

---

# Senior Exit Survey Report 2023

---

Anoka-Hennepin  
School District

---

Prepared by the Department of  
Research, Evaluation and Testing

---



ANOKA-HENNEPIN  
SCHOOLS  
*A future without limit*

## Table of Contents

Introduction.....	3
Key Findings.....	4
Demographics .....	6
Future Plans and Goals .....	10
Perceptions of the High School Experience.....	14
Ninth Grade Responses Compared to 12 <sup>th</sup> Grade Responses.....	17
Comparisons by Student Group .....	19

## 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.

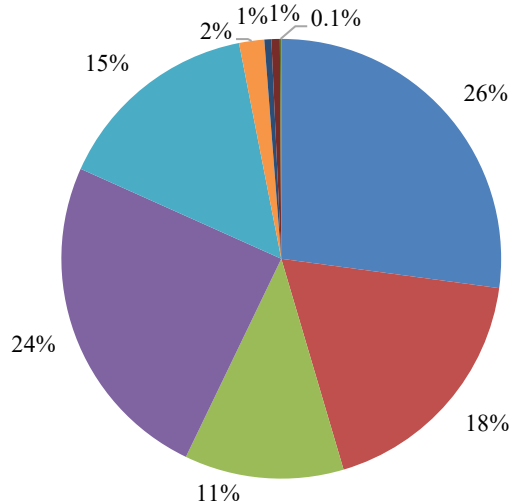
The Senior Exit Survey has been administered to seniors annually since its inception in 2010-11. The survey was administered in 2022-23 online between March 27<sup>th</sup> and May 26<sup>th</sup>. Students generally complete the anonymous survey in 15-30 minutes. The questionnaire consists of 21 questions, some of which ask respondents to rate several items, relating to students':

- post-secondary plans;
- educational aspirations;
- participation in college and/or 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 2019-20, teachers administered a paper version of the survey during their advisory class, although in years 2019-20 through 2020-21 students were sent a link directly and asked to take the survey on their own time in an unstructured setting due to the COVID-19 pandemic. In 2021-22 and 2022-23, seniors were given the opportunity to participate in the survey online during a structured time. The respondent count stayed consistent from last year with respondents being representative of each high school, as well as the district's alternate programs.

### High School Participation

■ Andover	26%
■ Anoka	18%
■ Blaine	11%
■ Champlin Park	24%
■ Coon Rapids	15%
■ A-H Regional	2%
■ STEP	1%
■ Secondary Virtual School	1%
■ Other	0.1%



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-seven percent of 2022-23 seniors reported having attended their current high school for part or all of four years.
- In 2022-23, a 6% increase in students participating in *STEP* special programming was reported over last year. Participation in *PSEO* has seen a small increase from last year (18% to 20%), however, prior to 2019-20 the *PSEO* program was stable around 6-8%.
- Student participation in *Naviance activity* and *Job shadowing* have both seen changes since 2021-22 with *Naviance activity* decreasing by 9% and *Job shadowing* increasing by 6%.
- Sixty-four percent of students reported feeling connected to their high school, an increase of 4% over last year returning to a rate similar to 2019-20.
- Eighty-five percent of seniors reported that they took the ACT in 2022-23, a slight increase since last year (83% in 2021-22) but 9% lower than what was reported in 2019-20 (94%).
  - Participation in the *Accuplacer* has seen a small decline of 2% since last year, but since 2019-20, participation has dropped by 15%.
  - Students reported a 5% decline in participation of the *SAT* from 2021-22, after reporting a 9% increase from 2020-21 to 2021-22 (8% to 17%, respectively).
- The majority of seniors reported that their summer plans were to work at their job (87%).
- The majority of 2022-23 seniors reported their post-secondary plans for the fall included working (51%) which saw a decrease of 3% since last year, and attending a four-year college (56%) which increased by 3%.
- Eighty-six percent of students reported aspirations for some level of post-secondary education.
  - Seventy percent of seniors reported that their highest level of educational aspiration included obtaining a 4-year degree or higher. This was an increase of 5% over last year's cohort.
- Eighty-two percent of students reported being confident or extremely confident in reaching their highest educational aspirations, a rate 3% higher with last year's seniors. Students who plan to pursue a master's level graduate degree reported the highest confidence (88% confident or extremely confident) in reaching their goals.
  - Students who self-reported their race/ethnicity was Asian or Hispanic were found to be statistically significantly less confident than students overall in reaching their educational goals. In contrast, White students reported feeling significantly more confident.
  - Students at Andover High School reported statistically significantly higher confidence than students overall, and students at Champlin Park and Coon Rapids High Schools reported significantly lower confidence in attaining their educational goals.
  - Regarding students feeling connected to their school, students who reported feeling connected also reported having significantly higher confidence than students overall in attaining their educational goals, whereas students who reported not feeling connected reported significantly lower confidence in attaining their goals.
  - Students who reported their GPA was 3.0 or higher were statistically significantly more likely to feel confident in reaching their goals than when compared to students overall.
- Students continue to report, as in previous years, that *Financial issues* and the *Difficulty of college courses* were the greatest potential barriers for reaching their educational goals.
  - Male students reported statistically significantly lower concern compared to students overall on 4 of the 5 potential barriers to achieving their educational goal while females reported significantly higher concern on 3 of the 5 barriers listed.
  - Asian students reported being significantly more concerned about all 5 barriers than students overall. White students were significantly less concerned than students overall for 3 of the 5 barriers.
  - Students at Andover High School reported statistically significantly lower levels of concern for all five barriers whereas students at Anoka High School reported significantly higher levels of concern for 3 of the 5 barriers compared to students overall.

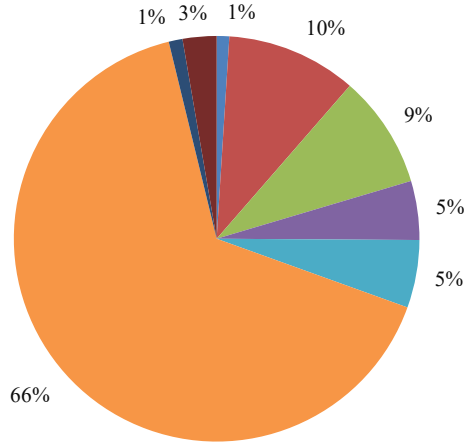
- Students who reported feeling more connected to their school rated concerns statistically significantly lower than students overall in all areas, whereas those not feeling connected rated those same areas as a statistically greater concern.
- Students who reported that their GPA was between 1.0 and 1.99 rated a statistically significantly higher concern in all areas when compared to students overall.
- When asked from whom students have sought college or career support, the highest rated groups were parents/guardians (95%) and teachers (63%).
- In terms of career and college planning, 5 of the 7 opportunities listed on the survey increased in student participation.
- Seventy-nine percent of seniors reported they submitted a college application, a 1% increase from last year when the rate was at the lowest it had been since the inception of the survey.
- Seniors in 2022-23 rated their high school, on average, equivalent to a B-, consistent with last year. The items rated the lowest were *Preparation for employment* and *Incorporation of life skills*.
  - Male students were statistically significantly more likely to assign a higher letter grade for 7 out of 13 high school experiences.
  - American Indian and Asian students rated their school statistically significantly lower than students overall on 4 of 13 items, whereas White students rated their school significantly higher on 5 of 13 items compared to students overall. Students who reported ‘ethnicity was not listed’ rated their school significantly lower on 5 of 13 items.
  - Disaggregating by traditional sites, Andover High School was rated significantly higher in the average letter grade for 10 out 13 items when compared to all students.
  - 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 1.0 and 2.99 rated their school statistically significantly lower on 11 items, whereas students who reported their GPA was between 3.0 and 3.99 rated their school significantly higher on 11 of 13 items when compared to all students.
- The 2022-23 cohort of 12<sup>th</sup> grade students who were 9<sup>th</sup> graders in 2019-20 were more likely to aspire to complete a 4-year degree as seniors (43%) than as freshmen (37%). A greater percentage of this cohort (82%) were extremely confident or confident that they could attain their educational goals, an increase of 14% compared to their freshmen year.
- When compared to their 9<sup>th</sup> grade year, this year’s seniors increased their ratings of *Relationships with teachers* most. In their 9<sup>th</sup> grade year, 24% of students rated this item an “A” and as 12<sup>th</sup> graders, 43% rated this item an “A.”

## Demographics

Of the 2022-23 survey respondents, 51% identified as female, 41% as male, 3% identified with an option not listed, and 2% preferred not to answer (3% did not respond to this item.) According to students' self-reported ethnic background, White students were slightly over-represented while Black, Hispanic, and Multi-racial students were slightly under-represented compared to all grade 12 students enrolled:

### Ethnicity

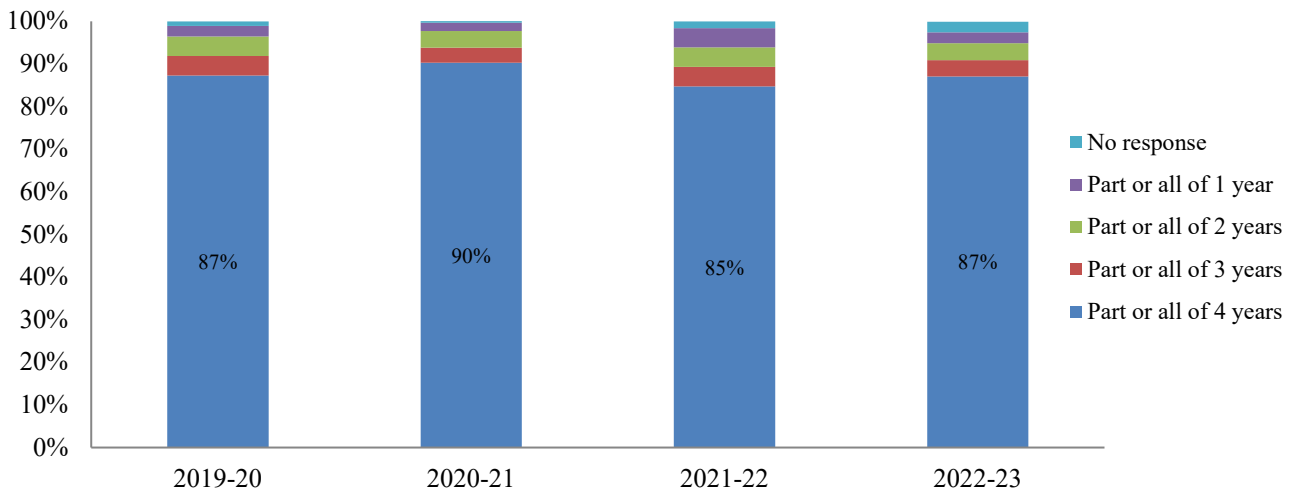
- American Indian/Alaska Native 1%
- Asian/Native Hawaiian/Pacific Islander 10%
- Black 9%
- Hispanic 5%
- Multi-racial 5%
- White 66%
- Option not listed 1%
- No response 3%



Note: The graphic above lists how the ethnicities were represented in the survey. Throughout the report, student ethnicities are referred to as American Indian, Asian, Black, Hispanic, Multi-racial, White, and Ethnicity not listed.

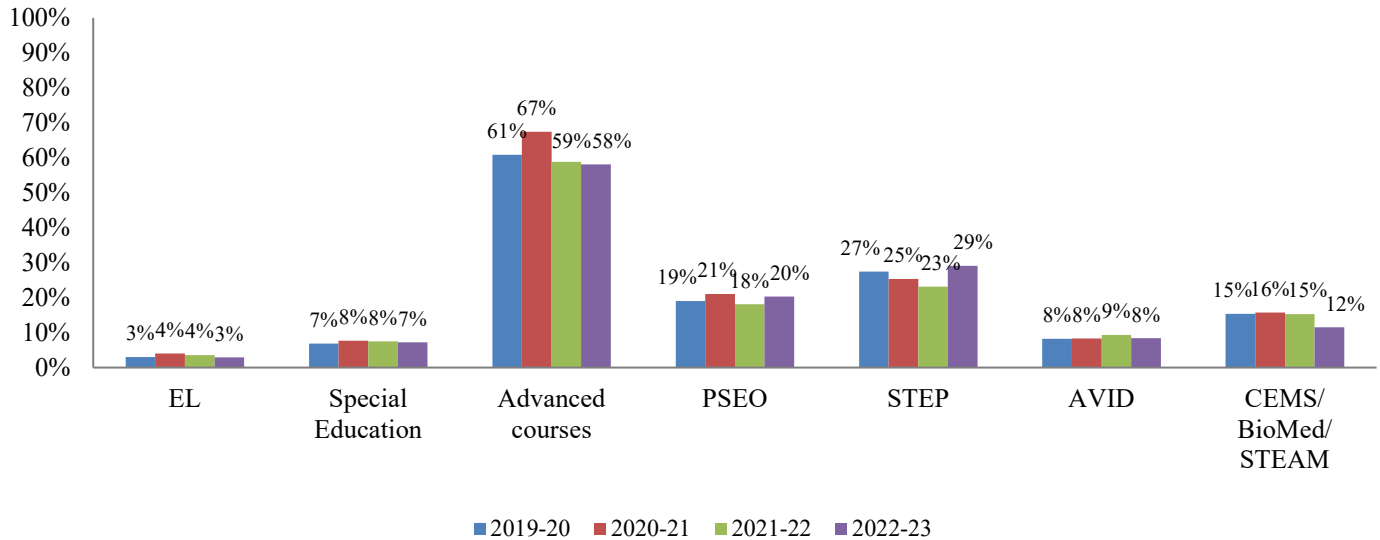
In 2022-23, eighty-seven percent of responding seniors attended their current high school for part of or all of four years. This is 2% higher than reports from 2021-22.

### Years Attended this High School



**Participation in special programming.** The percentage of students who reported participating in special programming stayed similar compared to last year across EL, SpEd, Advanced courses, and AVID programs, within 1%. The rate of those participating in *STEP* courses which saw a 6% increase from last year. Students reported a 2% increase in participation in *PSEO* since last year, and notably there was a jump in 2018-19 to 2019-20 from 7% to 19%, respectively (not depicted in graph.) Prior to 2019-20, the *PSEO* program was fairly stable around 6-8%. Student participation in *EL* programming has decreased by 1% and has remained relatively stable over the past four years. The *CEMS/BioMed/STEAM* program decreased by 3% from last year, however in prior years had remained stable.

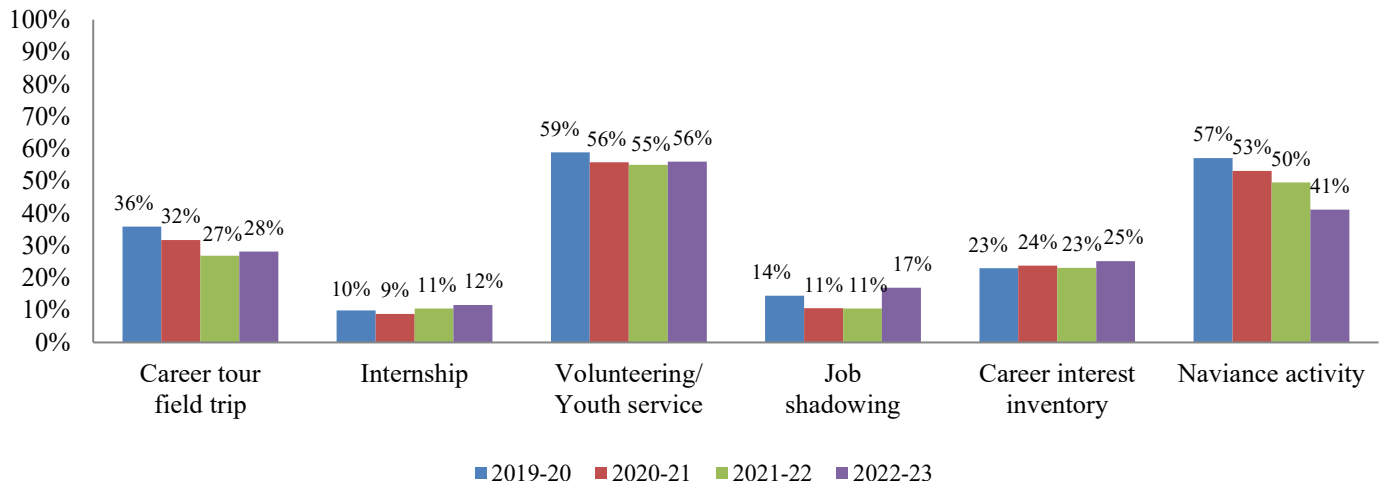
**Participation in special programming**



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

**Participation in career activities.** In 2022-23, the percentage of students who reported participating in career activities saw increases within 2% of 2021-22 except for participation in *Job shadowing* and *Naviance activity*. *Job shadowing* saw an increase of 6% since last year. Student participation in *Naviance activity* has decreased by 9% since 2021-22, but in the past four years *Naviance activity* had seen a larger decline of 16%.

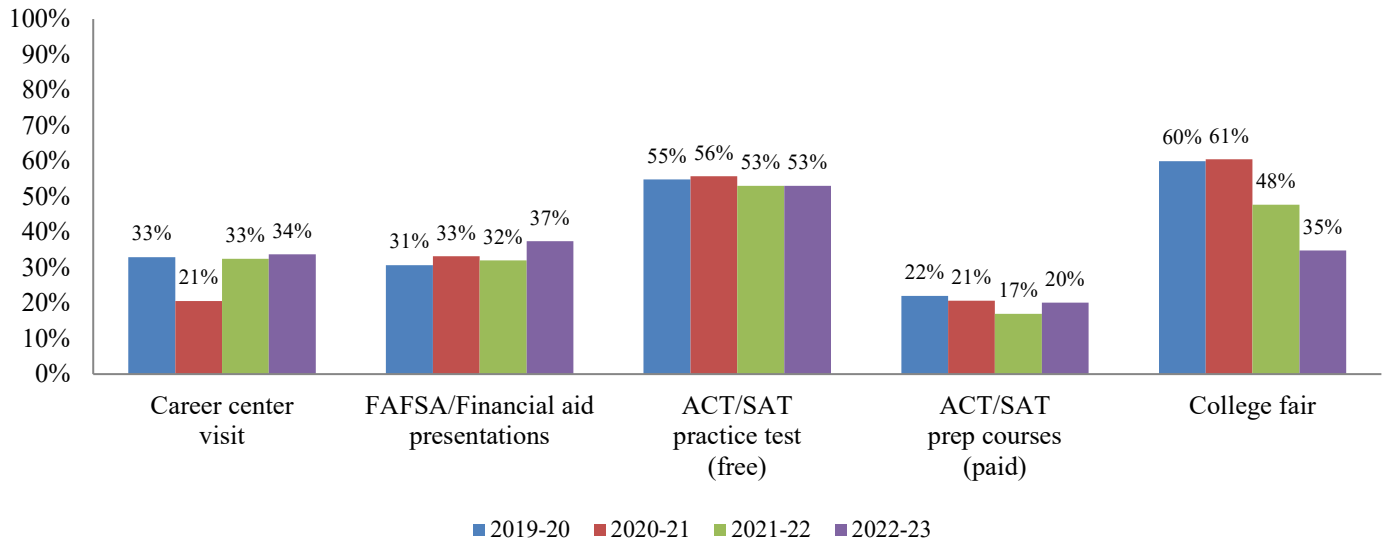
**Participation in career activities**



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

**Student or parent participation in college and career activities.** In 2022-23, the percentage of students reporting themselves or their parent(s) as having participated in activities increased or maintained in all areas except for visiting a *College fair* which saw a 13% decrease. Small increases over last year were seen for participation in *Career Center visits*, *FAFSA/Financial aid presentations* and the *ACT/SAT prep courses (paid)*. Visiting a *College fair* has continually declined over the past three years, 61% in 2020-21 to 35% in 2022-23. The percentage of students who have participated in the *ACT/SAT practice test (free)* has been consistent at a rate of 53% for the past two years, while the rate over the past four years has maintained a rate between 53-56%.

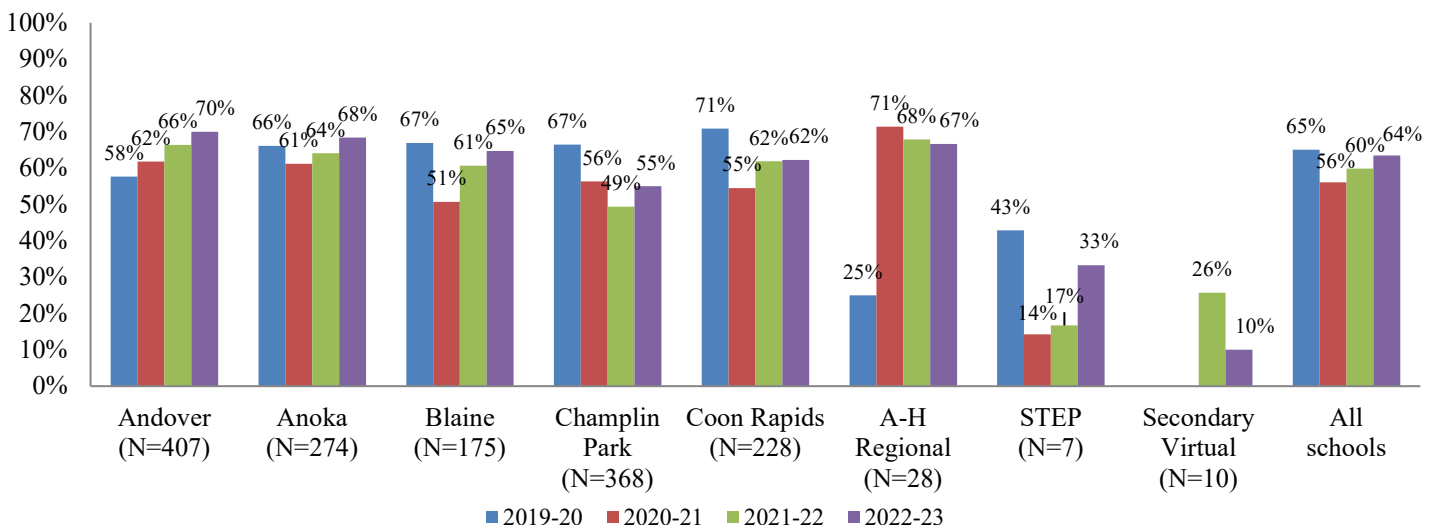
**Student or parent participation in various activities**



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

**Connection to high school.** Overall, 64% of seniors reported that they felt connected to their high school, an increase of 4% since 2021-22 returning to a rate similar to 2019-20. The percentage of students who reported feeling connected increased at all traditional sites except at Coon Rapids High School, where the rate remained at 62% for both 2021-22 and 2022-23. Champlin Park High School students reported an increase in connection to their school by 6% this year, unlike the previous two years where declines were observed (49% in 2021-22 to 55% in 2022-23). It is important to keep in mind that the number of respondents at A-H Regional, STEP, and Secondary Virtual sites are considerably lower than at traditional high schools, making their reported connectedness more variable across years.

**Student connection to high school**

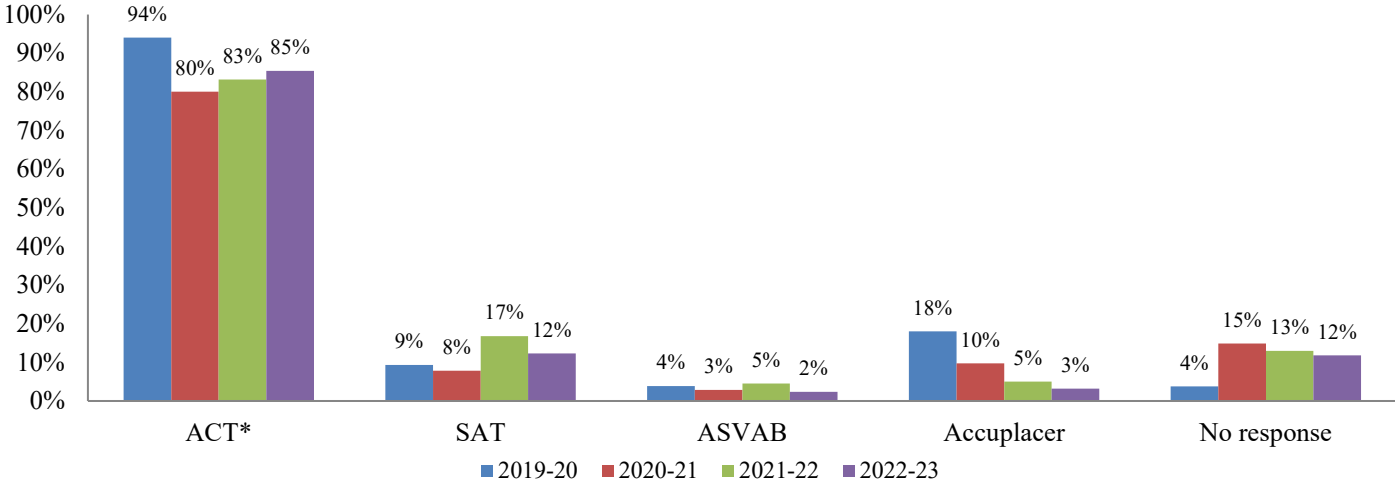


Note: Secondary Virtual was a new site in 2022.



**College entrance exams.** The percentage of students reporting taking the *ACT* (85%) increased by 2% from 2021-22 but is lower than the years 2019-20 and prior. While it is lower, the percentage of students reporting having participated in the *ACT* has steadily risen over the past three years. The district’s school day opportunity for taking the *ACT* was offered to the class of 2020-21 during the fall of their senior year instead of spring of their junior year which may explain the decline in participation that year, decreasing from 94% in 2019-20 to 80% in 2020-21. Students reporting taking the *SAT*, *ASVAB*, and/or the *Accuplacer* all saw decreases from last year with a range of a 2% decrease to a 5% decrease. In general, participation in the *Accuplacer* has seen a decline of 15% in the past four years (18% in 2019-20 to 3% in 2022-23). 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.

**College entrance exams taken**

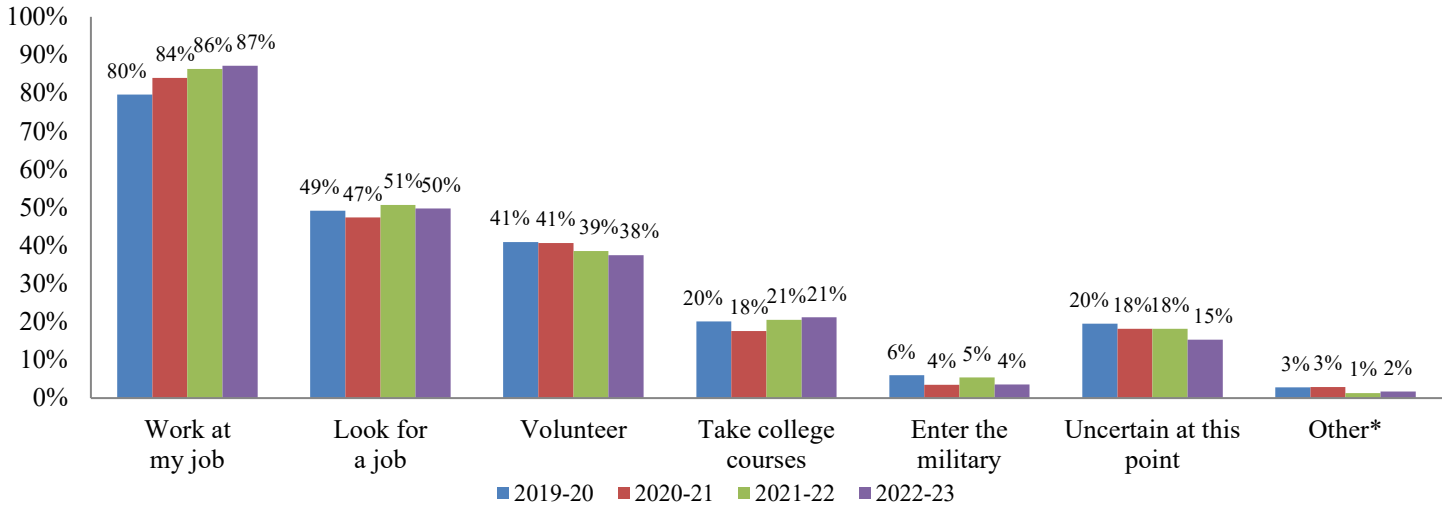


*Note: Students were able to choose more than one response for this item.  
 \*The ACT is offered free of charge during the school day.*

## Future Plans and Goals

**Summer plans.** Consistent with prior years, the majority of respondents in 2022-23 plan to *Work at their job* over the summer (87%). This rate has seen a steady increase over the past four years (80% in 2019-20). Thirty-eight percent of seniors reported plans to *Volunteer* over the summer which has consistently seen declines over the past three years and is at its lowest rate since the inception of the survey in 2010-11. The largest change from last year was seen for students who were *Uncertain at this point* on their plans for the summer (18% in 2021-22 to 15% in 2022-23).

**Plans over summer**

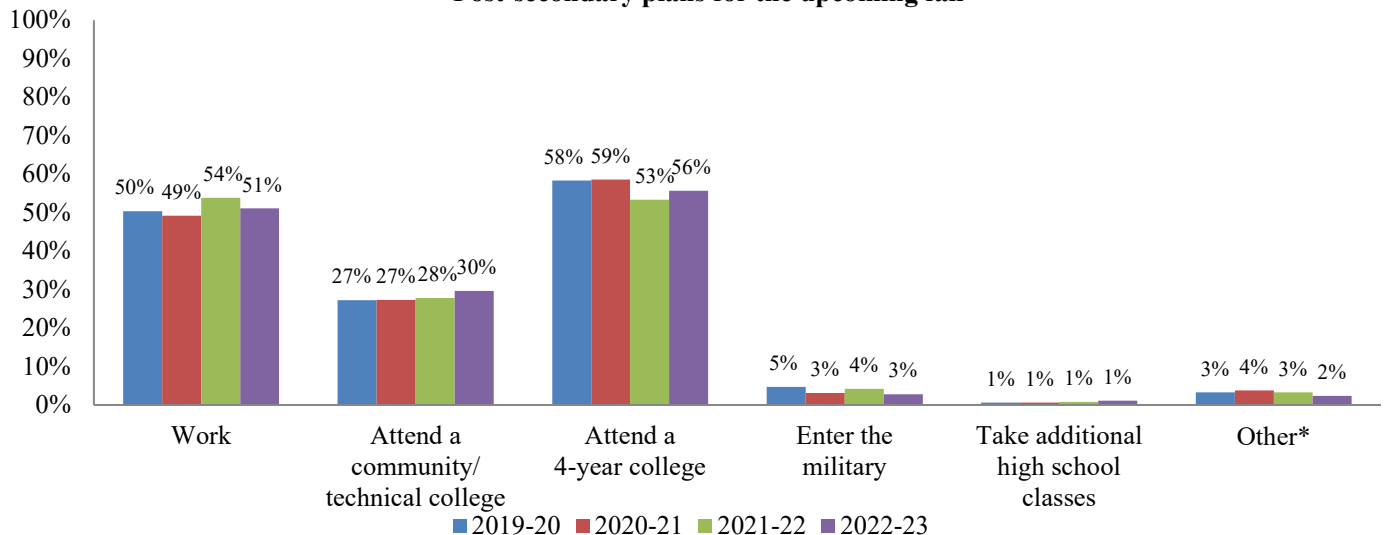


Note: Students were able to choose more than one response option for this item.

\*The 'Other' option was included as a written in text box for students to provide responses that were not already included as an option on the survey. There were 26 students who provided an 'Other' response, these included vacation/traveling, taking a gap year, and participating in an internship.

**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 decreased 3%, and the percentage of students reporting plans to *Attend a 4-year college* increased 3% from 2021-22.

**Post-secondary plans for the upcoming fall**

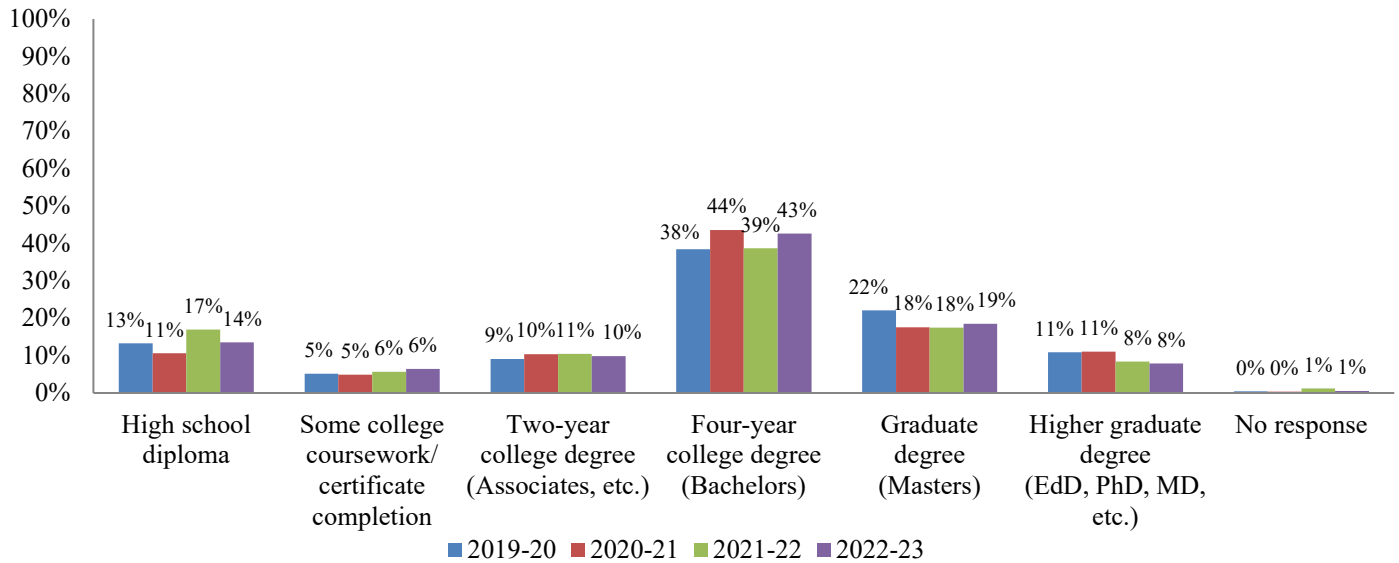


Note: Students were able to choose more than one response for this item.

\*There were 36 students who provided an 'Other' response, these included playing junior hockey, going to college or trade school, and attending Pathways.

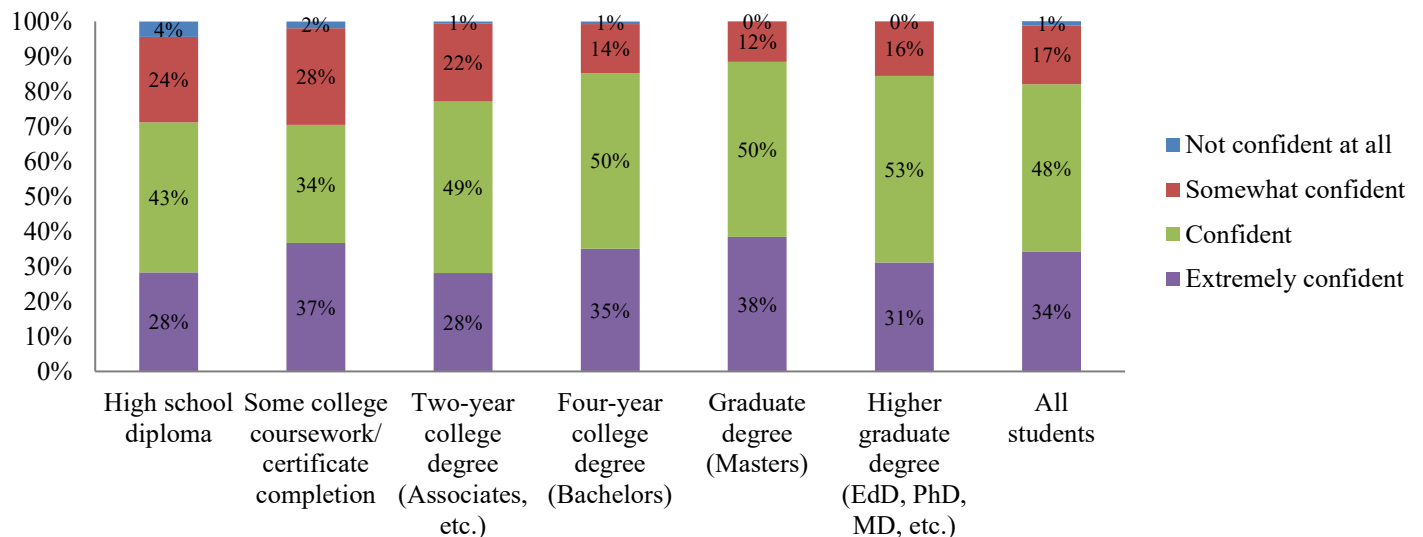
**Educational aspirations.** Eighty-six percent of students reported aspirations for some level of post-secondary education, a 5% increase from last year, which aligns more closely to rates in 2019-20 and prior. Seventy percent of seniors reported that their highest level of educational aspiration included obtaining a 4-year degree or higher, an increase of 5% since 2021-22.

**Highest level of educational aspirations**



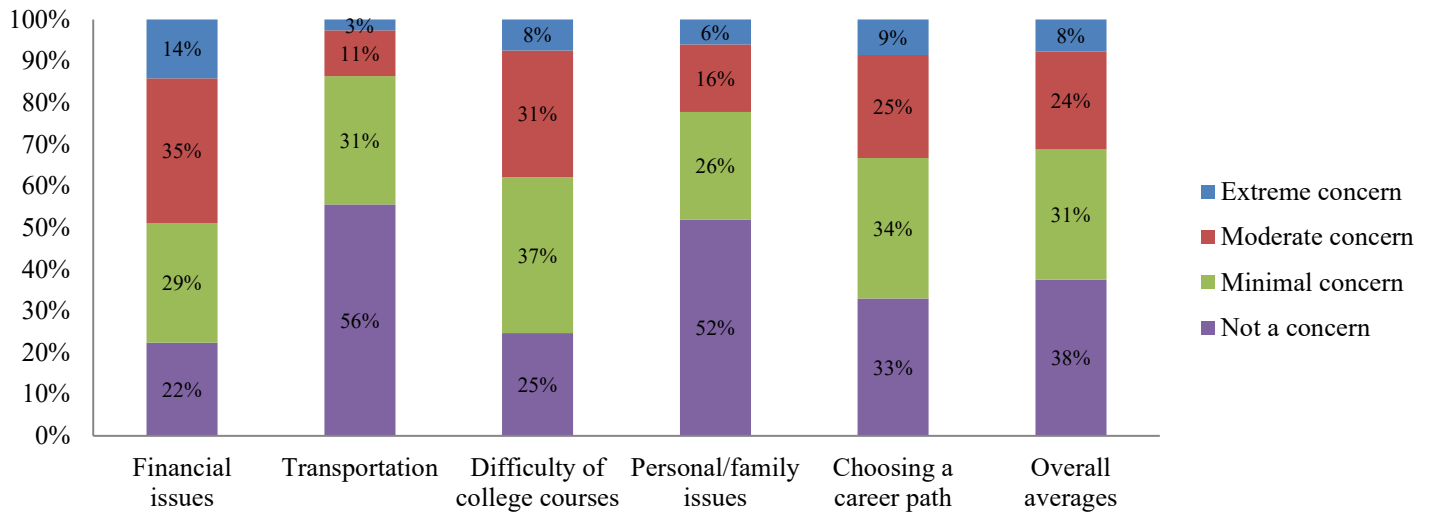
**Confidence in reaching educational goals.** Eighty-two percent of seniors reported being confident or extremely confident that they will achieve the level of education they aspire to a 3% higher rate than 2021-22 (79%). The percentage of students who plan to pursue a *Four-year college degree* or higher reported being either extremely confident or confident about reaching their goals at greater rates (86%) than those pursuing a *Two-year college degree* or lower (73%). Students who planned to earn a *Graduate degree (Masters)* were the most confident (88% confident or extremely confident) 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 commonly concerned (including both moderate and extreme concern) about *Financial issues* (49%) being a potential barrier for reaching their educational goals, followed by *Difficulty of college courses* (39%), and *Choosing a career path* (34%). These have historically been the top concerns.

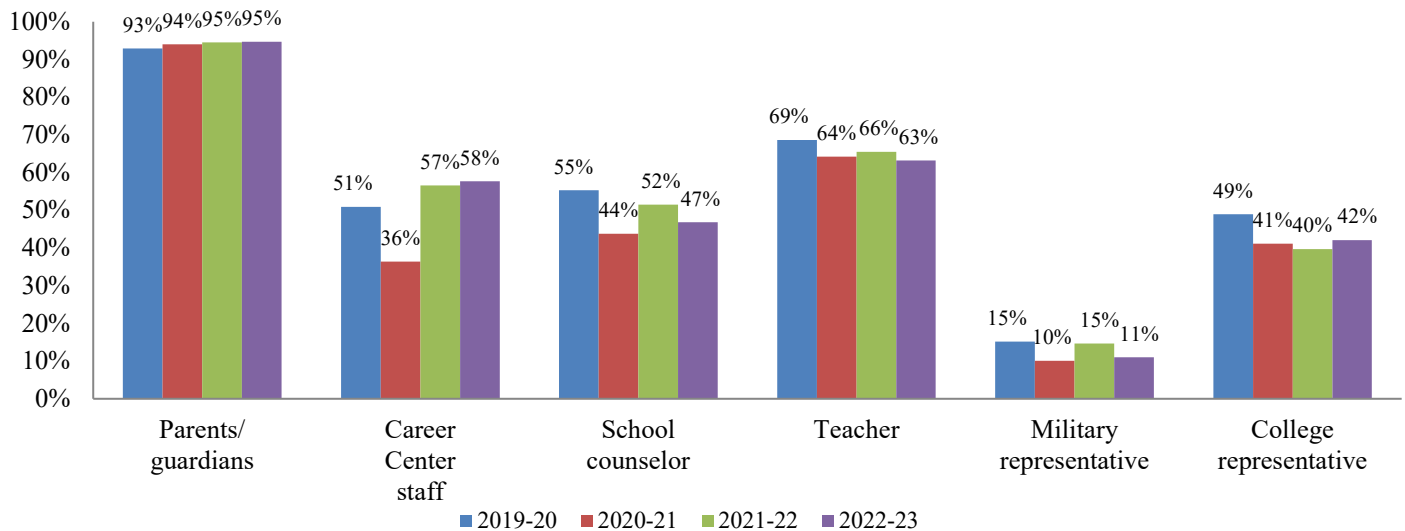
**Potential barriers for reaching educational goals**



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 percentages of students reporting finding support from *Parents/guardians* (95%) and *Career Center staff* (58%) were rated similar to last year, within 1%, while *Teachers* (63%), or *College representatives* (42%) were within 3% of reports from 2021-22. The rates of students finding support from a *School counselor* (47%), or *Military representative* (11%) decreased from 2021-22.

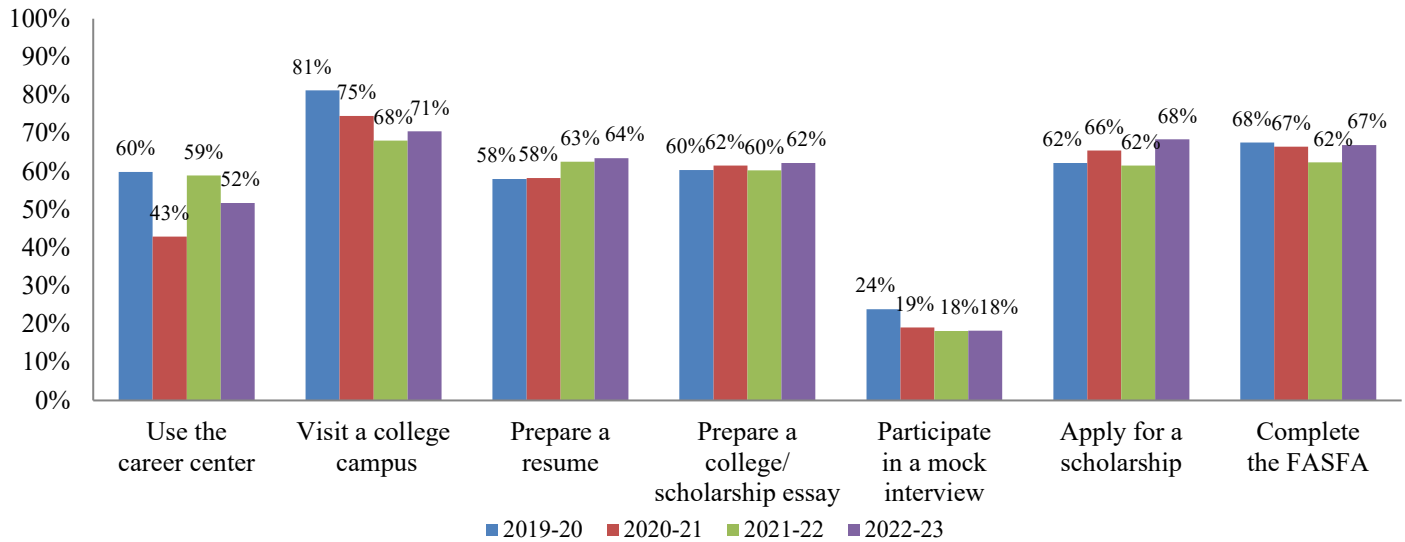
**Talked about career and/or college planning with others**



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

**Career and college planning.** Five of the seven career and college planning opportunities saw increases in the percentage of students reporting participation last year. The two exceptions were the *Use the career center* which dropped 7% and *Participate in a mock interview* which maintained its rate from 2021-22. The percentage of students who reported the *Use the career center* has been inconsistent over the past four years. Some contextual factors related to COVID-19 may have influenced this inconsistency. In 2022-23, students who participated in *Visiting a college campus* (71%) was the highest of the career and college planning opportunities for high school seniors as well as being the highest rated in the history of this survey.

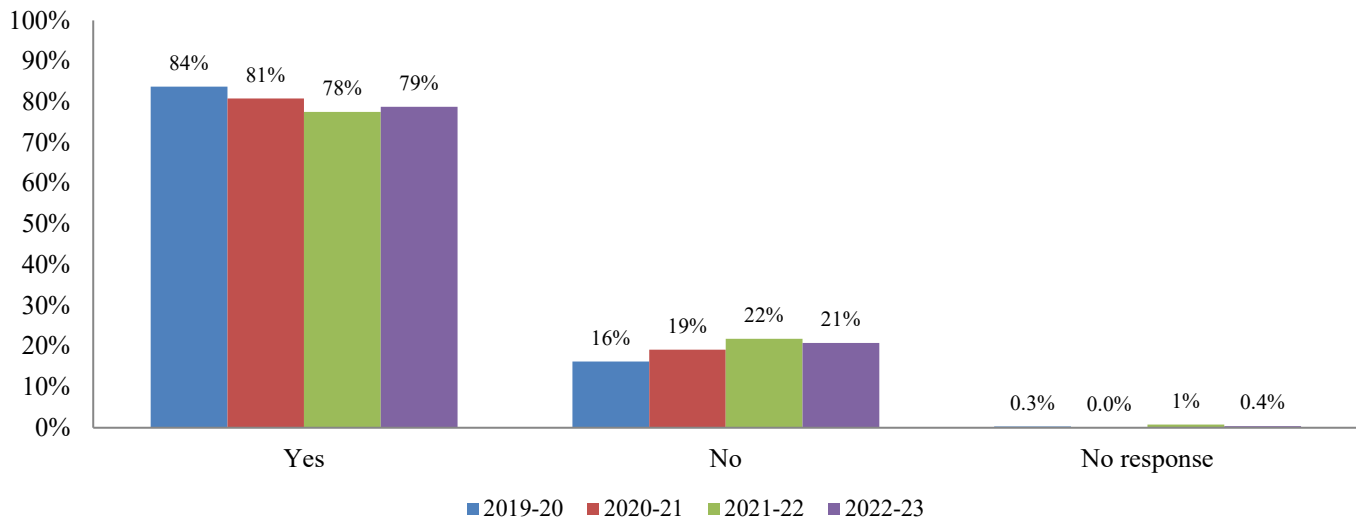
**Participation in career and/or college planning opportunities during high school**



Note: Students were able to choose more than one response for this item. Additional language was added to two item response options in 2022-23 but due to space availability the additional language was not added to the graphics, these were: “Use the services offered through the Career Center” and “Visit a college campus (2-yr or 4-yr).”

**College application.** Seventy-nine percent of 2022-23 seniors reported submitting at least one college application. From 2019-20 to 2021-22, this rate steadily declined by 3% each year; however, this year, the percentage of students reporting that they submitted a college application has increased by 1%. Noting findings on page 10, 86% of high school seniors reported plans to *Attend a community/technical college* or *Attend a 4-year college* in the fall but only 79% of respondents reported that they submitted an application.

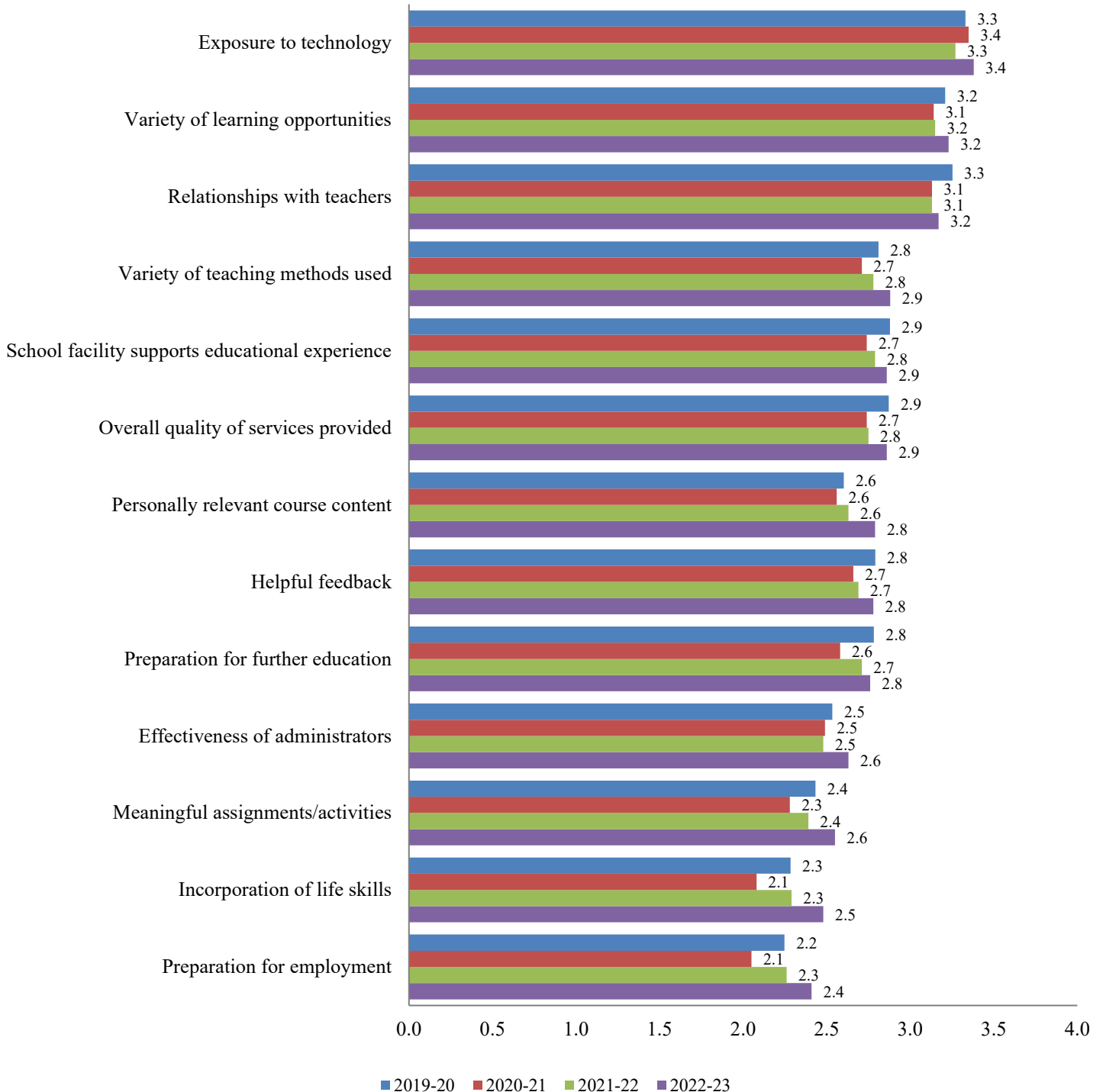
**Submission of college application**



## 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 2.8 (equivalent to a B-). Students rated all areas higher than in 2021-22, with *Exposure to technology* (3.4) continuing to be the highest rated item over the past four years. Areas with the greatest increases from 2021-22 to 2022-23 are *Incorporation of life skills*, *Meaningful assignments and activities*, and *Personally relevant course content*, each of which increased by 0.2.

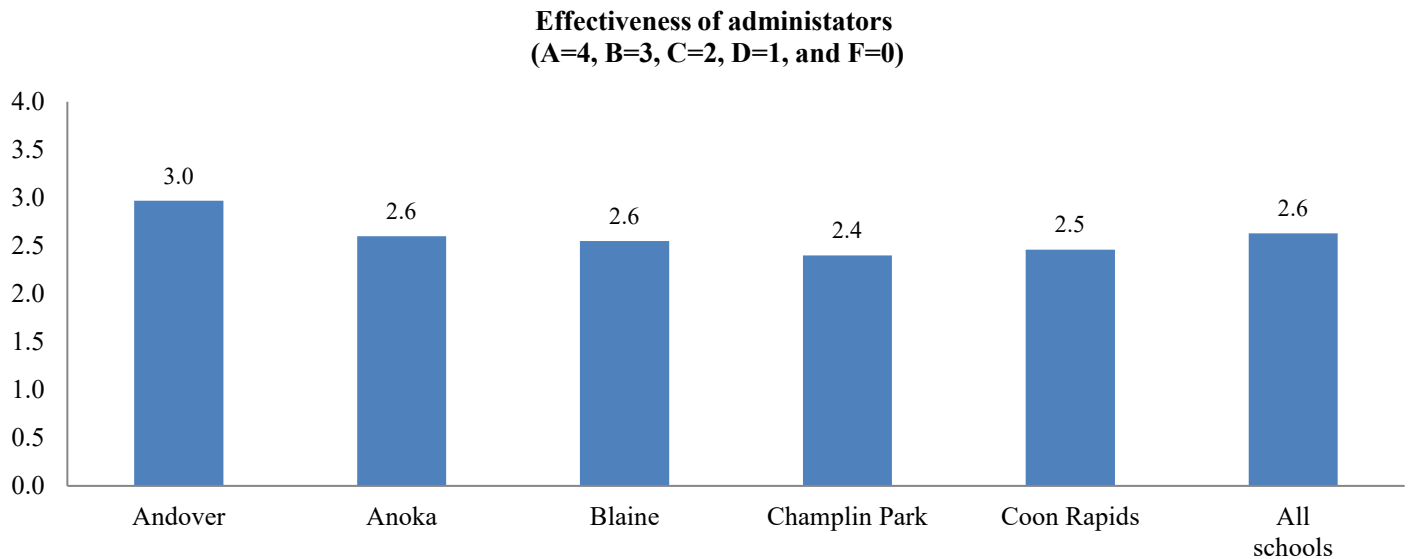
Average letter grade assigned to high school  
(A=4, B=3, C=2, D=1, and F=0)



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

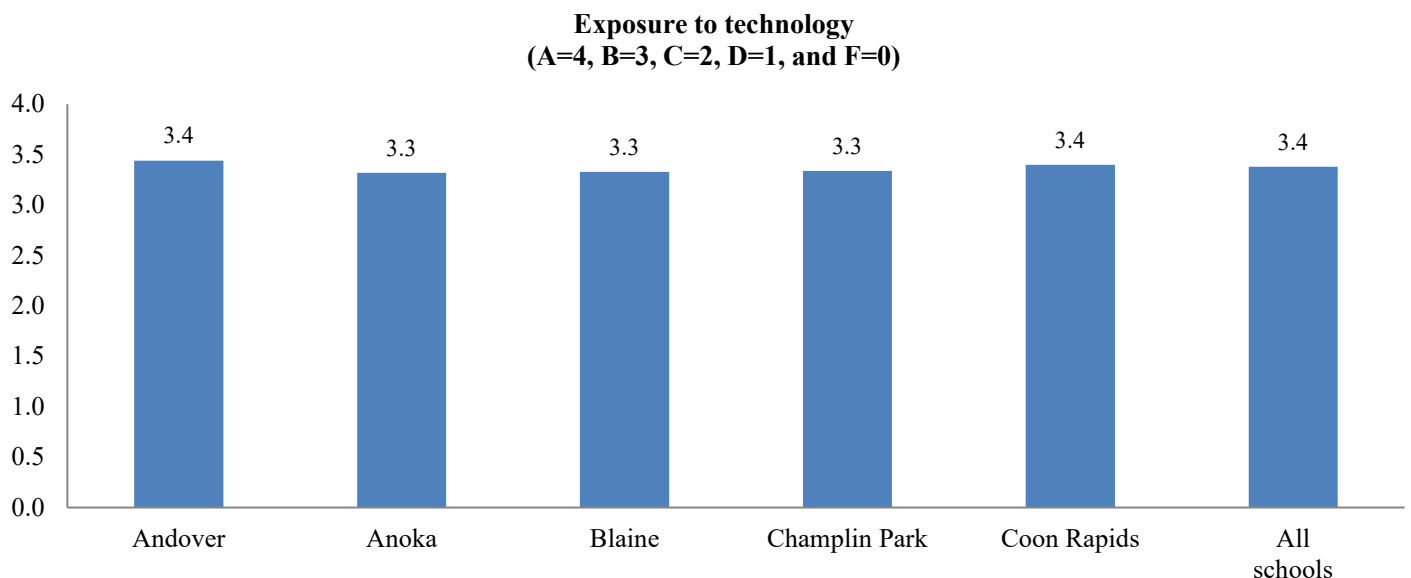
In this section, items from the previous page have been disaggregated by building for the following reasons: the item with the greatest variation across schools, the item with the least variation across schools, the highest rated item, the lowest rated item, and the item representing the overall quality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

**Effectiveness of administrators.** Student ratings of their high school on the item, *Effectiveness of administrators*, ranged from 2.4 to 3.0 at the traditional high schools. Among all items on the previous page, this item showed the greatest range in responses across traditional buildings.



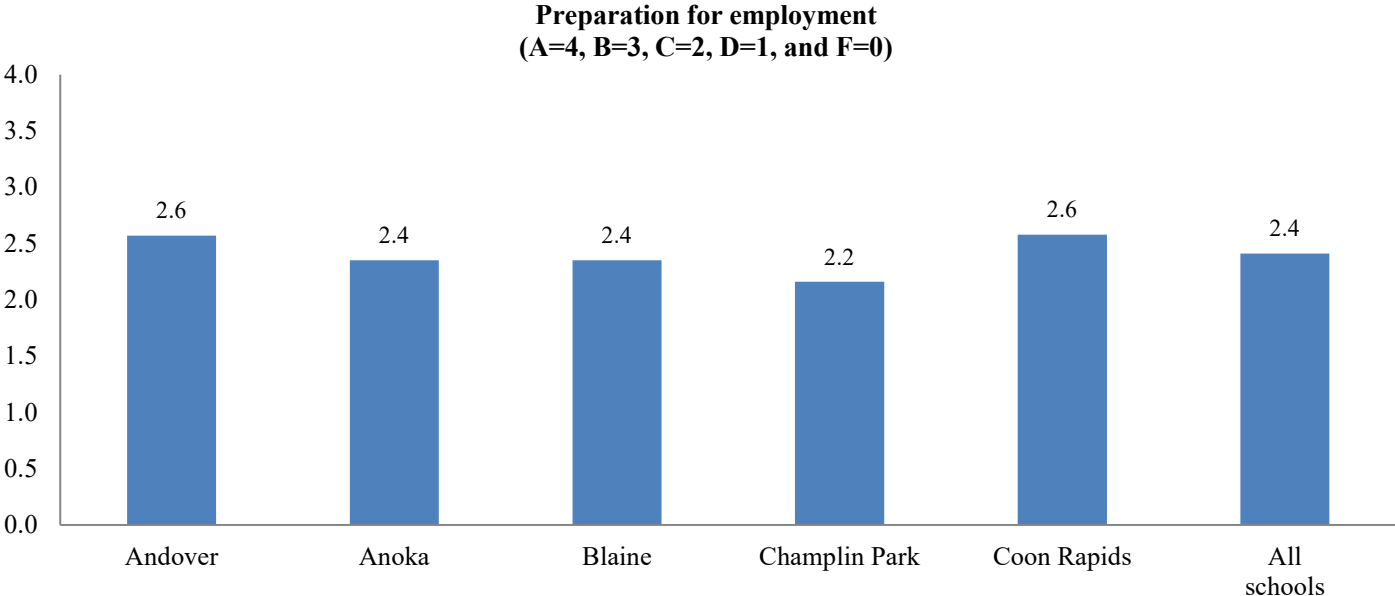
*Note: Respondent counts for A-H Regional, STEP, Secondary Virtual, and Other are considerably lower than for the traditional high schools and therefore not included in the graphic, however, these students' data are included in the "All schools."*

**Exposure to technology.** At the traditional high schools, student ratings of *Exposure to technology* ranged from 3.3 to 3.4. Among all areas rated on the previous page, this item showed the least variation in responses between traditional buildings. This item was also the highest rated item overall (3.4) as well as for each school in 2022-23, and has consistently been the highest rated item since 2018-19.



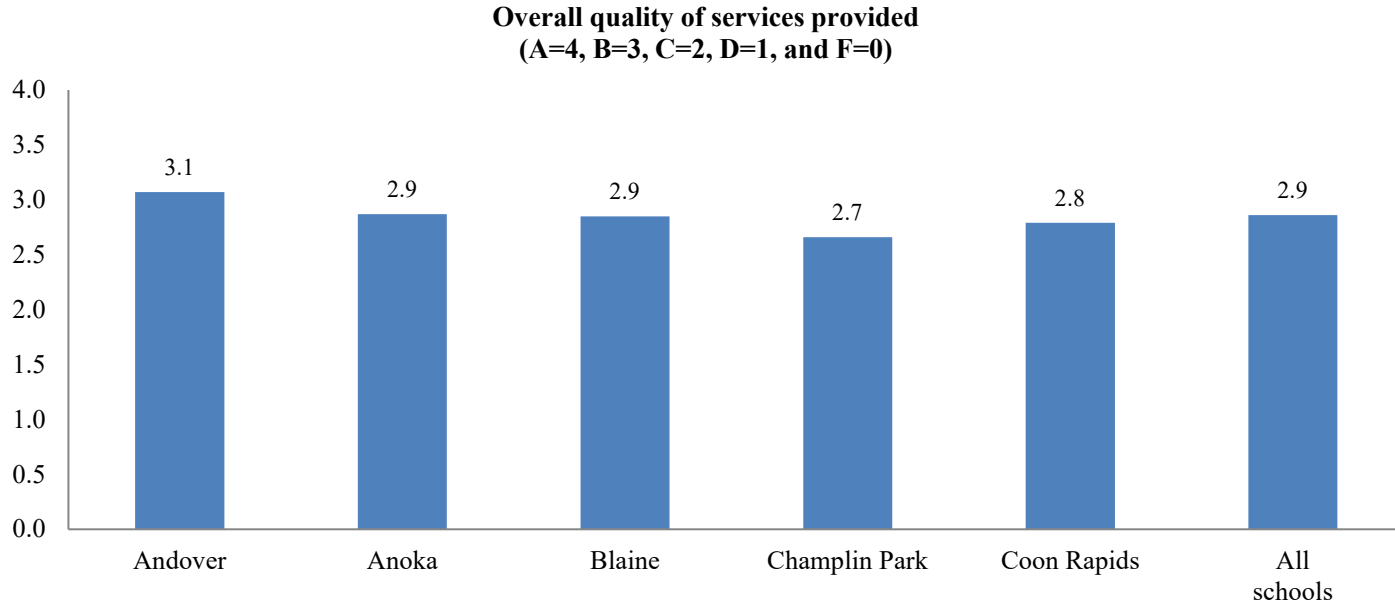
*Note: Respondent counts for A-H Regional, STEP, Secondary Virtual, and Other are considerably lower than for the traditional high schools and therefore not included in the graphic, however, these students' data are included in the "All schools."*

**Preparation for employment.** At the traditional high schools, student ratings of *Preparation for employment* ranged from 2.2 to 2.6. Overall, this item was the lowest rated item in 2022-23 and the second most variable item across traditional sites.



*Note: Respondent counts for A-H Regional, STEP, Secondary Virtual, and Other are considerably lower than for the traditional high schools and therefore not included in the graphic, however, these students' data are included in the "All schools."*

**Overall quality of services.** Student ratings of *Overall quality of services provided* ranged from 2.7 to 3.1 at the five traditional high schools. For the past two years in a row Andover High School has been the highest rated school for *Overall quality of services provided* (2.9 in 2021-22 and 3.1 in 2022-23).



*Note: Respondent counts for A-H Regional, STEP, Secondary Virtual, and Other are considerably lower than for the traditional high schools and therefore not included in the graphic, however, these students' data are included in the "All schools."*

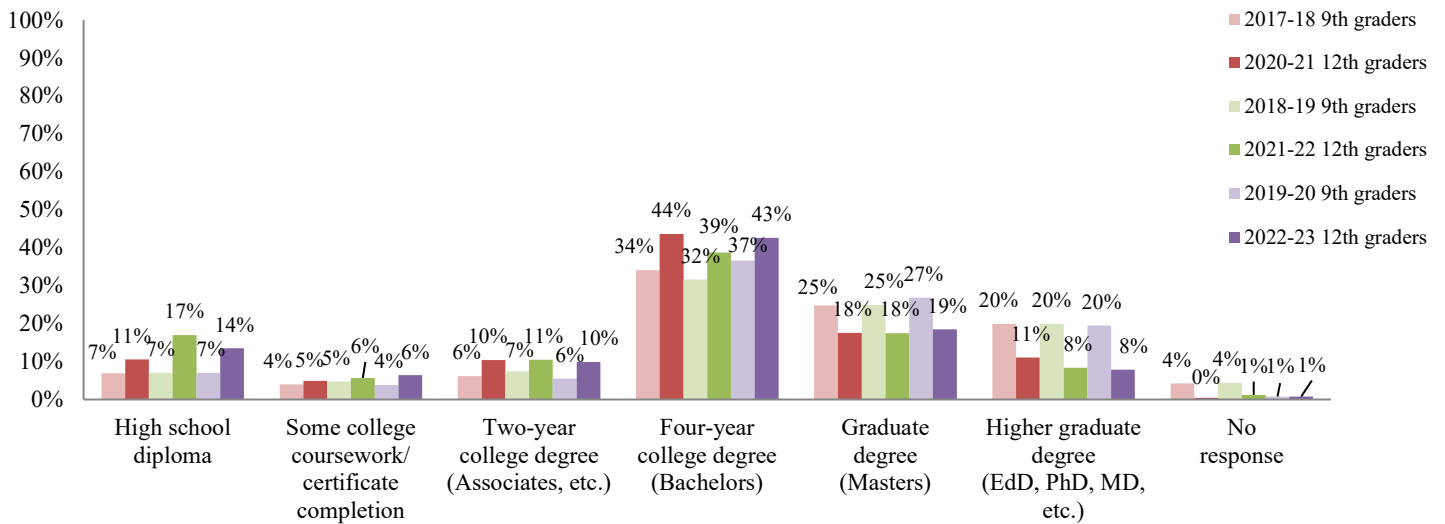


## Ninth Grade Responses Compared to 12<sup>th</sup> Grade Responses

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 2019-20 as ninth graders and 2022-23 as 12<sup>th</sup> graders. In the graphs below, cohorts of students are displayed in different shades of the same color.

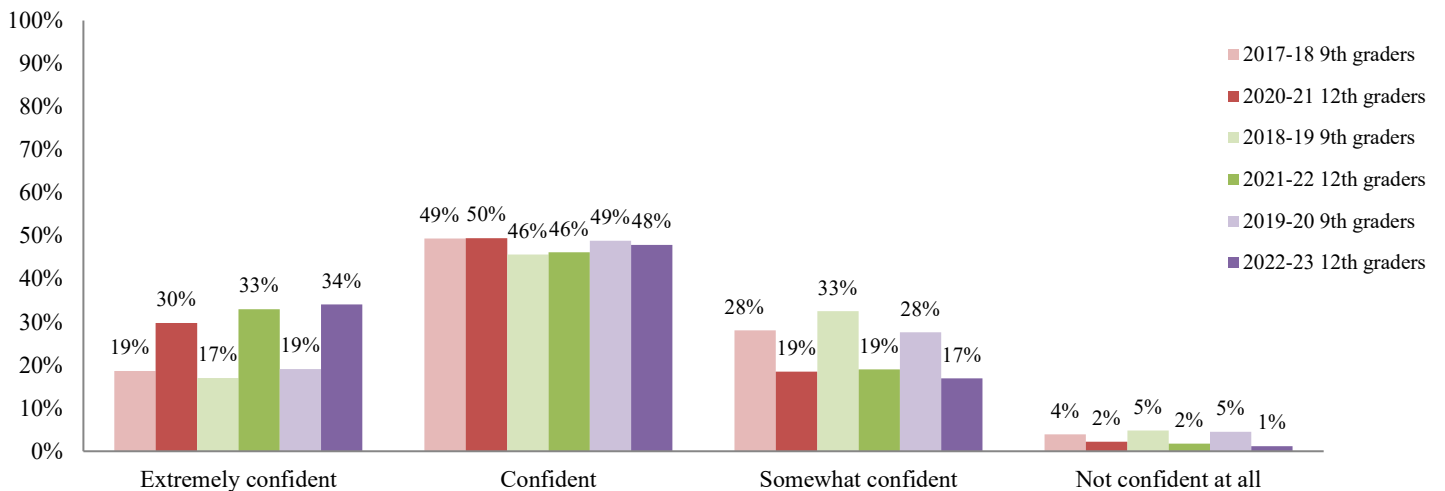
**Changes in educational aspirations.** A higher percentage of students in all cohorts reported educational aspirations towards a *High school diploma*, *Some college coursework/certificate completion*, a *Two-year degree*, or a *Four-year degree* as seniors than the percentage reported as freshmen. 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 seniors compared to reports as freshman. The most recent cohort's largest discrepancy between 9<sup>th</sup> and 12<sup>th</sup> grade 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**



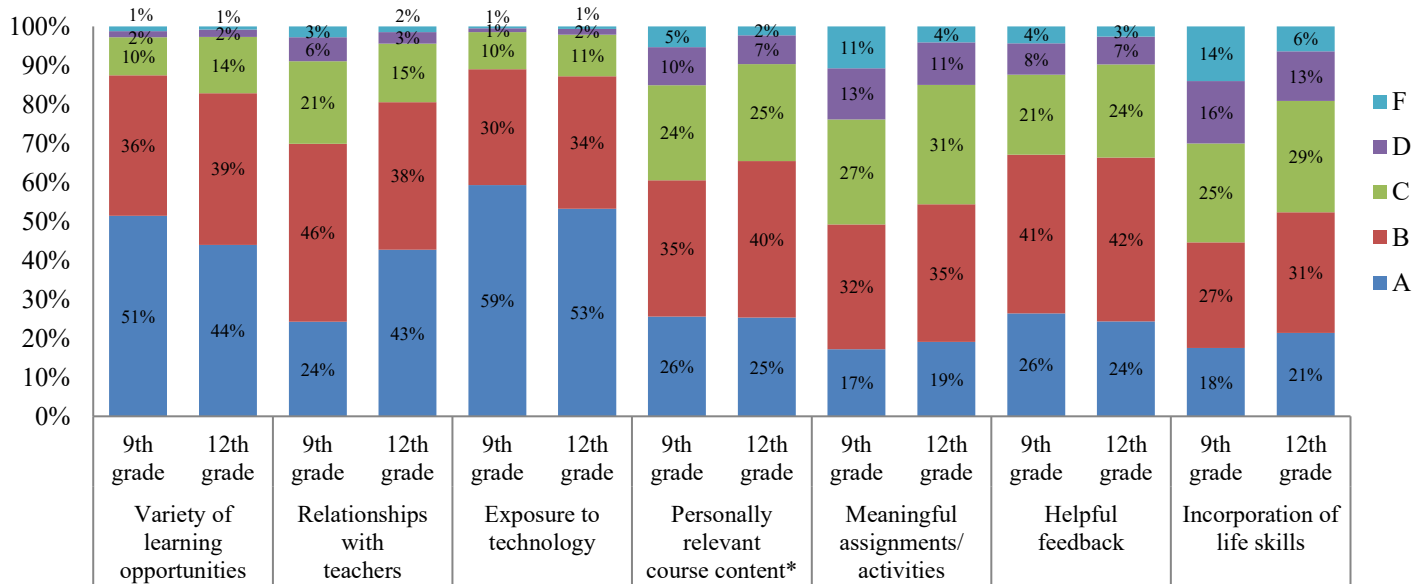
**Changes in confidence in reaching educational goals.** A greater percentage of students reported being extremely confident in attaining their educational goal as seniors than as freshmen, an increase of 15% from freshman year to senior year for the latest cohort of students. The percentage of students who reported being not confident at all decreased 4% from their freshmen to senior year in 2022-23. Students who reported being confident in attaining their educational goal has remained consistent from freshman to senior year across the past three cohorts.

**Confidence in attainment of educational goal**



**Changes in evaluation of high school.** When focusing on “A’s” and “B’s” assigned, the class of 2022-23 assigned a similar rating to their high school as seniors as they did as freshmen in the areas of *Exposure of technology* and *Helpful feedback*. As 12<sup>th</sup> graders, the class of 2022-23 rated *Exposure to technology* slightly lower than they did as 9<sup>th</sup> graders, down 2% when A’s and B’s are combined. Two areas increased by around 5% from 9<sup>th</sup> grade to 12<sup>th</sup> grade: *Personally relevant course content* and *Meaningful assignments/activities*. The area *Relationships with teachers* increased the most from 70% in 9<sup>th</sup> grade to 81% “A’s” and “B’s” assigned in 12<sup>th</sup> grade. The area that saw the largest decrease in ratings from 9<sup>th</sup> grade to 12<sup>th</sup> grade was *Variety of learning opportunities* (4% decrease from 9<sup>th</sup> grade to 12<sup>th</sup> grade).

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



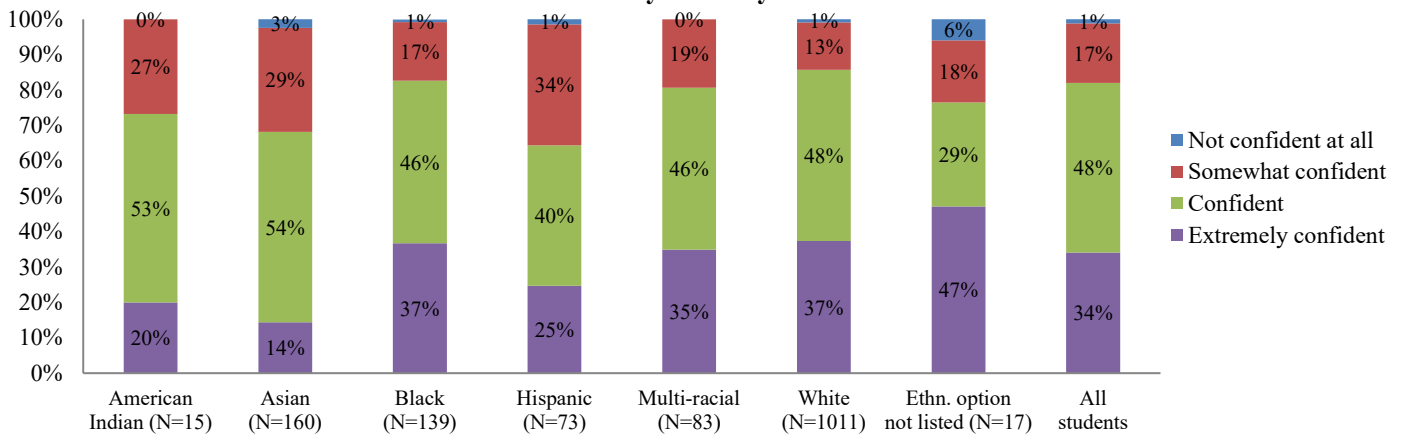
\* ‘Personally relevant course content’ was the item for these students as 12<sup>th</sup> graders. ‘Course content that I can relate to’ was the item for these same students as 9<sup>th</sup> graders.

## 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 student-reported factors in the order that follows: (1) gender, (2) race/ethnicity, (3) school, (4) feelings of connectedness, and (5) self-reported 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. Due to page space availability, in the *Perceptions of the High School Experience* section, beginning on page 24, only student groups with the most consistent patterns of statistically significant differences compared to the all students group are noted in the text.

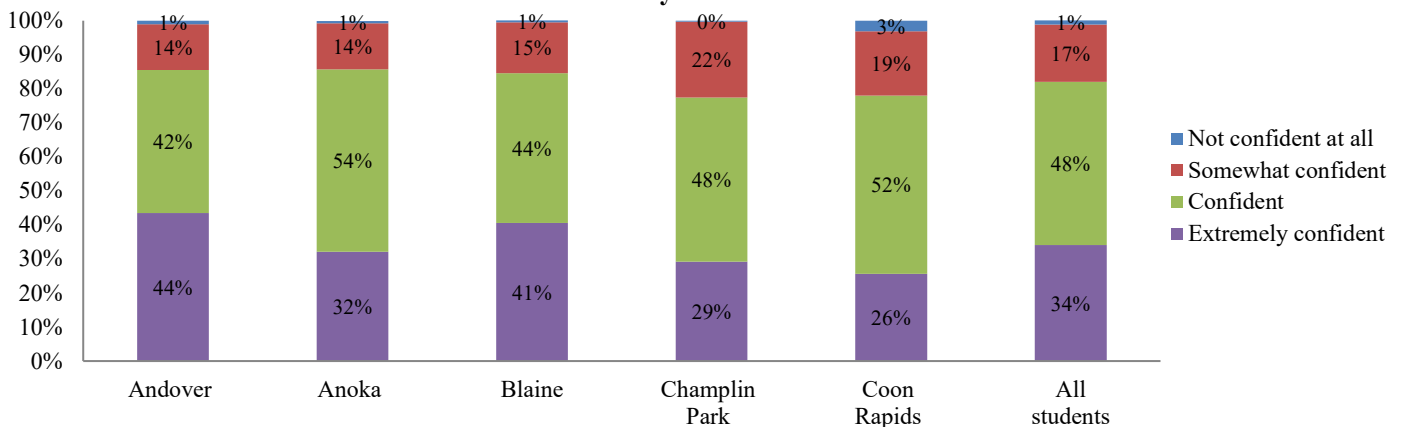
**Confidence in reaching educational goals.** When examining statistically significant differences in students’ confidence in reaching their educational goals, there were statistically significant differences related to race/ethnicity, school, feelings of connectedness, and GPA. Students’ confidence in achieving educational goals was consistent across genders. When focusing on race/ethnicity, Asian and Hispanic students reported feeling statistically significantly less confident while White students reported feeling significantly more confident than students overall.

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



Seniors at Andover High School reported statistically significantly higher confidence than students overall, and students at Champlin Park and Coon Rapids High Schools reported significantly lower confidence than students overall.

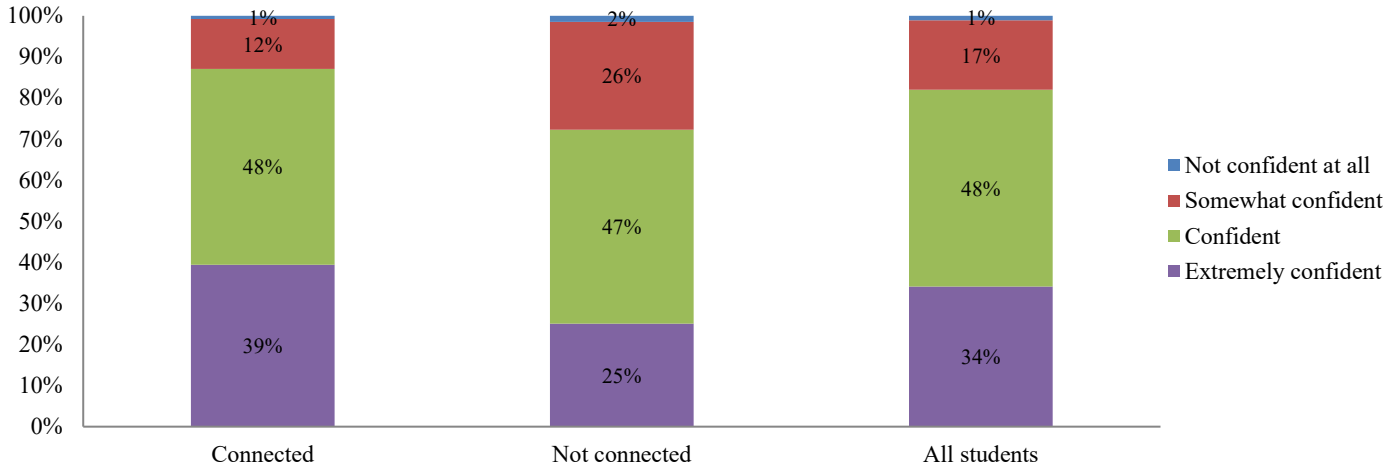
**How confident do you feel that you will achieve your ultimate educational goal?  
by school**



*Note: Respondent counts for A-H Regional, STEP, Secondary Virtual, and Other are considerably lower than for the traditional high schools and therefore not included in the graphic, however, these students’ data are included in the “All students.”*

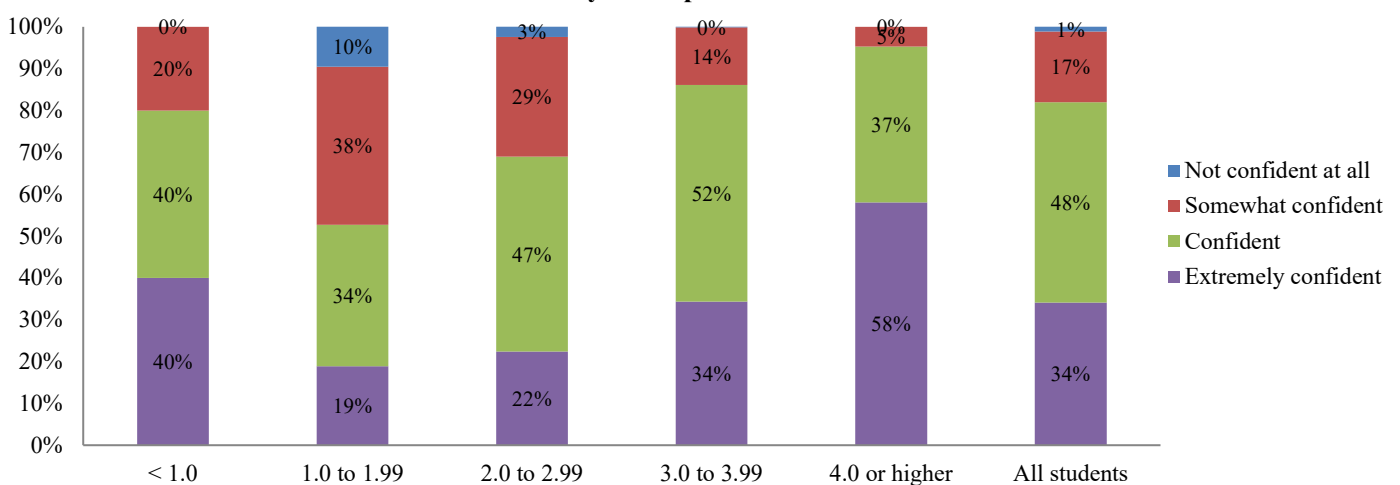
When examining students' confidence in achieving their educational goals, there were statistically significant differences based on whether a student reported feeling connected to their school. Students who reported feeling connected also reported statistically significantly higher confidence in attaining 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 and 2.99 were statistically significantly less likely than overall students to feel confident in reaching their goals, whereas students who reported their GPA was 3.0 to 3.99 and 4.0 or higher were statistically significantly more likely to feel confident in reaching their goals.

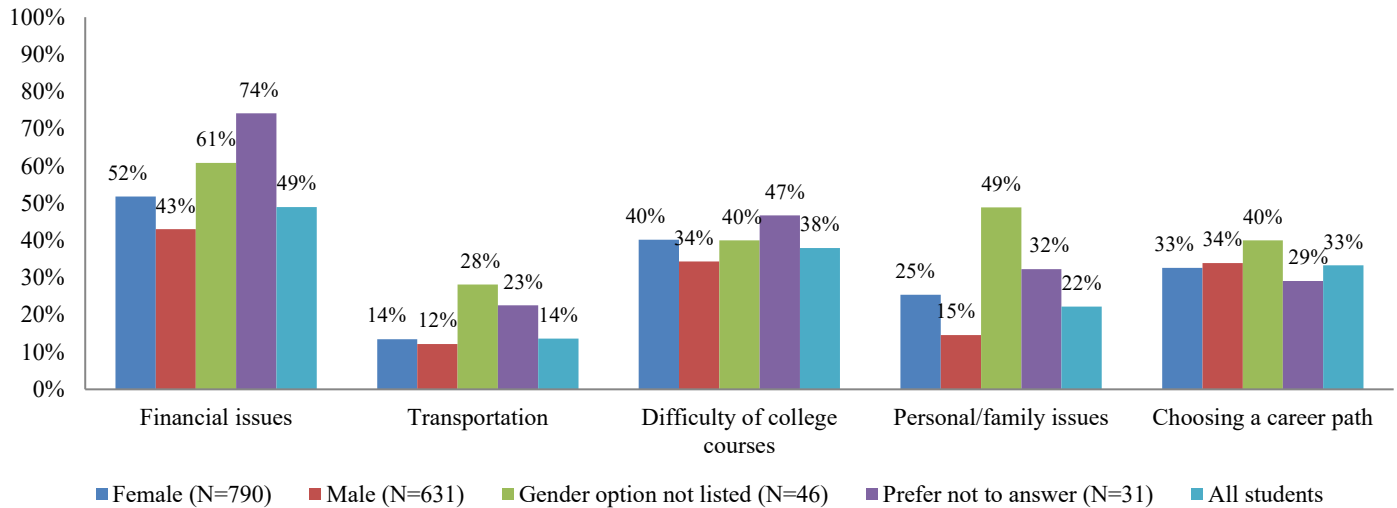
**How confident do you feel that you will achieve your ultimate educational goal?  
by self-reported GPA**



**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, feelings of connectedness, and GPA.

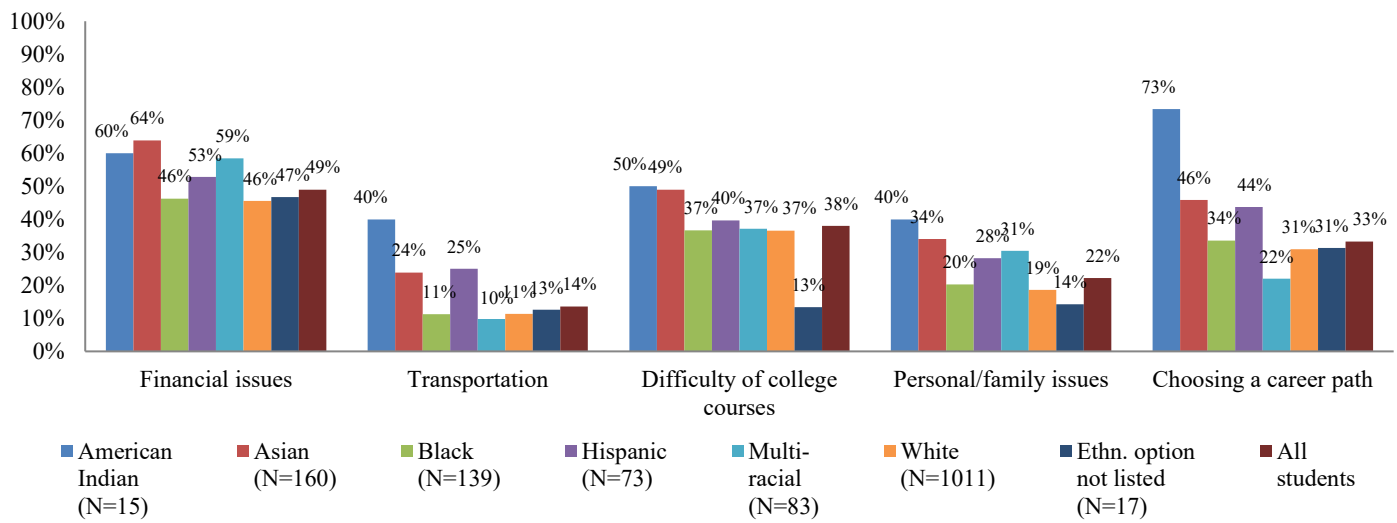
When examining barriers to reaching goals by gender, male students reported being statistically significantly less concerned about *Financial issues*, *Transportation*, *Difficulty of college courses*, and *Personal/family issues*, whereas female students reported statistically higher concern about *Financial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

**Percentage of students reporting moderate or extreme concern by gender**



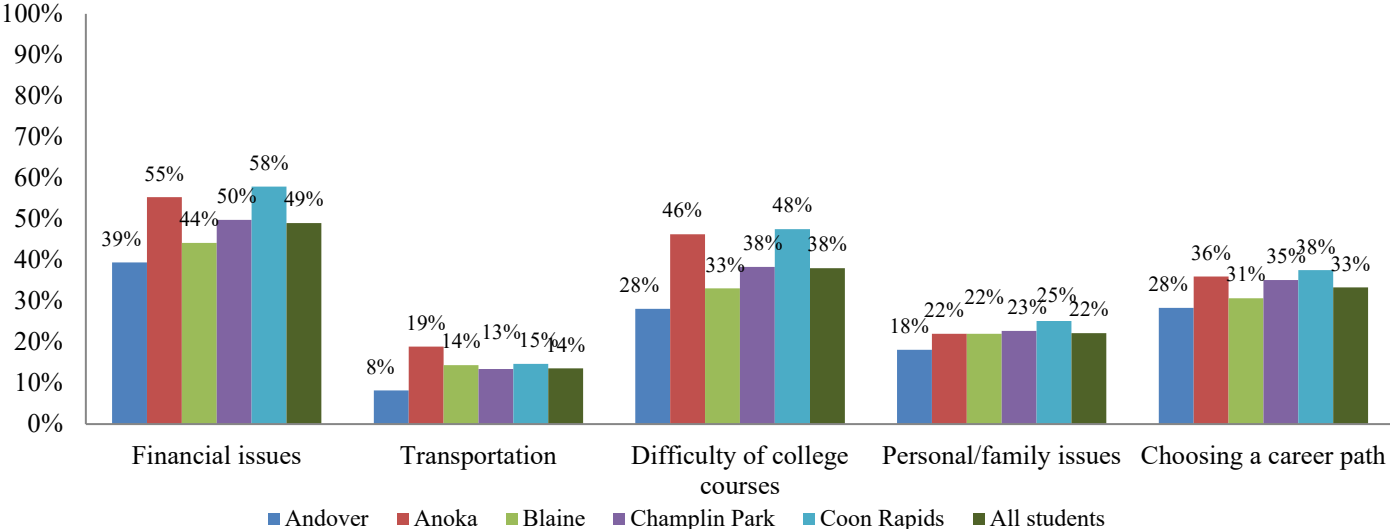
When compared to all students, Asian students reported statistically significantly higher levels of concern in all areas regarding barriers of reaching their goals. American Indian students reported statistically significantly higher levels of concern when it came to *Personal/family issues* and *Choosing a career path* in comparison to all students. White students reported statistically lower levels of concern compared to students overall related to *Financial issues*, *Transportation*, and *Personal/family issues*. Multi-racial students reported statistically higher levels of concern regarding *Financial issues* and *Personal/family issues* but reported being less concerned with *Choosing a career path* when compared to students overall. Students who chose 'Ethnicity option not listed' reported feeling more concerned with *Financial issues* than any other barrier option listed, but not at statistically significant levels compared to all students.

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



When examining student responses based on school and potential barriers to achieving their college/career goal, students at Andover High School reported statistically significantly lower levels of concern in all areas. Students from Anoka High School reported higher levels of concern regarding *Financial issues*, *Transportation*, and *Difficulty of college courses* in comparison to students overall. Seniors from Coon Rapids High School also reported statistically greater concerns with *Financial issues* and *Difficulty of college courses* when compared to their peers.

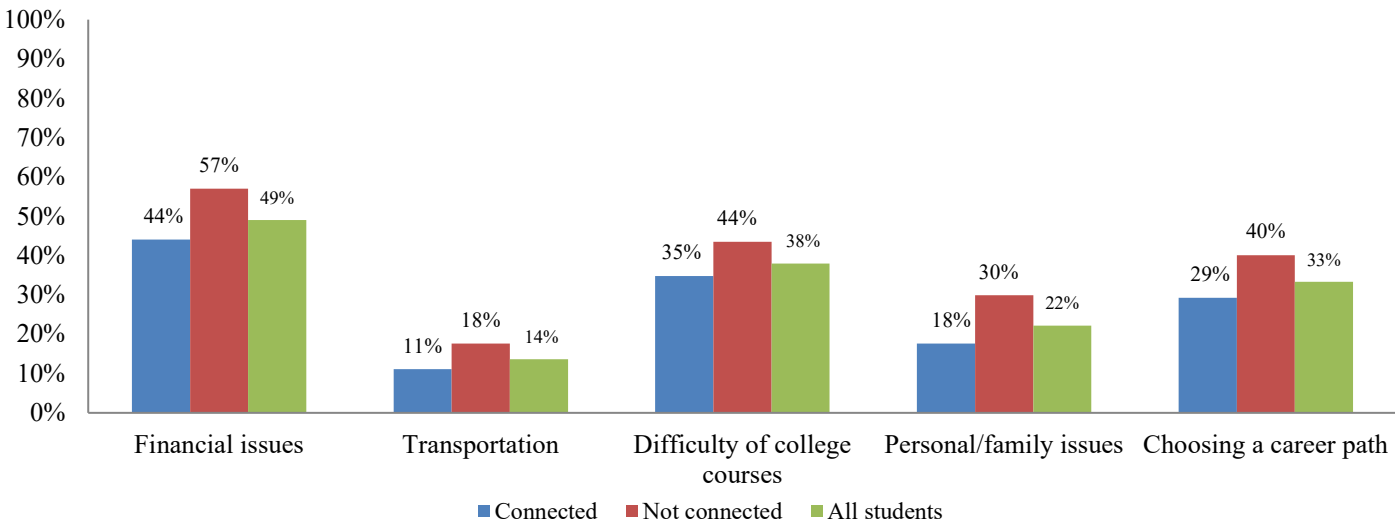
**Percentage of students reporting moderate or extreme concern by school**



*Note: Respondent counts for A-H Regional, STEP, Secondary Virtual, and Other are considerably lower than for the traditional high schools and therefore not included in the graphic, however, these students' data are included in the "All students."*

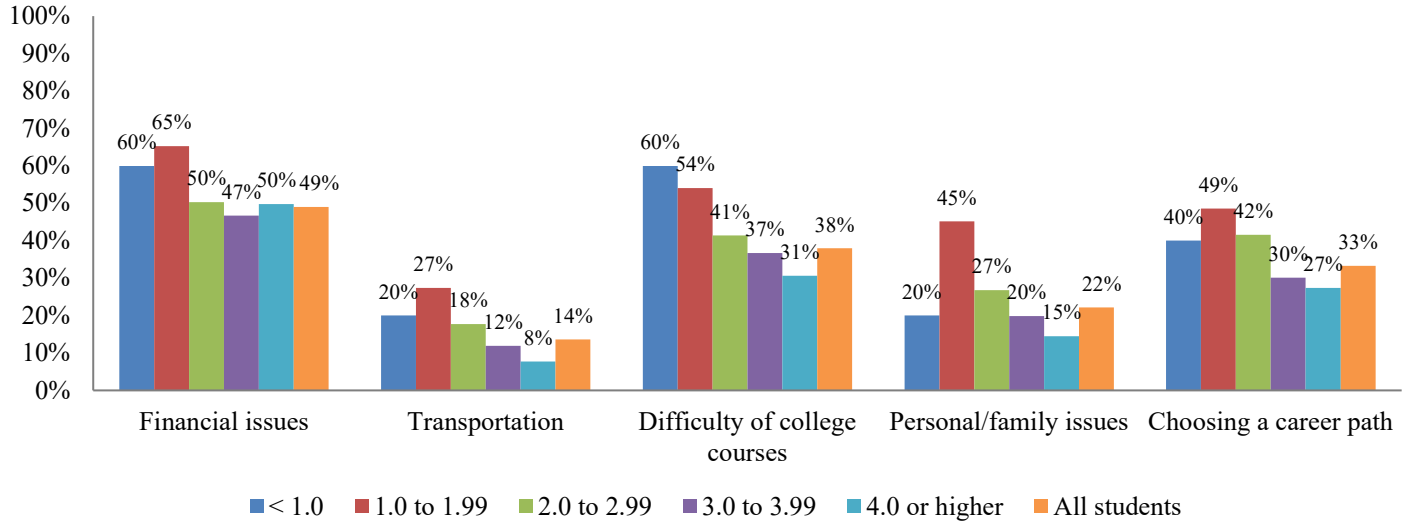
Students who reported feeling more connected to their school rated concerns significantly lower than students overall in all areas, whereas those not feeling connected rated those same areas as statistically greater concerns.

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



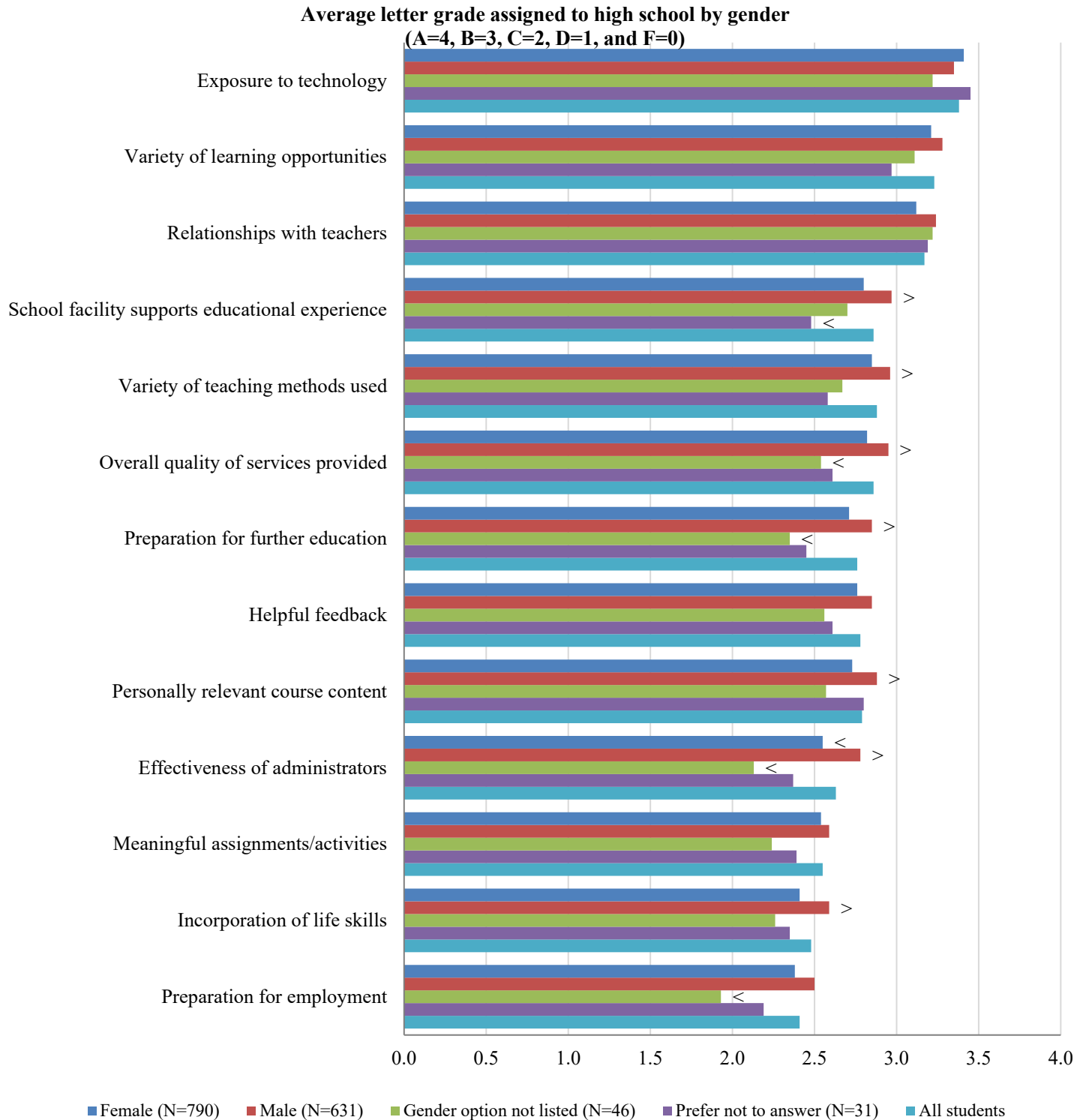
Students who reported that their GPA was between 1.0 and 1.99 rated a statistically significantly higher concern in all areas when compared to students overall. Students who reported their GPA between 2.0 and 2.99 rated a greater concern with *Personal/family issues* and *Choosing a career path* when it came to barriers to reaching their goals, but those with a GPA of 3.0 or higher rated a statistically significantly lower concern regarding *Personal/family issues* in comparison to their peers.

**Percentage of students reporting moderate or extreme concern by GPA**



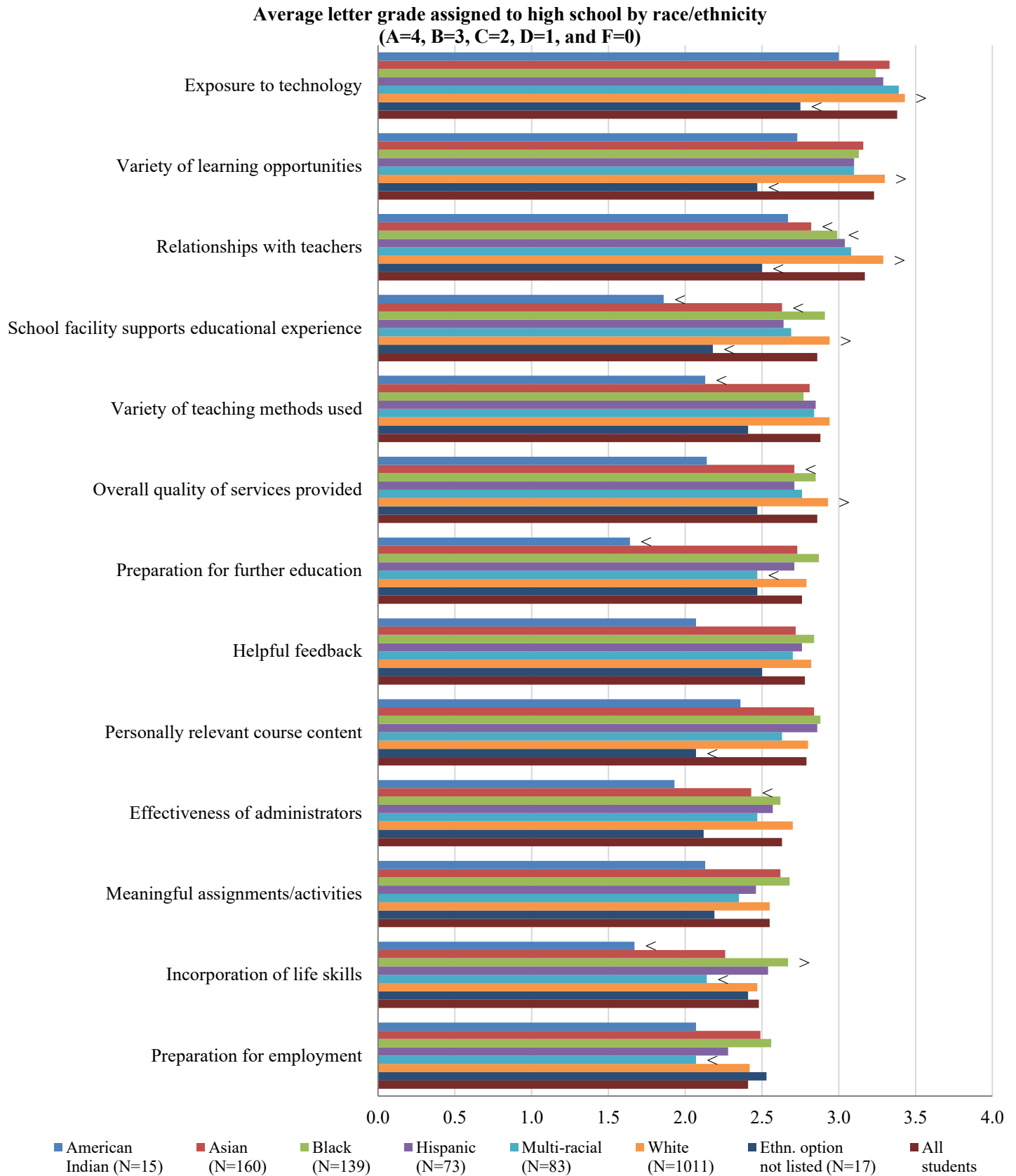
**Perceptions of the High School Experience.** When examining students’ perceptions of their high school experience, there were statistically significant differences in the letter grade assigned based on gender, racial/ethnic background, school, connectedness to school, and self-reported GPA. Symbols 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 gender, male students were statistically significantly more likely to assign a higher letter grade for 7 out of 13 high school experiences when compared to all students. Students who reported as ‘gender not listed’ were statistically significantly more likely to assign a lower letter grade for 4 out of 13 high school experiences.

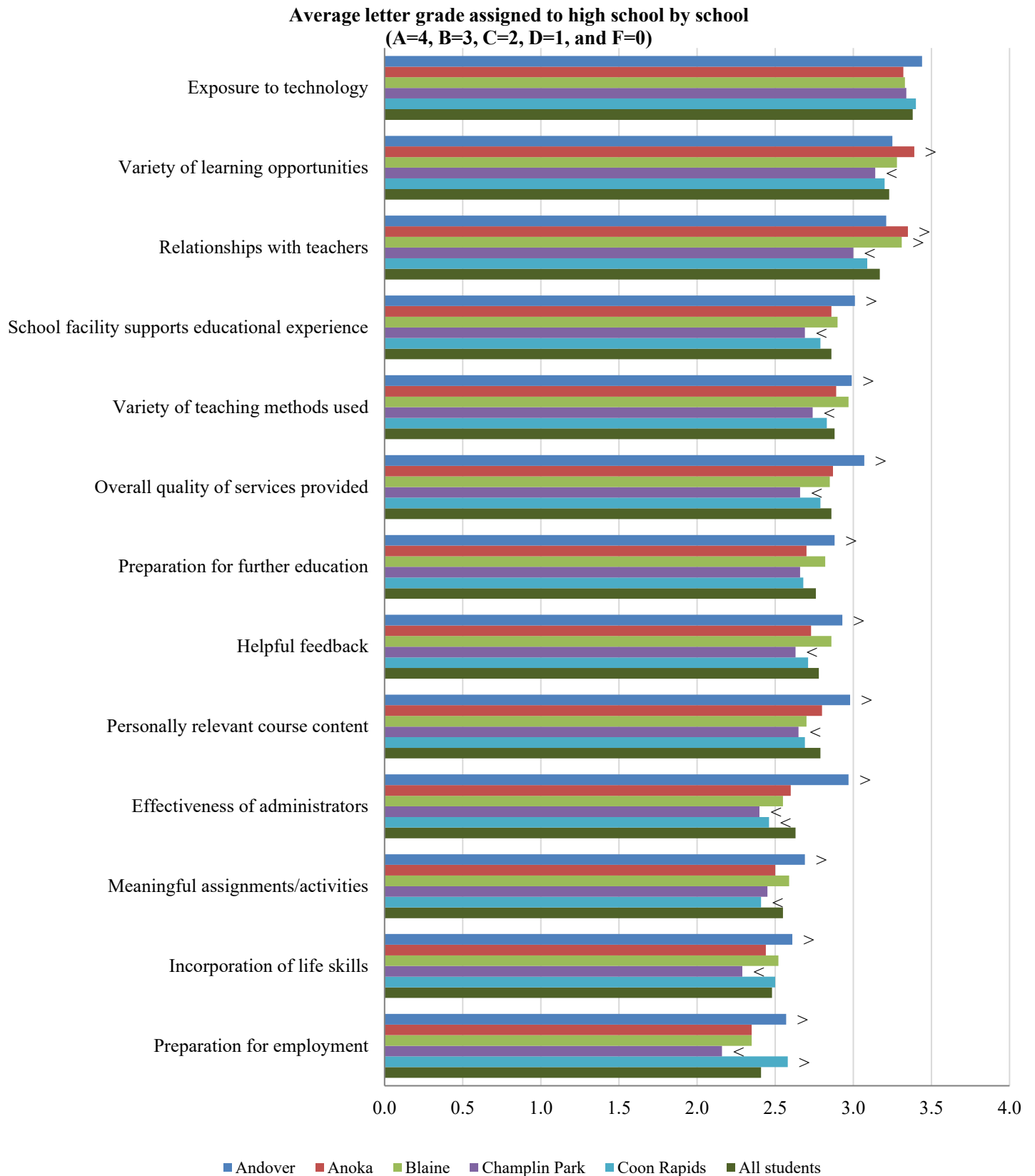




Regarding racial/ethnic background, students who indicated they were American Indian or Asian rated their high school significantly lower (denoted with “<”) than students overall on 4 of 13 items. Students who chose ‘Ethnicity option not listed’ also rated their high school as significantly lower than students overall on 5 of 13 items. Students who reported being White rated these components higher (denoted with “>”) than students overall on 5 of 13 items.



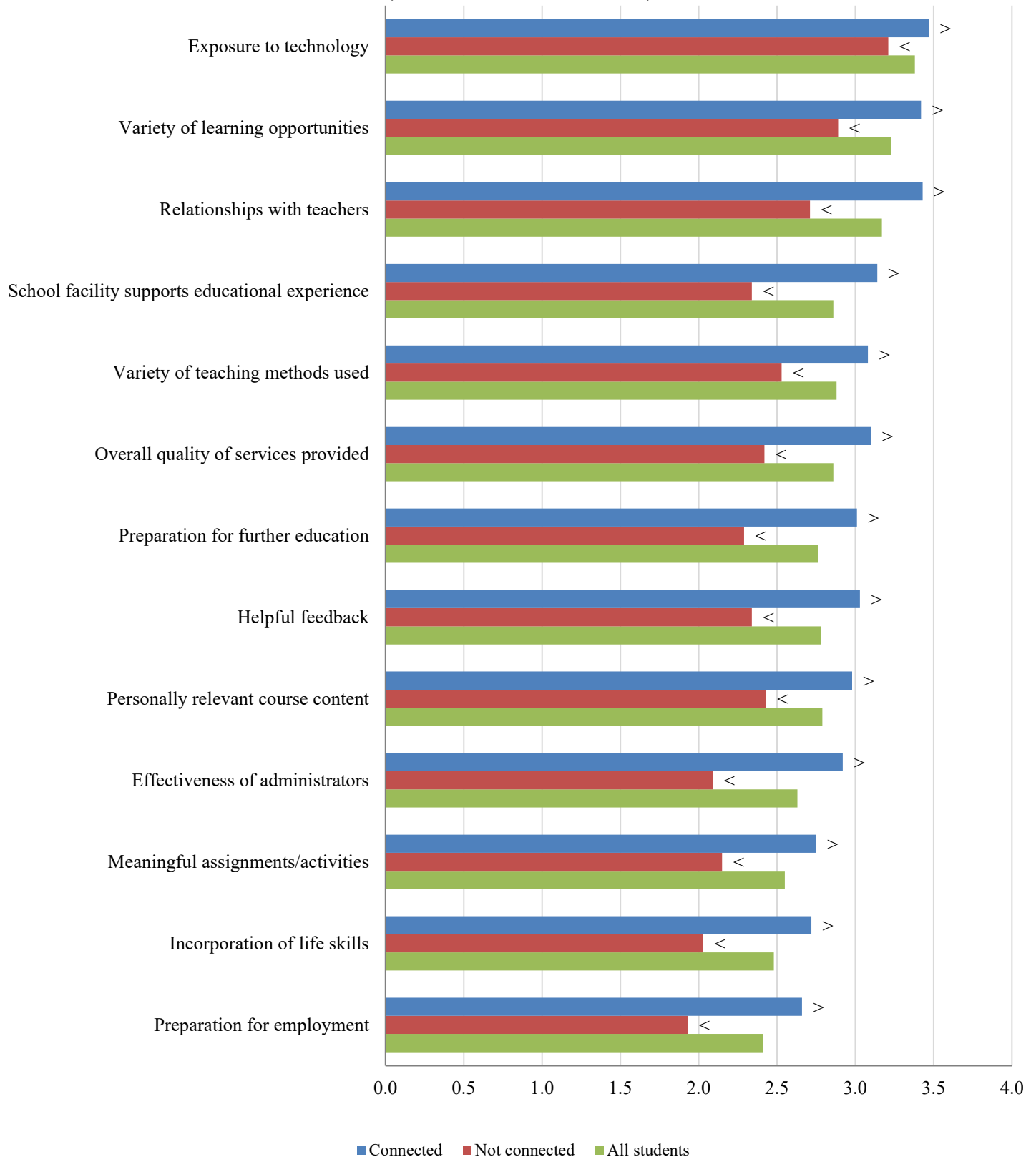
When examining results by school, students at Champlin Park High School rated their school statistically significantly lower (denoted with “<”) than students overall on 10 of the 13 items, and students at Andover High School rated their school statistically significantly higher (denoted with “>”) than students overall on 10 of the 13 items.



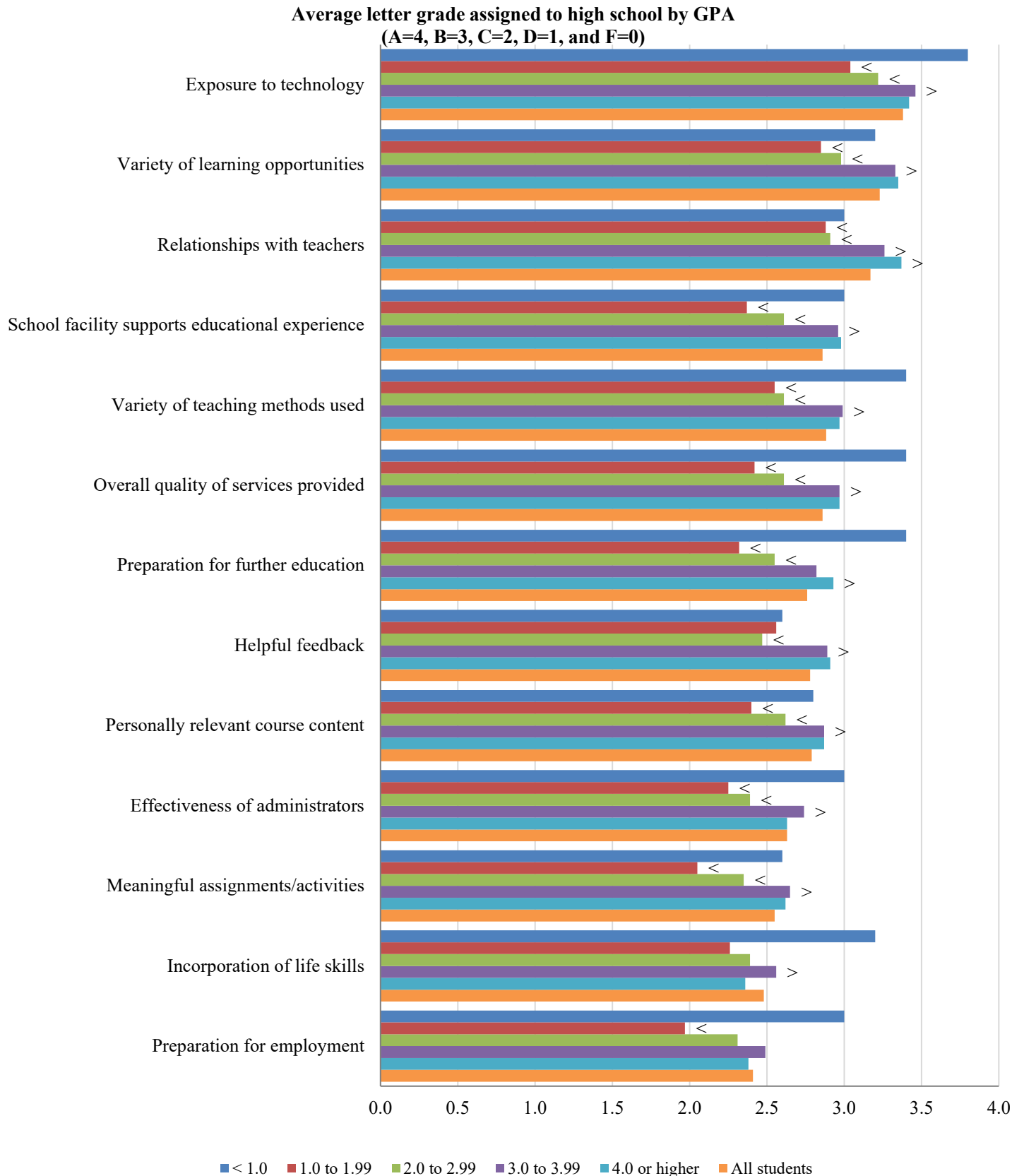
*Note: Respondent counts for A-H Regional, STEP, Secondary Virtual, and Other are considerably lower than for the traditional high schools and therefore not included in the graphic, however, these students' data are included in "All students."*

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 1.0 to 1.99 and 2.0 to 2.99 rated their school significantly lower (denoted with "<") than students overall on 11 of the 13 items. Students who reported their GPA was between 3.0 and 3.99 rated their school significantly higher (denoted with ">") on 11 of 13 items.



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](http://www.ahschools.us/ret), or call (763) 506-1000 and request the RET department.