



## **Survey of Madeira High School Graduates 2018, 2019, 2020, 2021, and 2022**

Madeira City Schools Planning Commission  
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**Survey of Madeira Graduates  
Classes of 2018, 2019, 2020, 2021, and 2022**

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The overall quality of the teachers at Madeira is comparable to no other institution that I have attended during my undergraduate and postgraduate education. I still firmly believe that the teachers I had during my time at Madeira were the best instructors that I have ever had and most likely will have. I could see a passion for teaching and a passion for knowledge amongst the faculty that guided my courses - something which can't be said about most college professors.

**MHS Graduate, Class of 2018**

## Objective

The Madeira Graduate Follow-Up Study is conducted every four-five years to obtain information from previous graduates of Madeira High School. This survey focuses on students who graduated in 2018-2022. The primary objective of the survey is to gather information about graduates' opinions of their experience at Madeira High School, determine how Madeira graduates feel they were prepared for their future - whether that be college, the military, career, or technical programs - and identify areas of strength and of potential growth at MHS. The newest administration of the survey also allows for the identification of common themes amongst the newest graduates and previous survey results. The survey focused on academics, curriculum, technology, social/emotional skills, culture, guidance and college/career selection as well as strengths and weaknesses identified in graduates' experiences.

## Methodology

### Creating the Survey

The Planning Commission Committee interviewed district administrators, Superintendent Kenji Matsudo and MHS Principal Dave Kennedy, regarding the survey. All questions were reviewed and additional questions were added based on administrators' input. These included questions probing social/emotional skills, student recognition, and the enjoyment/challenge of classes. Care was taken to keep the previous questions so that longitudinal comparisons could be made, but attention was also given to update and elaborate upon the wording of questions to match current practice (for example: the wording of Guidance vs. Counseling when naming the Department). Questions regarding college enrollment were condensed, due to the ability to garner this information from other sources.

### Publishing the Survey

The survey was administered through Google Forms and published in mid-November (2022) through mid-January (2023). An action step identified in the 2018 administration of the survey was a purposeful effort to collect the personal email addresses of all graduating seniors. This allowed Superintendent Matsudo to send the Form link directly to graduates. After the survey was sent in November 2022, 109 graduates responded. Superintendent Matsudo sent the

survey again in December 2022, and an additional 30 graduates completed the survey. Responses were evenly distributed amongst all 5 graduating classes.

### **Sample Size & Composition**

139 responses to the survey were received, which is a greater number of responses than previous administrations of the survey. The sample composition is fairly representative:

- Response rate based upon graduation class:

<b>Graduation year</b>	<b>Responses from graduation class</b>	<b>Percentage of total responses</b>
<b>2018</b>	30	21.6%
<b>2019</b>	30	21.6%
<b>2020</b>	29	20.9%
<b>2021</b>	21	15.4%
<b>2022</b>	23	16.5%

- Almost all respondents (92%) attended MHS for the entire 4 years
- Gender – Female: 53.2%; Male 44.6%; Non-Binary .7%; Prefer not to answer 1.4%
- Curriculum Path – AP/Honors: 77%; College Prep: 20.1%; Basic: 2.9%; Vocational: 0%--  
It is important to note that our composition has a skew towards the AP/Honors track.

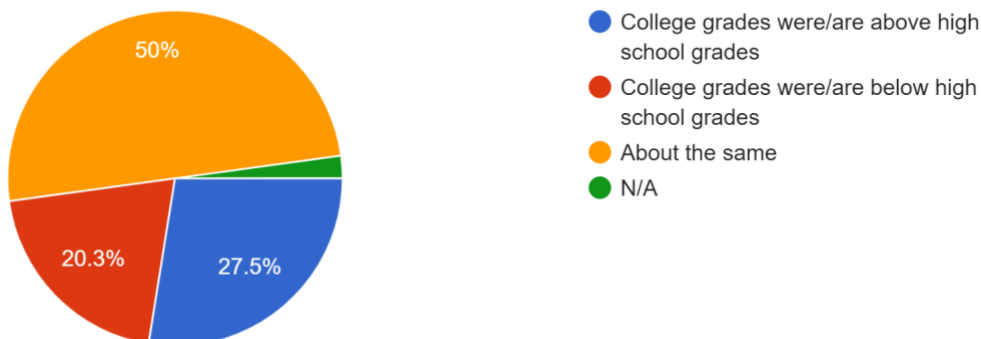
## **Key Findings**

### **Preparation for life after MHS**

As a group, MHS graduates feel well prepared for life after MHS. 65.6% of the survey respondents agree that MHS prepared them well for their post high school endeavors. This is somewhat lower than the last administration of the survey in which 75% of the survey respondents agreed. However, when asked about performance in college or post secondary training, most responded that their grades were mostly consistent with HS performance or higher.

How were/are the grades you received at college or post secondary training in comparison to your grades in high school?

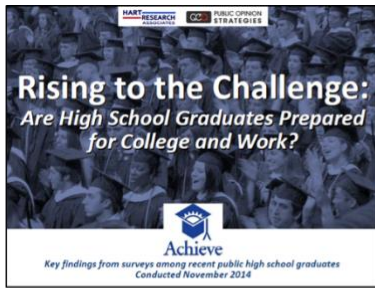
138 responses



As referenced in the 2019 PC Graduate Survey Report, national graduate studies exist to offer perspective. 65.6% is higher than the national average, but as quoted in the 2019 PC Graduate Survey Report, “These external comparisons need to be taken directionally as the questions are

asked in somewhat different ways.” While Madeira’s average is higher, it did decrease by almost 10% since the last administration.

<https://youthtruthsurvey.org/college-career-readiness-2017/>



~1/2 of college students report gaps in preparation for life after HS



~1/2 of HS students feel academically prepared for college



Less than 60% of college students felt prepared in any one area

**Courses**

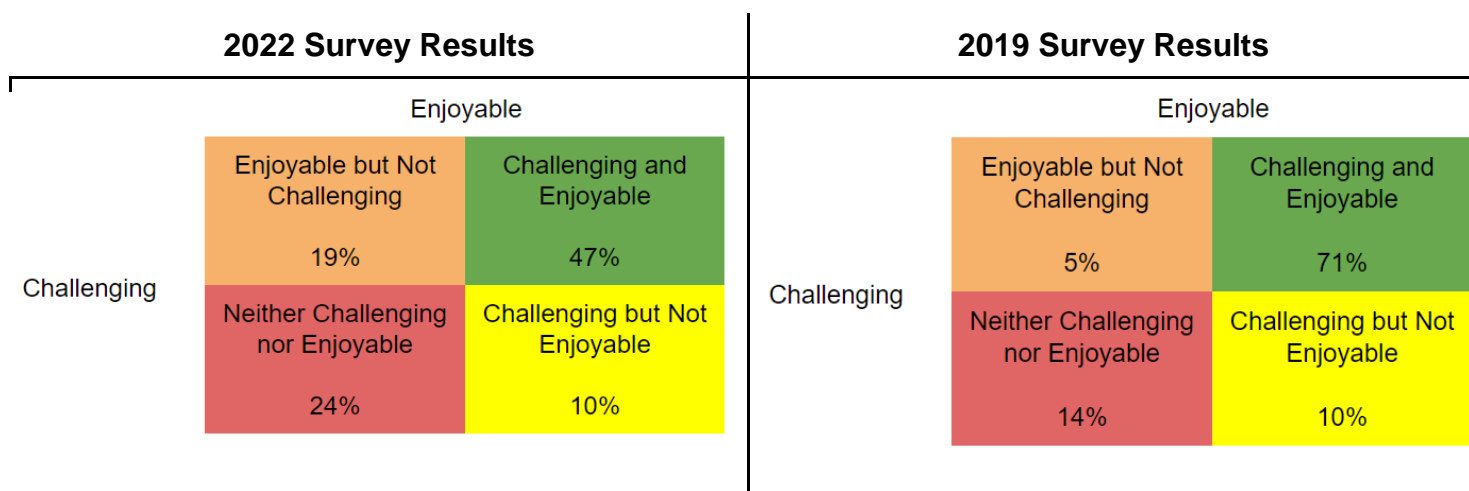
Similar to the previous study, students strongly feel that the Math and English classes prepared them for college/the job market. Science, Social Studies, World Language, Fine Arts, and Vocational courses show considerable growth over the last 8 years. Latin and Band were mentioned frequently as strengths.

Department	% Agree Department Prepared Me for College And/Or Job Market		
	2022 Survey	2019 Survey	2014 Survey
Math	90%	91%	90%
English	88%	91%	84%
Science	84%	79%	77%
Social Studies	76%	68%	55%*
World Language	65%	60%	56%
Fine Arts	60%	50%	N/A
Vocational Skills	44%	33%	32%

\*Note: wording for 2014 survey was Government/History instead of Social Studies.

**Enjoyment and Challenge**

Similar to the 2019 administration of the Graduate Survey, students were asked if classes at MHS challenged them and if their classes were enjoyable. A Challenge/Enjoyable Matrix was developed from these responses. Ideally, results would yield a classroom environment that is both challenging and enjoyable.



### **Care, Recognition and Well-Being**

Students responded overwhelmingly that they felt the adults at MHS cared about their growth and development. The results from these questions show a great strength at MHS. The faculty and staff are dedicated to student success, support, and growth. There are continued areas for growth for MHS in the areas of safety, competition, and well-being.

Statement	% Agree	
	2022 Survey	2019 Survey
At least one adult at MHS cared about my growth/development	95%	98%
My achievements and skills were recognized	69%	76%
The learning environment was safe for all students regardless of ethnicity, gender identification, sexual orientation, or ability	67%	65%
The competition between students was healthy	60%	61%
Students' social & emotional well-being was considered	62%	59%
The ways in which students were recognized at graduation led to healthy student experiences	66%	56%
I felt valued as a school community member*	72%	N/A
I felt included in the school community.*	75%	N/A
I felt welcome in the school community.*	76%	N/A

\*These 3 questions were new to the survey in 2022 based upon conversation with MHS principal Dave Kennedy

### **Diversity and Cultural Awareness**

Historically MHS graduates have commented on the lack of diversity and need for greater cultural awareness. This area is a continued opportunity for growth at MHS.

Statement	% Agree	
	2022 Survey	2019 Survey
My experience at MHS helped equip me to interact with others in a diverse world	57%	34%

My experience at MHS helped develop my cultural awareness & cultural competence	51%	28%
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In Their Words...
<ul style="list-style-type: none"> <li>• Don't be afraid to teach on a multicultural level. Madeira isn't diverse, so teach it! Teach black stories, teach LGBTQIA+ stories, teach LGBTQIA+ sex education and health care. Be more inclusive.</li> <li>• Promote diversity among students and administration, promote trade schools and other forms of education and pre-professional training outside the classroom</li> <li>• Madeira really lacks diversity which is a little sad because I am at a college with lots of diversity and it's great but I don't think high school was able to prepare me for that at all.</li> <li>• This is difficult to achieve in any sense...Madeira needs more diversity. I think Madeira can start with simple DEI training because kids who grow up in predominantly white schools are not going to be prepared for what the world actually looks like. And, there needs to be more representation in the staff. I appreciate bringing on a woman to be the VP for the middle school and high school. But, all I have seen are white males and females. I want to go to a school where I am being taught by people who look like me.</li> <li>• Try to change the culture so that students see vocational school or post high school grade vocational plans as a real option and nothing to be embarrassed about. Easier said than done.</li> </ul>

**Class Flexibility**

Slightly over half of the respondents felt they had flexibility in the selection of courses. This is up from survey results in 2019, but still considerably lower than results from 8 years ago. These feelings seem to stem from limited flexibility in AP/Honors and Band. It might be helpful to review changes in course flexibility since 2014 to determine a cause for this feeling/experience.

	I feel I had flexibility in choosing my classes in high school		
	2022 Survey	2019 Survey	2014 Survey
Strongly Agree or Agree	54%	48%	81%

In Their Words...
<ul style="list-style-type: none"> <li>• In the grand scheme, there wasn't a huge variety of classes to take, so flexibility in choosing was still limited.</li> <li>• There was some degree of flexibility, but there should be a greater variety of elective courses. These were, in almost every case, the most influential and beneficial classes I</li> </ul>

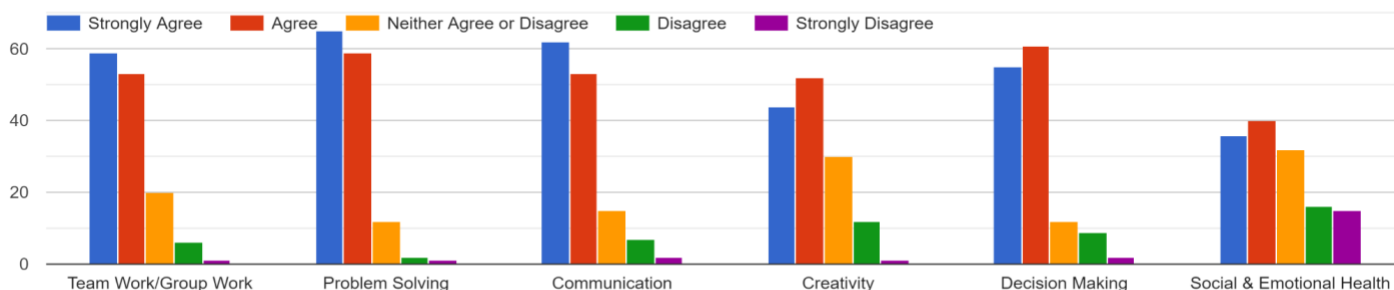
took at MHS, and the administration should work to lean into this. Make more life skills courses, more stuff like contemporary world issues, or public speaking, etc.

- Sometimes I was given flexibility in my classes but a lot of times with my Honors and AP classes I was unable to take the fine arts classes I wanted to.
- As someone in band, there was almost no choice in what classes to take with that period already chosen. I had quite a few times where I did not have the opportunity to take the class I wanted.
- We need (a) computer course!!!!
- I wish I had more exposure to career paths as a part of the curriculum in my courses
- Would love to see Calc BC

### **Real World and Human Impact Skill Sets**

Respondents highly ranked the skills of teamwork, problem solving, communication, and decision making. However, comments on these areas, along with creativity and with social and emotional health, indicate there is still a need for more growth and opportunity for application of these skills.

MHS equipped me with these necessary skills:



### **In Their Words...**

- I think more options for home-education or more creative classes could be beneficial as creative arts is a rising study
- Group projects, sure, but where are these other skills coming from? Madeira itself did not help me with these, but actual life experiences did.
- Got a lot of group work/team work skills from extracurriculars, not necessarily from classes.
- I developed most of these skills outside of the classroom while competing for the school in sports and other extracurriculars and clubs.



- More group work, more challenging course work, more hands off like a college professor. Do not hand things to students.
- Encourage taking classes like entrepreneurship, cooking, theatre, etc. The creative minds need more variety than just science, math, and history
- Keep focusing on mental health

These comments align well with the [Google Trend Forecast: The Future of Education 2022 Report](#). Beginning on page 27, the report specifically notes the increasing demand for analytical thinking and innovation, active learning and learning strategies, complex problem solving, critical thinking and analysis, creativity, originality and initiative.

## Top 5 in-demand skills by 2025

The World Economic Forum, in its Future of Jobs report (2020), identified the following five skills as the most in-demand among employers globally, by 2025:

### 1 Analytical thinking and innovation

The capacity to solve novel, ill-defined problems in the real world.

### 2 Active learning and learning strategies

Understanding of the implications of new information for both current and future problem-solving and decision-making.

### 3 Complex problem-solving

Abilities that influence the acquisition and application of knowledge in problem-solving.

### 4 Critical thinking and analysis

Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems, as well as assessing performance of yourself, other individuals or organizations to make improvements or take corrective action.

### 5 Creativity, originality and initiative

Capacity to analyze information and use logic to address issues and problems, apply alternative thinking to develop new, original ideas and answers.

Courses at the HS that currently encourage these skill sets are popular. Increasing this type of course offering, as well as making sure these skill sets are integrated into core subjects, is important.

### Life skills

The survey consisted of areas for respondents to comment freely. Clear themes from the open ended comment sections emerged. Respondents identified areas for growth in life skill

development. They valued the personal finance course, and desired more life skill training—social skills, relationship building, time management, study skills, and real world application.

### **In Their Words...**

- The best thing Madeira HS could add is real life problem solving. Personal Finance was a great class that taught me so much about dealing with money in adulthood. I believe I use this class more than any I took at Madeira...
- Give students more exposure to different types of majors/careers and reinforce the idea that there are career paths outside of going straight into college.
- More classes that align with real world also wish there was a path that we could complete AP Calc BC. As an engineer that would've been extremely helpful
- More stress on financial knowledge about living in college and after, also learning how to cook healthy meals in college
- Maybe include classes that focus heavily on time management and study skills since I have noticed how crucial that is in college
- Personal finance was a class that prepared me more than most other students my age

### **Conclusion**

Respondents overwhelmingly felt they were prepared and supported at MHS. They frequently mentioned teachers and counselors by name as positive aspects of their MHS experience. Band, math, English, and the opportunity to participate in multiple extracurriculars were some of the highlights that frequently appeared in comments. Similar to the 2019 results, their main recommendations for actions at MHS are:

- Help teach/develop non-curriculum skills, real world and human impact skill sets (time management, how to study, effective communications/presentations, collaboration, critical thinking, creativity)
- Broaden the available courses to include more STEM, business, coding classes, as well as more flexible offerings
- Bring more “real-world” into the classroom
- Provide more opportunity for DEI experiences

With these recommendations for future graduates, the MHS experience will continue to be strong and provide a wonderful base for lifelong learning and success.

It should also be noted that in the hundreds of comments received by respondents, COVID was only mentioned 3 times. The population of respondents included students affected by the nation-wide shut-down of schooling in March of 2020 and the COVID protocols of 2021. This is a great testament to the success of the tireless efforts of Madeira staff and administration to continue to provide the best learning experiences for students.

Graduates' words help to summarize their overall MHS experiences the best.

## In Their Words...

- Friends, sports, and academics all were fun and accessible for everyone. The teachers were outstanding and cared for the students.
- The curriculum prepared me to go above and beyond in college. I took part in a variety of sports and activities that gave me the friends I still have today and a love for what I took part in.
- Excellent music program (marching band, concert band, jazz band). Such good, caring teachers. Most of the Madeira teachers are better than my college professors.
- I think there is a very strong sense of community and everyone was super close. I loved having my group of friends around me throughout my journey at Madeira from preschool to senior year. That closeness is something you cannot find everywhere.
- The quality of the education really was stellar. My academic skills were more than adequate for my future endeavors.
- The teachers were the best people and made the school good
- Madeira has a tight knit community which allowed for support from all students because we had grown up together. The school really emphasized this support and it contributed to the overall feeling of being valued in the community.

## Recommendations

As with the 2019 report, the recommendations are divided into two areas – survey process, which is related to logistics of the survey/study, and MHS opportunities, which is related to items that MHS should consider as a result of this study. Some recommendations are consistent and repeated from the 2019 report, and additional recommendations have been added.

### Survey Process

- **Exit survey of seniors.** The 2019 Committee identified the need for an Exit Survey of seniors prior to graduation. The Guidance department currently administers a survey and it will be reviewed for the 2023 graduating class.
- **Process for the formal collection of student contact information.** Based upon the 2019 Committee report, a more formal process for collecting student contact information was instituted beginning 2019. This greatly assisted in the administration of the 2022 survey, increasing respondents by 58%.
- **Centralized location for information.** Google Forms and Excel were used to collect and review data. We continue to advocate for a central location to store files from these studies for future Planning Commission teams to leverage for longitudinal comparisons, rather than relying on the personal storage files of Committee members.

- **Include the HS principal and superintendent as formal resource people for this committee.** HS principal Dave Kennedy and Superintendent Kenji Matsudo were consulted in the creation of the survey. They were able to provide additional areas of focus and insight. This practice should be continued.
- **Determine ways to benchmark these results outside Madeira.** This could include contacting local cohort schools to understand what practices exist for graduate surveying in order to compare findings, adjusting the questions and scales to match other surveys (local or national), or using commercial survey services that could conduct this process and allow comparisons to schools at a national level.
- **Personalize the survey.** Superintendent Matsudo personalized the survey with images from Madeira and the graduating classes. He also sent the survey to each class separately with a personalized message. This aided in increasing the response rate and should be continued.
- **Survey administration and report.** The committee felt the timing of administration of this cycle's survey was appropriate. Sending the survey via personal email to students in November meant that many received it during a holiday break. An email reminder to students in December also was beneficial and picked up more responses. The early January turnover time for review of data and summary presentation to the Planning Commission and the Board of Education was very tight. A suggestion is to follow the same timeline for survey administration but allow for more time for data review and presentation to be scheduled for February or March.
- **Student involvement.** Include a question asking students how involved they were in extracurriculars and sports. Research shows that students involved in extracurriculars and sports tend to feel more connected to their schooling experiences. Answers from this question could be compared to comments to determine if this is true at MHS.

### MHS Opportunities

- **Investigate ways to expose MHS students to broader, more diverse cultural experiences within the school as well as outside the school.** As also stated in the 2019 report, this is a theme from students that has been present at MHS for many years now, and repeatedly shows as a needed area of attention in Graduation surveys. A focused effort is needed. A focused group/task force (administrators, students, broader community members) is needed to make meaningful progress. Diverse, equitable and inclusive practices can also be included within hiring practices, staff and student literature, expert speakers, community partnerships, authentic learning experiences, fine arts experiences, and externships.
- **Life skills, Real world, and Human Impact Skill sets.** Respondents were vocal in the need for education in these areas. The skills they express needing in their post-high school experiences are also a clear focus in the [Google Trend Forecast: The Future of Education 2022 Report](#) linked here and attached in Appendix B. A suggestion would be for administration to read through this and similar reports on global mindsets and skills needed in the future workforce. An audit of the use of these skill sets in all courses and

the creation of additional courses or experiences for students is recommended. This could be coupled with the work needed for more DEI practices.

The Google Trends report is a current resource that also highlights the need for diversity and cultural awareness (Page 6 of our report), specifically, the need for new forms of civic engagement (digital networking, self expression on social media) and social and emotional competencies that support cross-cultural collaboration (self awareness, responsible decision making, empathy, teamwork, relationship building). These nonacademic skills and the need for greater cultural awareness are increasingly important for the long term success of graduates. The committee recommends a heightened awareness and implementation of opportunities and courses that provide experience with and exposure to the skills within the first two recommendations.

- **Review of course offerings and partnerships.** If resources are limited for advanced technology and math courses, partnerships with local districts, institutions of higher education and organizations could be explored to offer students learning in these areas.
- **Determine if there are paths to provide more flexibility in students' class scheduling.** There are obviously limitations here given the size of MHS and the realities of class scheduling, but this topic warrants further investigation by administration, and could be coupled with the review of course offerings and partnerships.
- **Continue with the District's focus on efforts to drive social/emotional health.** Students in the survey noted the desire for more focus on social and emotional health skills. The District has made good strides in this area recently, and this needs to continue. In addition to the continued efforts, consider examining the feeling of connectedness students have at MHS. A strength of Madeira is its size and K-12 community. Intentional building of connectedness and culture can begin before high school.

## Appendix A

**\*\*Not all images of graduate groups appear in the PDF of the survey but were added throughout the survey to personalize it for respondents**

# Madeira High School Graduate Follow-Up Survey

The Madeira City Schools Planning Commission is conducting a survey of MHS graduates from the classes of 2018, 2019, 2020, 2021, and 2022 to seek your feedback on your high school experience. In an effort to always be learning and always growing, we're interested in hearing your feelings about your high school experience and how prepared you felt you were after graduation to tackle your next adventure - whether that be college, specialized vocational training, work, or the military.

We are so proud of our graduates and those who were "Made in Madeira" and know that your thoughts on your high school experience will make us even better in preparing future graduates. Thank you for taking 10-12 minutes to complete this short survey.

\* Required

### Tell Us Who You Are - Four Easy Questions

1. What year did you graduate from Madeira High School (MHS)? \*

*Mark only one oval.*

- 2018
- 2019
- 2020
- 2021
- 2022

2. What is your gender? \*

*Mark only one oval.*

- Female
- Male
- Prefer not to answer
- Other: \_\_\_\_\_

3. What is your race / ethnicity? \*

*Mark only one oval.*

- Hispanic / Latino
- American Indian or Alaska Native
- Black or African Amer
- White
- Asian
- Native Hawaiian or other Pacific Islander
- Other
- Prefer not to answer
- Other: \_\_\_\_\_

4. What grades did you attend MHS? \*

*Check all that apply.*

- 9th
- 10th
- 11th
- 12th
- All of the Above

**Tell Us About Your MHS Experience - Ten Reflective Questions**



Go Madeira!



5. What best describes the classes you took at MHS? \*

*Mark only one oval.*

- Basic
- College Prep
- AP/Honors
- Vocational

How Much Do You Agree or Disagree With The Following Statements:

6. MHS prepared me well for my post high school endeavors? \*

Mark *only one oval.*

Strongly Agree

1

2

3

4

5

Strongly Disagree

7. I feel I had flexibility in choosing my classes in high school. \*

*Mark only one oval.*

Strongly Agree

1

2

3

4

5

Strongly Disagree

8. Comments regarding flexibility

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9. The assistance from the counseling department at MHS was appropriate for my needs. \*

Mark only one oval.

Strongly Agree

1

2

3

4

5

Strongly Disagree

10. Comments regarding counseling department

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11. The core curriculum in these departments at MHS prepared me for college and/or \* the job market:

*Mark only one oval per row.*

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<b>World Language</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Social Studies</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>English</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Math</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Science</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Vocational Skills</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Fine Arts</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Comments on curriculum

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13. MHS equipped me with these necessary skills: \*

Mark only one oval per row.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<b>Team Work/Group Work</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Problem Solving</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Communication</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Creativity</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Decision Making</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Social &amp; Emotional Health</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Comments on "non-academic" skills

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15. My classes at MHS challenged me. \*

Mark only one oval.

Strongly Agree

1

2

3

4

5

Strongly Disagree

16. My classes at MHS were enjoyable. \*

Mark only one oval.

Strongly Agree

1

2

3

4

5

Strongly Disagree

17. How much do you agree or disagree with the following statements about your experience at MHS? \*

Mark only one oval per row.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<b>The learning environment was safe for all students regardless of ethnicity, gender identification, sexual orientation, or ability</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>At least one adult at MHS cared about my growth and development</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My achievements and skills were recognized</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The competition between students was healthy</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The ways in which students were recognized at graduation led to healthy</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**student  
experiences**

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**Students'  
social and  
emotional  
well-being  
were  
considered**

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**My  
experience at  
MHS helped  
equip me to  
interact with  
others in a  
diverse world**

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**My  
experience at  
MHS helped  
develop my  
cultural  
awareness  
and cultural  
competence**

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**I felt valued  
as a school  
community  
member.**

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**I felt included  
in the school  
community.**

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**I felt  
welcome in  
the school  
community.**

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18. I had at least one adult staff member (teacher, administrator, counselor, educational aide, coach) that I could go to if I had a serious concern related to how I was feeling or my mental health? \*

Mark only one oval.

Strongly Agree

1

2

3

4

5

Strongly Disagree

### Post-High School Planning - Three Quick Questions

Go Madeira!



19. Ultimately, the factor(s) that contributed to my college choice were: (check all that apply)

*Check all that apply.*

- Acceptance
- Proximity to home
- Cost
- Reputation
- Program Offerings
- Scholarship(s)
- Familiarity
- Financial Assistance
- Size

20. Other factors (please specify)

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21. Comment on acceptance

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22. How were/are the grades you received at college or post secondary training in comparison to your grades in high school?

*Mark only one oval.*

- College grades were/are above high school grades
- College grades were/are below high school grades
- About the same
- N/A

23. Comment on grades

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24. What best describes your current situation? (please select all that apply) \*

*Check all that apply.*

- Working on Undergraduate Degree
- Graduated and working in chosen career
- Graduated and working in a career other than program studied
- Military
- Working and no longer pursuing college degree
- Seeking Employment
- Working on Graduate Degree
- Other: \_\_\_\_\_

**Overall Feedback - Four Shared Responses**

Go Madeira!



25. What were the strengths of your high school experience? \*

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26. What were the weaknesses of your high school experience? \*

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27. What could MHS continue doing or do differently to help future graduates be ready for life after high school? \*

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28. What else would you like to tell us about your MHS experience?

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29. Optional: If you would like someone from Madeira to follow up with you, please leave your name and email address

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Thank you for your support of Madeira City Schools!  
We would appreciate it if you could forward the link to this survey to 2 of your classmates from MHS.

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