

ISSAQUAH SCHOOL DISTRICT

Class of 2011

Executive Summary

The Class of 2011 was surveyed during the '11-'12 school year using the TRACE Follow-Up system. The graduates were stratified with regard to gender, ethnic/racial group, and GPA. Of the 1,048 graduates, 421 were surveyed and responses were obtained from 79%. 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 2011 graduates of the Issaquah School District (Tables 1-5).

Twenty-seven percent of the graduates are employed either full- or part-time, predominantly by retail/wholesale (20%), restaurant (19%), service industry (15%), and college (9%) organizations. Of the working graduates, 19% each have restaurant-related and office-clerical positions, 13% each have sales/cashier and child care positions, and 11% have unskilled labor jobs. The primary job category for female employees is office-clerical (32%); for males, the primary category is unskilled labor (24%). Some 5% of the working graduates reported that their jobs were related to training they had in high school (Tables 6, 15-17).

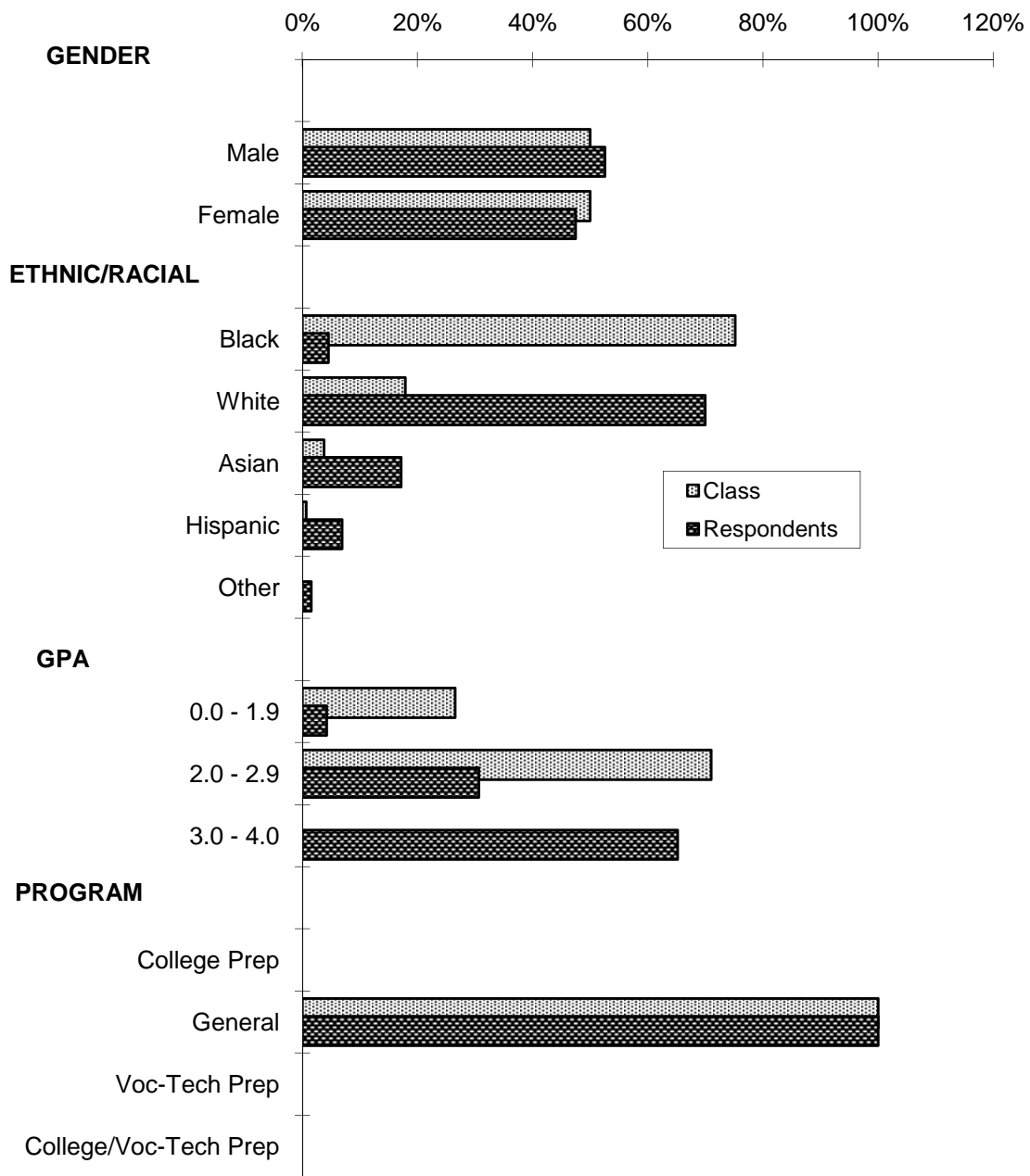
The majority of employed graduates (72%) are generally satisfied with their jobs though specific indices of job satisfaction vary: 59% find their jobs interesting, 47% feel their advancement opportunities are good, 66% are satisfied with their earnings, and 15% replied that their jobs are related to their ultimate career objectives. The latter relatively-low percentage is consistent with the findings that eight-of-ten working graduates (80%) are part-time employees and that more than two-thirds (70%) are also continuing their education; in most such instances employment is based on economic rather than career-related considerations (Tables 6, 18-22).

The large majority of graduates (80%) are continuing their education either full- or part-time, most (80%) within Washington. Two-thirds of the continuing education graduates (67%) are attending four-year institutions and an additional 28% are enrolled in community colleges, most of whom (67%) intend to transfer to a four-year school. Sixty percent of the continuing-education graduates have decided on a major subject of concentration: 13% are majoring in business administration, 11% in the biological sciences, and 9% in engineering/computer. A few alumni (3%) have already completed a program of study at an institution since completing high school, most at community colleges and all in-state, (Tables 6-14).

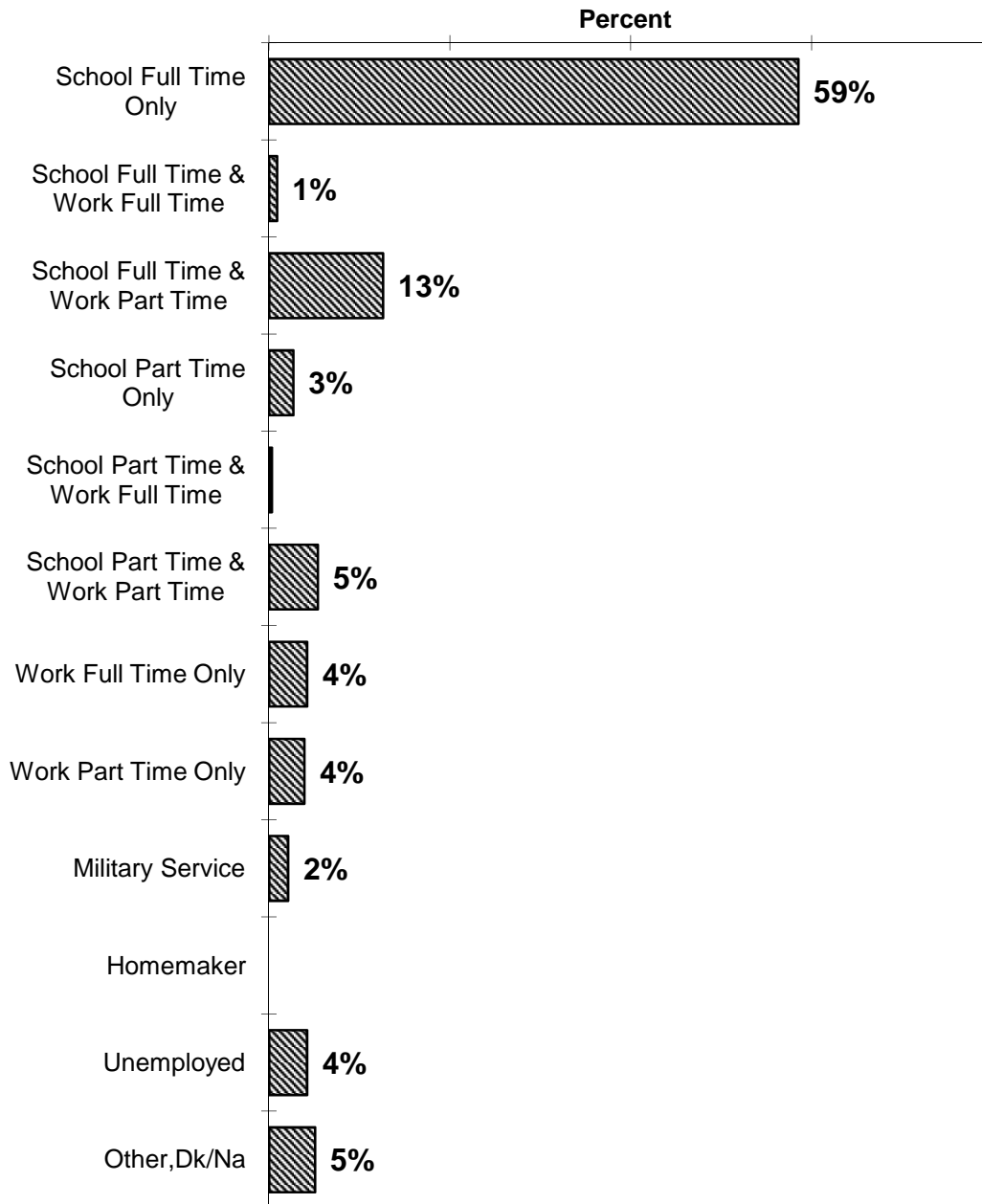
Graduates reported that the most useful high school subject areas for their current major activity, whether school or work, were Math (56%), English (55%), and Science (49%), followed by Social Studies (35%), Foreign Language (20%), Art/Music (16%) and Marketing (13%) (Tables 41-43). In-depth assessments of individual subject areas are contained in Tables 23-39. More than a third of the graduates (38%) now wish they had taken other courses while in high school, the most frequently mentioned being classes in science (18%), marketing/sales (15%), math (13%) and social studies and non-specific AP subjects (each 10%) (Table 40).

The occupational aspirations of the graduates while in high school were varied, with the most prevalent being careers in the health field (16%), the physical sciences (10%), and in business and the creative occupations (each 9%). A third of the graduates (37%) 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: 17% now opt for careers in the health field, 14% in business, 12% in the physical sciences, 7% in the creative occupations and 6% in education. A third of the graduates (37%) who had not decided on a career area while in high school have since done so and, of those who had, 21% have changed their minds (Tables 44-46).

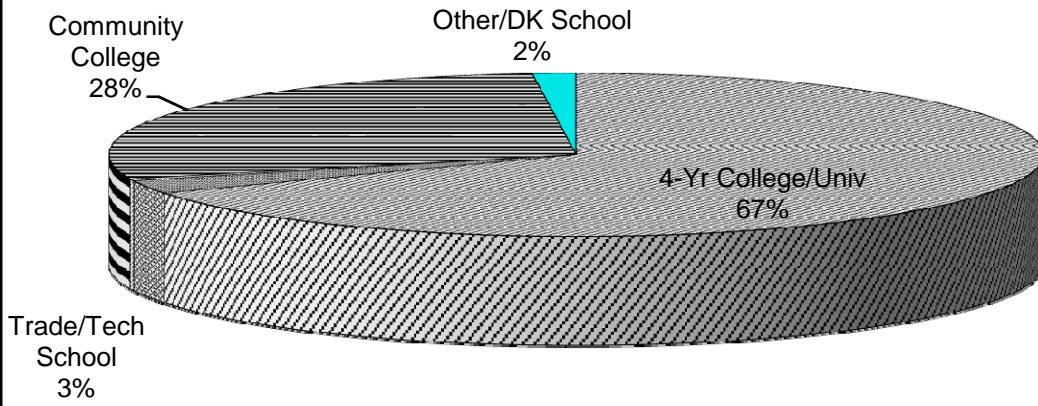
COMPARISONS OF GRADUATING CLASS AND RESPONDENTS
(Tables 4 and 5)



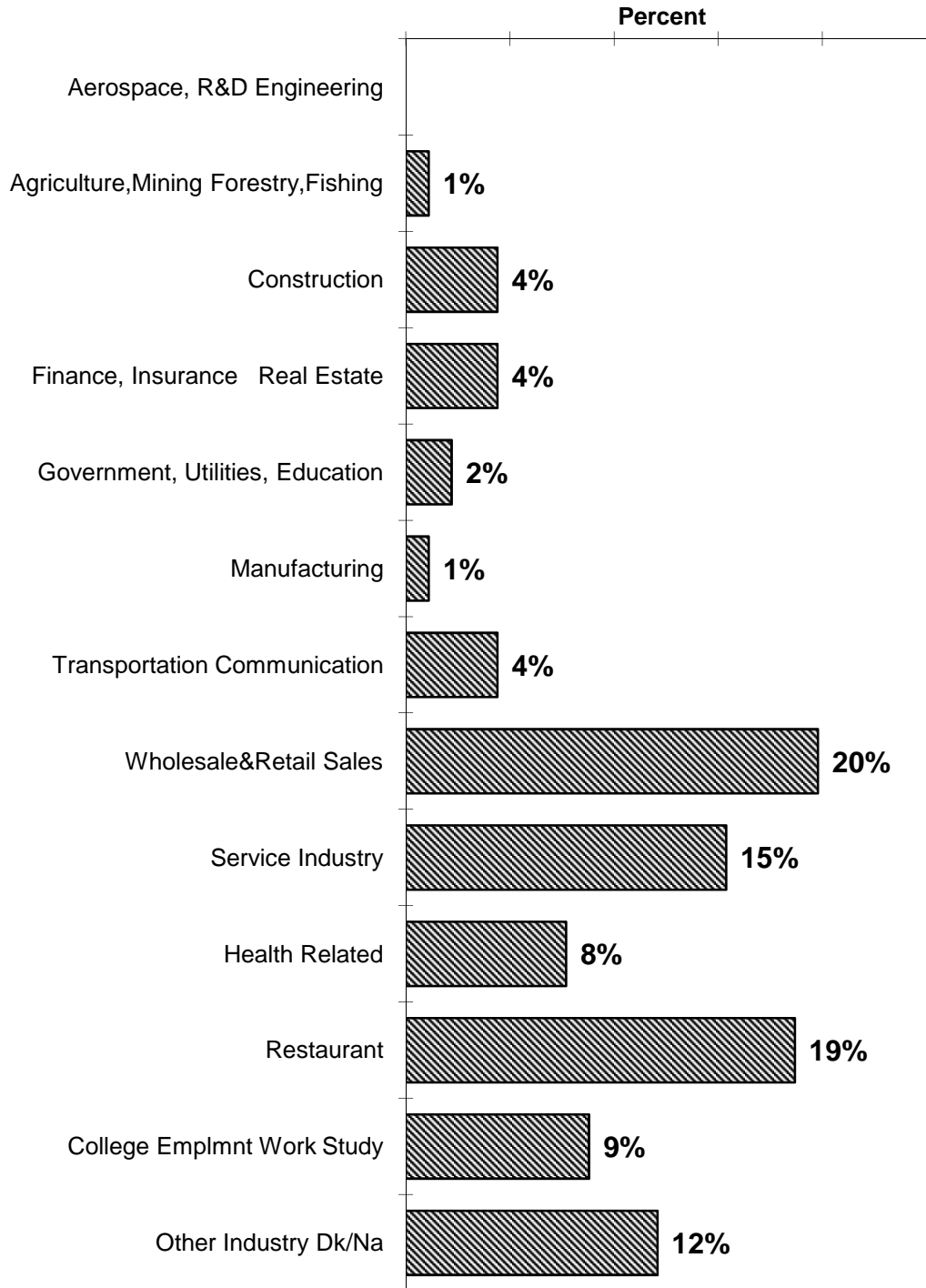
Q.1 WHAT ARE GRADUATES DOING AT PRESENT?



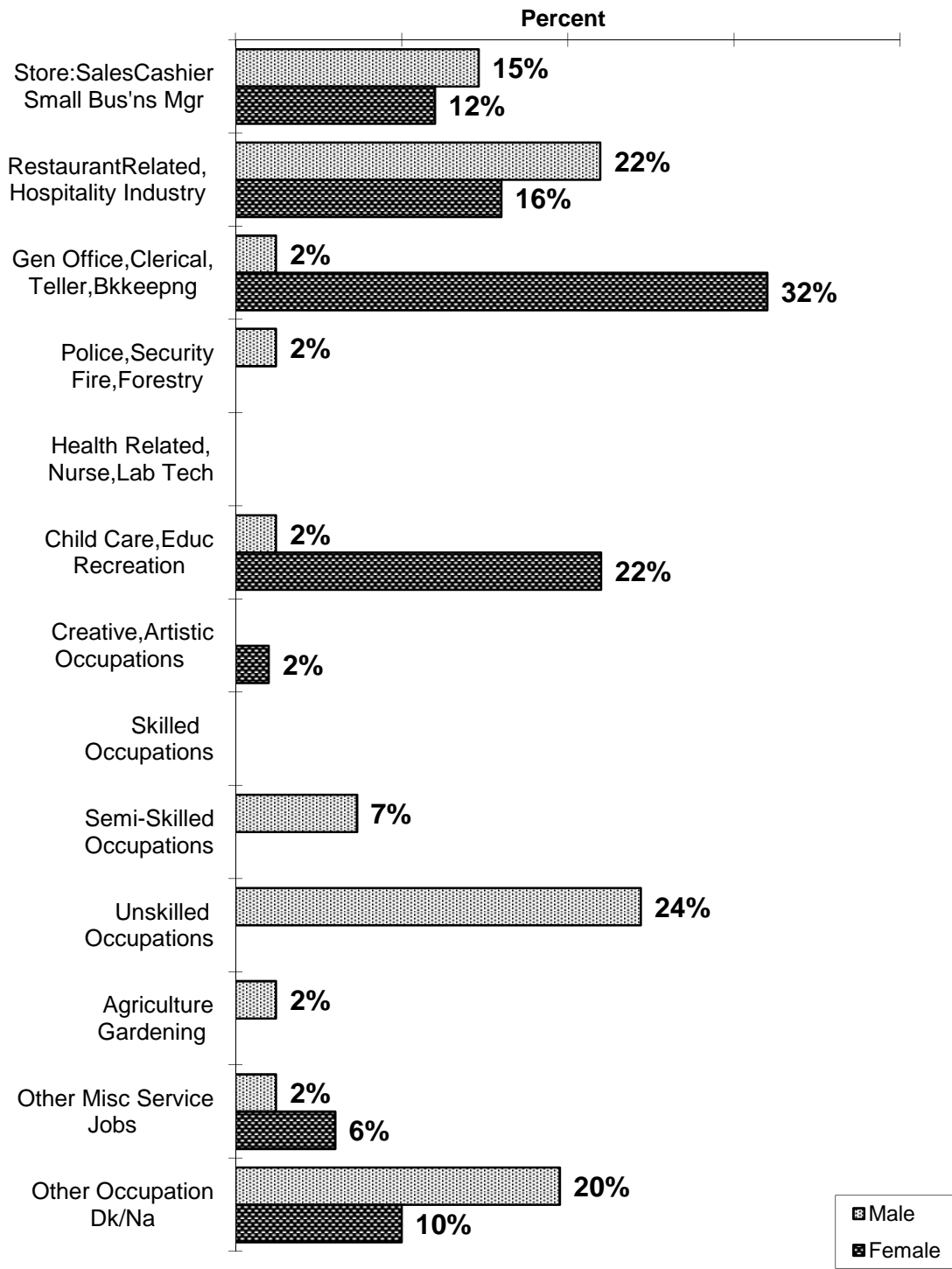
Q.5 TYPE OF SCHOOL ATTENDING



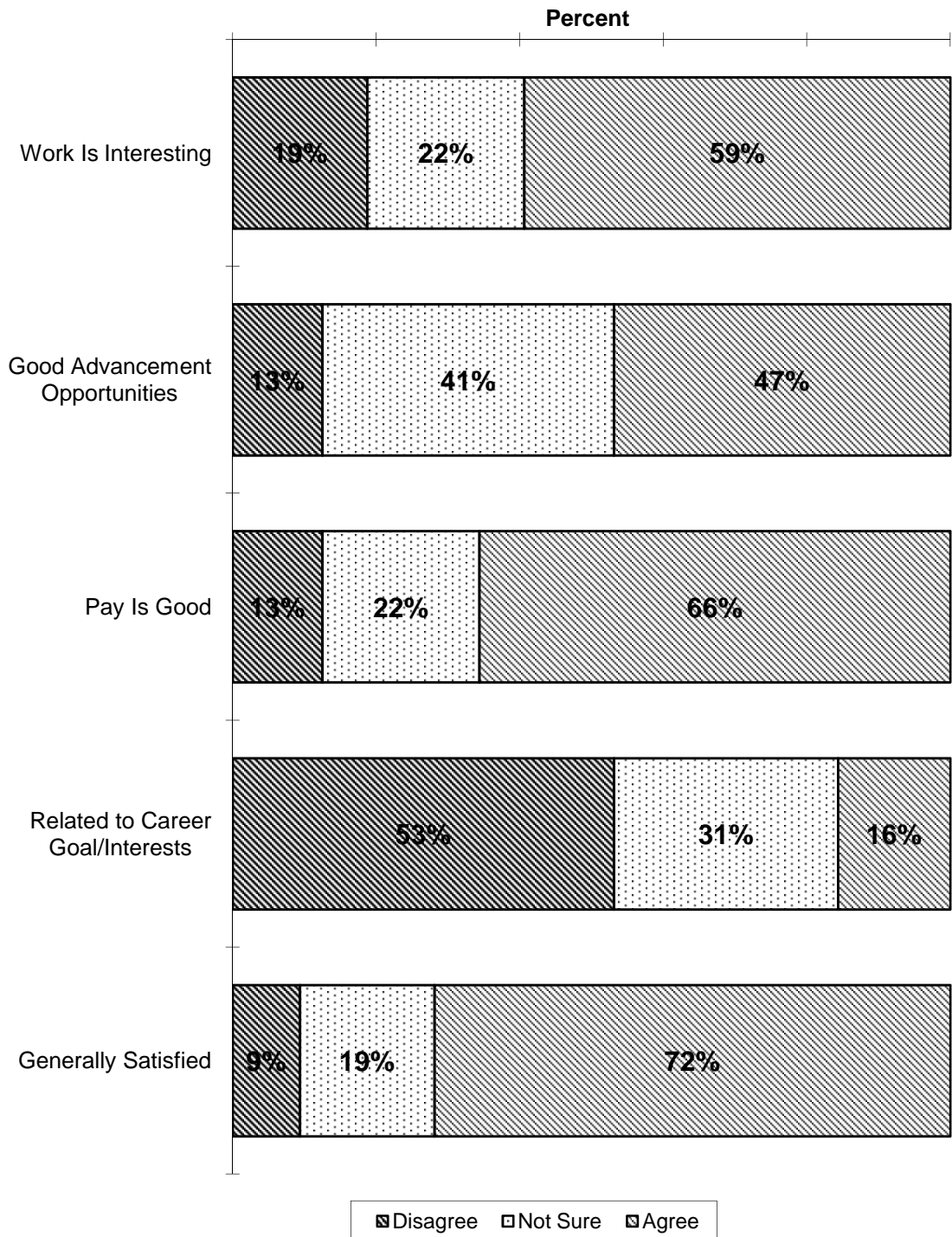
Q.8 INDUSTRY / BUSINESS EMPLOYED IN



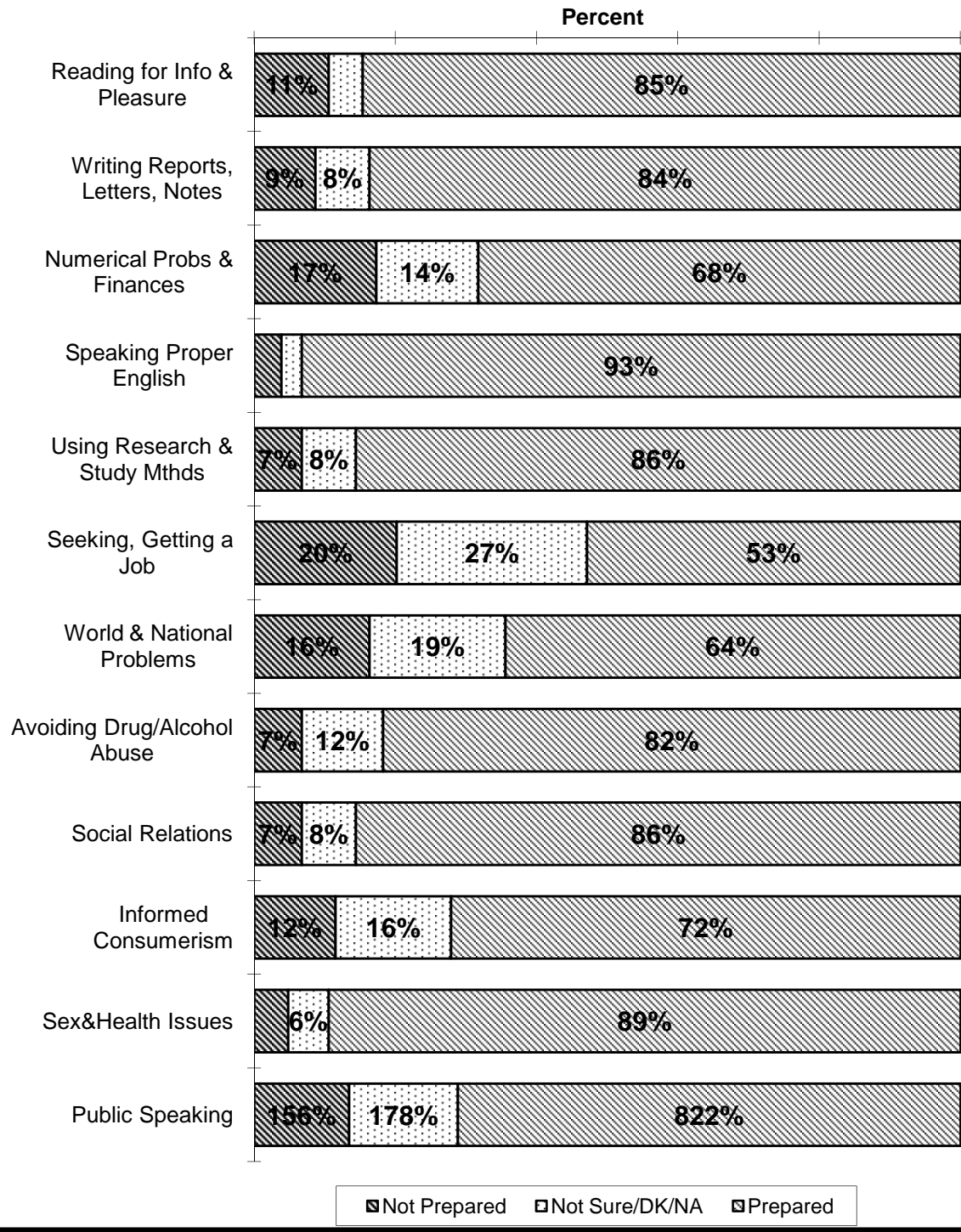
Q.9 TYPES OF JOBS HELD BY GRADUATES



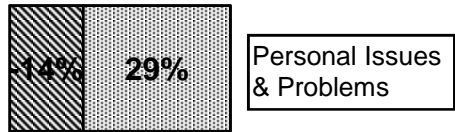
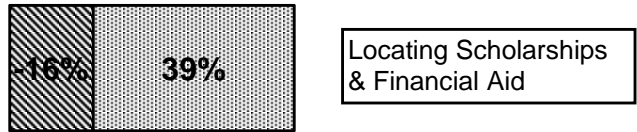
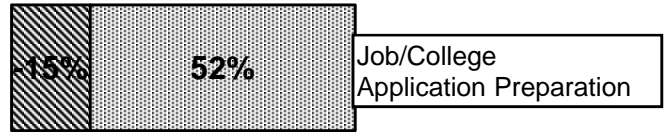
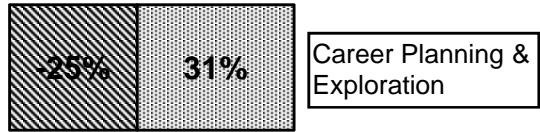
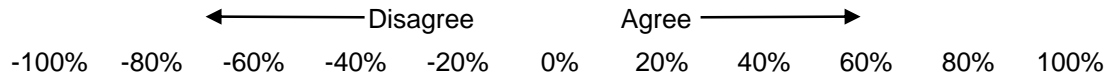
Q.12 MEASURES OF JOB SATISFACTION



Q.20 PREPAREDNESS UPON GRADUATION

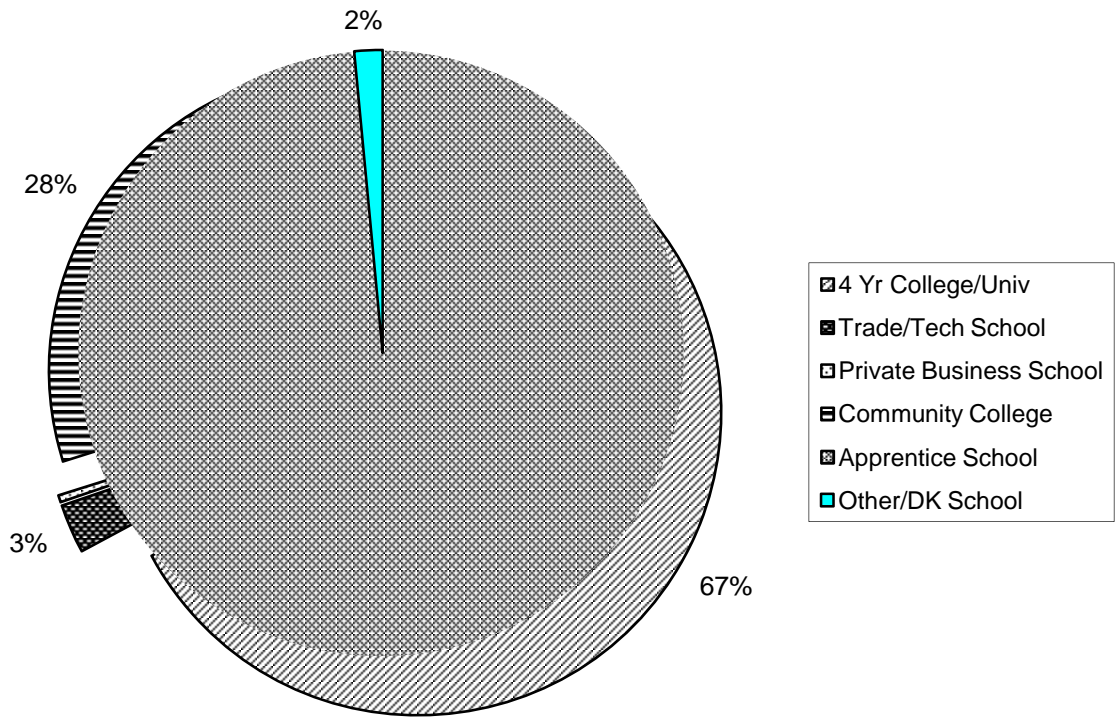


Q.21 COUNSELOR or ADVISOR HELPED WITH:



■ Disagree ■ Agree

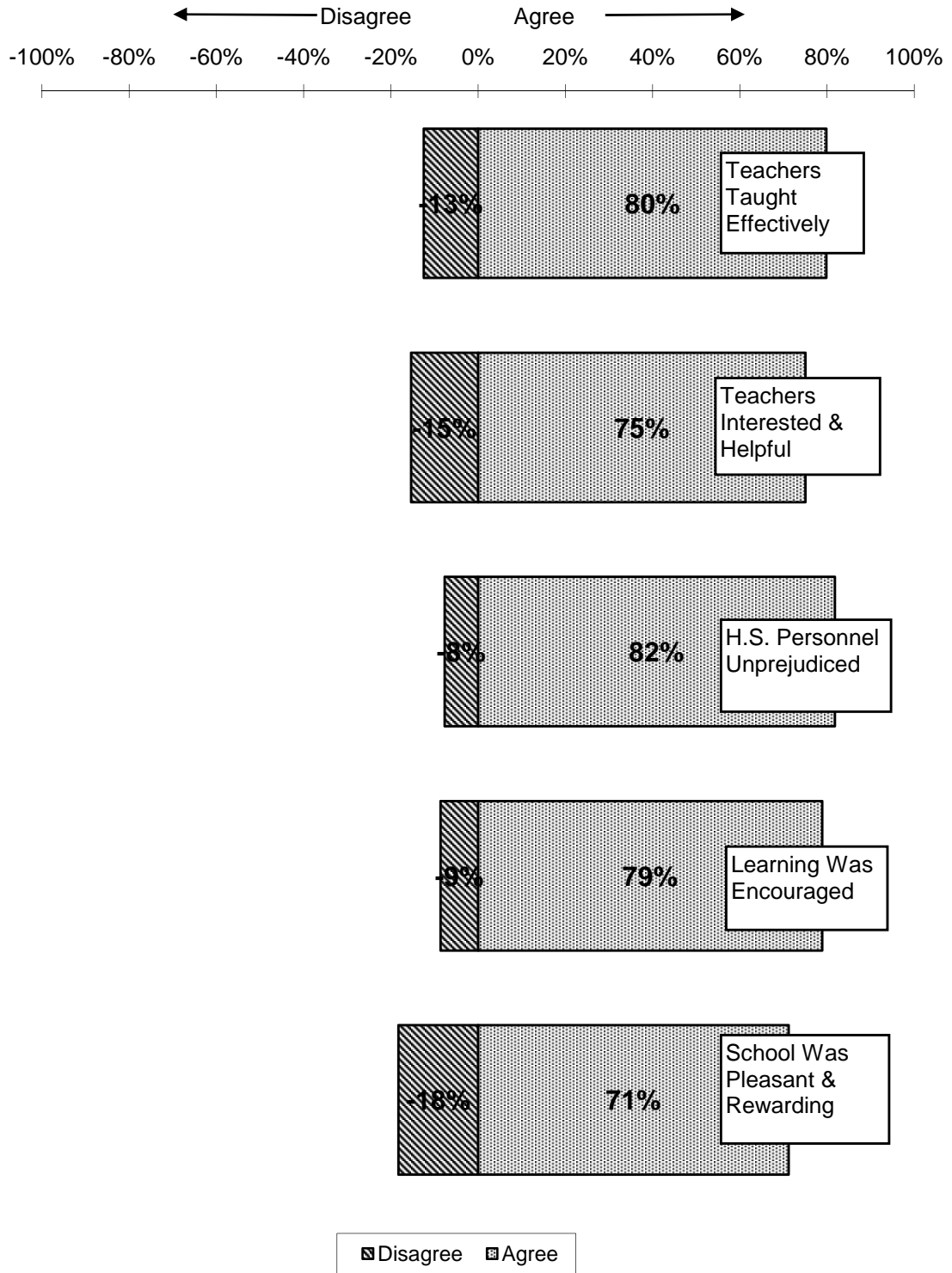
Q.5 TYPE OF SCHOOL ATTENDING



Q.9 TYPES OF JOBS HELD BY GRADUATES



Q.23 TEACHERS and H.S. ENVIRONMENT



The large majority of graduates (86%) participated in extra-curricular activities at some time during their high school career. Most participants, ranging from 56% 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: 85% felt somewhat or very prepared in reading, 83% reported being somewhat or very prepared in writing, 68% were prepared in numeric computational skills, 93% felt prepared in using proper spoken English, 85% responded that they were prepared in using research and study skills, 53% were prepared in job-seeking skills, 64% felt they could evaluate national and world problems and issues, 82% were knowledgeable about avoiding drug and alcohol abuse, 86% were prepared in human relations skills, 72% felt prepared as informed consumers, 90% were knowledgeable about sex and health issues, and 71% felt prepared to speak before groups (Tables 52-63).

More than half the graduates (55%) felt their counselor had helped them with class selection and plans of study for their high school careers, 30% felt they had been helped with career exploration and planning, 52% felt helped with applications for college and jobs, 39% were helped by counselors in locating sources for financial aid and scholarships, and 28% had been helped with personal problems and issues. Varying numbers of graduates, ranging from 18% to 38% for these five areas, had not sought help from their counselors. However, the vast majority of graduates (88%) now report that they could have used more assistance, particularly in the areas of application preparation (53%), financial aid (46%) and career exploration (45%) (Tables 64-69).

The large majority of graduates (80%) felt the faculty were effective as instructors and 75% 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 (63%), discipline/behavior requirements (26%), the quality of work required of students (54%), and the required amount of classroom work and participation (45%) (Tables 70-71, 47-50).

Some graduates (8%) disagreed with the statement that school personnel were *not* prejudiced and treated all students equally. A large majority (79%) felt that their high school encouraged learning and a majority (71%) also reported that high school had been a pleasant and rewarding experience (Tables 72-74).

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