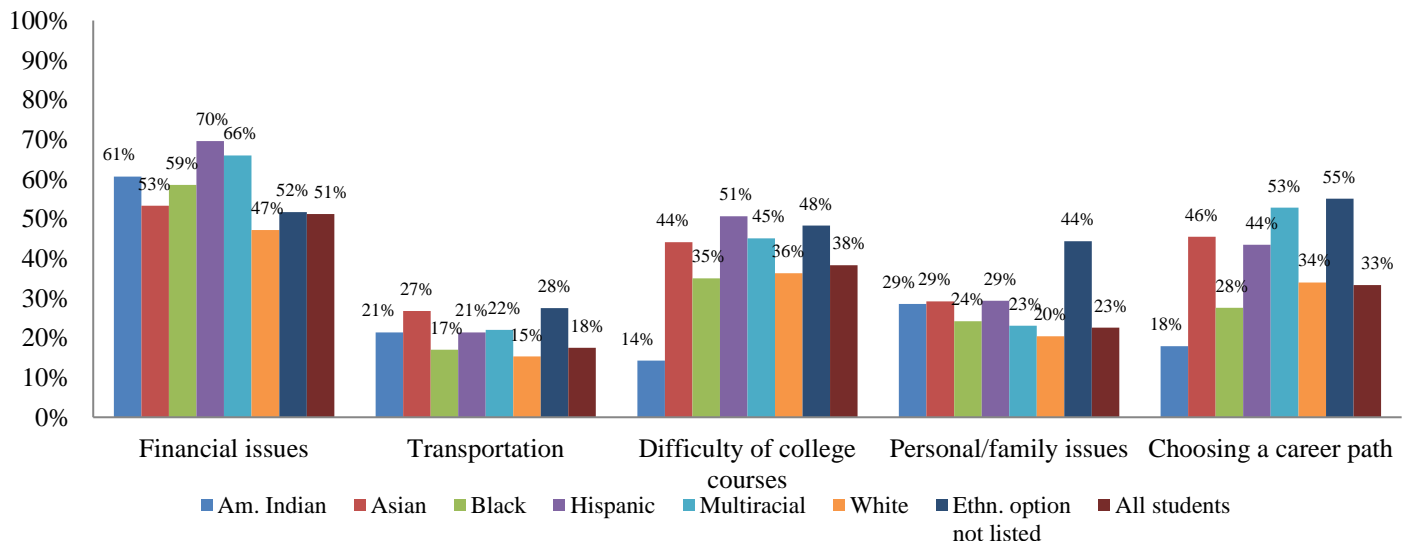
When examining barriers to reaching goals by gender, male students reported being statistically significantly less concerned about *financial issues*, *difficulty of college courses*, and *personal/family issues*, whereas female students reported statistically higher concern about *financial issues*, when compared to students overall. Respondents who reported that their gender option was not listed and students who did not wish to disclose their gender were more likely to report higher concern related to *financial issues*, *transportation*, and *personal/family issues*.

Percentage of students reporting moderate or extreme concern by gender



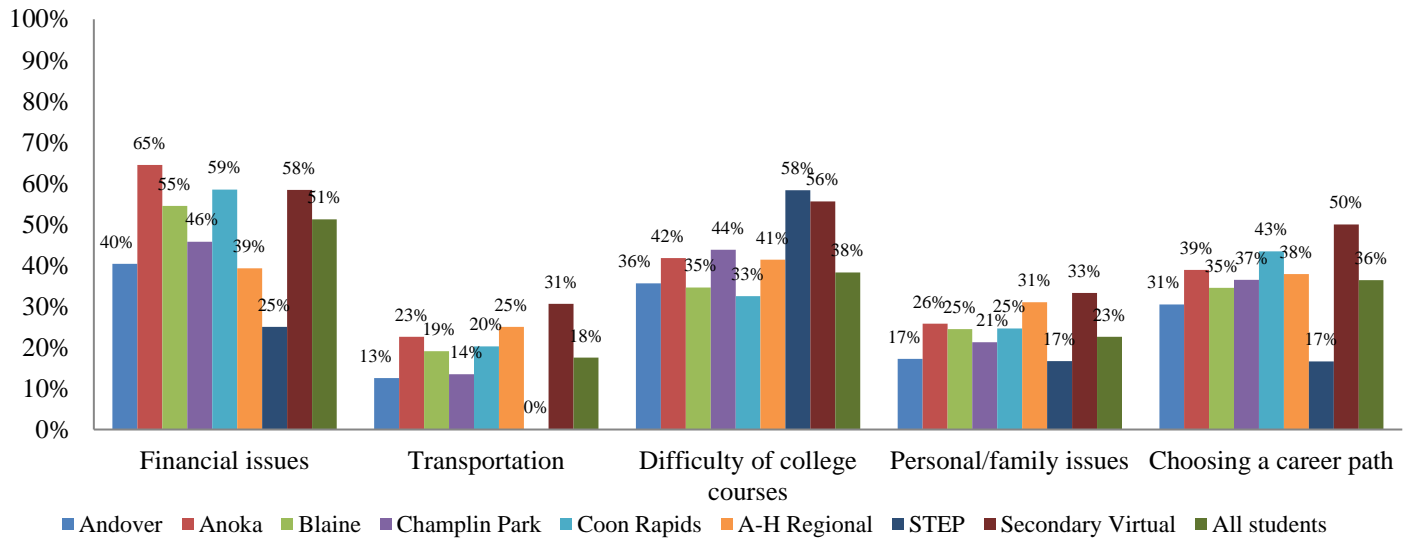
Asian students reported statistically significantly higher levels of concern than students overall in all areas except *financial issues*. White students reported statistically lower levels of concern in 3 of the 5 areas compared to students overall: *financial issues*, *transportation*, and *personal/family issues*. *Financial issues* was the greatest concern for all ethnic/racial groups except those who chose “Ethnicity option not listed” who reported choosing a career path as the greatest concern.

Percentage of students reporting moderate or extreme concern by race/ethnicity



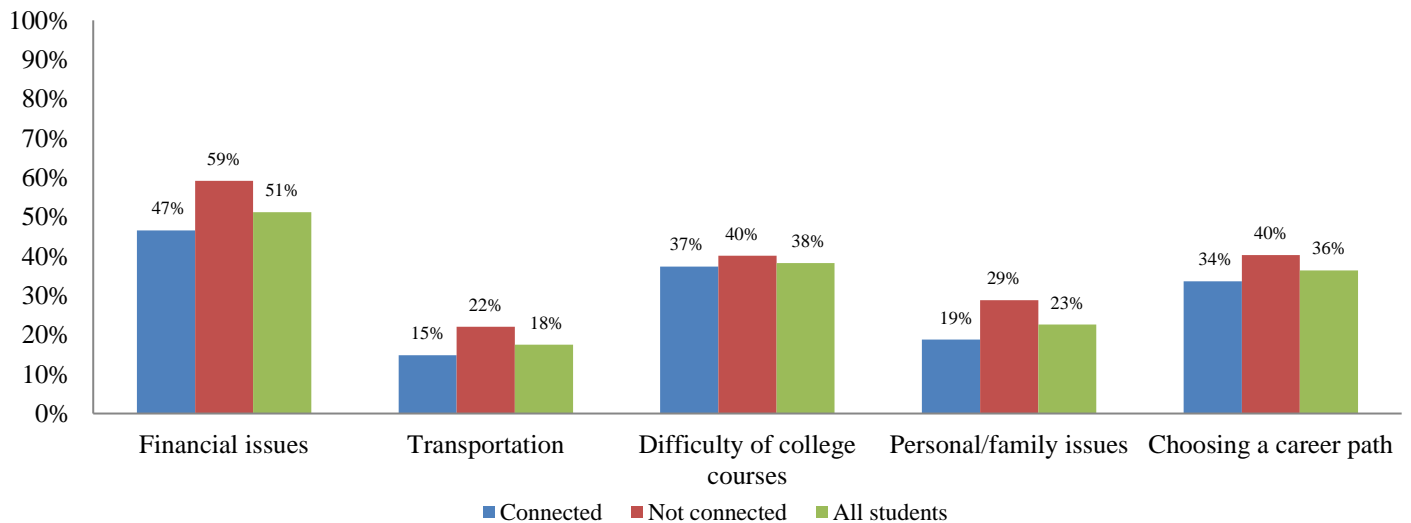
When examining responses based on school, students at Andover High School reported statistically significantly lower levels of concern in all areas except *difficulty of college courses*, for which they were statistically equivalent to all students.

Percentage of students reporting moderate or extreme concern by school



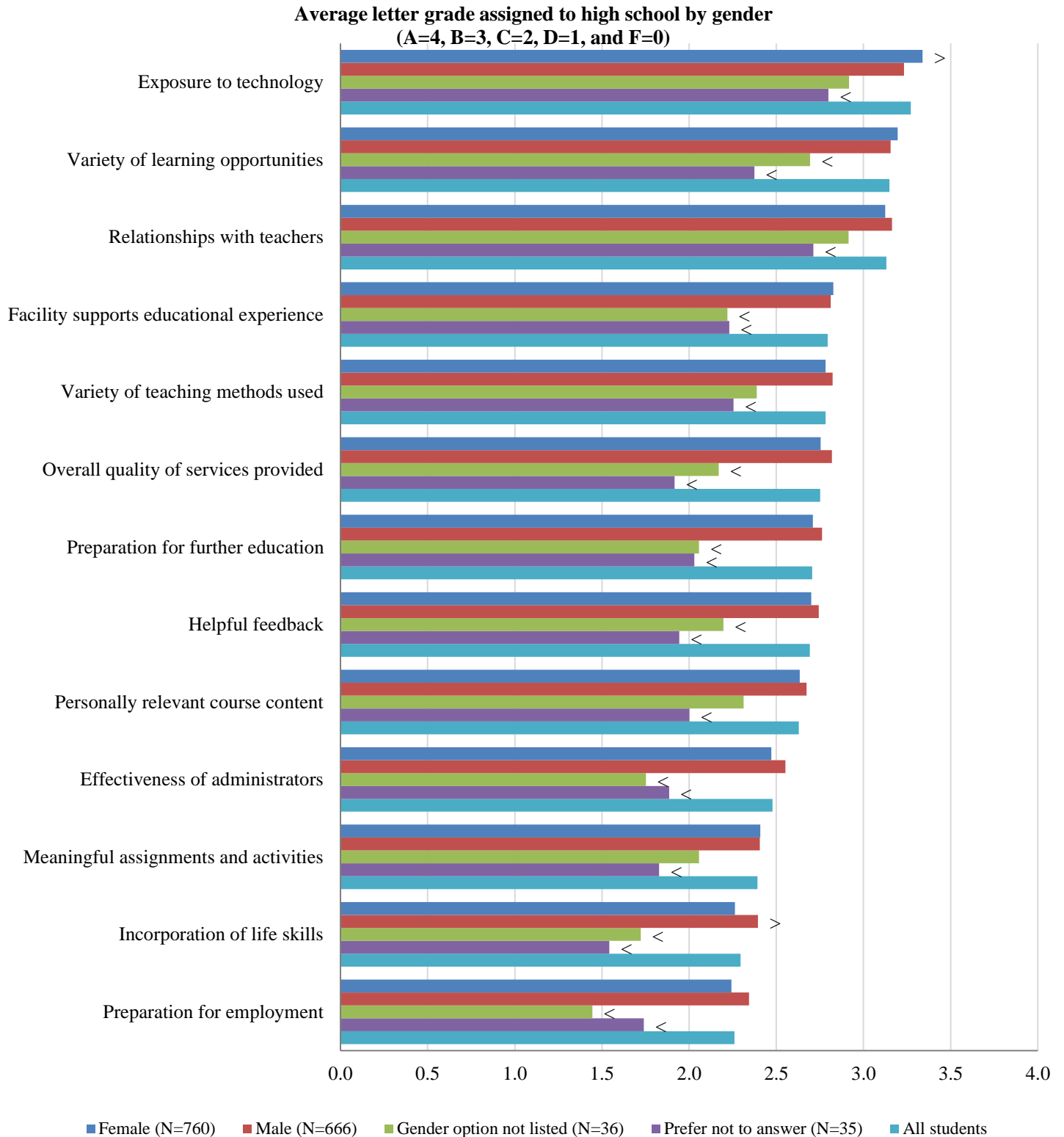
Students who reported feeling more connected to their school rated concerns significantly lower than students overall in the areas of *financial issues*, *transportation*, and *personal/family issues*, whereas those not feeling connected rated those same areas as greater concern.

Percentage of students reporting moderate or extreme concern by connectedness to school



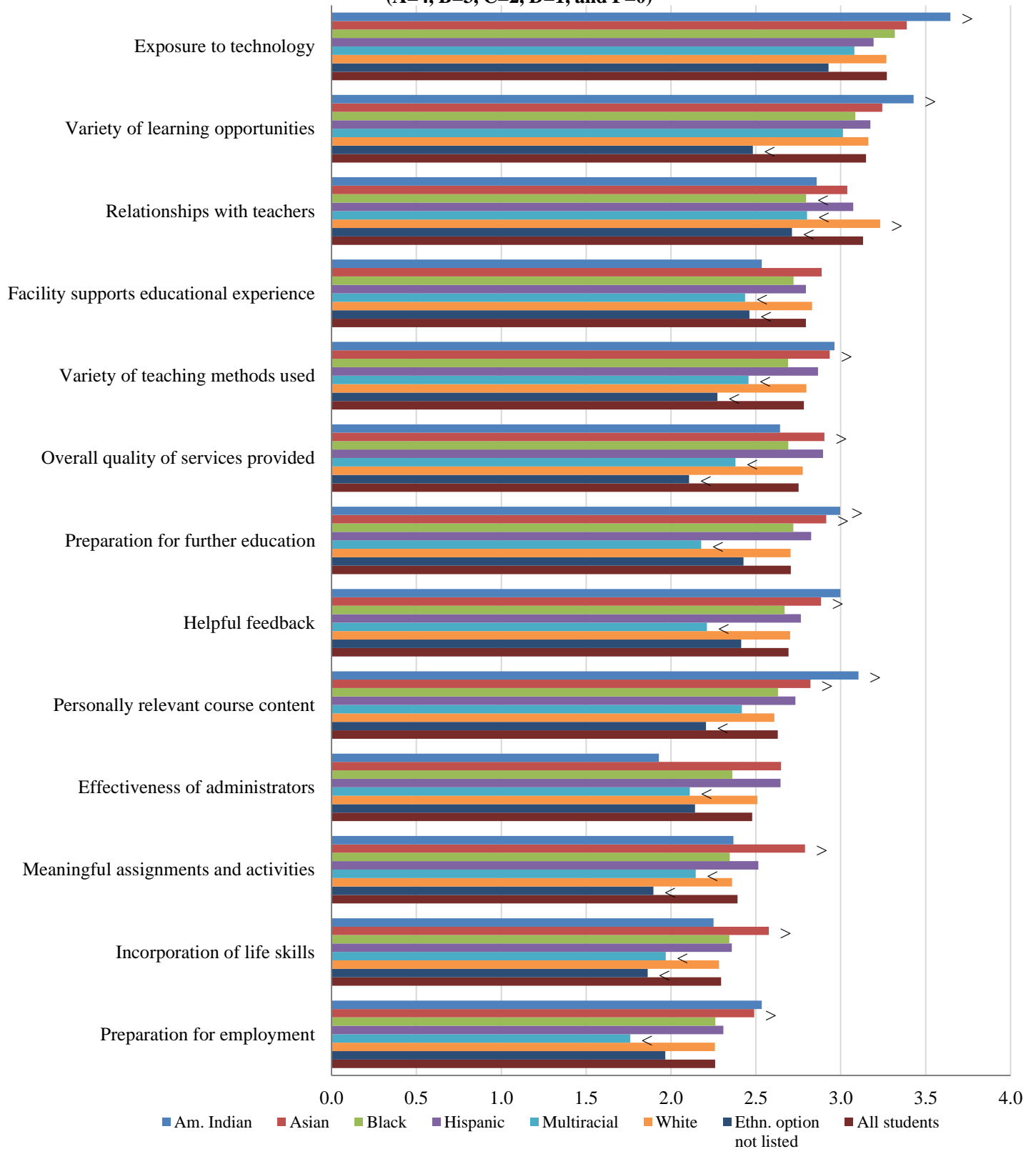
Perceptions of the High School Experience. When examining students’ perceptions of their high school experience, there were statistically significant differences in the letter grade assigned based on gender, racial/ethnic background, school, connectedness to school, and self-reported GPA. Symbols on graphs in this section indicate which items are statistically significantly different than the “all students” group. A “<” indicates an area that was significantly lower than students overall, and a “>” indicates an area that was significantly higher than students overall.

Regarding self-reported gender, students who preferred not to answer were statistically significantly more likely to assign a lower letter grade in every area.



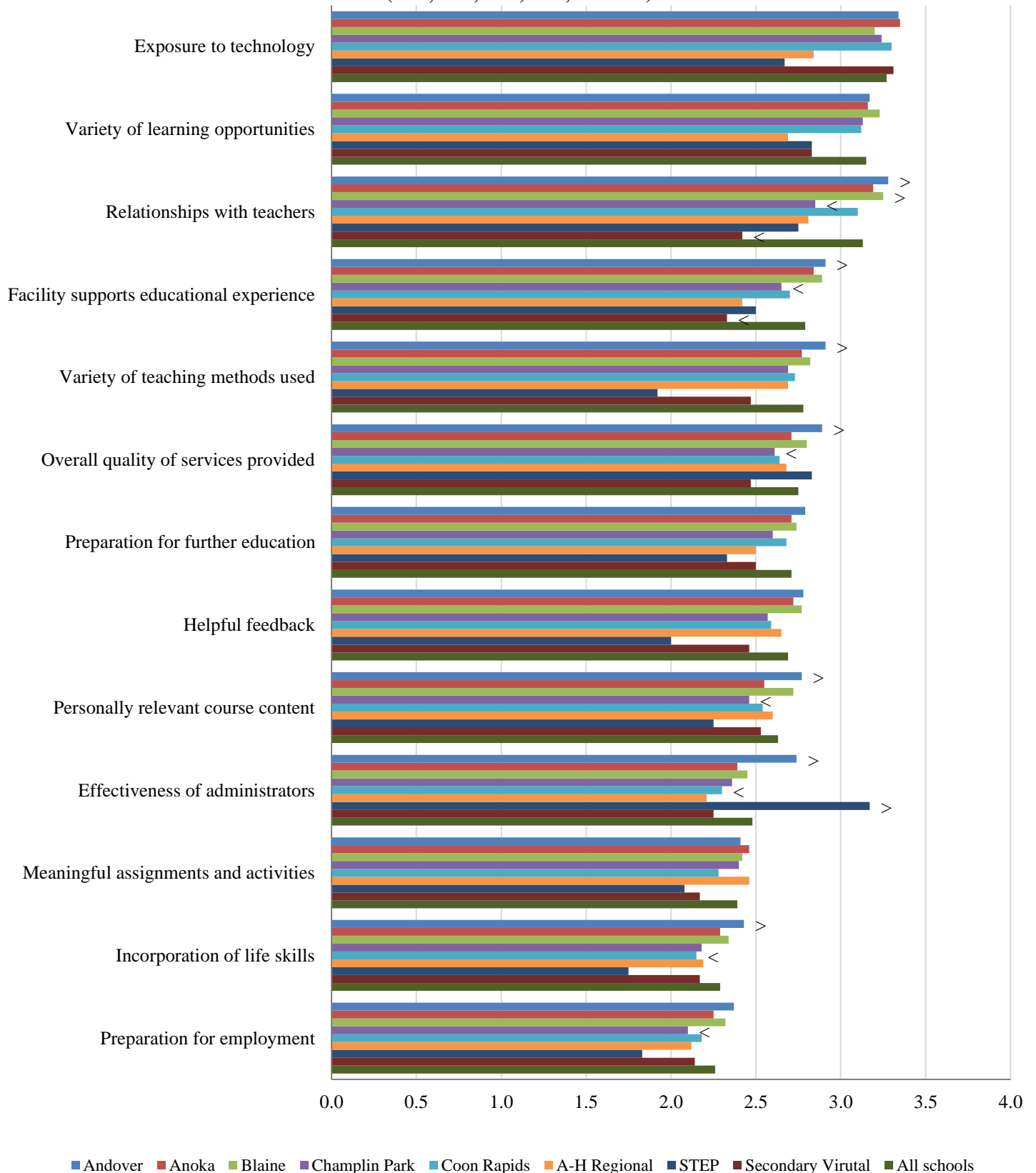
Regarding racial/ethnic background, students who indicated they were Multiracial or chose “I identify with an option not listed” rated their high school significantly lower (denoted with “<”) than students overall on 10 of 13 and 8 of 13 items, respectively. Students who reported being Asian or American Indian rated their high school higher (denoted with “>”) than students overall on 8 of 13 and 4 of 13 items, respectively.

**Average letter grade assigned to high school by race/ethnicity
(A=4, B=3, C=2, D=1, and F=0)**



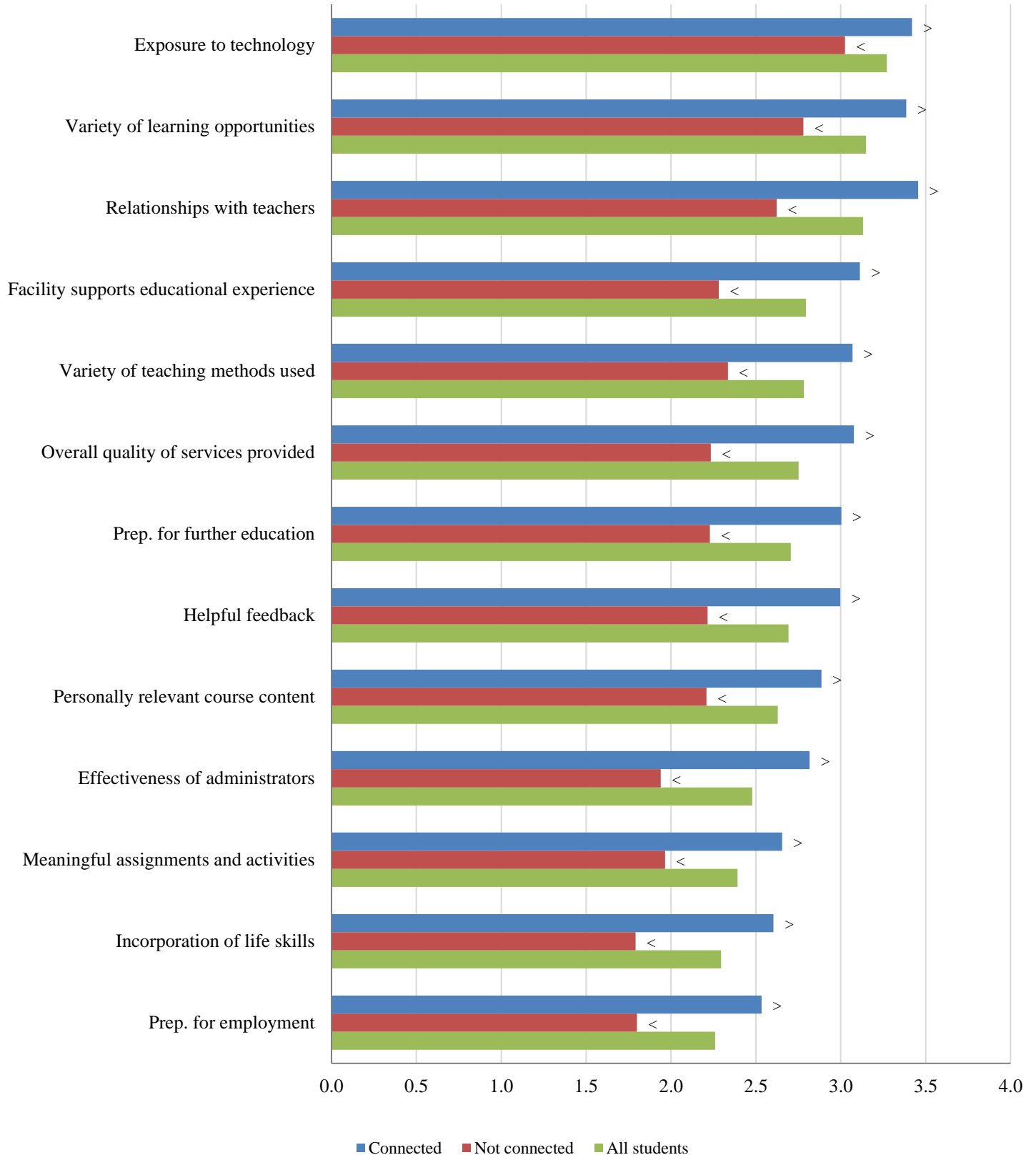
When examining results by school, students at Champlin Park High School rated their school statistically significantly lower (denoted with “<”) than students overall on 5 of the 13 items, and students at Andover High School rated their school statistically significantly higher (denoted with “>”) than students overall on 7 of the 13 items.

**Average letter grade assigned to high school by school
(A=4, B=3, C=2, D=1, and F=0)**



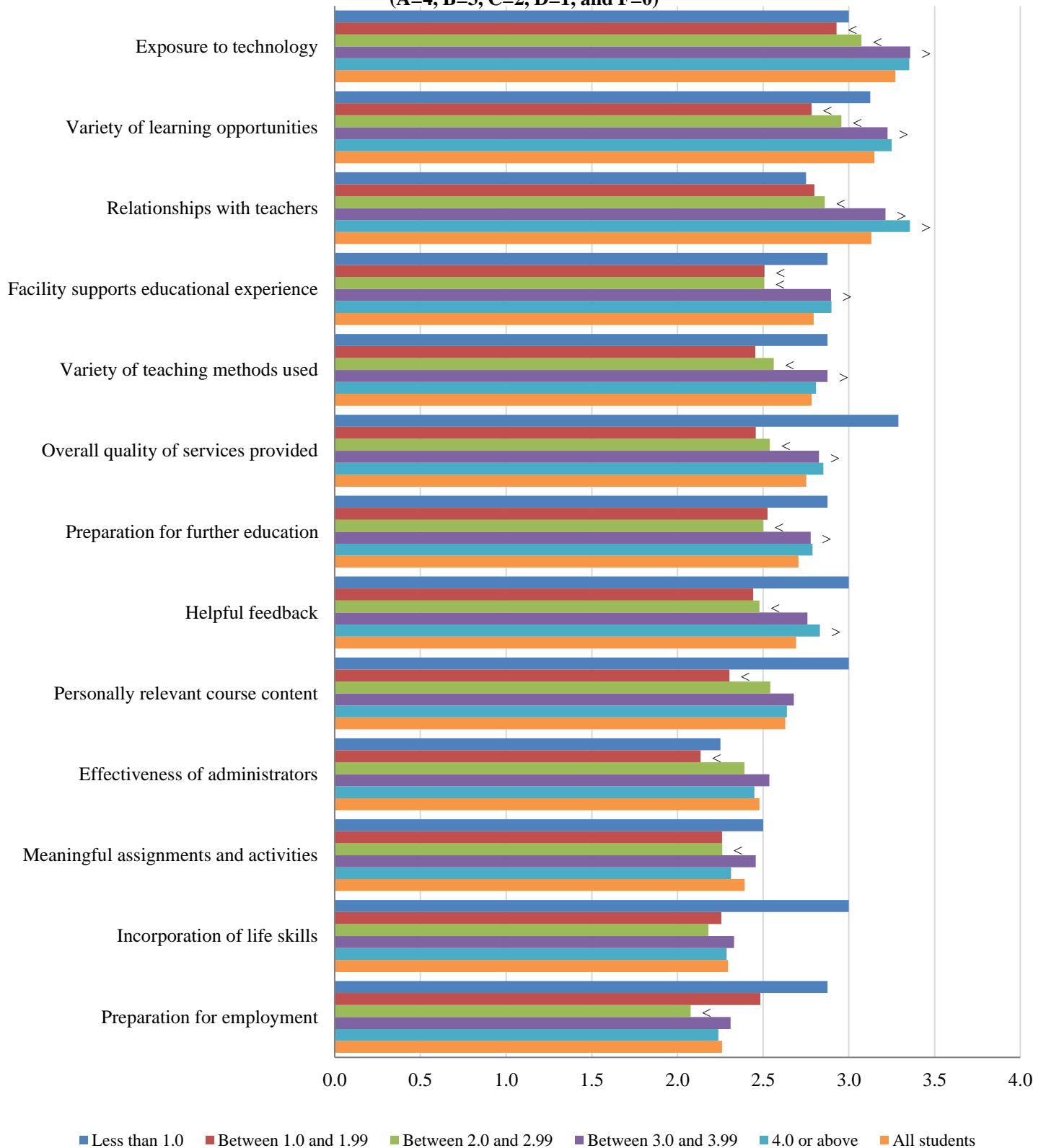
In all 13 areas, students who reported feeling connected to their school assigned a statistically significantly higher (denoted with “>”) letter grade, and students who reported not feeling connected assigned a statistically significantly lower (denoted with “<”) letter grade than students overall.

Average letter grade assigned to high school by connectedness to school
(A=4, B=3, C=2, D=1, and F=0)



When examining the results based on the students' self-reported GPA, those who reported their GPA was between 1.0 and 1.99 rated their school significantly lower (denoted with "<") than students overall on 4 of the 13 items. Students who reported their GPA was between 2.0 and 2.99 rated their school significantly lower on 10 of 13 items. Students who reported their GPA was between 3.0 and 3.99 rated their school significantly higher (denoted with ">") on 7 of 13 items.

Average letter grade assigned to high school by GPA
(A=4, B=3, C=2, D=1, and F=0)



This report was generated by the Research, Evaluation and Testing department of the Anoka-Hennepin School District. For further information, please visit the RET website, www.ahschools.us/ret, or call (763) 506-1000 and request the RET department.