

Survey of Madeira Graduates Classes – 2002, 2003, 2004 and 2005

April 8, 2010

Madeira City Schools Planning Commission

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**Survey of Madeira Graduates
Classes – 2002, 2003, 2004 and 2005**

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Survey of Madeira Graduates Classes – 2002, 2003, 2004 and 2005

1. Objective of Study

The purpose of this survey was to obtain opinions from graduates of the 2002, 2003, 2004 and 2005 classes about their experiences at Madeira High School. Specific questions focused on academics, core curriculum, 21st century skills, guidance assistance, college selection process, grades and the strengths and weakness of their high school experience. A few general questions were asked to determine if the respondents felt that the survey had over looked anything and how Madeira High School prepared them for their future.

2. Methodology

The survey instrument used was a modified version of the 2006 survey. (See Exhibit I.) This survey should be repeated every three years to evaluate and track trends and issues over time as they pertain to the educational experience at Madeira City Schools. The survey reflected some new questions dealing with current issues such as technology, 21st century skills and the college selection process.

The survey process was probably the biggest change from 2006. With the continued growth of electronic medium the committee felt that this survey should reflect that course and the 2010 survey was completely done electronically. The survey company used was Survey Monkey and the survey was only accessible for completion on line. We felt this process would enhance our response rate and provide us with better data.

The process for former Madeira Graduates to learn of the survey was as follows:

- Two letters mailed to their former last given address as Madeira residents one and three weeks prior to the Christmas Holiday 2009. (See Exhibit II.)
- Posting the survey link on the Madeira City Schools website.
- Various e-mails sent from Madeira High School to the general list serve e-mailing list prior to and after the Christmas holiday 2009.
- Several press releases in local newspapers (Community Press), newsletters (Madeira News), and community publications.
- A final letter mailed to the parents of these graduates around February 24, 2009 asking for their help in contacting their children and asking them to complete the survey. (See Exhibit III.)

3. Overview of Responses

The committee received 91 surveys via Survey Monkey (an on-line survey website). This method of collecting surveys almost doubled the response rate of the prior survey in 2006. The overall response rate was 18.7%

	Class of 2002	Class of 2003	Class of 2004	Class of 2005
Response Rate	15%	19%	24%	22%
Surveys Completed	16	23	24	22
Total Graduates	109	119	104	122

Demographics: The respondents were 49.5% male and 50.5% female. Most respondents categorized themselves as college prep students (48%) and honors (47%).

4. Findings and Observations

A complete numerical summary of the responses is provided in Exhibit IV. Survey questions that solicited comments and/or open ended responses are compiled in Exhibit V.

Q#5 – Flexibility in Choosing Classes:

	Strongly Agree/Agree	Neither	Disagree/Strongly Disagree
	71%	17%	12%

Nineteen comments were collected. The majority of respondents felt that they had flexibility in choosing their high school classes. There seemed to be some issues concerning tracking, amount of class offerings conflicts in course scheduling and the issue of who, what, where and why when dealing with Honors versus AP classes.

Q#6 - Assistance from the Guidance Department at MHS was appropriate for my needs:

	Strongly Agree/Agree	Neither	Disagree/Strongly Disagree
HS Classes/Course	74%	21%	5%
Colleges	52%	29%	20%
Career Path	27%	51%	22%

Most respondents felt that the assistance from the guidance department was appropriate to meet their needs when assisting with class selection and placement. When dealing with the whole college admissions and selection process only about 52% of the respondents felt that the assistance from the guidance department was appropriate to meet their needs. Career path advising received the lowest score with only about 27% of respondents feeling that the assistance from the guidance department was appropriate to meet their needs.

Twenty-two comments included:

- Respondents liked information sessions about different colleges/universities.
- Respondents felt there was little encouragement to pursue schools outside the State of Ohio.
- Requests to strengthen the application process for schools outside the State of Ohio.
- Some respondents stated they felt the assistance from the Guidance Department was inadequate.

Q#7 - MHS Core Curriculum Helped Prepare Student for College/Job Market:

	Strongly Agree/Agree	Neither	Disagree/Strongly Disagree
Foreign Language	66%	22%	11%
Government/History	70%	20%	9%
Language Arts	89%	7%	3%
Math	84%	8%	9%
Science	66%	19%	10%
Vocational Skills	32%	57%	11%

Most respondents felt that the core curriculum at MHS prepared them for college and / or the job market. Vocational skills scored poorly as only around 32% of the respondents felt that MH did not prepare them for the job market. Many of the respondents felt that general business courses were lacking.

Twenty-five comments included:

- Positive comments shared how well respondents felt they were prepared for college language arts courses as well as math.
- AP classes played a vital part in the student’s preparedness for college.
- Many respondents wished for more vocational courses, and job searching skills.
- Respondents desired for business classes such as personal financial classes, statistics, economics, and entrepreneurial strategies.
- There were concerns that tracking prevents students from moving up into honor courses/AP courses – respondent’s comments stated they felt “stuck”, causing the respondents to play “catch-up” or left them unprepared for college.

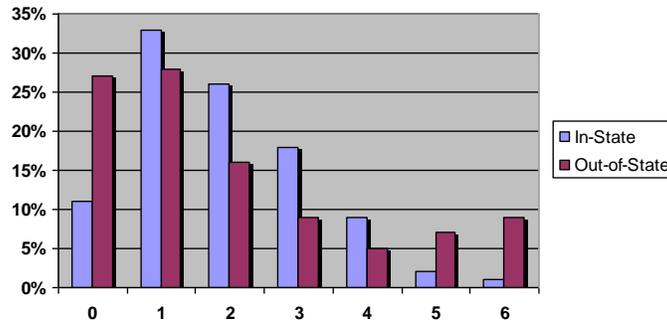
Q#8 - Madeira High School equipped me with these necessary 21st Century Skills:

	Strongly Agree/Agree	Neither	Disagree/Strongly Disagree
Cultural Diversity	26%	30%	44%
Decision Making	75%	20%	6%
Problem Solving	86%	13%	2%
Team Work/Group	79%	17%	3%
Technology	74%	22%	7%

Most respondents felt that MHS equipped them with these necessary 21st century skills – decision making (75%), problem solving (86%), team / work groups (79%) and technology (74%). The one area that did not score very well was Cultural Diversity (26%).

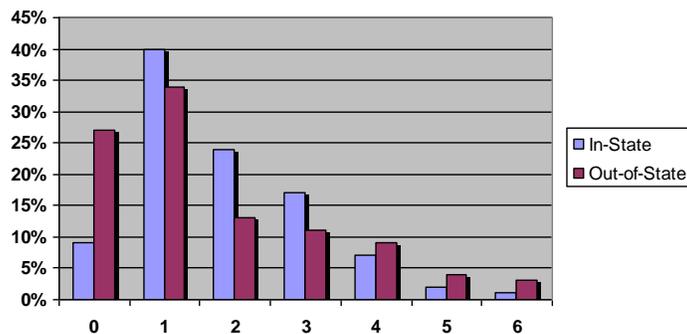
Twelve comments: The comments on the cultural diversity portion of the survey tended to reflect respondent’s personal views of the ethnicity of Madeira; it did not reflect the intent of global diversity in the 21 century.

Q#9 – Number of Colleges Applied to by Respondent



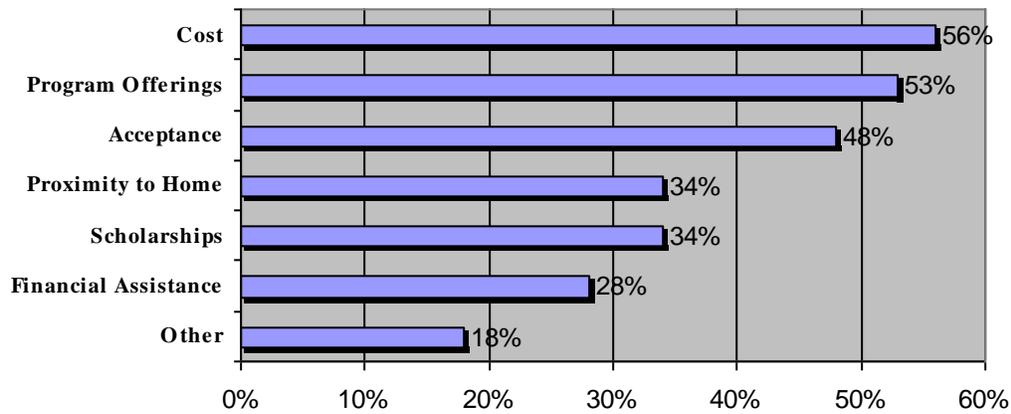
The majority of respondents (77%) applied to one to three universities in-state and 52% of respondents applied to one to three universities out-of state. See Exhibit VII.

Q#10 – Number of Colleges Accepted to by Respondent



The majority of respondents (81%) were accepted to one to three universities in-state and 58% of respondents were accepted to one to three universities out-of state.

Q#11 Factors that contributed to college choice was:



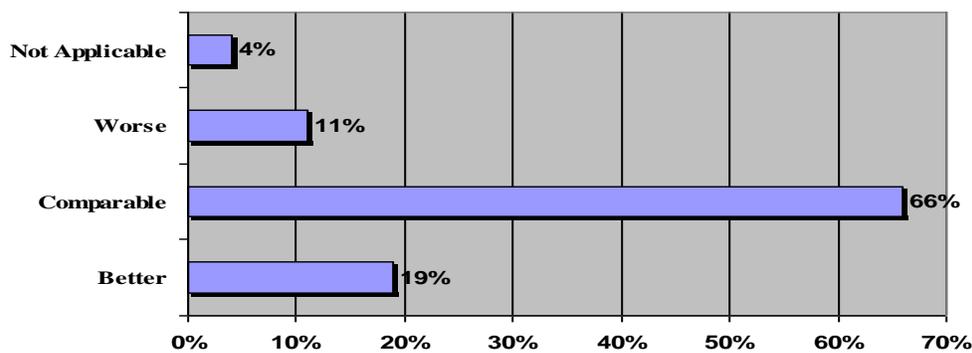
Respondents were able to choose more than one answer for this question

In order of significance, the factors that contributed to student’s choice of colleges were: cost, program offerings, acceptance, scholarships, proximity to home and financial assistance. The primary drivers in this question were related to cost of school.

Q#12 Acceptance by First Choice of College:

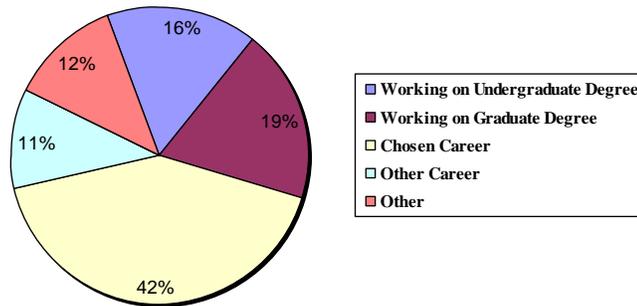
Eighty-two percent of respondents were accepted by their first choice of colleges.

Q#13 Grades received were comparable to grades in college:



On average most respondents grades in college were comparable to the grades they received in high school. However, about 19% of the respondent’s grades improved in college, while about 11% of the respondent’s grades declined.

Q#14 – Which describes your current situation?



About 42% of respondents were working in their chosen career; about 11% were working in another field other than what they studied, while almost 35% of respondents are still working on their undergraduate degree or seeking a higher degree.

Q#15 What could Madeira High School do differently to help future graduates?

Fifty-seven respondents provided comments: 25% of those comments focused on the Guidance department. Recommendations from those surveyed included:

- A desire for an explanation of the services offered and more support from the guidance department.
- A broader and more strategic college search that encompasses colleges in and out of Ohio.
- More financial aid and scholarship opportunities and resources.
- Direction in the pursuit of career of college majors and or career paths.
- Respondents surveyed wanted more choices in the area of honors and AP classes.
- Larger selection of electives – journalism, marketing, more computer applications, news media
- Offering business courses – statistics, economics, finance, personal finance classes

Q#16 What were the strengths and weaknesses of your high school experience?

Sixty-five respondent’s comments focused on the strengths.

Fifty-nine respondent’s comments focused on the weaknesses.

- Those surveyed reflected from a personal ownership (i.e. being on time, preparation, study habits, time management) while others placed ownership on Madeira High School’s academic make up and structure.
- Overwhelmingly, past graduates who responded to survey felt the teachers and classes were strengths during their high school career.
- As for weaknesses, majority of those who responded felt it was diversity and opportunities for diversity.

Q#17 What else would you like to tell us about your high school

Thirty-five individuals responded to this open ended question. See Exhibit V – Question #17. Comments were mainly positive, reinforcing many of the thoughts and opinions shared in other areas.

5. Comparison to 2006 Survey

- Response rate for 2010 was 18.7% versus 12.3% for 2006.
- Participation rate for male/female for 2010 was about 50/50 versus 63% female and 37% male for 2006.
- Survey completion for 2010 was totally electronic versus a mixture of electronic and paper for 2006.
- Responses concerning the guidance department did not change significantly.
- No questions were asked concerning extracurricular activities.
- Responses concerning flexibility of choosing classes did not change significantly. However, the issue of class track (Honors / AP) was of concern.
- Responses concerning the core curriculum preparing students for college and/or the job market did not change significantly. Foreign Language had somewhat of a lower rating and Vocational Skills declined significantly.
- Responses concerning being equipped with 21st Century Skills improved in most areas and are were ranked very good. However, Cultural Diversity and Technology are still a cause for concern.
- Responses concerning college admissions and acceptance did not change significantly.
- Questions were added concerning what were the factors that contributed to your college choice.
- Responses concerning which describes your current situation did have some significant changes - those working on Graduate Studies increased 13% and those working in their Chosen Career declined 11%

6. Recommendations

- In 2010, begin using “exit” survey for graduating seniors about their perceptions of H.S. experience. This should be a requirement for graduation. These could be accumulated and then compared to their responses from the follow-up survey. The “exit” survey could also be used as current feedback to teachers, guidance counselors, and administration. (See Exhibit VI.)

- In spring 2010, obtain an unlimited yearly membership in the survey tool Survey Monkey. The cost of this tool is \$200 annually for unlimited use. Train an administrative person in the use and function of this tool. This tool will allow administration to survey as many students, parents, teachers, business owners, etc., on as many issues as it desires. This is an inexpensive and valuable tool for administration to obtain information quickly and inexpensively.
- In September 2010, formulate a study with the Madeira City Schools Planning Commission that evaluates what is the most effective functions of the Madeira High School Guidance Department that will meet the needs of all the high school students. Bench mark and research with other top performing schools in Ohio. Also, evaluate a few private high schools in the Hamilton County area.

Other Areas of Interest

- Explore ways to offer more assistance in career choice and incorporate this into the college selection process.
- Provide more opportunities within coursework, and/or service to broaden student's cultural diversity experiences. Provide a better understanding of what cultural diversity is and how it relates to the global economy and 21st century skills. Compare and contrast what cultural diversity means compared to ethnic diversity as it relates to our community.
- Continue to analyze and evaluate current tracking procedures while pursuing other educational best practices in this area. The analysis should focus on the long-term effects of tracking practices. Questions to consider:
 - What grade level are students first grouped for instruction?
 - What is the rationale for starting to group at that grade level?
 - What influence does this grouping have on students' later instructional placement and educational opportunities?
 - What assessments are the basis for placement decisions?
 - What mechanisms are in place for students to be re-evaluated? (What are the procedures for moving students in/out of tracks?)
- Continue to pursue additional opportunities thru Great Oaks that actually relate to vocational training. For example - culinary arts, HVAC repair, auto body repair, auto mechanic, aircraft maintenance, criminal justice and police, construction equipment operation, carpentry, medical office assistant, etc.

- Schedule next Graduate Survey in 2012
 - Include H.S. Counselor(s), and/or High School Principal on Survey Committee
 - Continue to use electronic surveys to improve response rates.
 - Define “cultural diversity” in future surveys.
 - Allow “comments” in survey question that asks to “describe your current situation.” To further understand where/what are our graduates doing.
 - Add a question that clarifies whether the respondent chose in-state or out-of-state.
 - Restructure question #11 on survey – choose three.
 - Continue to conduct survey every three years to maximize response rate.

Exhibit I

Survey of Madeira Graduates – 2010

Page 1 of 3

1. Graduate Survey

Thank you for taking the time to complete this important study! It will take 3-5 minutes. Your answers will provide the Madeira School District with important information on your experiences while at Madeira High School and how well they prepared you for your life beyond Madeira High School.

Please do not skip any questions. Your answers will be kept strictly confidential.

1. Gender:

Male

Female

2. What Year Did You Graduate?

3. What grades did you attend while at Madeira High School? (Choose all that apply.)

9th

10th

11th

12th

4. What best describes the high school classes you took at MHS?

5. I feel I had flexibility in choosing my classes in high school.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Your Opinion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input style="width: 95%; height: 15px;" type="text"/>				

6. The assistance from the guidance department at MHS was appropriate for my needs.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
HS Classes/Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Path	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comment	<input style="width: 95%; height: 15px;" type="text"/>				

Exhibit I

Survey of Madeira Graduates – 2010

Page 2 of 3

7. The core curriculum offered at MHS prepared me for college and/or the job market.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government/History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments					

8. Madeira High School equipped me with these necessary 21st Century Skills:

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Cultural Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team Work/Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment					

9. To how many colleges did you apply in your senior year of high school?

	# of College(s)
In-State	<input style="width: 50px;" type="text"/>
Out-of-State	<input style="width: 50px;" type="text"/>

10. To how many colleges were you accepted for admission?

	# of College(s)
In-State	<input style="width: 50px;" type="text"/>
Out-of-State	<input style="width: 50px;" type="text"/>

Exhibit I
Survey of Madeira Graduates – 2010
Page 3 of 3

**11. Ultimately, the factor(s) that contributed to my college choice was:
(check all that apply)**

<input type="checkbox"/> Acceptance	<input type="checkbox"/> Proximity to Home
<input type="checkbox"/> Cost	<input type="checkbox"/> Scholarship(s)
<input type="checkbox"/> Financial Assistance	<input type="checkbox"/> Other
<input type="checkbox"/> Program Offerings	<input type="checkbox"/> Not Applicable

Comment

12. Were you accepted by your first choice of school after high school?

13. The grades I received at MHS were/are comparable to my grades in college/post graduate school.

Better Comparable Worse Not Applicable

14. Which describes your current situation?

15. What could Madeira High School do differently to help future graduates?

16. What were the strengths and weaknesses of your high school experience?

Strengths

Weaknesses

17. What else would you like to tell us about your high school experience which we have not asked?

18. Optional Information:

Name:

Address:

City/Town:

State:

ZIP/Postal Code:

Email Address:

Phone Number:

Exhibit II



**Madeira Schools Planning Commission
7465 Loannes Drive
Madeira, Ohio
(513) 985-6070**

December 2009

Dear Madeira Alumni:

As a valued member of the Madeira High School Community, your opinions about your high school experience are essential to our quality improvement process as we seek ways to improve our overall high school experience for our students.

Periodically, the Madeira School's Planning Commission surveys graduates of Madeira High School to enhance our quality improvement process and find ways to improve the overall high school experience of our students. **Your input is critical to this survey process.** This is your opportunity to evaluate your high school experience and make specific suggestions or recommendations for improvement. **All responses and input are kept confidential and your identity in the survey process is anonymous.**

This survey will take 3 to 5 minutes to complete. There are two ways to access this survey. You may go directly online to www.surveymonkey.com/s/MadeiraGraduateSurvey or you may go to the Madeira City Schools website www.madeiracityschools.org and on the home page click on the link that says Madeira Graduate Survey. Please try to complete the survey in the next 30 days.

We thank you in advance for your time and participation regarding your responses. If you need any help or would like to talk personally, please feel free to give me a call.

Sincerely,

Steve Telford

Steve Telford
(513) 312-8403

Madeira City Schools Planning Commission Committee Members

Steve Telford, Cathy Born, Jonelle Bell, Diane Schulteis and Darlene Mason



Exhibit III
Madeira Schools Planning Commission
7465 Loannes Drive
Madeira, Ohio
(513) 985-6070

February 2010

Dear Parents of Madeira Alumni:

We need your help. We need the opinions of your children – former graduates of Madeira High School. Your children are valued members of the Madeira High School Community, and their opinions about their high school experience are essential to our quality improvement process as we seek ways to improve our overall high school experience for our students.

To this date - we have had a low response rate to this survey. We would like your help in increasing that response rate. People are very busy in today's world and taking the time to complete a survey like this is sometimes impossible. We would like you to help us by contacting your kids and asking them to complete this survey. It is a very short survey, but will provide us with very important feedback. **So please, somehow, someway, motivate your former Maderia Students to complete this survey.**

This survey will take them 3 to 5 minutes to complete. There are two ways to access this survey. You may have them go directly online to www.surveymonkey.com/s/MadeiraGraduateSurvey or you may go to the Madeira City Schools website www.madeiracityschools.org and on the home page click on the link that says Madeira Graduate Survey. Please try to have them complete the survey in the next 30 days.

We thank you in advance for your time and participation regarding getting your kids to complete this survey. If you need any help or would like to talk personally, please feel free to give me a call.

Sincerely,

Thank you Parents!!!

Steve Telford

Steve Telford
(513) 312-8403

Madeira City Schools Planning Commission Committee Members
Steve Telford, Cathy Born, Jonelle Bell, Diane Schulteis and Darlene Mason

Exhibit IV Page 1 of 8

Survey of Madeira Graduates from Classes 2002, 2003, 2004, & 2005

1. Gender:			Response Percent	Response Count
Male			49.5%	45
Female			50.5%	46
			<i>answered question</i>	91
			<i>skipped question</i>	0

2. What Year Did You Graduate?			Response Percent	Response Count
2002			17.6%	16
2003			25.3%	23
2004			27.5%	25
2005			29.7%	27
Other			0.0%	0
			<i>answered question</i>	91
			<i>skipped question</i>	0

Exhibit IV continued page 2 of 8

3. What grades did you attend while at Madeira High School? (Choose all that apply.)			
		Response Percent	Response Count
9th		96.7%	88
10th		96.7%	88
11th		94.5%	86
12th		95.6%	87
<i>answered question</i>			91
<i>skipped question</i>			0

4. What best describes the high school classes you took at MHS?			
		Response Percent	Response Count
Basic		4.4%	4
College Prep		48.4%	44
Honors		47.3%	43
Vocational		0.0%	0
<i>answered question</i>			91
<i>skipped question</i>			0

5. I feel I had flexibility in choosing my classes in high school.						
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Response Count
Your Opinion	12.1% (11)	59.3% (54)	16.5% (15)	9.9% (9)	2.2% (2)	91
Comments						19
<i>answered question</i>						91
<i>skipped question</i>						0

Exhibit IV continued
page 3 of 8

6. The assistance from the guidance department at MHS was appropriate for my needs.						
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Response Count
HS Classes/Courses	19.8% (18)	53.8% (49)	20.9% (19)	3.3% (3)	2.2% (2)	91
Colleges	11.0% (10)	40.7% (37)	28.6% (26)	13.2% (12)	6.6% (6)	91
Career Path	3.3% (3)	24.2% (22)	50.5% (46)	17.6% (16)	4.4% (4)	91
Comment						22
<i>answered question</i>						91
<i>skipped question</i>						0

7. The core curriculum offered at MHS prepared me for college and/or the job market.						
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Response Count
Foreign Language	31.1% (28)	35.6% (32)	22.2% (20)	8.9% (8)	2.2% (2)	90
Government/History	21.3% (19)	49.4% (44)	20.2% (18)	9.0% (8)	0.0% (0)	89
Language Arts	51.6% (47)	38.5% (35)	6.6% (6)	1.1% (1)	2.2% (2)	91
Math	45.1% (41)	38.5% (35)	7.7% (7)	6.6% (6)	2.2% (2)	91
Science	26.4% (24)	44.0% (40)	19.8% (18)	7.7% (7)	2.2% (2)	91
Vocational skills	7.0% (6)	24.4% (21)	57.0% (49)	8.1% (7)	3.5% (3)	86
Comments						25
<i>answered question</i>						91
<i>skipped question</i>						0

Exhibit IV continued
page 4 of 8

8. Madeira High School equipped me with these necessary 21st Century Skills:						
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Response Count
Cultural Diversity	2.2% (2)	24.2% (22)	29.7% (27)	29.7% (27)	14.3% (13)	91
Decision Making	25.3% (23)	49.5% (45)	19.8% (18)	5.5% (5)	0.0% (0)	91
Problem Solving	29.7% (27)	56.0% (51)	13.2% (12)	2.2% (2)	0.0% (0)	91
Team Work/Group	31.9% (29)	48.4% (44)	16.5% (15)	3.3% (3)	0.0% (0)	91
Technology	28.6% (26)	45.1% (41)	22.0% (20)	5.5% (5)	1.1% (1)	91
					Comment	12
					<i>answered question</i>	91
					<i>skipped question</i>	0

9. To how many colleges did you apply in your senior year of high school?						
# of College(s)	0	1	2	3	4	5
In-State	11.0% (10)	33.0% (30)	26.4% (24)	17.6% (16)	8.8% (8)	2.2% (2)
Out-of State	26.8% (22)	28.0% (23)	15.9% (13)	8.5% (7)	4.9% (4)	7.3% (6)

Exhibit IV continued page 5 of 8

10. To how many colleges were you accepted for admission?						
# of College(s)	0	1	2	3	4	5
	In-State	8.9% (8)	40.0% (36)	24.4% (22)	16.7% (15)	6.7% (6)
Out-of-State	26.6% (21)	34.2% (27)	12.7% (10)	11.4% (9)	8.9% (7)	3.8% (3)

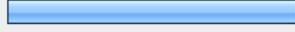
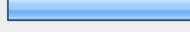
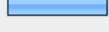
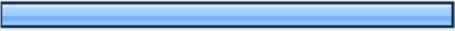
11. Ultimately, the factor(s) that contributed to my college choice was: (check all that apply)			
		Response Percent	Response Count
Acceptance		48.4%	44
Cost		56.0%	51
Financial Assistance		27.5%	25
Program Offerings		52.7%	48
Proximity to Home		34.1%	31
Scholarship(s)		34.1%	31
Other		17.6%	16
Not Applicable		1.1%	1
	Comment		14
	<i>answered question</i>		91
	<i>skipped question</i>		0

Exhibit IV continued
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12. Were you accepted by your first choice of school after high school?			
		Response Percent	Response Count
Yes		82.4%	75
No		13.2%	12
Not Applicable		4.4%	4
<i>answered question</i>			91
<i>skipped question</i>			0

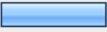
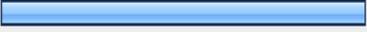
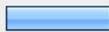
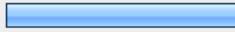
13. The grades I received at MHS were/are comparable to my grades in college/post graduate school.			
		Response Percent	Response Count
Better		18.7%	17
Comparable		65.9%	60
Worse		11.0%	10
Not Applicable		4.4%	4
<i>answered question</i>			91
<i>skipped question</i>			0

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14. Which describes your current situation?			
		Response Percent	Response Count
Working on Undergraduate Degree		16.5%	15
Working on Graduate Degree		18.7%	17
Chosen Career		41.8%	38
Career Other than Program Studied		11.0%	10
Military		0.0%	0
Other		12.1%	11
		<i>answered question</i>	91
		<i>skipped question</i>	0

15. What could Madeira High School do differently to help future graduates?		
		Response Count
		57
		<i>answered question</i>
		57
		<i>skipped question</i>
		34

16. What were the strengths and weaknesses of your high school experience?			
		Response Percent	Response Count
Strengths		97.0%	65
Weaknesses		88.1%	59
		<i>answered question</i>	67
		<i>skipped question</i>	24

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17. What else would you like to tell us about your high school experience which we have not asked?		
		Response Count
		35
<i>answered question</i>		35
<i>skipped question</i>		56

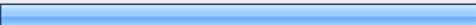
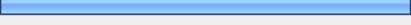
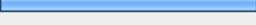
18. Optional Information:			
		Response Percent	Response Count
Name:		87.5%	28
Address:		68.8%	22
City/Town:		81.3%	26
State:		84.4%	27
ZIP/Postal Code:		71.9%	23
Email Address:		75.0%	24
Phone Number:		46.9%	15
<i>answered question</i>			32
<i>skipped question</i>			59

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5. I feel I had flexibility in choosing my classes in high school.

- There wasn't a huge variety of electives, but I could choose between CP, Honors and AP
- The decision for AP/College Prep courses was mainly determined your freshman year. Once chosen then it was hard to switch into AP courses.
- A lot of it depended on teacher recommendations and not what you wanted to take.
- The classes were chosen for us, basically we chose electives
- Were we allowed to choose classes? I don't even remember that. We could choose to do AP classes, and that was it? Foreign language vs. art? That really isn't much a choice.
- In choosing some honors courses, I effectively was put on an "honors track" where the assumption is that if a student excels in one subject, that they excel in all of them. This was not necessarily true in my case, and the problem was further exacerbated by being in band.
- I was pleased that the courses needed to attend universities were required in Madeira High School.
- Conflicts in the scheduling of the AP sciences prevented me and others from taking APs for bio, chem and physics. Later on I greatly wished I had been able to take them all.
- I didn't have the chance to choose a certain teacher I wanted to take, or avoid a teacher I may have had an issue with.
- There weren't very many options for honors classes
- I was an exchange student junior year, so to graduate I had to take what ever necessary.
- I think it would be nice if there were more AP classes to choose from-Indian Hill (gasp, I know, I brought the rival up) has a lot more AP options than we did
- Once I attended college, I noticed that less academically astute students, from vastly superior high schools, did not have to deal with as much 'red tape' when registering for AP courses. Madeira seems to 'game' its AP test score results by 'weeding' students out. It is my understanding that AP classes are meant for any student, regardless of grade point average or behavior.
- Tracking is a problem, but I realize there are few other solutions.
- I pretty much stuck to the track that was chosen for me until I was a senior and then decided against some AP classes
- I had a lot of freedom except in one case where I wanted to take Spanish as well as French and it was not possible with the scheduling.
- not enough course offerings and forced to take higher levels due to no median options
- I feel like because I was in college prep class, I couldn't try classes at a higher level. I also feel that there were students some students who were in classes above their learning level and were just there to be there and didn't really understand the material at hand.
- With only one section of each Honors/AP class, it was often difficult to schedule a CP class.

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6. The assistance from the guidance department at MHS was appropriate for my needs.

- I loved the fact that we could go to information sessions about different colleges. I never would have found out about Elon University if we didn't have those.
- If you are smart they paid more attention to you. Need to reach out to the struggling students
- I don't remember using the guidance department very much. I know they were around though. I just did things on my own.
- the guidance counselor always seemed to think I was troubled
- I can't recall a time I spoke with the guidance department except to have my transcripts sent.
- I went to Live Oak in 11th grade and I had more career path planning there.
- I don't remember much college help.
- very little guidance or assistance in looking into colleges and thinking through options, including schools that might provide scholarship opportunities, courses of study and career goals as that relates to choosing a college etc. a really helpful service (that I saw at another school) would be to give rising seniors the opportunity to sign up for and take a week long college essay writing course in the summer before senior year to actually write college essays in advance (ideally finishing all the essays they need by the end of the week)
- I had one conversation with my guidance counselor about college, a forced conversation in passing. His advice was fleeting and he showed little interest in furthering our discussions.
- There was low awareness of colleges outside of Ohio.
- The guidance department's lack of knowledge about college life and the application process for a variety of different colleges and universities is one of my two major criticisms of an otherwise great educational experience. There was little encouragement to apply to competitive universities that many top Madeira students are more than qualified for. The department often seemed to set its sights too low when recommending schools for students and could have been much better equipped to helping students gain admissions to the quality universities that a Madeira education prepares its students for.
- Too much emphasis on Guidance personnel.
- I think the guidance office could be more helpful directing students to schools outside of Ohio
- I think the support is definitely there when it comes to choosing colleges with the colleges visiting and all, even though I never utilized those resources too much
- Guidance Department could never correctly schedule in a public speaking class, or another gym credit, even though I signed up for it. Worried for a while that I wouldn't graduate...
- I didn't use the guidance department for much, but when I did, it was a good resource. One thing I wished the guidance dept. had done, though, was help me think beyond good academic programs & consider the college experience as a whole (i.e. weigh how I like spending my time in high school - do I go to school events? do I like outdoorsy activities?) - How will that translate to college based on which university I pick?
- i didn't really consult the guidance department for any of these things.
- i didn't really seek assistance and i'd like to think i had it together enough that they didn't seek me out
- I felt that the guidance department didn't really assist me with my college search. The guidance department really didn't make an effort to meet with each student and see how they were doing and see if there was anything the department could help with.
- I had a great GPA and a very high SAT score but had to settle for a mediocre institution because of my misguided search that was conducted primarily on my own.

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7. The core curriculum offered at MHS prepared me for college and/or the job market.

- My AP classes were a vital part of my college preparation. I felt well prepared when I started taking my college courses.
- A Dave Ramsey financial class would have been great to learn how to deal with finances and college loans on your own.
- The history and science courses were lacking. Especially government. I think there are things that I should know about politics that were not taught very well or clearly.
- I would have appreciated more vocational courses.
- It was good as long as you didn't have certain teachers.
- I did not take foreign language. My vocational skills were at Live Oaks. I was not prepared for math and science at a college level.
- I feel for those interested in social sciences, statistics is more useful.
- Bob Kitchen's vocabulary words are words I use on an everyday basis, and while they were hard to learn and memorize, they really paid off in the long run. Keep it up!
- i was far better prepared in language arts than many of my peers entering college. i was able to leverage that into a tutoring job at my college.
- The high school science department is very strong, but teachers were often playing catch up and trying to more thoroughly teach material that we were supposed to have learned in junior high school.
- Too many non essential courses. Concentrate on bare essentials only
- I would improve science and foreign languages-specifically Spanish
- English prepared me ten fold for college, especially Bob Kitchen's class, as it sufficiently prepared me to write college level papers
- Would have liked an economics class of some sort. Personal Finance, perhaps?
- I learned enough to prepare me for life after High School in history and science, but I didn't feel like I got the best education in those two areas as I could have. I feel I didn't learn enough about the US
- I am very proud of my Madeira education, and it certainly made the transition to a competitive university easy. I credit much of my success to the platform Madeira gave me to perform well in post-secondary education.
- i never took honors science classes, but i believe all the honors humanities classes i took were excellent.
- The writing skills I brought to college far outpaced other students' skills.
- I graduated college with degrees in finance and real estate, and besides the math background I had, I didn't feel that I was prepared for any business courses. I think offering intro-level business courses at MHS would be a great stepping stone for students thinking about going into different areas of business.
- Back in 8th grade, I wanted to move up to the honors track in math, but I was told that they were already too far ahead. When I got to college for engineering, I found out I was a year behind everyone in math. There needs to be a way to make it to AP Calc without starting the honors math class in 5th grade.
- The foreign language department should have started the study of a foreign language in grades lower than 8th grade. What I learned in my foreign language class, I forgot after my two year requirement was up. If foreign languages were offered at a younger age, than retainment of those languages would be better. I feel that the college prep English/Language Arts class did not prepare me with the grammar knowledge I needed for my college grammar class. I know that if I took Mr. Kitchen's honors English class, I would have learned the grammar needed in college as well as been forced to use the material I learned on a day to day basis.
- The honors math track was great, but I was stuck in CP math - woefully unprepared for college math.

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8. Madeira High School equipped me with these necessary 21st Century Skills:

- The lack of cultural and even personality diversity was what I found very stifling about Madeira schools. Being an artistic, free spirited person I felt very left out at Madeira much of the time.
- 2 years would have been enough.
- As a school system we have no cultural diversity, which makes preparing students for outside life difficult.
- Technology was good way better than Live Oak.
- Working in groups was usually something you had to do and at times seemed like you were picking up slack. Madeira is not culturally diverse, but did make an effort. Decision making and problem solving are too broad.
- There isn't much Madeira schools can do to improve diversity when the community isn't very diverse in the first place.
- Because of the constantly changing skills necessary, the MHS culture did not prepare me for change.
- Madeira has little to no diversity as is and didn't seem to offer much to improve upon this issue.
- Again, too much emphasis on nonessentials.
- It is hard for me to distinguish what exactly was my parents and what was the school, but I personally did feel prepared for a well-rounded life leaving Madeira.
- Cultural Diversity isn't important and we shouldn't waste time on it.
- Going through the Madeira City School district did not expose me to the cultural diversity I saw once I left Madeira. There is simply no diversity at Madeira. I feel that the district as a whole didn't concern themselves with exposing their students to how other people live: not only here in the US but also around the world. The technology has changed so much in the past five years that what is new in technology now wasn't available during my time at Madeira.

11. Ultimately, the factor(s) that contributed to my college choice was:

- I attended the University of Cincinnati DAAP because it was the best school for my program.
- I did not finish college. I was too young to make any decisions about which direction to take my life.
- I went to community college for 2 years to save money and then went on to get a BSW
- I went to college mainly because I was told throughout life that I was going to college and needed a bachelors. However, little strategic thought or exploration of what I wanted to do occurred before entering college, but rather occurred during college.
- Always knew Miami University was the only school I was interested in
- Didn't go to college though.
- it would be helpful to have more guidance during this process; I essentially chose colleges to apply to almost at random--I wish I had been more strategic, but I just had no idea where to start
- Wished to get as far away as Madeira as possible.
- I get tuition remission, so I decided to go where I did not have to take out loans.
- Also had an older sibling at my University of choice
- Other: what parents wanted
- Other general properties of the school (i.e. urban/rural campus, new environment, etc.)
- my parents had an account set up for in-state schools
- By cost, I mean cost to my parents. I received a full scholarship to college and that eased the burden on my parents a great deal.

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15. What could Madeira High School do differently to help future graduates?

- Provide better guidance for choosing the right college. While 99% of my classmates entered college after graduation, there seemed to be little or no guidance in selecting, applying to, and accepting the school that was best for each of us.
- Concentrate more on the kids who have a difficult time attaining good grades instead of always rewarding the Honors students
- They should offer further assistance to help students chose a college or a field in which they plan to study. I felt like I had to do much of the leg work to get information, whereas help from the guidance office would have been beneficial.
- Prepare students with more hands on activities, and how to deal with the general public that may not have had the opportunity to attend a school like Madeira.
- Encourage diversity and free thinking. Be open to new ideas and ways of learning. Offer more art and design classes and a broader range of extracurricular and special courses to make it easier for students to discover where their passion lies.
- Also, teach or make more available vocational job training to students. College certainly isn't for everyone, and I feel as if I was pushed into it.
- Allow more class choices, potentially improve the CP math programs so that information on college class entrance tests are taught earlier.
- More vocational electives and classes that would allow students to decide whether or not they would like to pursue a degree in a field before they get to college.
- Offer more career days and listings of different colleges and what those colleges have to offer.
- Better guidance dealing with Financial Aid and College selection.
- offer languages in everyday curriculum at an younger age. even though i took four years of French, i can speak some and understand some, however, there is not any fluency. that would come as a result of being taught a second language beginning in kindergarten or first grade. Should check out Indian Hill school district.
- I received my BSW but currently working another job at around the same amount of money. Madeira needs to work on diversity and be more open minded. I received better grades in college by far I feel like I got more help in college. I think Madeira is more concerned working with the "smarter" kids than the ones that really need the help.
- Eliminate the politics and diversify a little more.
- Madeira is really a bubble, and most of us got slammed when we went into college. No information on what college would be like. I remember college fairs, where booths were set up with college information, but nothing was mandatory. I'd like to see future graduates have an idea what they are walking into in the fall after they graduate. Inform them that college isn't a piece of cake like Madeira is / was.
- Having the opportunity to work on more specific extracurricular projects would be nice. Some of my best college experiences happened outside the classroom, such as the chance to work at our radio station. These kinds of activities can provide students the opportunity to learn what pursuit of knowledge is like without the classroom setting. Perhaps having a television production of the morning announcements or community political action projects would be a good thing to get students into
- Provide classes on the stock market, check writing, taxes and other financial information for the "real world"

Exhibit V

Comments to Survey Responses

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15. What could Madeira High School do differently to help future graduates? (Continued)

- Allow for more time to explore interests. The most fulfilling work was when it was my choosing of topic (e.g. Multi-genre project). Career day does little to explore career options. I would suggest more opportunities for independent study (perhaps as an elective) or a combination of independent study/career exploration. Although graduates will ultimately still be exploring options, Madeira could make a greater effort or provide greater opportunity for students to reflect on the ultimate purpose of their education and life.
- more help in choosing a college major or career path for those who are unsure of what they'd like to do
- Keep challenging the students, because it will definitely pay off in the long run!
- While the seven point grading scale did make me work harder in high school, I felt that it limited me from entering certain colleges at my University. (It was difficult having a seven point grading scale when everybody else had a 10 point... unless you're the best in your class, this system can be detrimental).
- -more guidance in strategically choosing colleges to apply to and visit, ideally junior year. the school could give students the option of more or less assistance in this process; many students might know where they want to go; I think students interested in maybe going out of state etc would self-select
-more information on finding scholarships for which students might be eligible
- Make counselor 1 on 1's mandatory. Discuss realistic challenges for colleges and careers in the future. I had no idea how quick I had to make decisions to be successful in a certain track in college. It's not possible to graduate on time and do well in certain degrees if you don't have guidance.
- I liked everything when I was there. The help was always there when I needed it and I don't think anything needs to be changed.
- Let them know that there are no guarantees. That just because you excel in high school, that this is no guarantee of future accomplishment. Creativity instead of conformity must be emphasized. Madeira emphasizes the insignificant such as the sports program. This may encourage donations, local approval, and support financially, but conversely does not support the growth and diverse talents required in our larger world.
- Increase the emphasis on sciences especially in the earlier years, and work to bring aims and abilities of the guidance department up to pace with the quality of education provided by the rest of the school.
- -Strengthen the focus on public speaking/debate. The ability to publicly reason, articulate, and formulate counterarguments is crucial.
-Revamp the community service requirement. Perhaps partner with downtown organizations so that students can get out of Madeira and gain perspective. Raking leaves is all well and good, but working on issues such as neighborhood revitalization, or with groups such as the elderly/disabled/mentally handicapped/impoverished/injured veterans/homeless would do more to connect students with the community, affect societal issues, and actually teach something.
-Physical education classes need to be less games/daily dose of activity and more about improving students long-term quality of life and overall health. Diet, exercise habits, monitoring your physical condition, and learning new sports seemed more of an afterthought. PE might be better integrated with Health class.
- Have an around the world week where groups/classes are assigned a country. These groups or classes would role play and conduct research to help represent their countries.
Additionally, Madeira needs more specialized extracurricular classes...i.e. Journalism 101, Business Marketing/Computer Applications, News Media and Mass Communication, more Public Speaking classes (Professional, Persuasive, Technical etc.) These classes would better prepare the students for college and hone in on the skills needed to succeed in a professional career.

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15. What could Madeira High School do differently to help future graduates? (Continued)

- Focus entirely on the basics. Quit wasting time on "socialist indoctrination". Eliminate curriculum that promotes the Liberal Agenda. Teach the FACTS that man made global warming is a theory ONLY, and that the scientific method has not been followed to "prove" said theory. Topics such as "Cultural Diversity" can be covered in just a few sentences, and not emphasized. You could cut costs. Money is spent on the "trappings", and little money is actually spent on the students. Stop sending children door to door to beg for money. Question 8 betrays the Liberalism that needs to be eliminated from schools. The notions that Cultural Diversity, and Team Work/Group, are "Necessary 21st century skills" is a tenant of the Liberal Party, and not reality. Even my limited work experience teaches me that "I" need to perform on the job, not some "Group". Group work is actually quite rare, anywhere.
- Going to college was a huge eye opener for me. I had no idea what the expect and I didn't do that well my first year. Senior year classes should be more challenging.
- Better career advice. Educating students about options beyond college, i.e. graduate school, careers, etc.
- Change the grade scale
- Madeira could mandate and take seriously a Gay Straight Alliance, (GSA).
- Keep the caliber of teachers as high as it was when I went there. Maybe provide more business elective courses
- Let students declare more classes for noncredit so that "fun" classes (such as arts, band, etc...) don't lower GPA and force competitive students to take study hall instead to stay over a 4.0.
- At least in my experience, students were pushed towards state institutions of higher learning. While I have the utmost fondness for both my high school and undergraduate experience, I feel as if information about undergraduate education was not wholly promoted until students were seniors. I must also reiterate the necessity of allowing, and even encouraging, all students to avail themselves of the rigorous courses offered.
- A plethora of things; none of which are feasible with the given budget. Maybe block scheduling.
- Start career counseling earlier, have guidance counselors more available, explain better what the guidance counselor does, more scholarship/ financial assistance fairs, etc. more emphasis on practical aspects of career and college planning.
- Explain more about studying for test, high school test were what the teachers said where as in college you need to know everything. Maybe figure out a way to prepare students for those tests
- Go more into depth in teaching government. Have the students read the writings from the time of our government's founding. Make it more personal.
- Perhaps find ways to better set up students from different tracks (i.e. honors & CP) to interact more.
- I loved my high school experience. My singular complaint would be that the school is somewhat understaffed, and that all of the teachers' energy goes into teaching their upper level classes, leaving their students in CP and Basic classes less inspired and less engaged. Mr. Corn and Mr. Phelps were exceptions to this pattern, however.

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15. What could Madeira High School do differently to help future graduates? (Continued)

- I think it would be beneficial for kids to understand that while these upper level classes are meant to help them, they're not meant to kill them. I've talked to so many kids who feel like they HAVE to take 5 AP classes and they're suffocating under the weight. AP classes are great prep, and even better once you realize you don't have to take those classes in college, but with an appropriate course of study, these kids will still be accepted to college, and I don't think they realize that. On the opposite end of the spectrum, Madeira when I was there tended to be all about going to college like it wasn't an option to pick up a trade. There were many of my classmates who were set up for failure because they forced themselves into a role at 18 as a college freshman that wasn't right for them. Teachers and Guidance need to help those kids realize that there are other options if college isn't for them and target a trade or other career outside of college. Failing out of college is costly and embarrassing, and the sad part is, these kids didn't think another option was acceptable until that was the only option.
- I really enjoyed my experience
- Begin foreign language courses at a younger age, strengthen the foreign language course.
- Madeira High School did a fantastic job of preparing me for the college workload that I endured, especially coming from taking a lot of AP classes. I feel that those classes more than prepared me for the time management and analytical skills necessary to do well in college. The only thing that I did not utilize enough while at Madeira was the guidance counselors when trying to decide which career path to follow. I think future graduates would benefit a great deal from both having the option of taking intro-level business classes and from having more exposure to the guidance counselors on a normal basis.
- Find out what people want to do, and help them gear their classes and course load towards that. I found that the work in college was substantially harder than anything I had ever had in high school and was completely unprepared.
- I think it would be helpful to be more proactive in helping juniors and seniors plan for college by telling them about the options that are out there and how to apply, etc.
- Offer more opportunities to be exposed to/work with more cultures.
- I feel blessed to have gotten the education I did. Can't think of anything I would have liked differently.
- Being able to interact with students at a school that has more diversity than Madeira would probably help graduates deal with the first couple weeks of college because the dorms, especially at larger schools, are much more diverse.
- technology preparation, emphasis on 21st century skills, college/career counseling, support in state colleges
- -Offer Foreign Language at a younger age.
-Have a department wide standard to teach the same things from grade to grade such as grammar to improve students' knowledge and usage.
-Expose students to how different cultures work and live: in the US as well as worldwide. The bigger picture students have of the world outside Madeira will help them for when they branch out of the "Madeira bubble".
- The Honors and AP classes I took were phenomenal. The CP classes were abysmal. Madeira needs to improve the CP curriculum, while at the same time eliminating some of the barriers that prevent CP students from switching to honors level classes.

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16. What were the strengths and weaknesses of your high school experience?

Strengths

- Safe neighborhood and schools, small school and class sizes, good teachers, common time.
- Great teachers, great opportunities with honors and AP classes. Madeira is a good community to grow up in
- Reading and writing instruction
- Extra curricular activities, teachers, class content
- Prepared me for college
- Great classes which helped prepare me for college. Many teachers were great, they pushed me to work harder and ultimately succeed in college and in life.
- Sports, Friends
- Growth, Learning, Discovery, Challenge
- Bob Larbes, Jeff Corn, Mrs. Moliterno
- Coursework
- Strong core classes
- Small classes, so more one on one with the teaches (if needed)
- Most teachers were interested in our success
- math and science
- I was always on time and prepared. I like English especially with Mrs Smith
- Close community, good opportunities for athletes, and it sounded good to say I graduated from Madeira
- The teachers
- well prepared for college
- A great school. Hearing about other people's high school experiences made me realize how privileged I was to attend Madeira.
- Sports teams
- academics, sports experiences
- I loved playing sports, the band, my French class, and making great friends.
- The teachers, the curriculum and the facility itself.
- great preparation with study skills, test taking skills, writing and analytical reading skills; many opportunities for involvement and leadership
- Initiative, Leadership, Open-Minded, Involvement
- I knew that when I needed help that it was always there.
- teachers, band program
- Very strong education especially in Math and History
- Great programs for honors/AP kids.
- Focus on integrating technology, preparation for college, supportive environment, high standards
- Great teacher-student interaction. Small classes. Intelligent, caring teachers. Quality facilities. Family atmosphere.
- Lots of writing practice and strong math
- Competition among friends was THE MOST VALUABLE motivator for achievement, and excellence in all areas.
- Awesome teachers
- Good teachers, good courses
- Excellent AP courses really helped with college credit and preparing for college courses.
- Professors were excellent

Exhibit V
Comments to Survey Responses
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16. What were the strengths and weaknesses of your high school experience?

Strengths continued

- Made lifelong friends, earned 6 Varsity letters in two sports, great teachers and classes,
- Teachers
- I think I was very well prepared in the difficulty of material and the extensive writing and team projects.
- All of the teachers were wonderful teachers that had a lot of knowledge.
- Small class size, excellent teachers, tight community
- Great education, supportive community
- Strong faculty and curricula.
- Didn't have to study much to get good grades.
- several good teachers and specific classes that prepared me well for some classes in college
- Quality of teaching, AP test preparation, college preparation, extracurriculars
- Challenging
- the teachers were great and i liked the size of the school
- Influence of sports, competitive academic peers.
- English and Math
- small school allowed ability to know everyone and have one on one discussions with teachers
- Writing - I couldn't believe the disparity in writing skills in my freshman class at college; Access to school teams & programs (students can participate in several sports/clubs in a year)
- Super strong community, great teachers, desire to foster a dialogue between students and educators.
- I had teachers and coaches who cared about my education and my well being. It was in an atmosphere that wasn't constricting and allowed for many possibilities
- Teachers
- social, math dept., sports
- Academic success, athletic success, time management, problem solving, utilizing resources, coming out with a level mindset and being driven to succeed in college as I did in high school.
- Caring teachers who took a very active role in my life and schooling
- Great preparation for future in basic areas--math, english, etc.
- Teachers who care, the closeness of the grade
- Friends, structure, got along well with teachers, able to manage my time well
- challenging courses, teachers, AP course offerings, small school environment
- Teachers who care, friendly student body.
- The Latin Program, The Science Department, Opportunities to develop leadership skills.

Exhibit V

Comments to Survey Responses

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16. What were the strengths and weaknesses of your high school experience?

Weaknesses

- Lack of German Language class.
- Not as many elective classes as some bigger high schools have. Scheduling was often tight, so you had to choose between classes. For example, since I was in band, for the first 3 years of school, I couldn't join chorus because the classes were the same time.
- Math and science instruction
- AP prep, "real world" skills (such as finances, time management, leadership etc.)
- Poor student attitude toward students who are different, snobby student body
- Favoritism, various teachers awarded grades unfairly to students, due to personality rather than success in the classroom.
- Studying
- Stifling, Depressing, Closed
- Overall, I don't think we were treated with much respect.
- extracurricular activities.
- Many schools offered a lot more diverse learning opportunities than Madeira did
- A few teachers are still in the dark ages about new teaching methods and 21st century skills
- Math Math Math
- It was easy. It wasn't a challenge in the least. I never felt like I had to try.
- Unfortunately, the size -- I think a bigger school might have more variety of opportunities to participate in.
- no diversity
- Again, more time for reflection and independent study. The earlier the better, as it could effect what electives students take.
- social aspect-- too many cliques
- I hated the parking at the high school, and how small the hallways were! They were always too crowded.
- Studying
- Dress code (too strict... hair color, torn jeans etc... I went to Madeira to avoid Catholic Grade School) Senior lunch should be eliminated or extended... looking back, my friends and I were wreckless in driving to and from our houses during the 30 minute lunch period... very dangerous)
- guidance related to college selection/application; although I personally was very well prepared, I took honors and ap classes throughout high school and I'm not sure I would have been as well prepared entering college without this background
- Guidance, Drive (for strong grades)
- I could've applied myself better.
- teachers, band program
- Sciences (though not related to the high school dept.) and guidance
- Everyone's supposed to be a cookie-cutter student... and that isn't the real world and creates outcasts. Plus, lack of diversity.
- Lack of diversity / alternative viewpoints, few serious electives, zero tolerance/political correctness
- Lacked diversity, ability to switch classes/teachers if certain issues arose, lacked wide range of extracurriculars.
- Not much mixing of students between classes

Exhibit V
Comments to Survey Responses
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16. What were the strengths and weaknesses of your high school experience?

Weaknesses

- There's too much emphasis on "TEAMS". This drags down the grades of those who do the work and kills their motivation.
- The class 'cliques'
- few-loved Madeira
- sports coaches too many drugs around school
- I don't think my science background or foreign language experience was that strong.
- Cultural diversity.
- Not a lot of diversity
- A bit of favoritism towards certain students.
- diversity
- not enough variety either culturally or in classes offered
- Community service opportunities, engagement with racially or economically dissimilar communities in the area
- Small
- Too much of a bubble
- Government, Chemistry, Anatomy
- not a lot of class options
- Sex Ed
- Not enough great teachers to go around.
- the size of Madeira can be a bit smothering
- Sex Education- Inadequate preparation for safe sex practices.
- foreign language dept., history dept.
- Not much exposure to diversity, I also hadn't made a decision on which career path to follow and didn't seek much guidance in that area.
- a few things that are unavoidable for a small school such as limited class choices and scheduling choices
- Cultural diversity
- Every now and then got a little lazy because I knew I could bend the rules every now and then
- small school environment, no 21st century skills incorporated at that time, lack of diversity, small course choices,
- No diversity, a division of students based on their academic and athletic ability: those students who are more advanced in their academics or athletics feel that they are superior to the rest of the student body and don't have to abide to the same rules as the rest of the student body population.
- The math program, guidance during my college search

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Comments to Survey Responses
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17. What else would you like to tell us about your high school experience which we have not asked?

- I would have rather taken a German Language class rather than the Spanish class that I had taken. I have no use for the French, Spanish, and Latin classes offered by the school at the time. That is really the only change I would have made if I could.
- I had a great time at MHS. I learned a lot, and was well prepared for the future. I made great friends there and continue to keep those friendships.
- There's no option to achieve college credit before attending college except taking AP classes AND passing the test. Some sort of post secondary curriculum would be great in saving money for college and preparing kids for real college classes.
- Influence in extra curricular activities. Felt like I learned more about life and social interaction from my athletic coaches than i did from teachers. For me personally I learned how to work hard and learned more life lessons from Jim Reynolds.
- There were so many cliques in my class. It made it difficult to focus on the academics and the learning. I'm not sure there's anything the school can do to prevent that but it was a big struggle for me. I felt like I didn't fit into any cliques so I jumped around. In a way that helped me to understand different types of people and groups. At the time though, it felt quite is isolating.
- I thought the chairs were uncomfortable and too small.
- N/A
- one of the positive notes of mhs is language arts. due to the terrific staff and the emphasis on writing, i found myself ahead of the game and there was not any need to attend a writing lab.
- Mrs Murphy was excellent. So was Mr Slagle. I think he taught me / us more about real life and what we were heading into than any other teacher in the entire building, and it's quite a shame he's gone.
- None
- I felt like I wasn't pushed hard enough. I wish I would have someone pushing me to do my best. But the way my life turned out I wouldn't have chosen any other way.
- Overall I truly enjoyed most of my high school years. In the wake of the current economy, it would be helpful if there was a course or program at Madeira which prepared students not only for college, but for a specific skill, trade or profession. It's important to get students thinking about what they want to do career wise and how they can best prepare. I graduated from UC with a 3.6 GPA in English literature and have been working a little above minimum wage for a year now. In no way do I blame Madeira for my current status, but in reflection of my own experience, I think a career program would be beneficial. I choose English Lit. because it was something I enjoyed; however, I was unprepared for the steps (or lack or steps) I would take after college.
- The athletic department, wrestling in particular, prepared me to be a strong individual in my college endeavors and I believe my peers feel the same way.
- I think the sports should be taken more seriously. It is still like that now I believe.
- An honors graduate currently has a career as a Kroger cashier.
- It's easy for me, having graduated years ago and gone through college, to recognize the excellent education I obtained at Madeira. However, I think that while in school, the questions of "why am I doing this" or "when will I ever use this" weren't really addressed. What if you didn't plan on going to college? What if you planned on going, but already knew what you were going to study? A sense of long-term purpose was sometimes missing. I think having a better connection w/ Madeira graduates or more events such as Career Day would help in this area so that students better understand why a well-rounded education is something worth the hard work and dedication.

Exhibit V
Comments to Survey Responses
Page 14 of 14

17. What else would you like to tell us about your high school experience which we have not asked? (Continued)

- Nothing. Overall it was a very good experience. I am proud to have graduated from Madeira.
- Stop wasting taxpayer money on ever larger and grandiose buildings, stadiums, solar arrays, etc.. Cut staff. There is no need to spend a quarter million dollars on two superintendents. Class sizes of between 20 and 30 are optimal for student learning. I've been in classes from 4 to over 400 students. I got good grades because I did the work and put forth the effort, not because there were 14 to 18 students in the class. Smaller class sizes are promoted primarily because it means less work for the teachers. There is no need for everyone to have an "assistant". Stop hiring friends, family, and donors. Those in charge like to play word games to deceive the public to get what they want. This is the WORST KIND OF EXAMPLE to set for the kids. Such individuals should be removed, not given lucrative contracts or raises.
- I was truly inspired by great teachers, namely, Mrs. Jordan, Mrs. Hammond, Mr. Kitchen, and Mr. Corn
- Mrs. Cadet is awesome.
- College wasn't as tough of a transition for me due to my experience at MHS. A lot of people I met from other areas in Ohio had a tough time due to their High School curriculum being much easier than MHS. I was able to finish with a dual major (Finance, Management) in 3.5 years while utilizing full-time work on my summer and winter breaks. I now have a solid career in Columbus, OH. I credit most of this to MHS pushing me to learn, but not pushing too hard or too light.
- I loved my high school experience
- I fondly recall my days at MHS, and many of my relationships with the teachers and staff. Thank you.
- Snow days were awesome.
- -Great athletic programs. Played a huge role in my development. It's important that Madeira continues to support these.
- Give the band more money!!! Between band and Susan Beach alone, MHS changed the course of my life.
- I loved going to Madeira because of all the different areas in which to succeed. I saw success in athletics, academics, social life, and within the community. I'm thankful I was able to have the experiences I had while in High School.
- I hated Madeira while I attended, but looking back on it, loved my experience.
- I think this is true for almost all high schools but athletes have a different experience than non. I think it is much easier to bend the rules as an athlete, especially due to the small size of Madeira. Everyone in the school and community know who you are, which every now and then allows you to slip through the cracks on things such as a deadline or assignment. I would not consider this a problem because there is usually an understanding between the athlete and teacher, especially if there is an away game the night before that is farther away.
- it was great overall--and i am looking forward to helping shape Madeira students in the future!!!!
- The math department should explain why students are learning something and be given real life examples. I don't think I have actually used $y=mx+b$ to find the slope of a line as well as the other longer equations I needed to learn.
- There should be more elective options for students to take that are catered to their college/job desires. I know that students get the chance to go to visit the Oaks, but an elective during the school day might be nice for students to learn more and experience what it's like in a certain field.

Exhibit VI
Survey for Outgoing Seniors

1. Gender
2. Please provide your e-mail address. The school will use this e-mail address to send you a follow-up survey in 3 to 5 years.
3. What best describes the high school classes you took at MHS, (Basic, College Prep, Honors, and Vocational)?
4. I feel I had flexibility in choosing my classes in high school.
5. The assistance from the guidance department at MHS was appropriate for my needs? (Classes – colleges – career path).
6. I feel the core curriculum offered at MHS has prepared me for college and/or the job market (Foreign Language, Government/History, Language Arts, Math, Science, Vocational skills)?
7. Madeira High School equipped me with these necessary 21st Century Skills: (Cultural Diversity, Decision Making, Problem Solving, Team Work/Group, and Technology).
8. To how many colleges did you apply?
9. To how many colleges were you accepted for admission?
10. Ultimately, the factor(s) that contributed to my college choice was: (Acceptance, Cost, Financial Assistance, Program Offerings, Proximity to Home, Scholarships, Other).
11. What could Madeira High School do differently to help future graduates?
12. What were the strengths of your high school experience?
13. What were the weaknesses of your high school experience?
14. If you had the opportunity to make one change at Maderia High School that would enhance the school experience for future students what would it be?
15. What else would you like to tell us about your high school experience which we have not asked?

Exhibit VII
Plans of Graduating Seniors

Year of Graduating Class	In State Institution	Out of State Institution	Work Force	Service	Other	Total Graduates
2002	61	37	3	2	6	109
2003	79	26	3	3	8	119
2004	62	32	7	0	3	104
2005	88	27	5	0	2	122

*Source: Unofficial compilation from listing used for Madeira City Schools year end newsletters.