

ISSAQUAH SCHOOL DISTRICT

Class of 2013

Executive Summary

The Class of 2013 was surveyed during the '13-'14 school year using the TRACE Follow-Up system. The graduates were stratified with regard to gender, ethnic/racial group, and GPA. Of the 1,130 graduates, 442 were surveyed and responses were obtained from 78%. The respondents were demographically highly representative of the entire Class so that the data described below are accurate estimates of the status and opinions of all 2013 graduates of the Issaquah School District (Tables 1-5).

Thirty-two percent of the graduates are employed either full- or part-time, predominantly by retail/wholesale (35%), restaurant and service industry (15% each), and college (14%) organizations. Of the working graduates, 26% have sales/cashier positions, 21% have office/clerical positions, 13% each have child care and restaurant-related and positions, and 12% have unskilled labor jobs. The primary job category for female employees is office-clerical (33%); for males, the primary category is unskilled labor (25%). Some 5% of the working graduates reported that their jobs were related to training they had in high school (Tables 6, 15-17).

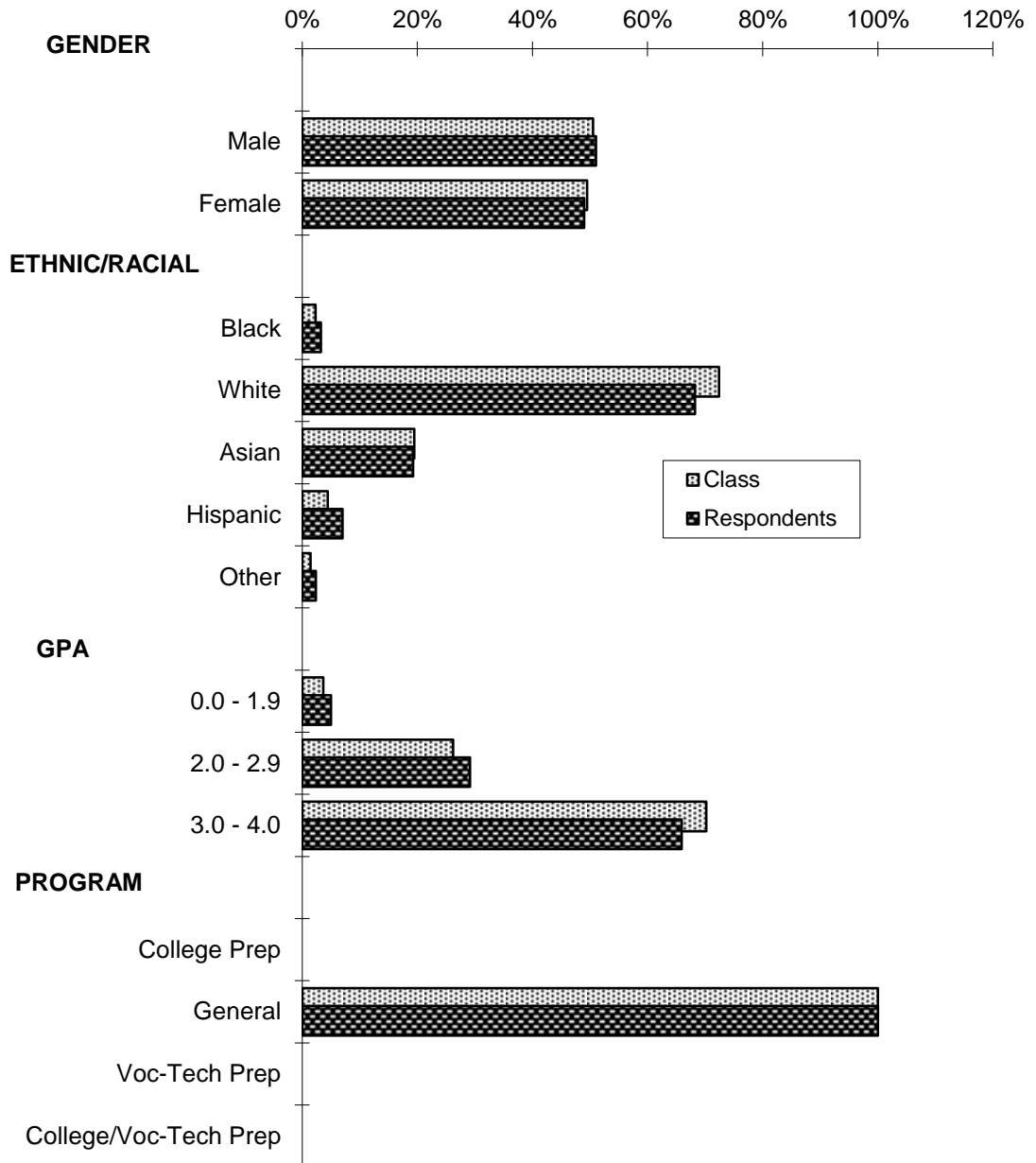
Half the employed graduates (54%) are generally satisfied with their jobs though specific indices of job satisfaction vary: 69% find their jobs interesting, 53% feel their advancement opportunities are good, 77% are satisfied with their earnings, and half (50%) replied that their jobs are related to their ultimate career objectives. The latter percentage is unusually high considering that two-thirds of the working graduates (68%) are part-time employees and that three-quarters (74%) are also continuing their education; in most such instances employment typically is based on economic rather than career-related considerations (Tables 6, 18-22).

The large majority of graduates (84%) are continuing their education either full- or part-time, most (77%) within Washington. Two-thirds of the continuing education graduates (69%) are attending four-year institutions and an additional 27% are enrolled in community colleges, most of whom (75%) intend to transfer to a four-year school. Three-quarters of the continuing-education graduates (74%) reported a major subject of concentration: 17% are majoring in business administration, 15% in the biological sciences, and 11% in engineering/computer. A few alumni (2%) have already completed a program of study at an institution since completing high school, most at in-state community colleges (Tables 6-14).

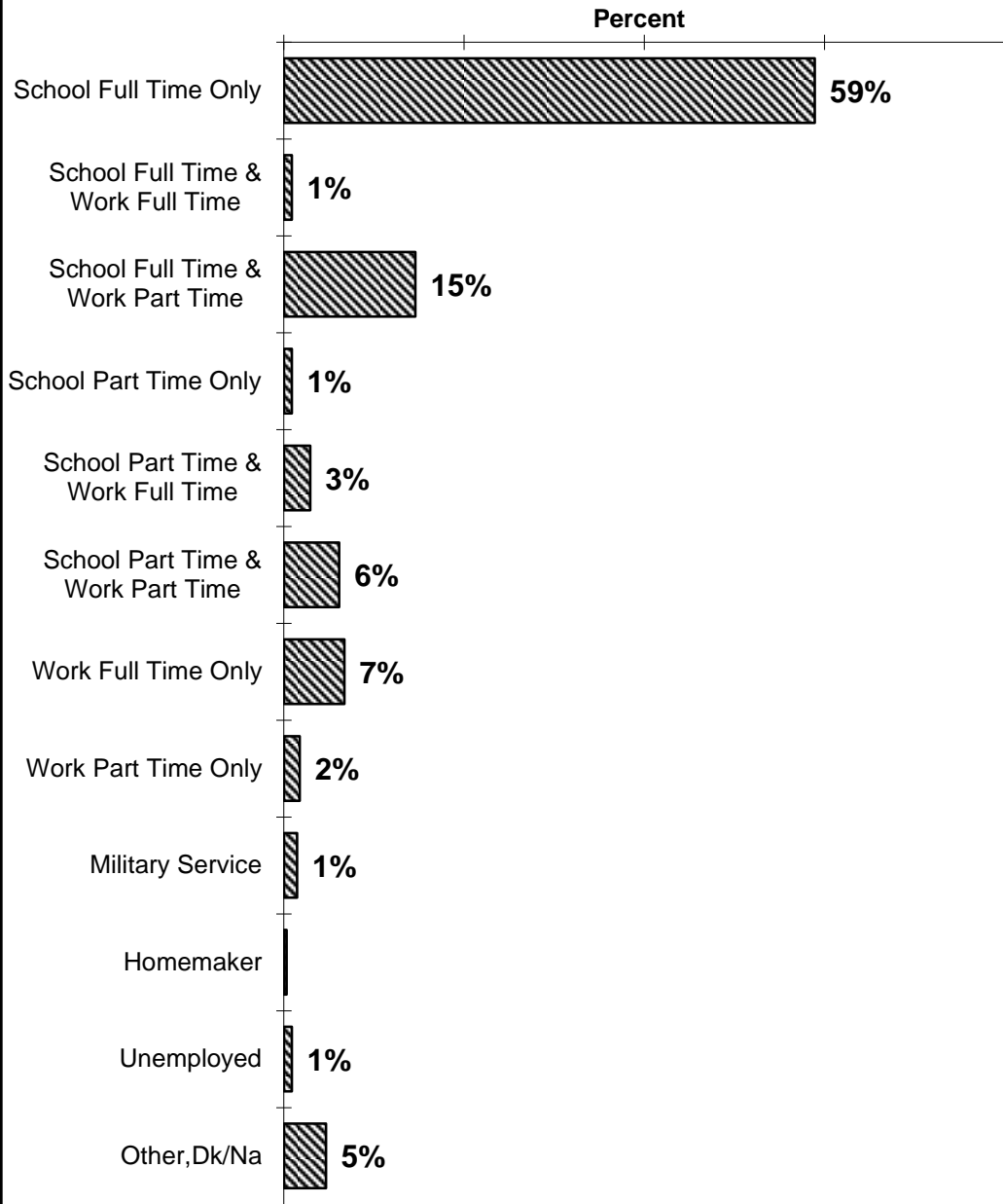
Graduates reported that the most useful high school subject areas for their current major activity, whether school or work, were English (57%), Math (50%), and Science (45%), followed by Social Studies (26%), Computer Science (15%), Foreign Language (12%), and Art/Music and Marketing (each 10%) (Tables 41-43). In-depth assessments of individual subject areas are contained in Tables 23-39. A third of the graduates (35%) now wish they had taken other courses while in high school, the most frequently mentioned being classes in science (25%), social studies (15%), and marketing/sales, advanced English, and non-specific AP subjects (each 8%) (Table 40).

The occupational aspirations of the graduates while in high school were varied, with the most prevalent being careers in the physical sciences (19%), the health field (9%), and in business (8%). Four-of-ten graduates (43%) had not decided on a career objective while in high school. As might be expected, graduates have made decisions and had changes of mind since graduation: 23% now opt for careers in the physical sciences, 12% in the health field, 11% in business, 7% in the creative occupations and 6% in education. Half the graduates (52%) who had not decided on a career area while in high school have since done so and, of those who had, 23% have changed their minds (Tables 44-46).

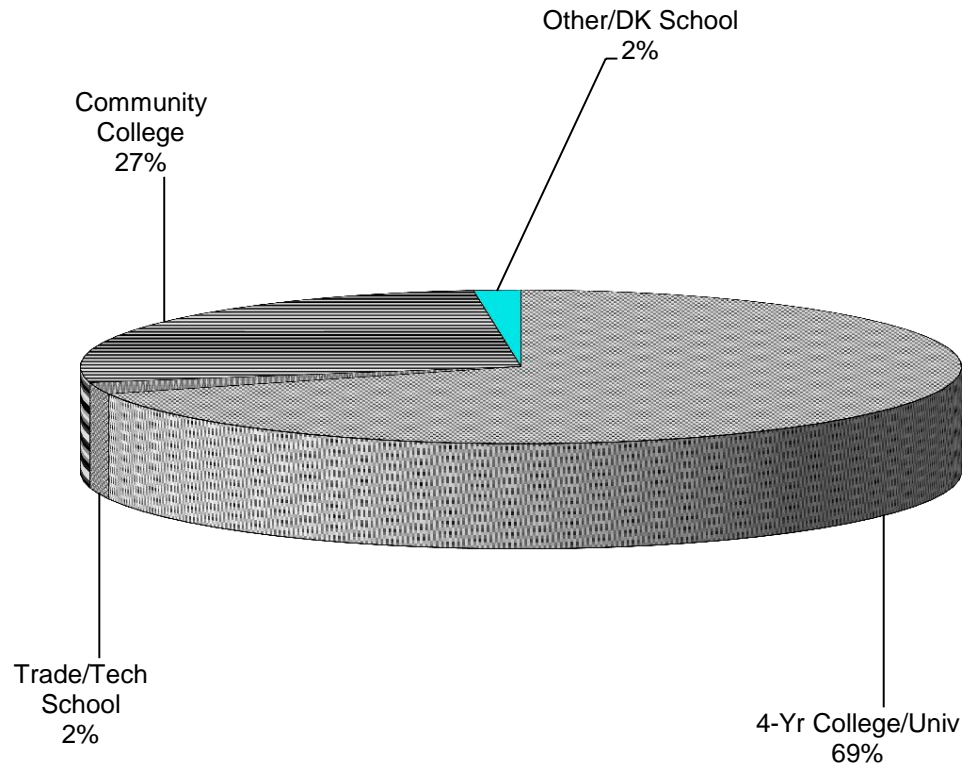
COMPARISONS OF GRADUATING CLASS AND RESPONDENTS
(Tables 4 and 5)



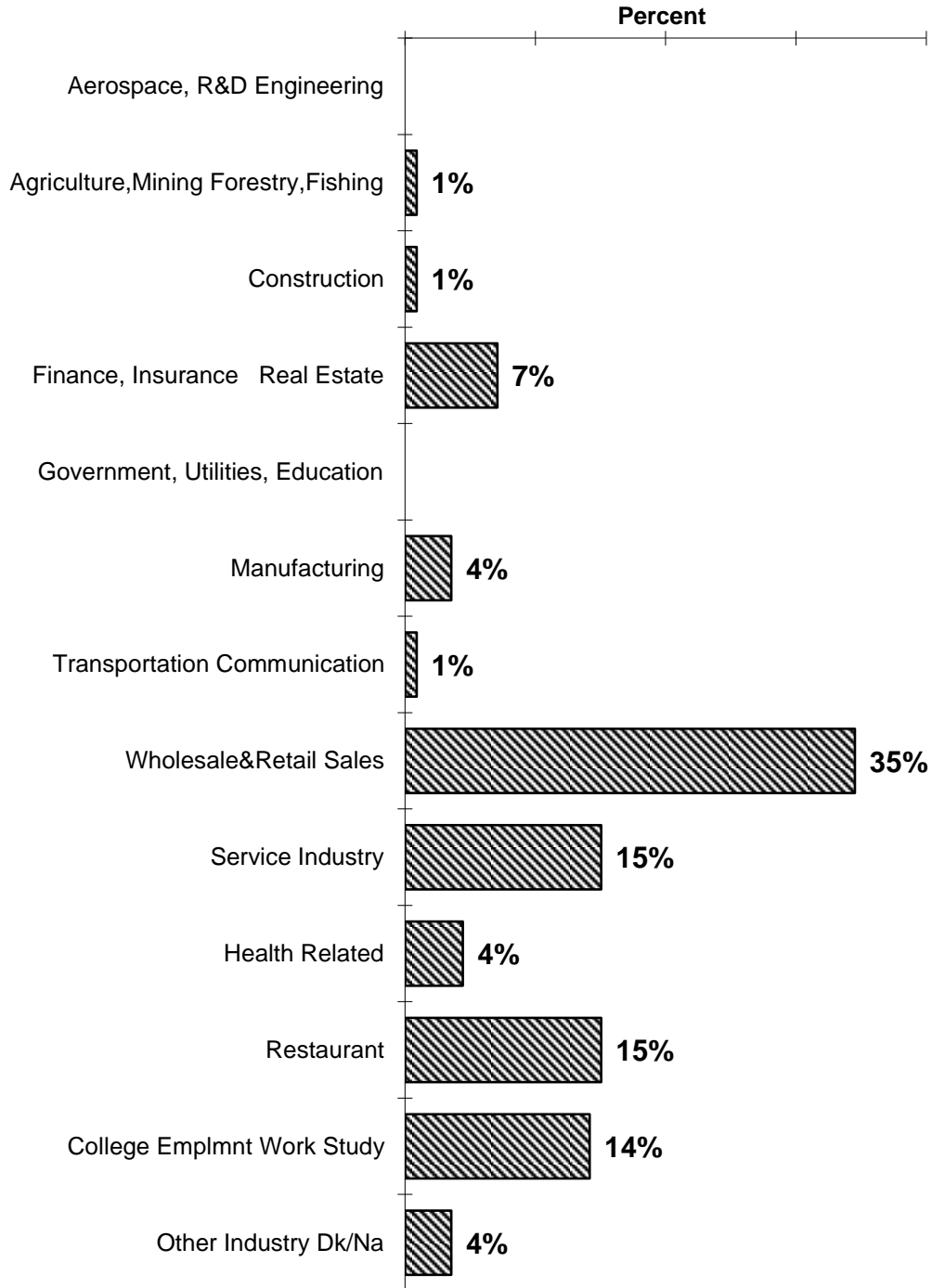
Q.1 WHAT ARE GRADUATES DOING AT PRESENT?



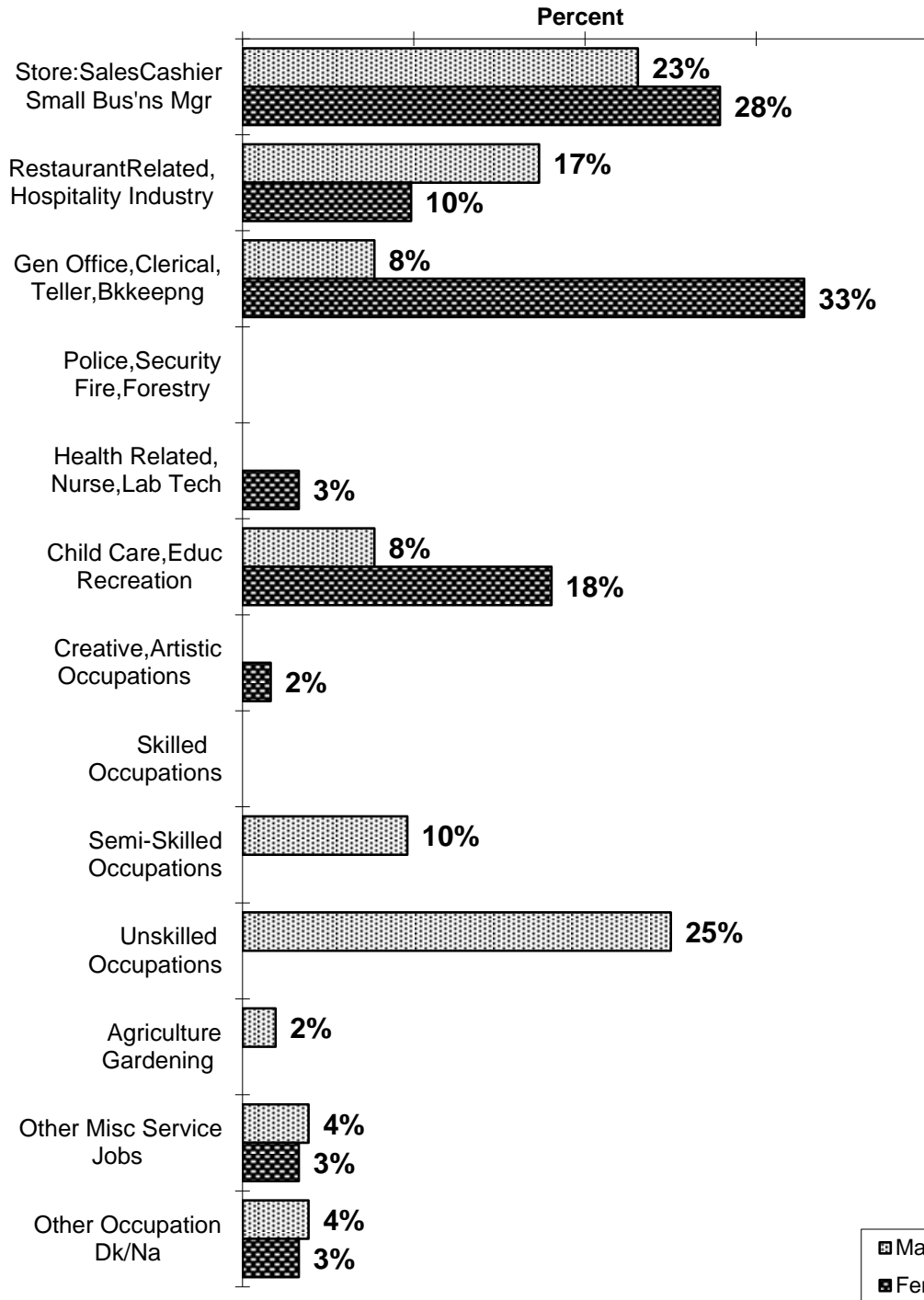
Q.5 TYPE OF SCHOOL ATTENDING



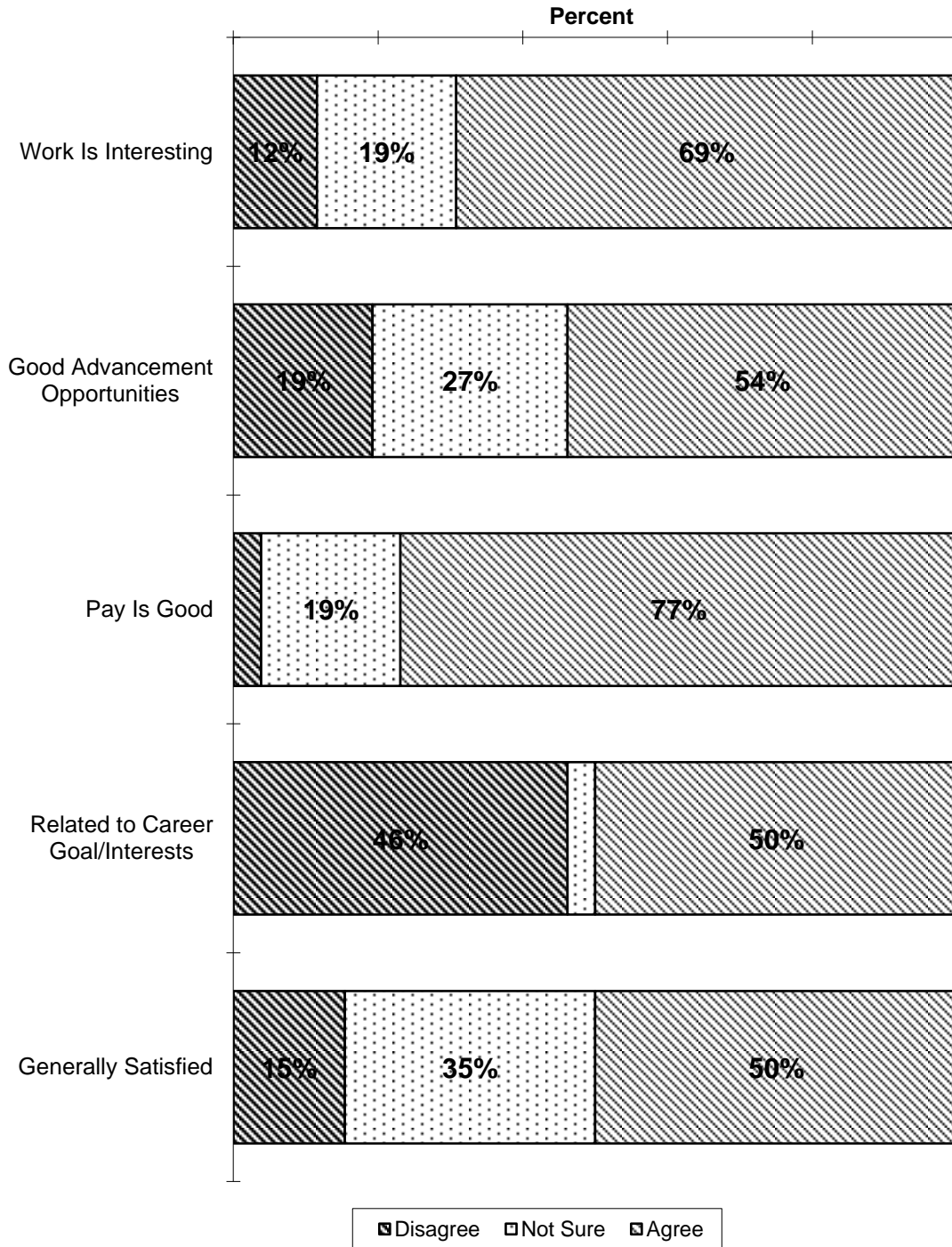
Q.8 INDUSTRY / BUSINESS EMPLOYED IN



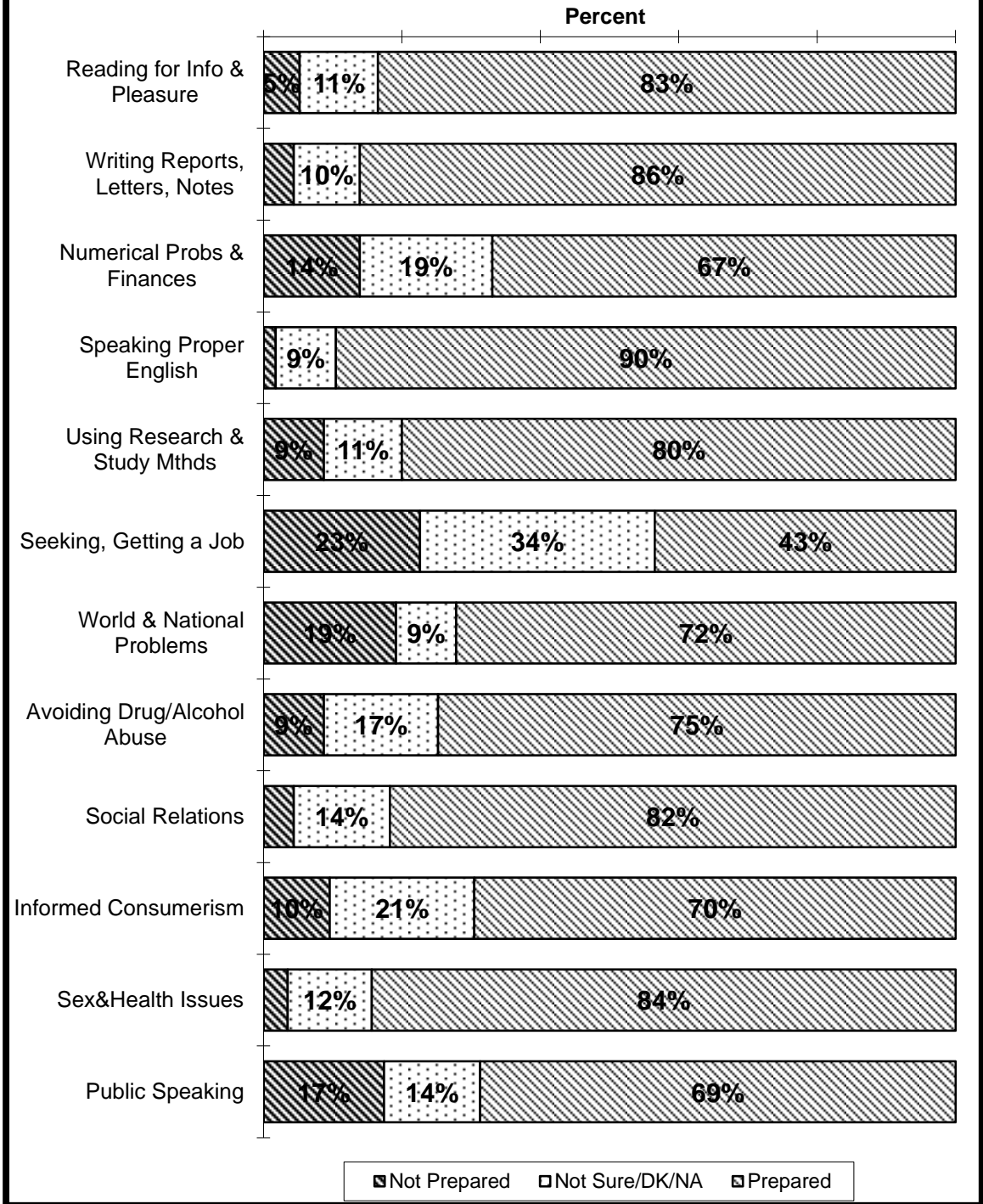
Q.9 TYPES OF JOBS HELD BY GRADUATES



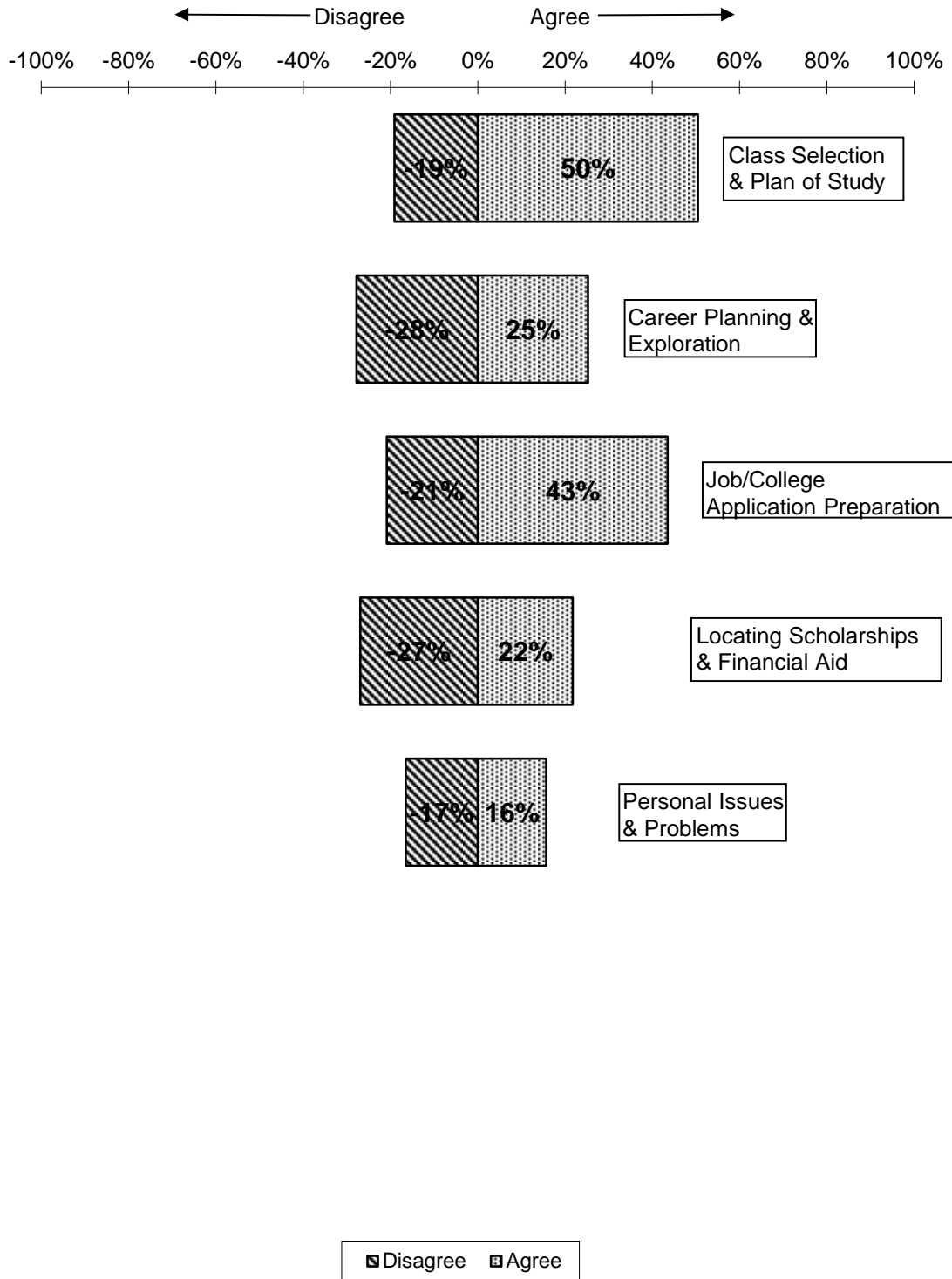
Q.12 MEASURES OF JOB SATISFACTION



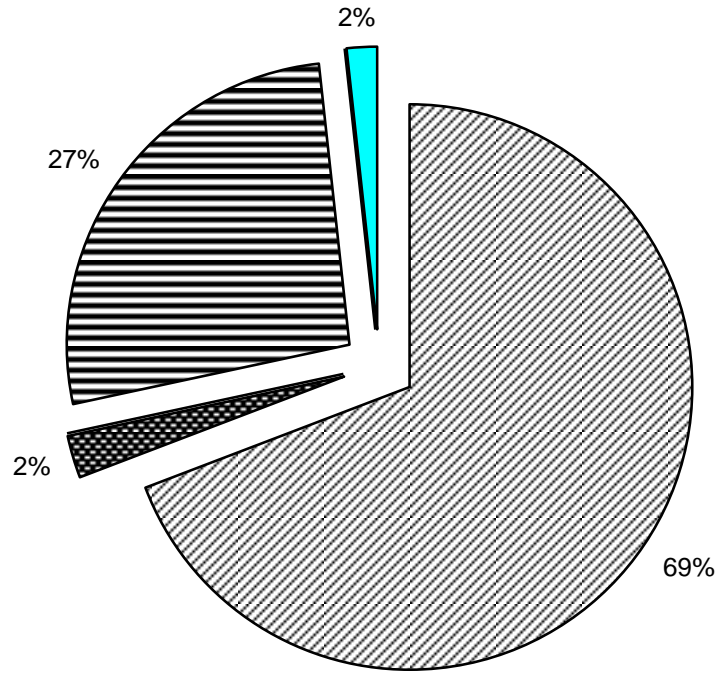
Q.20 PREPAREDNESS UPON GRADUATION



Q.21 COUNSELOR or ADVISOR HELPED WITH:



Q.5 TYPE OF SCHOOL ATTENDING

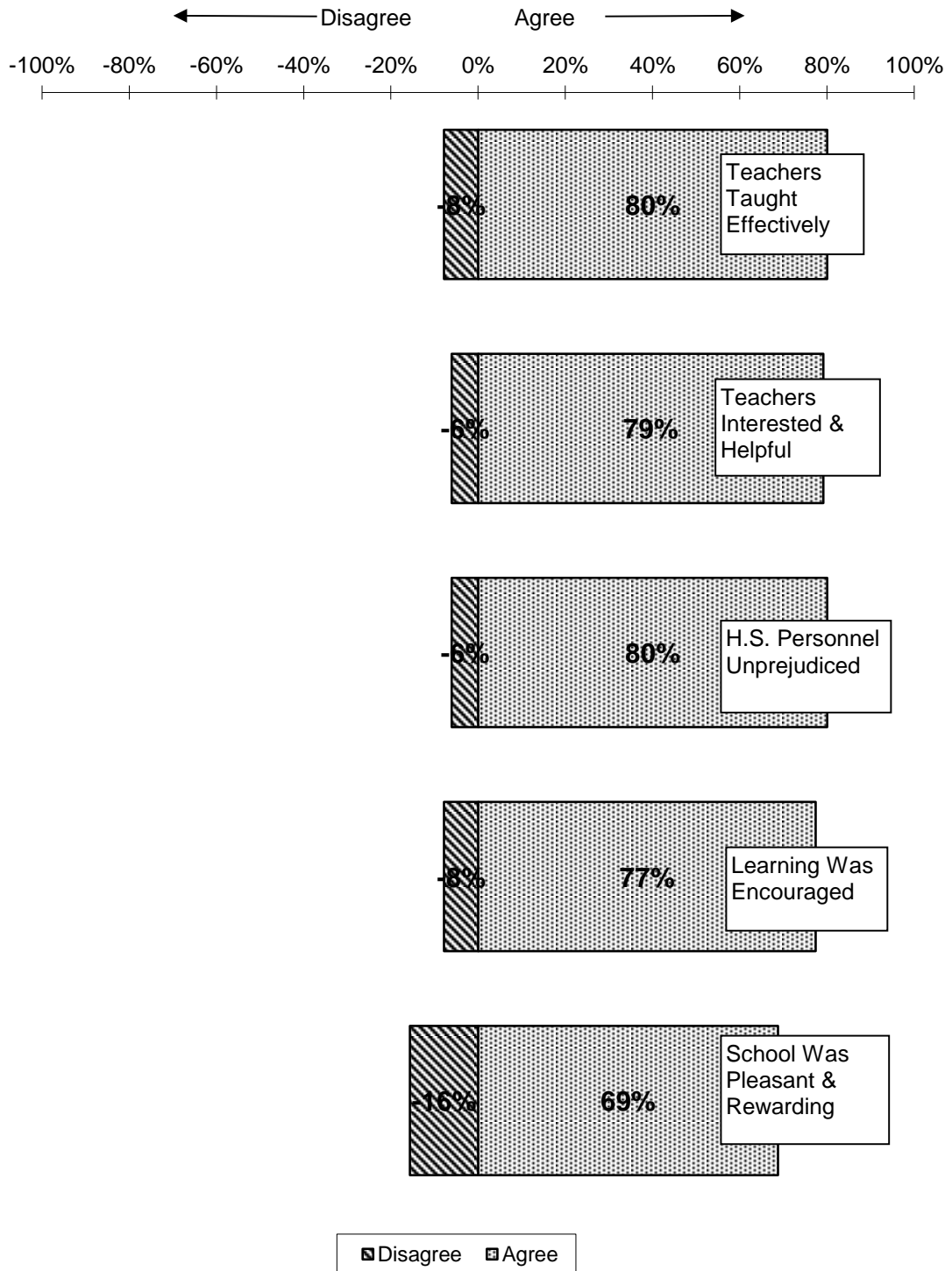


4 Yr College/Univ	Trade/Tech School	Private Business School
Community College	Apprentice School	Other/DK School

Q.9 TYPES OF JOBS HELD BY GRADUATES



Q.23 TEACHERS and H.S. ENVIRONMENT



The large majority of graduates (82%) participated in extra-curricular activities at some time during their high school career. Most participants, ranging from 78% to 100% for the various activities, reported that they consider their involvement to have been worthwhile (Table 51).

Graduates now report varying degrees of preparedness in everyday skill and knowledge areas at the time they completed high school: 83% felt somewhat or very prepared in reading, 87% reported being somewhat or very prepared in writing, 67% were prepared in numeric computational skills, 90% felt prepared in using proper spoken English, 80% responded that they were prepared in using research and study skills, 43% were prepared in job-seeking skills, 72% felt they could evaluate national and world problems and issues, 74% were knowledgeable about avoiding drug and alcohol abuse, 82% were prepared in human relations skills, 69% felt prepared as informed consumers, 84% were knowledgeable about sex and health issues, and 69% felt prepared to speak before groups (Tables 52-63).

Half the graduates (50%) felt their counselor had helped them with class selection and plans of study for their high school careers, 25% felt they had been helped with career exploration and planning, 43% felt helped with applications for college and jobs, 22% were helped by counselors in locating sources for financial aid and scholarships, and 16% had been helped with personal problems and issues. Varying numbers of graduates, ranging from 13% to 39% for these five areas, had not sought help from their counselors. However, the vast majority of graduates (77%) now report that they could have used more assistance, particularly in the areas of career exploration (54%), financial aid (51%), and application preparation (44%), (Tables 64-69).

The large majority of graduates (80%) felt the faculty were effective as instructors and 79% indicated that teachers were interested in and helped students when asked. However, relatively fewer graduates thought that most of their classes were extremely or very demanding when it came to homework assignments (62%), discipline/behavior requirements (15%), the quality of work required of students (57%), and the required amount of classroom work and participation (41%) (Tables 70-71, 47-50).

A few graduates (6%) disagreed with the statement that school personnel were *not* prejudiced and treated all students equally. A large majority (77%) felt that their high school encouraged learning and a majority (69%) also reported that high school had been a pleasant and rewarding experience (Tables 72-74).

Charles Abrams, Ph. D.
Decision Research
4480 Vieja Drive
Santa Barbara, CA 93110
805/967-0689