

**RESULTS OF THE AISD HIGH SCHOOL EXIT SURVEY  
CLASS OF 2007**

**LBJ LIBERAL ARTS AND SCIENCE ACADEMY**

The fifth annual Austin ISD High School Exit Survey was administered electronically to seniors in every AISD High School during the Spring of 2007. This report contains the results for the Class of 2007, along with a longitudinal summary of responses, where available<sup>1</sup>.

The survey is organized into five general topics: Postsecondary Intentions, Postsecondary Preparation, Campus Climate and High School Experiences, Technology Usage, and Parent Involvement. Individual item results are presented, both for your campus and for all High Schools.

The district-wide response rate for the High School Exit Survey remained similar to that of previous years (Table 1). Surveys were received from 3,235 students in the Class of 2007. 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 2004 to 2007**

	Percentage of Enrolled Seniors Responding <sup>2</sup>			
	Class of 2004	Class of 2005	Class of 2006	Class of 2007
<b>LASA</b>	**	**	**	72.4%
<b>ALL HIGH SCHOOLS</b>	81.5%	85.3%	86.0%	82.0%

**INDIVIDUAL ITEM RESPONSES FOR LASA HIGH SCHOOL**

Results for your campus and all High Schools are presented below. Please use these data to identify trends in the responses of your seniors over time, and to examine how your campus results compare to the results for All High Schools.

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**Item 1. What is the ONE thing that you especially want the administration of AISD to know.**

Themes from this open-ended comment section have been identified and summarized each year. Generally, comments remain consistent from year to year; commonly identified themes expressed by the Class of 2007 include:

- **Respect.** 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 also were concerned that some rules (e.g., parking, dress code, off-campus lunch) were enforced inconsistently.
- **Academics.** Many students wished they had been told about the importance of good grades and rigorous coursework starting as early as middle school. They also questioned the quality of instruction during High school. Students stressed the importance of learning about college requirements and the college application process earlier in their high school careers. Negative comments about TAKS also were widespread.
- **Attendance and Exemption Policies.** 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. Students also expressed dissatisfaction with tardy policies, particularly those that r

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*I think its awful that the school is splitting next year, and I think people are going to struggle with the new set up.*

*the magnet program is going down hill, it needs to be more individual and different instead of the same as every other school. the teachers need more freedom do teach more broadly. thats what it was created for, thats what it needs to be.*

*lbj and lasa need to stay together, completely together, none of this two schools in one building thing. its ridiculous.*

*Make the admission standards into the magnet academy more stringent please.*

*Magnet students learn and work in different ways, that's what makes us 'special' to begin with. Don't hold us to conventional expectations, some of us breeze through multivariable calculus but can't tell you what Locke's Second Treatise is. Others can recite Eliot's 'The Wasteland' line by line but are unable to make sense of the periodic table; let us shine in our own ways. The magnet program needs help, we should not be held accountable solely to standardized testing, let us think and grow at the higher level that we are recognized for, if not higher. To clip a bird's wings and then tell it to soar is cruelty.*

*DO NOT try to move LASA from LBJ, and DO NOT try to move the magnet program from Kealing. Not only will it cause immense controversy (as you already know), but it will be taking a vital experience away from the kids - the experience dealing with kids and people from another part of the city that you would normally not interact with*

*I have often felt great stress over my preformance in school and the amount of work required by the magnet program. I think it would be helpful if someone would talk to students about school related stress and help the find way to releave this stress in a health way. I have seen students have mental break downs and panic attack because of the level of stress and the pressure to do well. I do not want to see an advent of school stress related problems such as they have in Japan.*

**Item 2. Within a year after graduating from high school, what do you plan to do?**

	2004-2005		2005-2006		2006-2007	
	ALL HS	LASA	ALL HS	LASA	ALL HS	LASA

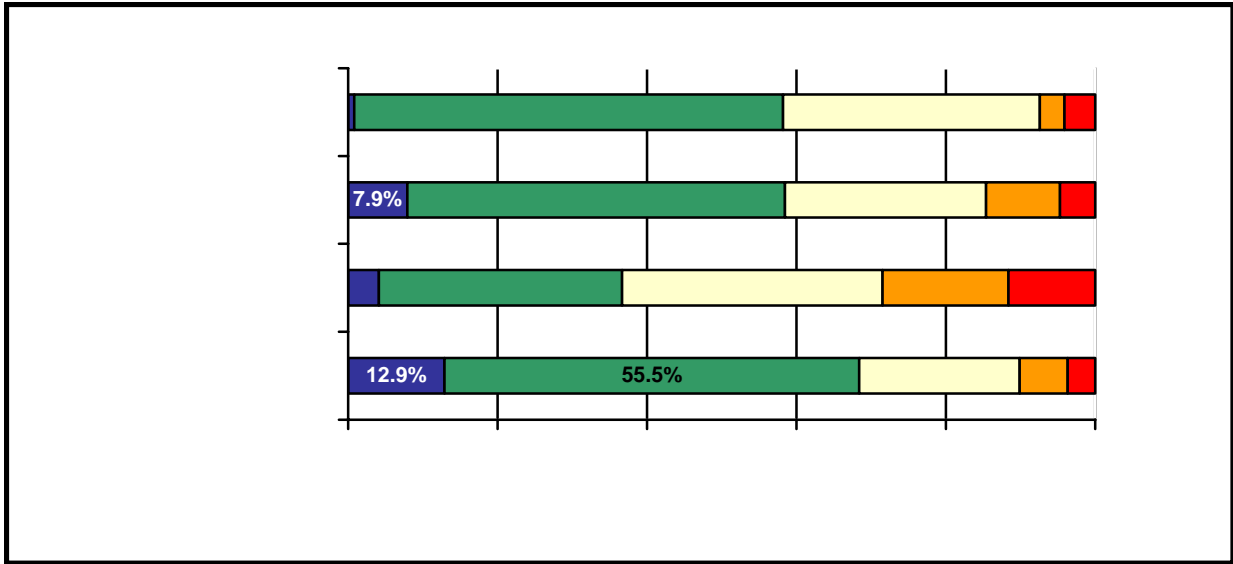
	2004-2005		2005-2006		2006-2007	
	ALL HS	LASA	ALL HS	LASA	ALL HS	LASA

**Item 5.**

**Item 8.** *Here is a list of community organizations found in and around Austin. Please indicate which of them, if any, you have participated in while in High School.*

Organization	AKINS	ANDERSON	AUSTIN	BOWIE	CROCKETT	G
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**Item 9.** *Thinking back on your years in high school, how many hours per week did you typically spend studying, doing research, or completing homework assignments OUTSIDE of class?*





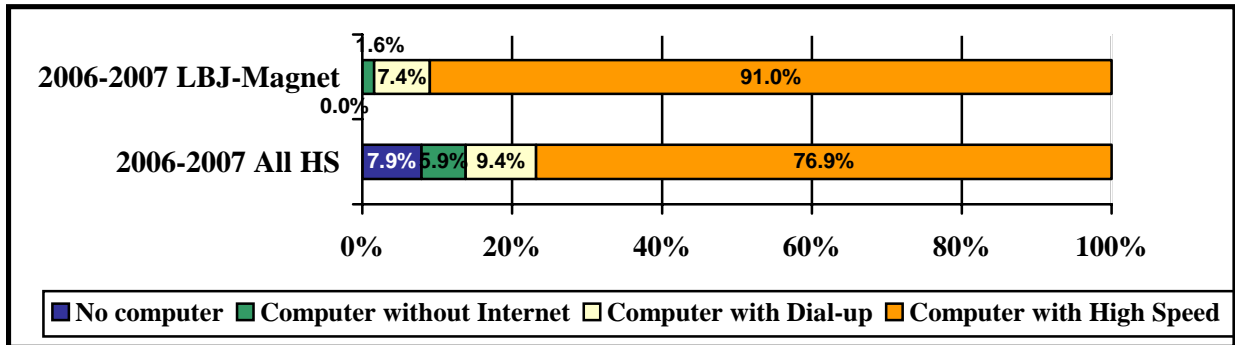


**Item 14. How often do you use a computer...**

Location or Activity	2005-2006		2006-2007	
	ALL HS	LASA	ALL HS	LASA
At home?	3.6	3.9	3.5	3.9
At school?	3.0	3.1	3.1	3.3
To present material in class, for example, using PowerPoint?	**	**	2.1	2.2
To type a paper or class assignment?	**	**	2.7	3.0
To search the Internet to complete class-related assignments?	**	**	2.8	3.2
To research college/career choices?	**	**	2.6	2.7
To complete online forms or applications for college/employment?	**	**	2.4	2.7
To communicate with teachers (e.g., email, IM, etc.)?	**	**	1.7	2.3
To communicate with friends (e.g., email, IM, blog/MySpace, etc.)?	**	**	3.1	3.6
To participate in online communities (MySpace/blogs, discussion boards, etc.)?	**	**	2.6	2.9

Note: Responses can range from 1 (never) to 4 (every day or almost every day).

**Item 15. Which of the following describes your computer access at home?**

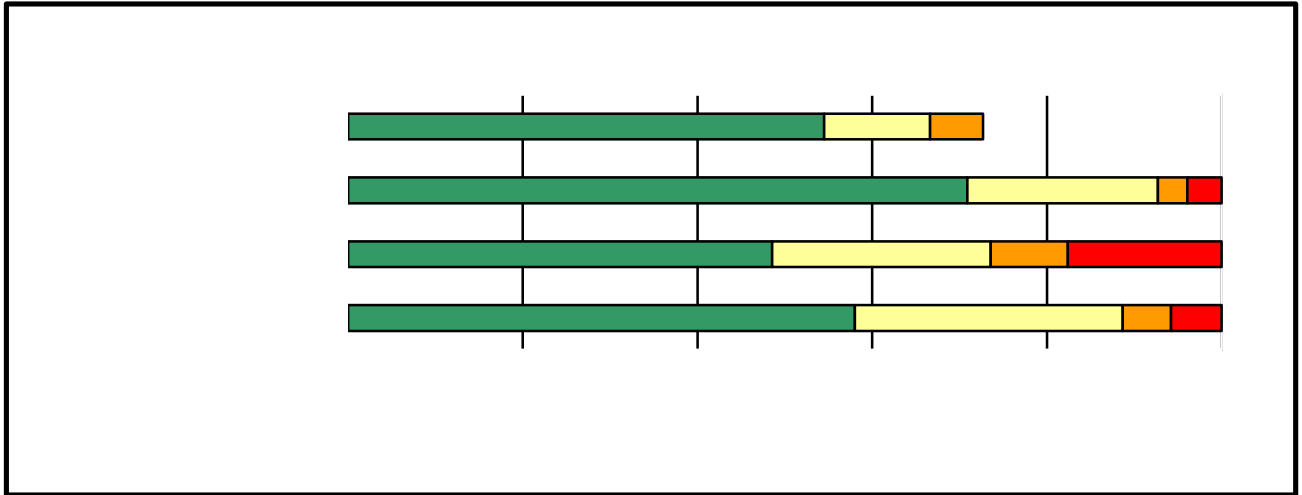


Note: Item added in 2007.

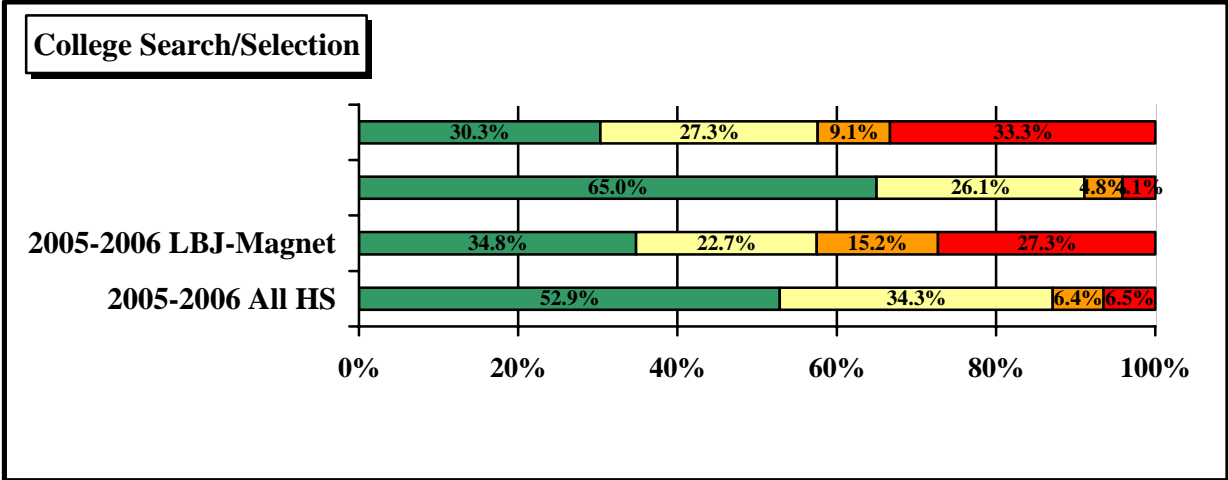
**Item 16. *High school preparation for post-graduation opportunities***

	2004-2005		2005-2006		2006-2007	
	ALL HS	LASA	ALL HS	LASA	ALL HS	LASA
How well prepared were you to plan your course selections? <sup>+</sup>	2.3	**	2.3	2.0	2.2	2.3

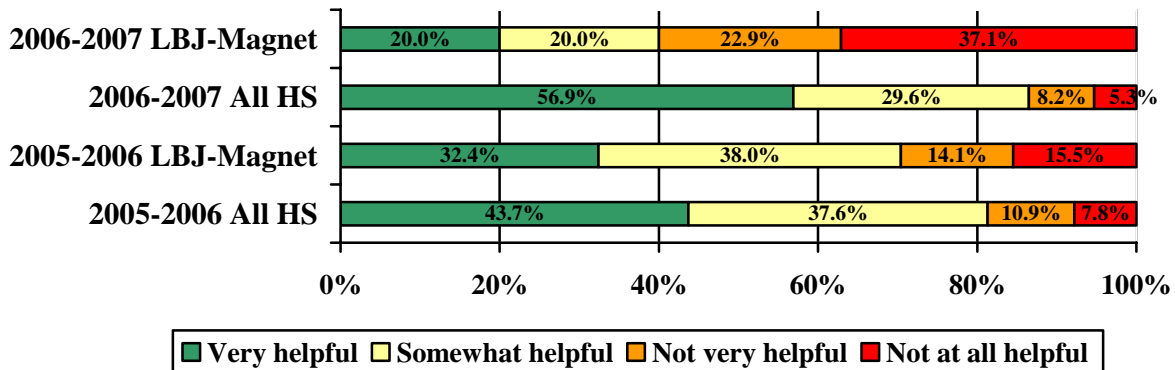
**Item 19.** *How helpful was your Project ADVANCE/College Advisor in the following types of meetings?*



**Item 20. How helpful was your Project ADVANCE Facilitator/College Advisor with the following processes?**



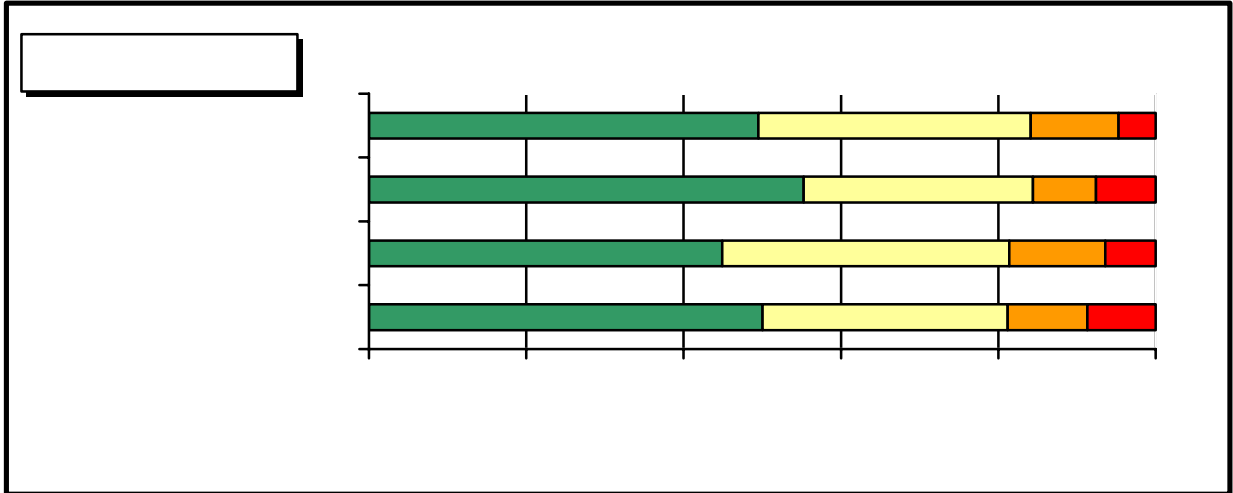
**Scholarships**







**Item 23. *How helpful was your School Counselor in the following types of meetings?***







**Item 26. *To what extent were your parents involved in the following school-related things?***

	2005-2006	2006-2007

**Item 28. How far did your parents go in school? Indicate your mother and father's highest level of education.**

Education Level	2005-2006*		2006-2007			
	MOTHER		MOTHER		FATHER	
	ALL HS	LASA	ALL HS	LASA	ALL HS	LASA
Did not finish high school	16.7%	4.6%	17.4%	7.4%	18.5%	9.2%
Graduated from high school or earned a GED	20.2%	9.2%	22.1%	9.9%	19.6%	8.3%
Attended a 2-yr community/junior college or vocational/technical school, but did not complete a degree	7.9%	4.6%	9.4%	5.8%	6.9%	2.5%
Graduated from a 2-yr community/junior college or vocational/technical school	4.4%	4.6%	5.4%	3.3%	4.6%	4.2%
Attended a 4-yr college, but did not complete a degree	7.3%	9.2%	7.1%	9.1%	6.6%	7.5%
Graduated from college	19.3%	30.5%	19.8%	24.8%	17.5%	23.3%
Completed a Master's degree or equivalent	10.3%	21.3%	10.6%	30.6%	12.1%	25.8%
Completed a Ph.D., M.D., or other advanced professional degree	3.3%	9.8%	3.1%	9.1%	5.4%	15.8%
Don't Know or Does Not Apply	9.3%	5.7%	5.2%	0.0%	8.6%	3.3%

\*Note: Father was added in 2007.

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

Time	2005-2006		2006-2007	
	All HS	LASA	All HS	LASA
As long as I can remember	39.6%	68.0%	39.1%	62.8%
When I was a child	13.0%	14.0%	12.0%	8.3%
In middle/junior high school	23.7%	12.2%	21.0%	17.4%
In high school	20.9%	5.2%	25.3%	8.3%
I've never thought about college as an option after high school.	2.9%	0.6%	2.5%	3.3%

**Items 30-35. To which of the following have you submitted applications; to which of the following have you already been accepted?**

	2004-2005		Applied 2005-2006		2006-2007	
	All HS	LASA	All HS	LASA	All HS	LASA
	<b>2-yr college</b>	25.4%	**	54.5%	25.3%	49.8%
<b>4-yr college</b>	59.9%	**	68.0%	92.0%	69.1%	97.5%
<b>Business/technical/ vocational school</b>	8.1%	**	14.7%	6.3%	13.8%	4.9%

	2004-2005		Accepted 2005-2006		2006-2007	
	All HS	LASA	All HS	LASA	All HS	LASA
	<b>2-yr college</b>	21.1%	**	45.2%	23.1%	44.4%
<b>4-yr college</b>	50.6%	**	56.5%	84.4%	59.0%	95.9%
<b>Business/technical/ vocational school</b>	6.6%	**	13.7%	4.8%	17.3%	9.0%

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

	2004-2005		2005-2006		2006-2007	
	ALL HS	LASA	ALL HS	LASA	ALL HS	LASA
Attend a college or university for a						

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

	2005-2006		2006-2007	
	ALL HS	LASA	ALL HS	LASA
Yes, Definitely				



**APPENDIX**

**Table A.1. Response Rate and Respondent Demographic Characteristics**

Seniors Enrolled	# Surveys	Initial Response Rate	African Am	Hispanic	White
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