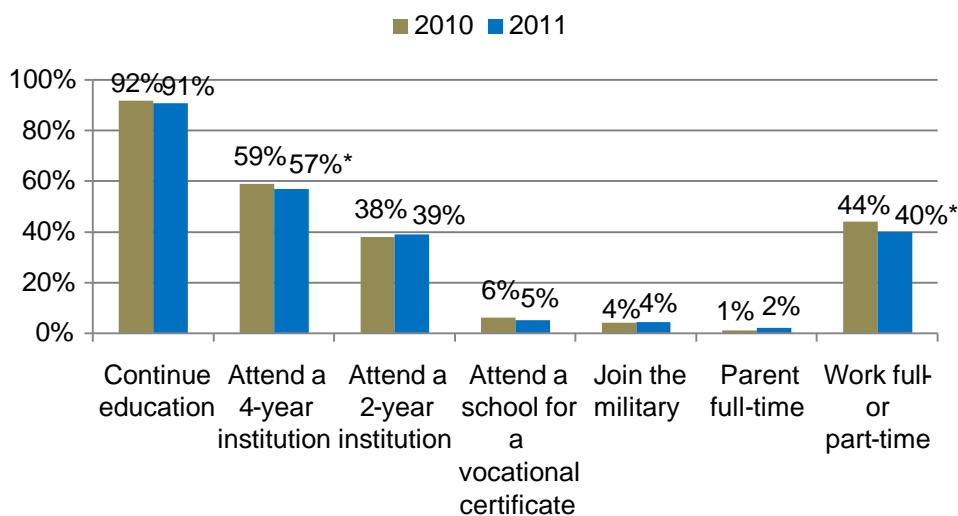


HIGH SCHOOL EXIT SURVEY HIGHLIGHTS OF THE ASSESSMENT OF 2011

PART I. POSTSECONDARY INTENTIONS AND PREPARATION HIGHLIGHTS

Figure 1 Although the percentage of seniors planning to continue their education after high school remained about the same between 2010 and 2011, the percentage planning to attend college was significantly lower in 2011, as was the percentage who planned to work.



Two of the top three reasons seniors were not planning to pursue postsecondary education involved financial concerns:

1. Other (25.4%)
2. Cannot afford to attend school (21.7%)
3. Need income to support myself/others (21.7%)

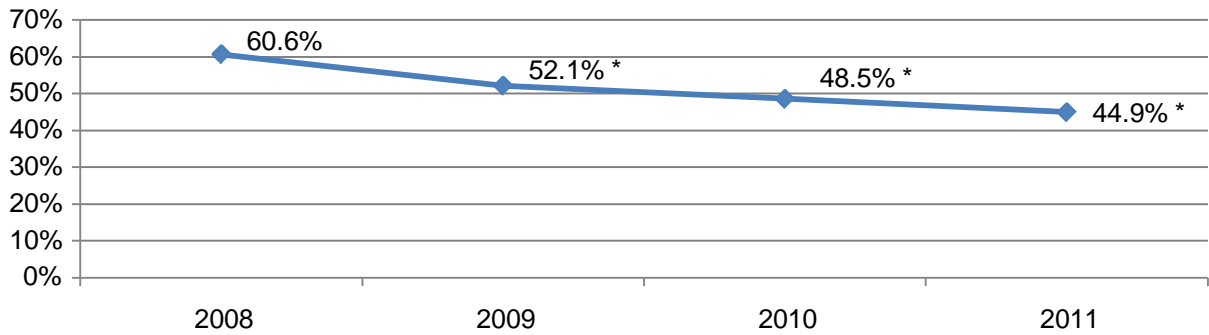
Note. Students were asked to select all that apply.
* Significant at $p < .05$

Table 1 Various campus staff played a part in guiding seniors in their postsecondary plans.

Helped you select courses needed for work or admission to college	School Counselor (49%)
Encouraged you to continue your education after high school	Teacher (57%)
Discussed career information	School Counselor (34%)*
Encouraged you to apply to multiple schools	School Counselor (38%)*
Helped you fill out applications for postsecondary schools	College & Career Advisor (35%)
Helped you plan how to pay for college expenses	College & Career Advisor (31%)

Note. Campus staff listed had the highest percentage of responses per item.
*Teachers had the highest percentage of responses for this item in 2010.

Figure 6. 2011 market the third year of a significant decline in parent communication with teachers.



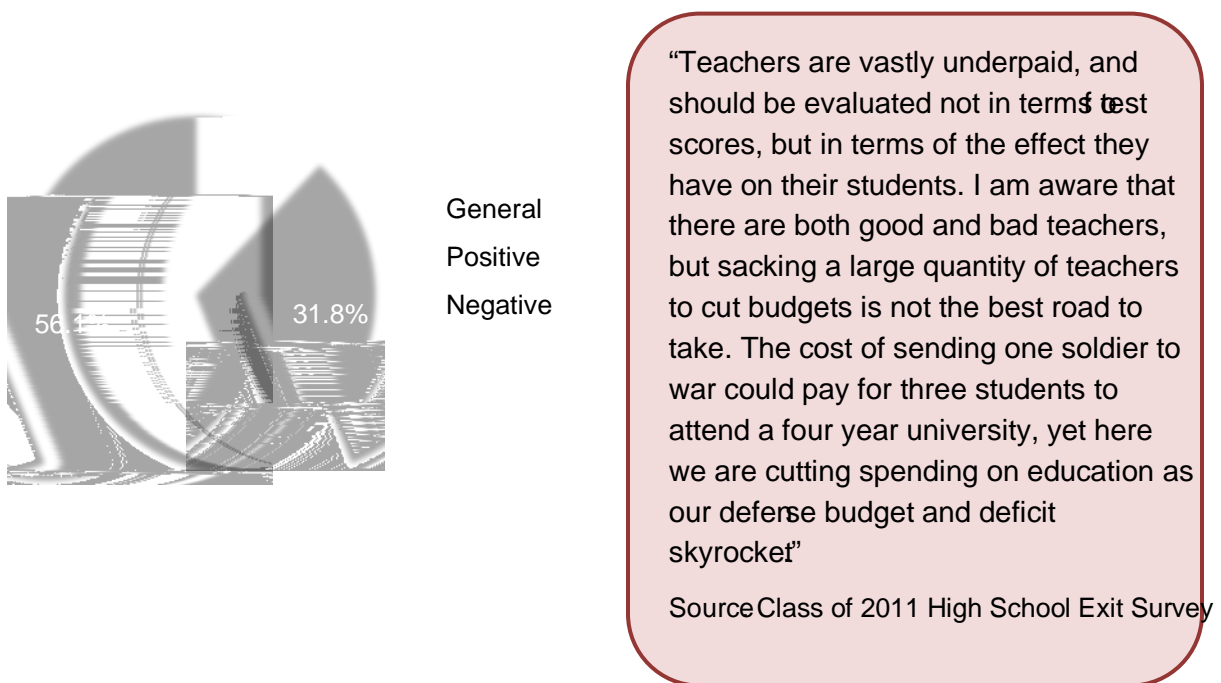
Note. Percentages are of responding seniors who indicated they communicated with a teacher at least occasionally. Response options were Often, Occasionally, Rarely and Never
 * Significant at $p < .01$

PART III. SENIOR FEEDBACK ON HIGH SCHOOL EXPERIENCE AND ADVICE TO FRESHMEN

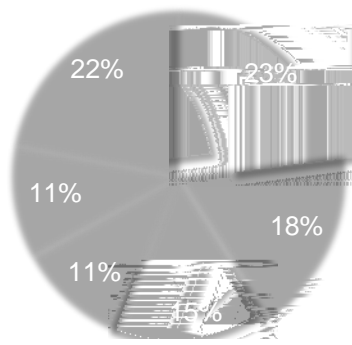
Students were asked to contribute their ideas on any issues they wanted the adults in AISD to know about, and they were also asked what advice they would give incoming freshmen. Approximately 35% of responding seniors provided comments for the first question, and 69% provided advice for freshmen.

Contributions to the first question were categorized as general, positive or negative. Comments categorized as general included those that provided suggestions about the survey itself, shared personal stories and hopes for or stress about the future, or asked questions about college, for instance.

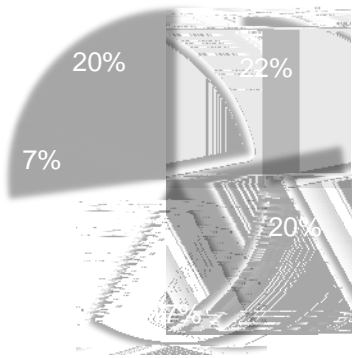
Figure 7 Most of the comments students provided were categorized as negative.



School climate Although some of the negative comments on school climate included topics such as the quality of food in the cafeteria, most comments described poor treatment of students by



* Advisory classes were instituted in all high school during the 2009 school year as an element of high school redesign. Advisory had four goals: 1) Build relationships and community 2) Support academic achievement and skill building 3) Promote postsecondary planning, access, and completion 4) Support healthy development toward adulthood (Garland & Looby, 2011)



Teacher care Students were appreciative to have teachers who cared about them and who showed an interest in their success. Seniors thanked teachers for helping them pass classes, get into college, and struggle through difficult times. Students stated that some teachers made a real difference in their lives.

Postsecondary preparation Many of the comments on postsecondary preparation referred to the assistance provided by Project ADVANCE facilitators, school counselors, and the staff of the Immigrant College Access program. Seniors thanked these staff members for helping them understand and follow the steps necessary for enrolling in -7.913 -1.56

