



Survey of Madeira High School Graduates 2013, 2014, 2015, 2016, and 2017

Madeira City Schools Planning Commission
April 2019

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**Survey of Madeira Graduates
Classes of 2013, 2014, 2015, 2016, and 2017**

Table of Contents

- 1. Objective**
- 2. Methodology**
- 3. Key Findings**
- 4. Recommendations**
- 5. Appendix A – Sample Survey**
- 6. Appendix B – Survey Results**

Objective

The Graduate Follow-Up Study is done periodically in an effort to obtain information focused on previous graduates. This survey focuses on students who graduated in 2013 - 2017. The primary objective is to gather information about graduates' opinions of their experience at Madeira High School as well as to determine how Madeira graduates feel they were prepared for their future whether that be college, the military, career, or technical programs. We wanted to determine if there are common themes evident and how their opinions compare with those of graduates who have been surveyed previously. The survey focused on academics, curriculum, technology, social/emotional skills, culture, guidance and college/career selection as well as strengths and weaknesses identified in their experience.

Methodology

Creating the Survey

We interviewed district administrators regarding new questions to capture feedback on current issues. Additional questions were added based on administrators' input. These included questions probing social/emotional skills, student recognition, and the enjoyment/challenge of classes. Questions and items that are new to this survey are marked with an asterisk in Appendix B. Care was taken to keep the previous questions so that longitudinal comparisons could be made, but attention was also given to update and elaborate the wording to match current practice. Example: the wording of English vs. Language Arts when naming the Department.

Publishing the Survey

The survey was administered through Google Forms and published in mid-December (2018) through end of January (2019). It was shared via several outlets: the Blue and Gold Digest advertised the link to the survey, Superintendent Matsudo tweeted the link, past class presidents were directly contacted to encourage alumni completion, staff who had children who graduated during the specified years were informed of the effort, and e-mails were sent directly to appropriate parents and students whose contact information was provided via members of the Planning Commission.

Sample Size & Composition

80 responses to the survey were received, which is generally in line with previous experiences. The sample composition is fairly representative:

- Year graduated – 2013: 16%; 2014: 15%; 2015: 20%; 2016: 24%; 2017: 25%
- Almost all respondents (94%) attended MHS for the entire 4 years
- Gender – Female: 63%; Male 37%
- Curriculum Path – AP/Honors: 69%; College Prep: 25%; Basic: 5%; Vocational: 1% (one respondent) – It is important to note that our composition has a skew towards the AP/Honors track.
- Current status – Working on undergrad degree: 59%; Working on grad degree: 14%; In chosen career: 28%; In career other than program studied: 5%; Seeking employment: 8%

Key Findings

On the whole, MHS graduates feel well prepared for life after MHS.

Over 75% of the survey respondents agree that MHS prepared them well for their post high school endeavors. Since this question is new this year, there is not a comparison point to previous years to see if improvements are being made. Looking beyond Madeira, there are other high school survey projects (YouthTruth as an example) that suggest that the results for MHS are higher than the norm and similar to the highest rated schools in their survey. These external comparisons need to be taken directionally as the questions are asked in somewhat different ways, but the results are definitely positive for MHS.

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

Importantly, though, there is some difference in feeling well prepared based on the curriculum path a student takes (AP/Honors vs. others)

82% of students who were in the AP/Honors track agree that MHS prepared them well for life after high school, compared to only 64% of students in other tracks (College Prep, Basic, Vocational) feeling well prepared. 64% is not a weak result compared to the national studies, but ideally, we would like to see less variability by curriculum path where every student feels well prepared for post-MHS endeavors.

Main Curriculum Path	% Agree Feeling Well Prepared
AP/Honors (n=55)	82%
Other – CP, Basic, Vocational (n=25)	64%

Analyzing the direct feedback from students, it seems that ensuring all students feel equal focus for helping them succeed, providing more real-world skills opportunities and emphasizing social/emotional skills development would help in this area. It should be noted, the sample size for this group is relatively small (n=25), so deeper investigation is likely needed on this topic.

In Their Words...

~ Teachers were often more focused on the success of high achieving students and often left those of us struggling stranded and in need of extra help, only to find that when finally going during common time, the teacher was still working with high achieving students and didn't help those struggling.

~ There was not enough courses that pushed real world skills.

~ I came out of MHS very unprepared for college. I had to learn how to study in my first year of college because I was actually challenged in college. I had to learn how to take notes because professors don't give guided notes. While I was able to go to the teachers for help which I really appreciated, there were times where I felt coddled and they did the problems for me so learning wasn't happening.

~ Stop looking down at people who choose to go into one of the Oaks programs and or a not college post- high school. Also teach actual life skills.

Similar to the previous study, students strongly feel that the Math and English classes prepared them for college/the job market.

Science and Social Studies courses follow behind, and World Language, Fine Arts, and Vocational courses are towards the bottom. These results are incredibly consistent with the previous study.

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

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

Students provided many recommendations for actions that MHS could take to help future graduates. While all of the responses can be found on pages 44-47, in summary, several of these items would be:

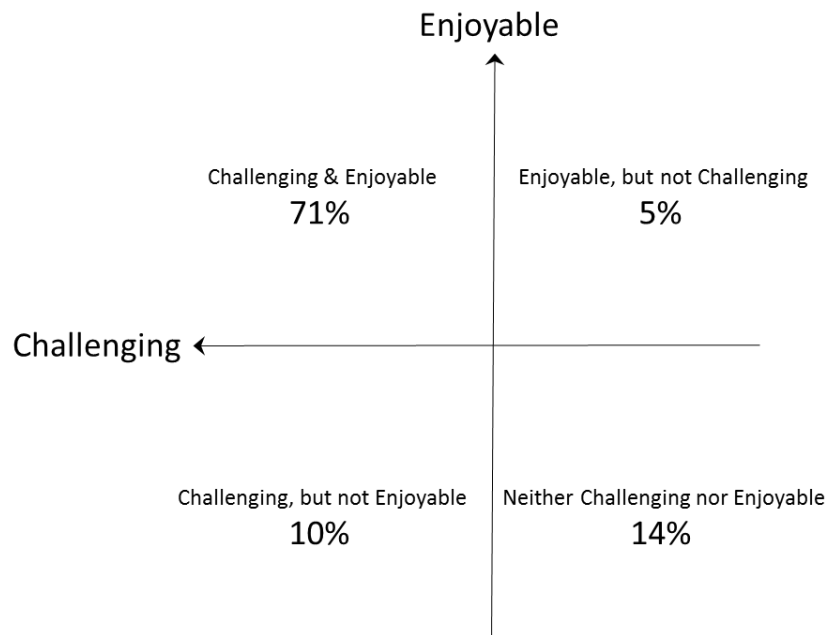
- Help teach/develop non-curriculum skills (for example: time management, how to study, effective communications/presentations)
- Broaden the available courses to include more STEM, business, coding classes
- Bring more “real-world” into the classroom

The district’s increased focus on social and emotional health is aligned well to student feedback.

Less than half (44%) of students agree that MHS equipped them with social and emotional health skills, falling well below the other skills examined. This suggests that the district’s increased focus in this area (Children’s Hospital, Angst, etc.) is hitting a key need from students, not just while they are in high school, but importantly, helping them develop healthy emotional lives after high school.

On the whole, the MHS environment is strong, but there continue to be areas for improvement.

In this survey, we asked students whether their classes at MHS challenged them as well as whether their classes were enjoyable. From these two questions, we are able to develop a Challenge/Enjoyable matrix. The ideal classroom environment would be both challenging and enjoyable, and on the whole, that is the feedback from MHS grads, with over 70% of respondents agreeing on both.



In addition, students overwhelmingly feel cared for by MHS staff, as almost all respondents agree (98% agree and 80% strongly agree) that at least one adult at MHS cared about their growth and development. This speaks to the strong, dedicated, and student-focused staff at MHS and is clearly a major strength for the school.

Not surprisingly, students desire more interactions outside of Madeira (or brought into the school) as a way to broaden their cultural awareness and competence to better interact with others in a diverse world.

Statement	% Agree
At least one adult at MHS cared about my growth/development	98%
My achievements and skills were recognized	76%
The learning environment was safe for all students...	65%
The competition between students was healthy	61%
Students' social & emotional well-being was considered	59%
The ways in which students were recognized at graduation led to healthy student experiences	56%
My experience at MHS helped equip me to interact with others in a diverse world	34%
My experience at MHS helped develop my cultural awareness & cultural competence	28%

Students feel a certain amount of inflexibility in class selection.

Less than half of respondents (48%) agree that they felt flexibility in choosing classes in high school, which is not only low in the absolute, but also shows a sizeable decline from the last survey.

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

The feedback from students in this area tends to revolve around limited flexibility when in a specific curriculum track (AP/Honors, Band, Language), desiring more choices of classes/topics to pursue, or the challenge in moving between curriculum tracks (for example moving from CP to Honors/AP).

In Their Words...

~ If I chose to be in an activity class such as Band, it severely limited my overall flexibility. Reaching the AP level of a language class also lended to this.

~There was a very set track for AP/Honors students. I wish, as someone on this track, that I may have had a few more options.

~Once you were started on the CP-level classes freshman year, it was near impossible to move up into the honors and AP-level classes in later years.

~Would like to have had more variety.

Recommendations

The recommendations are divided into two areas – survey process, which is related to logistics of the survey/study, and MHS opportunities, which is related to items that MHS should consider as a result of this study.

Survey Process

- **Institute a quantitative “exit survey” for seniors upon graduation.** Many of the questions and focus areas of the Planning Commission graduate survey could (and potentially should) be asked of graduating seniors instead of when they have been out of MHS for several years. MHS & District leadership already conducts qualitative sessions with students (via lunches), and that should be continued, but a quantitative exit survey would provide additional, trendable insights for MHS leadership. Additionally, having this survey would allow the Planning Commission graduate survey to be more focused on understanding endeavors after MHS, thus reducing what is currently a long survey. There are numerous external commercial sources that conduct exit interviewing for students that would take some of the burden off staff and allow for some external benchmarking of results that could be investigated (YouthTruth, Achieve for example).
- **Develop a formal process for collecting/maintaining students’ contact information post-graduation.** A significant amount of time with this study was spent collecting contact information (email addresses for example) for graduated students. Collecting personal/permanent email addresses from seniors through the exit surveys and maintaining them through the Madeira Schools Foundation/Alumni would be quite beneficial for future survey work.

- **Determine a location to house the raw data from this study.** A dataset in Excel was created from this study that also includes the summary results from the previous study. While this is currently embedded in this report, there should be a central location to store files from these studies for future Planning Commission teams to leverage for longitudinal comparisons.
- **Include the HS principal as a formal resource person for this committee.** As one of the key end-users of these results, having more input from the HS principal for key focus areas as well as deploying the results with staff would be beneficial.
- **Determine ways to benchmark these results outside Madeira.** This could include contacting local cohort schools to understand what practices exist for graduate surveying in order to compare findings, adjusting the questions and scales to match other surveys (local or national), or using commercial survey services that could conduct this process and allow comparisons to schools at a national level.

MHS Opportunities

- **Further investigate reasons for (and ways to improve) the gap in feeling prepared between AP/Honors track and CP/Basic/Vocational tracks.** Given the relatively small sample size of the CP/Basic/Vocational group in this survey, further investigation is likely warranted with this group to ensure that MHS is preparing all students for post-MHS endeavors, be it college or vocational.
- **Continue with the District's focus on efforts to drive social/emotional health.** Students in the survey noted wanting more focus on social and emotional health skills. The District has made good strides in this area recently, and this needs to continue.
- **Investigate ways to expose MHS students to broader, diverse cultural experiences – both within the school as well as outside the school.** This is a theme from students that has been present at MHS for many years now and focused effort needs to continue, perhaps via a special group/task force (administrators, students, broader community members) to make meaningful progress.
- **Determine if there are paths to provide more flexibility to students' class scheduling.** There are obviously limitations here given the size of MHS and the realities of class scheduling, but this topic warrants further investigation by administration.

Appendix A - Sample Survey

Madeira High School Graduate Follow-Up Survey

The Madeira City School Board Planning Commission is conducting a survey of MHS graduates from the classes of 2013, 2014, 2015, 2016, and 2017 in order to seek feedback about their high school experience. School leadership is interested in hearing how well each student was prepared for their post high school experiences in an effort to evaluate practices to enhance student success.

Madeira is very proud of our young adults and think there is valuable information to be mined from all of our recent graduates as they look back on their high school years from a different perspective. Thank you for taking part in this important survey.

*** Required**

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

Mark only one oval.

- ☐ 2013
☐ 2014
☐ 2015
☐ 2016
☐ 2017

2. What is your gender?

Mark only one oval.

- ☐ Female
☐ Male

3. What grades did you attend MHS? *

Check all that apply.

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

4. What best describes the classes you took at MHS? **Mark only one oval.*

- ☐ Basic
- ☐ College Prep
- ☐ AP/Honors
- ☐ Vocational

5. How much do you agree or disagree with the following statement..."MHS prepared me well for my post high school endeavors"? **Mark only one oval.*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

6. How much do you agree or disagree with the following statement..."I feel I had the flexibility in choosing my classes in high school". **Mark only one oval.*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

7. Comments regarding flexibility

8. How much do you agree or disagree with the following statement..."The assistance from the guidance department at MHS was appropriate for my needs" **Mark only one oval.*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

9. Comments regarding guidance department

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

Mark only one oval per row.

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

11. Comments on curriculum

12. MHS equipped me with these necessary skills: *

Mark only one oval per row.

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

13. Comments on skills

14. How much do you agree or disagree with the following statement..."My classes at MHS challenged me". **Mark only one oval.*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

15. How much do you agree or disagree with the following statement..."My classes at MHS were enjoyable". **Mark only one oval.*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

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

Mark only one oval per row.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
At least one adult at MHS cared about my growth and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experience at MHS helped develop my cultural awareness and cultural competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The competition between students was healthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ways in which students were recognized at graduation led to healthy student experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My achievements and skills were recognized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning environment was safe for all students regardless of ethnicity, gender identification, sexual orientation, or ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' social and emotional well-being were considered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experience at MHS helped equip me to interact with others in a diverse world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. How many colleges did you apply to in your senior year of high school?

Mark only one oval per row.

	0	1	2	3 or more
In-state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Mark only one oval per row.

	0	1	2	3 or more
In-state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

20. Other factors (please specify)

21. Were you accepted by your first choice of school after high school?*Mark only one oval.*

- ☐ Yes
- ☐ No
- ☐ N/A

22. Comment on acceptance

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

Mark only one oval.

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

24. **Comment on grades**

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

Check all that apply.

- ☐ Working on Undergraduate Degree
- ☐ Working on Graduate Degree
- ☐ Chosen Career
- ☐ Career Other than Program Studied
- ☐ Military
- ☐ Seeking Employment
- ☐ Other: _____

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

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

28. What could MHS do or do differently to help future graduates be ready for school/life after high school? *

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

30. Optional: Leave your name and email address

Thank you for your support of Madeira City Schools!

We would appreciate it if you could forward the link to this survey to 2 of your classmates from MHS.

Appendix B - Survey Results



Plannning
Commission Survey |

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

Survey Year	No. of Student Response s	Graduating Year				
		2013	2014	2015	2016	2017
2019	80	16%	15%	20%	24%	25%

2. What is your gender?

Survey Year	No. of Student Response s	Gender	
		Female	Male
2019	80	63%	37%

3. What grades did you attend MHS?

Survey Year	No. of Student Response s	Grade Level Attendance				
		9th	10th	11th	12th	All Grades
2019	80	10%	13%	10%	9%	94%

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

Survey Year	No. of Student Response s	Class Enrollment			
		AP/ Honors	College Prep	Basic	Vocational
2019	80	69%	25%	5%	1%
2014	65	57%	42%	0%	2%

5. How much do you agree or disagree with the following statement..."MHS prepared me well for my post high school endeavors"?*

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	53%	24%	4%	11%	9%	2.0

6. How much do you agree or disagree with the following statement..."I feel I had the flexibility in choosing my classes in high school".

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	19%	29%	24%	18%	11%	2.7
2014	65	6%	75%	9%	9%	0%	2.2

8. How much do you agree or disagree with the following statement..."The assistance from the guidance department at MHS was appropriate for my needs"

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	29%	33%	15%	13%	11%	2.5
2014	65	22%	37%	25%	15%	2%	2.4

10. The core curriculum in these departments at MHS prepared me for college and/or the job market: World Language (2014 - Foreign Language)

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	28%	33%	28%	8%	5%	2.3
2014	59	27%	29%	32%	10%	2%	2.3

10. The core curriculum in these departments at MHS prepared me for college and/or the job market: Social Studies

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	38%	30%	24%	6%	3%	2.1
2014*	60	22%	33%	30%	8%	7%	2.5

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

10. The core curriculum in these departments at MHS prepared me for college and/or the job market: English (2014 - Language Arts)

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	56%	35%	5%	1%	3%	1.6
2014	62	58%	26%	11%	5%	0%	1.6

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

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	55%	36%	5%	3%	1%	1.6
2014	59	53%	37%	3%	7%	0%	1.6

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

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	44%	35%	14%	6%	1%	1.9
2014	60	37%	40%	15%	7%	2%	2.0

10. The core curriculum in these departments at MHS prepared me for college and/or the job market: Vocational Skills

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	19%	14%	49%	11%	8%	2.8
2014	57	11%	21%	47%	19%	2%	2.8

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

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	16%	34%	33%	10%	8%	2.6

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

Survey Year	2019	
No. of Student Responses	80	
Department	% Agree	Mean
Math	91%	1.6
English	91%	1.6
Science	79%	1.9
Social Studies	68%	2.1
World Language	60%	2.3
Fine Arts	50%	2.6
Vocational Skills	33%	2.8

12. MHS equipped me with these necessary skills: Technology

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	35%	39%	19%	6%	1%	2.0
2014	59	37%	44%	7%	10%	2%	1.9

12. MHS equipped me with these necessary skills: Decision Making

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	40%	38%	16%	5%	1%	1.9
2014	55	33%	45%	13%	7%	2%	2.0

12. MHS equipped me with these necessary skills: Communication

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	48%	31%	16%	4%	1%	1.8
2014	60	32%	52%	12%	5%	0%	1.9

12. MHS equipped me with these necessary skills: Team Work/Group Work

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	48%	34%	11%	4%	4%	1.8
2014	60	28%	48%	12%	8%	3%	2.1

12. MHS equipped me with these necessary skills: Problem Solving

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	48%	34%	13%	4%	3%	1.8
2014	58	41%	48%	5%	5%	0%	1.7

12. MHS equipped me with these necessary skills: Creativity

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	35%	31%	18%	14%	3%	2.2
2014	60	27%	47%	10%	17%	0%	2.2

12. MHS equipped me with these necessary skills: Social & Emotional Health*

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	24%	20%	28%	18%	11%	2.7

12. MHS equipped me with these necessary skills:

Survey Year	2019		
	No. of Student Responses	80	
No. of Student Responses		% Agree	Mean
Problem Solving		81%	1.8
Communication		79%	1.8
Team Work/Group Work		81%	1.8
Decision Making		78%	1.9
Technology		74%	2.0
Creativity		66%	2.2
Social & Emotional Health*		44%	2.7

14. How much do you agree or disagree with the following statement..."My classes at MHS challenged me".*

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	36%	45%	6%	10%	3%	2.0

15. How much do you agree or disagree with the following statement..."My classes at MHS were enjoyable".*

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	31%	45%	10%	8%	6%	2.1

16. How much do you agree or disagree with the following statement..."The learning environment was safe for all students regardless of ethnicity, gender identification, sexual orientation, or ability".*

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	39%	26%	19%	9%	8%	2.2

16. How much do you agree or disagree with the following statement..."At least one adult at MHS cared about my growth and development"?*

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	80%	18%	1%	1%	0%	1.2

16. How much do you agree or disagree with the following statement..."My achievements and skills were recognized"?*

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	38%	39%	9%	10%	5%	2.1

16. How much do you agree or disagree with the following statement..."The competition between students was healthy"?*

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	29%	33%	18%	11%	10%	2.4

16. How much do you agree or disagree with the following statement..."The ways in which students were recognized at graduation led to healthy student experiences"?*

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	25%	31%	25%	11%	8%	2.5

16. How much do you agree or disagree with the following statement..."Students' social and emotional well-being were considered"?*

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	23%	36%	25%	11%	5%	2.4

16. How much do you agree or disagree with the following statement..."My experience at MHS helped equip me to interact with others in a diverse world"?*

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	18%	16%	26%	24%	16%	3.1

16. How much do you agree or disagree with the following statement..."My experience at MHS helped develop my cultural awareness and cultural competence"?*

Survey Year	No. of Student Responses	Answer Options					Mean
		1 - Strongly Agree	2 - Agree	3 - Neither Agree or Disagree	4 - Disagree	5 - Strongly Disagree	
2019	80	11%	16%	26%	24%	23%	3.3

16. How much do you agree or disagree with the following statements...*

Survey Year	2019	
No. of Student Responses	80	
Statements	% Agree	Mean
At least one adult at MHS cared about my growth and development	98%	1.2
My achievements and skills were recognized	76%	2.1
The learning environment was safe for all students regardless of ethnicity, gender identification, sexual orientation, or ability	65%	2.2
Students' social and emotional well-being were considered	59%	2.4
The competition between students was healthy	61%	2.4
The ways in which students were recognized at graduation led to healthy student experiences	56%	2.5
My experience at MHS helped equip me to interact with others in a diverse world	34%	3.1
My experience at MHS helped develop my cultural awareness and cultural competence	28%	3.3

17. How many colleges did you apply to in your senior year of high school - In-State?						
Survey Year	No. of Student Responses	Answer Options				Mean
		0	1	2	3 or more	
2019	80	8%	24%	33%	36%	2.0

17. How many colleges did you apply to in your senior year of high school - Out-of-State?						
Survey Year	No. of Student Responses	Answer Options				Mean
		0	1	2	3 or more	
2019	74	30%	28%	11%	31%	1.4

18. To how many colleges were you accepted for admission - In-State?						
Survey Year	No. of Student Responses	Answer Options				Mean
		0	1	2	3 or more	
2019	79	8%	29%	33%	30%	1.9

18. To how many colleges were you accepted for admission - Out-of-State?						
Survey Year	No. of Student Responses	Answer Options				Mean
		0	1	2	3 or more	
2019	71	31%	32%	13%	24%	1.3

19. Ultimately, the factor(s) that contributed to my college choice were: (check all that apply)										
Survey Year	No. of Student Responses	Answer Options								
		Acceptance	Proximity to home	Cost	Reputation	Program Offerings	Scholarship	Familiarity	Financial Assistance	Size
2019	78	41%	47%	65%	60%	76%	54%	27%	32%	55%
2014	65	48%	43%	62%	57%	48%	51%	25%	32%	N/A

Note: % for 2014 are best guess based on chart within the report.

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

Survey Year	No. of Student Responses	Answer Options		
		Yes	No	N/A
2019	80	83%	14%	4%
2014	65	91%	6%	3%

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

Survey Year	No. of Student Responses	Answer Options			
		College grades were/are above high school grades	College grades were/are below high school grades	About the same	N/A
2019	80	31%	23%	41%	5%

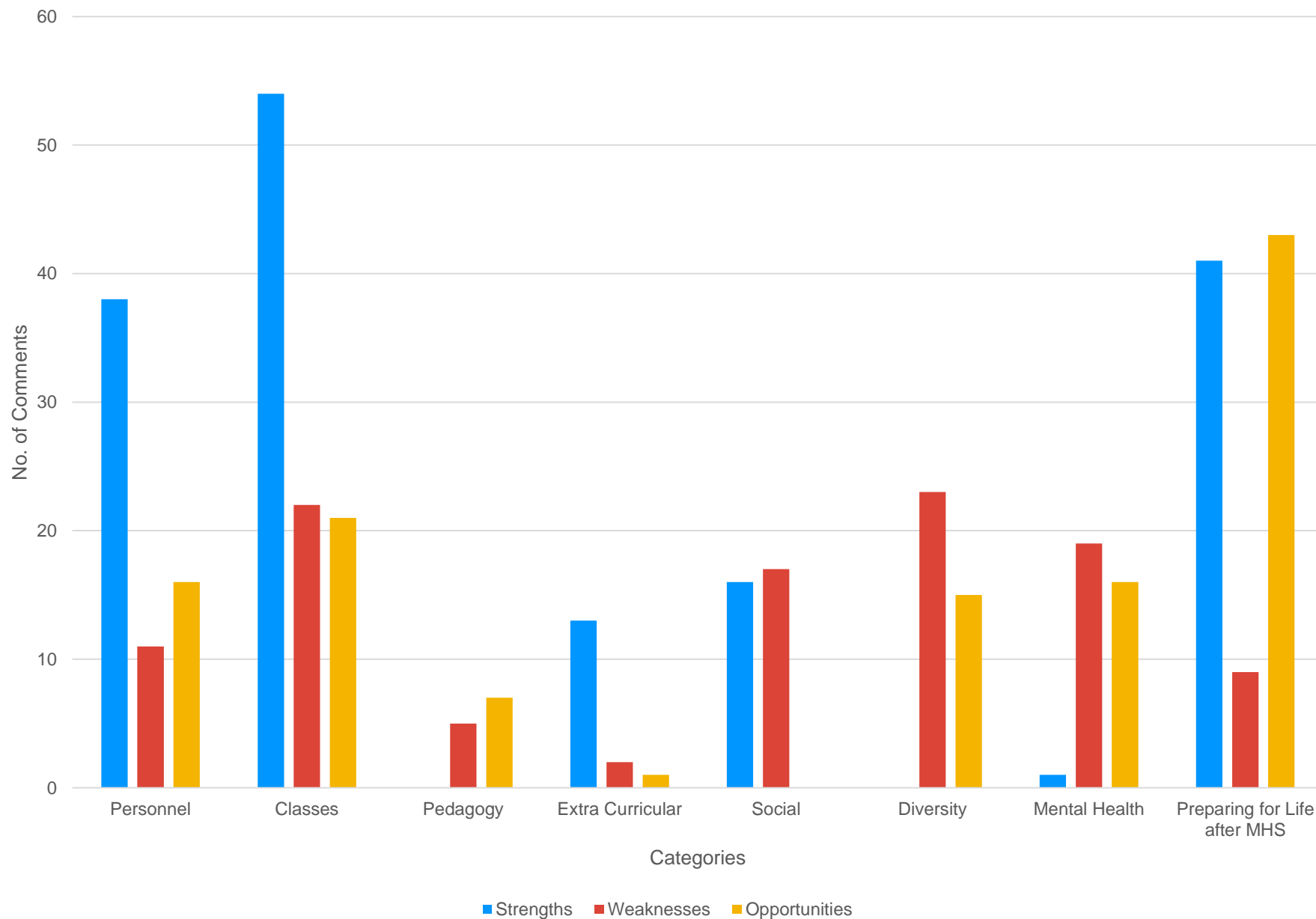
25. What best describes your current situation? (please select all that apply)

Survey Year	No. of Student Responses	Answer Options					
		Working on Under-graduate Degree	Working on Graduate Degree	Chosen Career	Career other than Program Studied	Military	Seeking Employment
2019	80	59%	14%	28%	5%	0%	8%

The team coded the free written responses for Strengths, Weaknesses and Opportunities to get an overview of the feedback topics. A summary is presented below and on the next page.

Comment Analysis of 2019 Survey of Madeira High School Graduates.			
Categories	Strengths	Weaknesses	Opportunities
<u>Personnel</u>	<u>38</u>	<u>11</u>	<u>16</u>
Teachers	38	4	2
Administration		2	
Guidance Counselors		5	14
<u>Classes</u>	<u>54</u>	<u>22</u>	<u>21</u>
Class/Dept	51	7	
Class Size	3		
Course Selection/Choice		13	21
Schedule/Time		2	
<u>Pedagogy</u>		<u>5</u>	<u>7</u>
Curriculum/Assignments		5	2
Presentation/Communication Skills			5
<u>Extra-Curricular</u>	<u>13</u>	<u>2</u>	<u>1</u>
<u>Social</u> (Peers, Friends and Community)	<u>16</u>	<u>17</u>	
<u>Diversity</u>		<u>23</u>	<u>15</u>
<u>Mental Health</u>	<u>1</u>	<u>19</u>	<u>16</u>
Mental Health		8	16
Recognition	1		
Focus on High Performing Students		5	
Competition/Acknowledge		6	
<u>Preparing for Life after MHS</u>	<u>41</u>	<u>9</u>	<u>43</u>
Study Skills			3
Life Skills	11	7	17
Leadership	4	1	2
Career			10
College Emphasis			8
College Prep (Rigor)	23		
Learning Management Systems			1
Alumni Speakers	3	1	2

Strengths, Weaknesses, and Suggested Improvements Highlighted by Madeira 2013-17 Alumni



7. Comments regarding flexibility

n/a
You have to take certain classes to graduate. There is no way around that, but those classes were still a great learning experience!
There were only like 3 electives and you had to endure the least objectionable that would fit your schedule or you wouldn't meet the criteria to level up to the next grade/graduate.
Just because of the size, classes that I would have been more interested in weren't offered.
Even if a class didn't fit in my schedule, my teachers sometimes helped me do a flex credit for the class.
Not many classes were offered
There was a very set track for AP/Honors students. I wish, as someone on this track, that I may have had a few more options.
Great
Requirements for honors diploma were a bit restricting
Wish there had been more options when it came to some topics
Would like to have had more variety.
As much as I would like more course choices, I think a great deal of that was because of the small school size.
There weren't as many classes to choose from as other schools I've heard about, but the selection covered all the bases adequately.
I took all honors/AP and maybe had a couple of choices some of the years
If I chose to be in an activity class such as Band, it severely limited my overall flexibility. Reaching the AP level of a language class also led to this. As I did both band and Latin my entire high school career, I only had 1 semester with 1 class free to be whatever I wished.
A decent amount of flexibility, but lacking in business options during my time there
As upperclassmen we had more choices, but sometimes the only choice was a ton of AP classes to avoid retaking a class.
Small school, limited offerings. Could not take the English class I wanted senior year. Could not take AP Bio senior year since I took AP Latin. You have to choose.
There weren't many choices along the AP/Honors track especially when trying to compete for valedictorian
In 8th grade you were placed in groups so when you went to high school you were forced to take the same level classes the rest of high school. Strongly encouraged to take harder because it was such a competition to be the first in the class.
In my time, there was only 1 AP or honors class every year but I hear there's more variety now!
I was restricted since I did band all 4 years and took a language every year. Since those classes are only offered once a day, it limited other classes that fit.
Once you were started on the CP-level classes freshman year, it was near impossible to move up into the honor's and AP-level classes in later years
The classes were flexible in whether I could take CP, honors, etc, however, I would have wanted more options of science and math classes.
Flexible and helpful for my needs.

9. Comments regarding guidance department

n/a

The staff is outstanding! I think they can be even more honest. This can be difficult with parents sometimes, but it's about what is best for the kid. Ex: If a kid is thinking about taking all honors or all AP one year, but the parent has reservations, encourage them to go for it. It really is not going to negatively impair their experience or challenge them too much.

Ms. Homer did not help at all, she was pushing me towards UC. Very self directed and if you weren't motivated you weren't going to get it done. Not forward thinking at all and really settled into their jobs

I felt insignificant amongst the ~50 others assigned to 1 of 2 counselors. Mine seemed to never be available unless you had time to just sit around and wait for them to have like a 30 second cursory "conversation" before she was pulled away for something else.

Provided resources to help me succeed in choosing an appropriate post-grad path

There was an extremely applicable scholarship for my first choice school that had to be recommended by a counselor and my counselor failed to do so.

Supportive

I don't remember the assistance being outstanding, but compared to what I got from my adviser in college, it was substantial.

nice, informed, they did their job

They did their jobs well and were kind and understanding.

I personally did not utilize the guidance department but heard several stories from friends of issues

Didn't really utilize them

Didn't help too much

Going through the college process I felt like I was on my own and had to rely on the English teachers for help when that's not their job.

Always helpful and supportive!

The guidance department was a decent resource in regards to building a schedule that made sense. However, I think there is a great disconnect with their advice for post-graduation plans. Everyone is very well meaning and try their best to help but at times encourage students to be impractical about their post graduation plans.

it was weird changing counselors part way through

I felt like I had a good relationship with the ladies in the guidance department, and they always helped me.

Mrs. Coney went above and beyond in her guidance in college applications.

Mrs. Koehne was amazingly helpful

11. Comments on curriculum
n/a
It is unreal how the knowledge gained in a junior high computers class is not more widely known. Perhaps courses in high school that involve Adobe and graphic design focuses would be good expansions for fine arts courses. These are growing fields and are great opportunities for technology in the classroom.
The business classes were the most helpful!! Mrs Jordan put the effort into making sure that our needs were met and that all of the work we were doing could somehow benefit us in the future
Foreign language(Spanish) was the only class that I learnt things I felt would actually have a use in my post-high school life. Also I find the fact that having to rank "vocational skills" on this is ridiculous because we didn't actively learn any.
Would have been better to take chemistry as a sophomore or junior; freshman year is not the year for chemistry and I am a science major.
My AP courses very much helped prepare me for my college courses. I was able to skip out of most of my freshman year curriculum, and still knew much of the material for my 2000 level general education requirements. Special shout out to AP chemistry!
We need more civic engagement and lesson on civic discourse! This school frequently avoided politics and confrontation (even when it could have been a helpful educational opportunity). The Social Studies department should have done more to engage students in the local government to understand the pivotal role of civic engagement in a democracy.
Great
Languages need to be taught way earlier than High School if you want kids to actually retain that information. Otherwise, most of everything else I use on almost a daily basis in life, at work, and in college.
Mr. Kitchen's class/curriculum should be required for everyone that goes through Madeira High School. It has held my actions, presentation, and and general grammar/vocabulary at much higher standards.
Wish there had been more computer science classes
I wish that there were more science classes to choose from, and that my schedule was flexible enough to take all of them. I really enjoyed the AP Environmental science class I took with Mrs. Tucker.
I got college credit from my advanced math class, that was cool
In addition to the content, I also think that the difficulty/intensity of the classes matched or exceeded those of my first year of college, which definitely helped with my transition. I also did not participate in vocational programs.
(Considering that I went into engineering) I wish there were more higher level math classes. AP Calculus was amazing and Mr. Corn did a phenomenal job going most of the way into Calculus 2 after we had finished the required content. But I've met many people in college who had credit for Calc 2 and sometimes even 3, allowing them to progress easier through the curriculum.
I felt there was too much push on students to take as many high level classes as possible if they were allowed and there was no explicit information given to the AP/honors class when the college prep class was given information on the Great Oaks campuses.
All finance and entrepreneurship and accounting classes really helped prepare me for the real world and to this day I still use my binders from that class to help with real world money and accounts and stuff
With past feedback, Madeira made most of the extracurricular classes on business but there are other fields that students study like exercise sciences and fine arts.
The only comment I would have is that in a world when politics plays an ever increasing role in day to day life, it needs to be a topic that is tackled head on and not shy away from. Government courses were relevant and helpful but I still felt I was behind in comparison to my college peers regarding political awareness leaving high school.
I went into a math/science based major, and I felt very prepared for my courses. I found that my English comprehension and writing skills were advanced in comparison with other students at my university. I took honors English through middle school, and then took CP level all four years at the high school. The single American History course I took in college felt like a review session because a lot of the material I had learned in high school.

World languages should have been incorporated into our elementary and middle-school education. I do not believe enough funding went into the fine arts, in theater and art classes, we often had to rely on using cheap or old materials.
what counts as vocational skills and what are you suppose to answer if you didn't take any
Despite a fantastic art teacher in Ms. Dulgeroff, the art curriculum needs work. There is no real class structure, and it feels like the same class that was taught in middle school. It's essentially a crafts class. Students should all learn basic techniques like how to draw simple objects. "Fun" projects like abstract art are useless when most students have no idea how to draw what they see in front of them. If they don't want to learn how to make art, they should take a study hall instead.
I felt like the expectation was for everyone to take hard classes and then go to college, and now that I have completed college myself I have come to the understanding that it is not for everyone and a hard expectation when kids are later met with failure or a desire to enter a trade vocation.
Items rated lower were not relevant to my future outside of high school, however I felt the provided education was very helpful if I did require these skills.
Need Cobra Coding Language skills. I am behind in my Clinical Research as I did not receive any coding classes. Madeira needs engineering classes too.

13. Comments on skills

n/a

These skills, especially face-to-face communication skills, are even more important now than the general knowledge being taught in today's markets, especially since career changes are as fluid as they are.

I couldn't even read the "social& emotional health" within the category of "MHS equipped me with these necessary skills" without laughing out loud. This school was why I went to psychiatry services and though that was tested for a learning disability and finally figured out why I had such poor social, motor and anything and everything mathematics related.

Decisions seemed to be made for you based on your academic status.

Awesome

The major problem that I have with the school system is that it never inspired any kind of creativity. I had to solve a problem in math, but I would solve it in a different way than it was taught and it would be marked wrong.

I know how to work in teams now, but MHS didn't teach me this.

The English classes I took helped me build the foundations for public speaking. I didn't come out of MHS as a good public speaker, but it helped me become a better one later on in college.

I don't believe social/emotional health was really emphasized. I really liked that Mrs. Jordan's entrepreneurship class presented true challenges with group work in a very real setting.

There is somewhat of a fine line between skills that I attribute to MHS specifically helping me to gain and skills that I gained myself through my time at MHS. I filled the chart based on the former, not the latter, which I feel is an important distinction.

I learned more about emotional and social health in college than at MHS

my 9th grade english class with mr. kitchen taught me speaking- the reason its so highly rated. not the friendliest man but super helpful. dont let him read this or else he'll criticize my writing.

Overall a good set of skills. The social and emotional health is tricky sometimes, the small high school environment can both be a blessing and a curse depending where you fall. I don't see many ways of fixing that though.

Going into an engineering major I was behind on my programming skills compared to other students from other high schools. However, I know that computer science has been added since I have graduated.

Social and emotional skills needed in a small high school vs. after high school are extremely different. I felt academically prepared but not socially at all.

I think the school can give more support on how to deal with high stress levels and social issues.

The only area of emphasis I would have for this is with technology. MHS has done a phenomenal job getting technology access to all students through chromebooks. However, this leads to the exclusive use of Google word processing and other "office" type programs. The reality of college and the real world is that most use Microsoft Office or something similar. These skills will be completely lost on upcoming graduates and it will be difficult for them to transition to the more advanced software used by most post graduate places. In addition to word processing software, I think it is abysmal that I only worked on Google sheets or similar spreadsheet software a handful of times in High School. This skill is absolutely essential to the current job market in most disciplines.

26. What were the strengths of your high school experience?

I was challenged by my classmates and teachers to perform to the best of my ability every day in the classroom.

I had great teachers and parents that supported me. I could always rely on their knowledge and experience, and I felt they truly cared about my development as a person as well as a student. I owe them so much more than my thanks!

Class skills

BUSINESS CLASSES!!! College 101 was a huge help when applying to colleges

Class curriculum prepared me for what I would learn in college.

Spanish

The number of extra curricular activities offered

The teachers loved and supported me. They genuinely cared about me as a person in addition to a student.

Many AP and extracurricular options

The closeness of my grade and getting prepared for professional life.

Loved band and the awesome community it provides

tight community

the special ed team was very helpful at times.

Really connected with most of my teachers. My course plan was customized to meet my needs at the time and ensure my success

It was fun.

Challenging curriculum

Great math and writing skills acquired

Smaller class sizes allowed teachers to focus on students when help was needed and develop real relationships with students.

Creativity and science. Also honors anatomy.

Math

Academic rigor

grading

The education was rigorous but rewarding

In general, I genuinely enjoyed the classroom environment and structure each teacher autonomously created. I believe that Madeira's allowance of teachers to use their own curriculum and teach outside of the textbook truly prepared me for higher education.

Made long lasting friendships.

Teachers and Extracurricular activities.

Gained a basic education for life.

A few role model teachers, Mr. Kitchen's class, the friends I made, the general push to to work hard and achieve excellence

Good Community, plenty of opportunities that helped with college, great teachers.

The strengths of my experience was that MHS gave students a lot of opportunities to be involved and take on leadership roles. Madeira gave students unique opportunities to be involved in activities that were great resume builders and conversation starters. Those opportunities brought me to other opportunities in undergrad that I believe I was offered due to my experiences in high school. MHS also taught students how to have a strong work ethic. The curriculum at Madeira prepared me well for being a good student in undergrad.
Good classes
My creative niches were supported well. Marching band, for example, was a great community.
Learning and social environments
fun
Academics were top notch
A strong emphasis on essay writing and analytical papers.
Good classes and good experience
strong community
Social studies
Developed strong writing skills; more personal finance knowledge than many of my college peers; opportunities for student leadership
Small class sizes and teachers who cared about their students
Every teacher that I had was excellent, especially compared to what I experienced in college. I also made friends that I still have today, and look back upon high school fondly.
some interesting and helpful electives like web design and coding that were pertinent to my degree
Learning how to interact with others
As a student with a learning disability, the special education department was helpful throughout my high school career. The special education department was supportive of my decisions as student.
Math and science
I was able to transfer to the Oaks vocational program and received practical training.
I really think that one of the best things about MHS is the approachability of faculty, and that they're always willing to help out and spend time with students.
I was academically very well prepared. Writing was easy mostly due to Kitchen's rigorous grammar prep and Seelmeyer's frequency of in class essays. I was really well prepared for Calculus 2 since Corn had gone beyond the Calculus 1 curriculum. I also had numerous leadership opportunities that helped me develop as a person and a leader. Being a part of the marching band and swim team were also sources of significant joy and growth for me. Mme Cadet prepared me to communicate around the world. That got me through some tricky situations. Also, all the AP credits allowed my to complete an additional degree in my time as an undergraduate which so far has paid off.
Activities such as Band and Latin Club really reinforced my experience, and the friends I made along the way. Teachers such as Mr. Corn, Magistra Bruening, and Mr. Becker assisted greatly with their AP classes, and these were the only AP classes which ended up counting towards class credit in my college. (Instead of general credit)
Small class sizes and great teachers who helped prepare me for college
Teachers that could relate to their students and were approachable
Madeira offered very high level courses that really helped to prepare me for the difficulty of college level courses.
AP courses were more challenging than traditional college courses, which made the transition to college easier than it was for others.
Having teachers that truly cared about you. Having an awesome small town where everyone knows everybody
Extracurricular activities, opportunity for leadership, dedication of teachers
Challenging curriculum

Taking classes getting ready for college
Fiance and accounting classes
Time management
Independence
Excellent staff, tons of extra curriculars!
Great teachers who really got to know students.
The teachers were exceptional and devoted to students' learning. There were many choices of classes in each subject also.
Teachers, class offerings, opportunities for involvement
Teachers
I felt that we had very strong math, science, and English departments. I didn't realize this until I was taking college courses. If I had taken more courses related to social studies at my university, I feel that I would be saying the same thing about that department; as mentioned above, the history course I took in college was very easy, because I had previously learned most of the material at Madeira. The offered AP courses were great. I entered college with a semester's worth of credits, which allowed me to have a lighter work load. Hence, I was able to put more time into the major courses.
Aside from the required courses, I felt that the entrepreneurship class with Jennifer Jordan was one of the most beneficial experiences I had. The course taught us to think in a different way than we had before. Most high school aged kids haven't been exposed to that type of thinking process where they have a goal that they're trying to achieve, and they have to decide how they're going to get there. The entrepreneurship course teaches students how to think about solving a problem that is not explicitly outlined like it is in a traditional course.
The entire school district is exposed to the entrepreneurship class with the different companies selling their pitch to the students. Many kids, like myself, are interested in taking the course before they're even in high school. Looking back, I realized that starting in middle school, I had been thinking about the shirts and other products that were being sold and what I would change to make them better. In other words, over the course of five years or more, I had been evaluating products and thinking about how to improve them. This is the type of creative thinking and problem solving mentality that is applied in every technical field.
I have had four total interviews for engineering positions. Each individual who interviewed me asked about the section on my resume where I included my experience from Mrs. Jordan's entrepreneurship course. Each individual was impressed with what I had to say about my experience in the course.
Mrs. Wing was nice
The entire history department, chemistry, anatomy, finance, art, and theater
teamwork
Being well-rounded: balancing school, clubs, sports, work, etc.
AP classes prepared me well for college. Extracurricular were competitive. Teachers were personable and invested in our learning.
Difficult classes/high expectations prepared me for college-level work.
I feel like I was able to achieve whatever my ambitions desired.
time management and involvement in clubs
Many teachers helped prepare me for how college treats coursework very effectively.
Good teachers and teaching assistants
Dedication my future plans of becoming a surgeon.
Great teachers and guidance counselors
The flexibility of picking classes, the community of students, the teachers

27. What were the weaknesses of your high school experience?

Little opportunity for variety in yearly classes chosen.

I felt that I had a difficult time with my classmates socially. I never truly fit in. I think I carried a lot of self-esteem problems from middle school into high school. Graduation and Senior awards night for me was incredible because I felt that I was rewarded not just for my work but for my perseverance through some of the personal hardship I had felt.

Lack of diversity and global perspective

classes that didn't further me in my career/ towards colleges, not anywhere close to science so why was I taking Chemistry

We didn't learn much about public speaking or mental health.

Mathematics, group projects, open ended assignments, anything with a social skill component, presentations(except for Spanish)

availability of classes to fit my schedule; several times there was a conflict and i couldn't take my first or second and sometimes third choice of an elective.

The competition, the cliques, and no diversity.

I needed more assistance from guidance counselor in determining which colleges to apply too.

I took honors and AP classes, but Oaks classes may have helped me more down the line.

Teachers were often more focused on the success of high achieving students and often left those of us struggling stranded and in need of extra help, only to find that when finally going during common time, the teacher was still working with high achieving students and didn't help those struggling.

limited ethnically diverse background exposure

the guidance counselors were not helpful for me. they were actually misleading. one told me not to go into the field that i wanted to go into. i ignored her and i'm doing great in it!

Some teachers and students didn't try to understand other students' perspectives. Overall a positive experience

I didn't have any

High competition

Didn't learn much about what is going on in the world/politics and other cultures

Little diversity

History

Popularity

Acknowledging mental health

Diversity- can't help that

Kids were mean

The school culture was an issue for me. By nature, the schools small size and largely homogenous student body did not breed for an inclusive environment that encouraged people to stretch their opinions and beliefs beyond their typically privileged upbringings. Madeira is quite unlike most college campuses, and had I not taken it upon myself to learn about people different from myself, I would've been unprepared and unintentionally ignorant towards marginalized people.

Didn't learn how to effectively manage time to excel in classes.

Making friends.

Wasn't as social as I could've been and didn't care about grades as much as I should have.
Diversity, lack of career exposure
Not many STEM related classes outside of the basics, guidance counselors
See next question (what could MHS do differently to help future graduates)
Annoying people
Have more AP coding/art classes. Not much else that I could say here couldn't also have been attributed to my own personal weaknesses and inability to resolve them. I don't want to blame the high school for something that was my responsibility. For example: not feeling comfortable with/close to most of my classmates.
Social environment at school
n/a
Not enough diversity in student body. Of course, the high school can't do much about this, so integrating school-wide diversity programs at least once a month would be ideal.
Lack of variety in courses in social sciences and arts.
Social attitudes
cultural unawareness of diversity
Chemistry
Diversity did not feel celebrated by the school as a whole (though individual teachers certainly did); it was very easy to feel "othered" as an ethnic minority.
Not much diversity
The only thing that I was disappointed about in high school is that I didn't have enough time to take all the classes I wanted to.
very narrow minded and not enough done with the truly unique classes and extracurriculars
Making myself do things that aren't enjoyable
Towards the end of my high school experience, especially second semester of Junior year and first semester of senior year felt like the high school only focused on the top seniors. This disappointed/discouraged me because it felt like this experience was trying to focus on them, the top seniors, first, then everyone who was not a top senior.
English
There was not enough courses that pushed real world skills.
I suppose if there's one thing I wasn't entirely prepared for, it would probably be leading a student organization on a collegiate level. I think it would greatly benefit students if faculty let them take more control over an organization to help prepare them for leadership challenges that they will face in college and eventually their careers.
There were some subjects I wasn't exposed to almost at all: economics, business, personal finance, and home economics. To be fair though, I chose to take AP classes instead of those classes.
If I hadn't taken French and AP Euro, I would have learned almost nothing about other cultures and my education would have included no diversity.
Granted, between a few sports and aforementioned activities, my experience was restricted in a sense. I wish I could've had more diverse options of classes I could've taken with my interests.
Lack of diverse course offerings
A culture that created unnecessary stress, alienation, and problems, that only once I moved into a world beyond high school, did perspective show how pointless they really were
There was such an emphasis on AP (which is good) and competition amongst students that it's easy to take what you feel like you "have to" other than taking what you might want to. I also feel that a stronger home ec/life skills elective would be beneficial.

Lack of Diversity.
I did not apply myself as much as I should have/could have.
Mental health was ignored for a long time, awareness was taught but not coping skills
Small school size overall didn't allow for certain opportunities
Social interactions
N/a
Over committing to things
Acknowledgement
Lack of opportunity to interact with people who are different from me
Comments about teachers never addressed
None. I enjoyed the size of the school, environment, peers, and teachers.
Diversity (not the fault of anyone, just the way it is)
No diversity to prepare for real world
I took biology based science courses and went into a physics based field. That was a personal path change.
I felt the other teachers hated me.
Language and Math
math
Test taking and particular subject grades.
High school community was your stereotypical caste system high school. Not much room for individuality.
Too much competition / very little diversity.
Because my experience allowed me a lot of learning opportunities and flexibility, I don't think I was aware of the people around me who were experiencing less than that. I wish I were exposed to greater diversity.
Grades weren't always the best.
Time conflicts for after school activities were not handled very well in some cases.
Attitude of other students
Lack of diversity.
Poor upper level administration, little exposure to other cultures, very little push to get students to top schools
Limited variety in extra curricular, fewer real world application classes (ie. Personal finance wasn't required)

28. What could MHS do or do differently to help future graduates be ready for school/life after high school?

Provide more classes like about other career opportunities that don't necessarily require a college degree so everyone doesn't feel pressured to go to college because that is the status quo.
Continue to support the teachers and coaches that make the deepest connections with the kids. They are difference-makers!
Focus on diversity more intentionally, seek out opportunities to give students diverse and global experiences, even from the comfort of Madeira
Continue pushing people to take classes that are in their field of study, or a field of study they are interested in. This may mean opening up more classes for people to take
Teach time management and have a mental health forum.
Stop looking down at people who choose to go into one of the Oaks programs and or a not college post- high school. Also teach actual life skills.
Time management, study habit, and self discipline are keys to succeeding in college. I would recommend that all high school students have at least one leadership position/task during their high school career. Being in charge of a project. Social skills are very important and being able to communicate with professors.
Not sure. It's hard with the small size of Madeira. Have more classes based around being culturally sensitive and knowledgeable.
Offer more diverse class options
Sell more kids on the Oaks.
Put more of an emphasis on personal finance and creative foods to allow for students to gain knowledge in areas that will actually help them in the real world and not just what they are going to be tested on.
seek and promote cross-cultural exchange programs
just like there is a physical health class there should be a mental health class as well.
More guidance from counselors regarding post-high school/college options. The only serious college conversation I had with my counselor came after my acceptance to the college of my choice- when she tried to sway me towards a different school
Go to great oaks to see if your career is there
I speak highly of my Madeira experience and don't have any recommendations
Involve students with a political class or theory class and more language classes
There aren't any classes that teach you things like how to file your taxes or other 'adult' things in high school and college. From my personal experience and what I hear from friends, we wish we knew more about things like that upon graduating high school and college.
N/a
More practice with communications and presentations
Teach the whole student, not just academics
More life real experience class
Include more creative pathways. Teach user experience
I believe that education on consent and sexual violence prevention would be of value for every student for while they are both in high school and after graduation.
There's more to life than just school subjects. If students are able to find topics they can be passionate in, their learning will feel more natural.
More focus on social and emotional well-being

I think good creativity can go a long way. Allow students to come up with their own solutions. Inspire them to think for themselves. More specifically, don't teach only one way to do things; show them many different ways to achieve the same goal.
Exposure to a variety of careers
Have more STEM classes that are more critical thinking/creative
I felt extremely well prepared academically, but I think that MHS could help future graduates prepare for the freedom they are about to experience. I can't speak for later classes, but in 2013 there was never any kind of programming for safety or violence prevention and it was a much bigger problem on college campuses than I expected once I got there. At my university, our Greek community (and I am sure the university as a whole) were required to complete workshops and online lessons before we were able to register for our next semester. The workshops discussed consent, safety, and what to do in situations of emergency (what to do if a friend has had too much to drink, if you find yourself in an unsafe situation, diversion techniques if there is someone experiencing unwanted physical contact or emotional abuse, etc.) These may seem like mature conversations or conversations that are only relevant on college campuses, but I think that starting that conversation earlier and reiterating its importance could prevent a lot of unwanted situations for both men and women.
Less annoying people
Not sure. Pretty decent job is being done already.
Be better at emotional and social health
offer classes in more diverse fields
More integration of communicating with and working together with people of diverse backgrounds.
A year long course on personal finance rather than a semester.
Teach APA format instead of MLA
encourage more constructive thinking regarding race relations in the context of Madeira
Teach students about the blackboard systems used in college.
Include a wider array of world cultures in curriculum when possible
Allow more freedoms to the students towards the end of their high school career
I went into college not knowing how to study because it wasn't really a necessary thing I had to do in high school. That wasn't a great experience, so I would suggest either make classes harder, or focus on studying techniques.
allow for more internships, more certificates and info spread about them, as well as more college credit opportunities
Not sure
What MHS can do to help future graduates for school/life after high school is not to overstress with not making a 4.0 gpa throughout college. Also enjoy the fun things in college/life after school.
More rigid support
Everyone at Madeira is very similar, I learned a lot more life skills at Scarlet Oaks in two years than I did going to Madeira for 10 years.
See my above comment. As a whole, I think that my time at MHS prepared me very well for my time in college.
Continue to be the cutting edge of technology. Especially in math you all are way ahead of the curve with graphing calculators, smart boards, GeoGebra, and Math XL. The technology skills I learned in high school prepared me well for college and I've been able to help a lot of my teacher colleagues learn tech that I was using at Madeira. I think my only suggestions would be to seek opportunities to broaden opportunities for learning for those in the AP track and seek opportunities to interact with and learn about other cultures.
Offering more classes if possible would probably be the only thing I can think of.
More focused elective courses covering business or engineering topics, or some home skills classes
Listen to their students, actually treat them as adults rather when it is convenient for you.

Emphasize that there are many smart students outside of Madeira as well. It's very easy to feel like the smartest student in the Madeira bubble, which can be a wake up call in college.
Finding opportunities for high school students to engage in civic life. Part of living the "good life" is being a citizen engaged in their community through politics. Providing access to local government can be usually non-partisan and a gateway to a career in politics/advocacy.
Madeira has a great academic reputation. Tons of Smart teachers, students, and athletics. One thing I think Madeira lacks in, is giving students correct information about trade schools and careers that don't require college degrees. Firefighting, EMS, police, electrician, plumber, etc. (which by the way all of those careers listed are very short on workers. So you are guaranteed a job).though these jobs seem to be looked down upon in the school. I decided to move to Maryland after high school and go into firefighting (in my Washington DC metropolitan area making 65-90k a year base salary) I have since found dozens of other trade jobs that also offer up to 75k a year starting out. Most students from Madeira will go to college for at least a bachelors, but there is always a small handful of students who will not. This is a field Madeira could improve on to give the other students a leg up in the career field.
Ps. I know there is a day (I believe) students are given the option to sit in a seminar and talked to about trade school. And even though I did not go through the oaks school. I would love to come in and be a speaker if you guys ever need someone.
Less stress on grades. Kids who don't take Honors and AP classes feel inferior or left out. More focus on mental health and balancing free time.
Invite more graduates back to speak to students about our experiences and answer questions and give all students the same information about vocational schools and don't make it seem like everyone needs to go to college right away or even at all.
I like it the way it is
Make sure personal finance classes are a graduation requirement because of how useful they are out side of the school
Offer other classes besides business classes Be more flexible with scheduling
Acknowledging high academic achieving students and no one else is crushing to an average or below average student. Starting in 8 th grade students must sit at awards ceremonies and watch only the highest achieving students get recognition, and the response given to this process was,"you should want to be like them " SAD
Encourage more service learning
Teach study habit techniques
Just put more emphasis on how college is a big step from high school. Many changes.
Encourage more project based extracurricular/classes
More class options
I would encourage the high school to think of more courses like the entrepreneurship class that would induce a problem-solving mentality in students. Students are forced to leave their comfort zone by selling products, organizing presentations, and competing against other teams. With the competitive nature of the course, students are able to see how their effort, or lack-thereof, effects the success of their company. But, with it being a high school course, it's essentially safe ground for those who might not have that needed natural ability/personality to test themselves, evaluate their skills, and improve. Additionally, group work is integrated into almost every college course. We worked in groups in other classes in high school, but the entrepreneurship class developed my interpersonal and group-work skills more than any other course.
Get them outside the bubble and into the real world. Stop making them think that they are elite or privileged. They are not.
Require a communication and leadership class. Require a home-education class (simple cooking and house repairs, manners, posture, and changing a tire)- I know too many top-notch Madeira students that don't know how to hem a pair of pants
intro to excel class might be useful for business and engineers

MHS could work on cultural acceptance and diversity.
No idea.
Ensure they get more experiences that allow them to engage with diverse populations.
I think there are a lot of really intelligent and practical students that go to MHS, but I honestly don't believe college is for everyone and shouldn't be the expectation for all. Many kids could be wildly successful at a trade skill and later get a higher level of education when they could actually afford it instead of spending years in college building debt and following the "normal expectation" of someone graduating from MHS, but never actually feeling like they can find a degree that fits. I think the competition to be "smart" and the best student can easily get the best of kids and leave them believing that if they were to attend a trade school or by not attending a traditional 4 year bachelor program after high school then they are "less than." This very idea of being less than is all it takes for someone to stay in limbo for years feeling like they won't amount to much or will never find something they can excel in. Encouraging kids where they are and truly believing in them despite their current academic achievement is what will better them. This is what I think Madeira could help kids with, and maybe they are and I am just too far removed, but I feel like I see effects of what I am speaking of with peers my own age now.
Offer more diverse clubs and after school activities
Please give students a way to explore future career choices. My choice ended up suiting me well, however it felt like a shot in the dark at the time.
continue to help with college applications
Cobra Language/ Clinical Trial Research Class-Benchmarking for isolating knockout genes in Mice colonies/ Genetics sequencing
Expose students to financial aid and scholarship opportunities so that they can attend better schools. By looking in depth for these opportunities, I am able to attend a top 15 university that is fully funded through aid and scholarship.
Flexibility of schedule — the transition from high school to college was way different just from a schedule perspective,

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

So grateful I got to go to school here!

I really enjoyed it. As I look to come home for the holidays, I look forward to seeing some of my former teachers.

Honestly Mrs Jordan was the biggest help in furthering my future. She cared about the betterment of her students and she should be recognized for that! English, math, science, and history classes I know we have to take, but I think some of the time teachers could just focus on the assignment at hand and weren't focusing on the students either learning the material. Having a big picture idea and ways that students can use that big picture idea would have been a huge help especially in the studying aspect of college

Overall I loved growing up here and being apart of this school system.

I would've given anything back then to figure out an alternative place to go for my education, but I can't help but appreciate the crap that I had to go through in order to graduate. It forced me to use my voice and speak up for myself when I needed the accomodations I had a legal right to when teachers didn't give them to me or they didn't think they were fair. I had to stand my ground in a place where doing so would be considered disrespectful and more likely than not end with consequences for insubordination. But beside all of my obstacles and added problems with a learning disability in a place where things like that were they tried to hide anyone who wasn't the poster child of successfulness.

Overall, great experience. It taught me how to work hard!

Multiple teachers changed my perspective on things.

enjoyed my years in MHS

Overall, it was a positive experience. Some things went well, some things didn't. As a whole- prepared me very well for life after high school

I loved my time, and it prepared me for college. I would have loved more of a focus on emotional well-being as well.

In reflection of my overall experience at MHS, I feel that I had a very positive and supported academic experience. I love the faculty, and my study habits paid off for me in college. Socially/culturally, I struggled. I believe that the right people are in place to make strong improvements. I care about this community and I'd be happy to provide more input/become engaged in this effort. I truly appreciate the opportunity to provide feedback.

I had a pretty good experience

There are some amazing, impactful teachers at Madeira High School. Mrs. Tucker was an awesome role model for who I'd like to be as a kind, active, helpful adult; Mr. Kitchen more than anybody taught me about the importance of writing/sounding educated and presenting myself in a respected, sophisticated way; Mr. Corn taught me that I can conquer a class of any difficulty if I have great teacher and people to help me; and Mr. Unger taught me the most about positivity and passion. There are many more notable teachers at Madeira, but these are a few that show how much more important it is to have great people to learn from than it is to know every single thing about a subject.

I'd like to address a more negative issue I experienced. I took mostly AP/Honors classes. I chose to take a couple classes throughout my high school career that were considered "hopping of the AP train" and taking a little break to later resume a harder class for the subject in the next year. In specifically two of the CP classes that I took, I was very disappointed at how treatment was toward "CP kids" vs "Honors kids" by certain teachers. It was subtle, but to me very noticeable. I understand that the point is to have less challenging material, but I really felt that, in CP classes, students were treated with less respect, almost inferior. I heard comments like "My honors kids only needed one day to do this," and, the worst thing I've ever heard a teacher say, "Stupid questions get stupid answers. (Followed by a short, unworried giggle that sounded way too much like Umbridge from Harry Potter and the Order of the Phoenix)" Every student deserves 100% of a teacher's respect regardless of his/her abilities. And if a teacher feels she has to be so condescending to students because they won't listen, maybe a lack of respect going the other way would explain some things. There are AP students who study for 30 mins a day, and some who are up until 2 studying. There are CP students who study for 30 mins a day, and some who are up until 2 studying. I could keep saying a lot of things to get my point across, but basically: respect gets you respect, students should be challenged at all levels, and a teacher should never EVER say discouraging, demeaning things that may affect every person in a different way.

Wouldn't have wanted to go anywhere else for high school.
Glad to be out of high school and in college.
The top factor in my time at MHS was by far the quality of the teachers and the level of care/dedication they put into their work and their students.
Talking with the friends I made in college made me realize how lucky I was to go to a high school like Madeira. The teachers cared about the students, and the school size was small enough that you got to know everyone in the school, not just those in your grade. I am really thankful for the experience Maderia gave me.
get rid of all the MAC computers, they arent that good
Thank you to all the wonderful faculty and teachers for giving me a positive, enjoyable, and high-quality education at MHS!
I'm really grateful for the opportunities I had at Madeira. I was prepared well for a rigorous college course load and I'm pretty happy with where I am career wise. Madeira played a big role in that.
The small school environment of MHS is susceptible to many problems, people need to keep a close eye on students to keep everything in line.
Many times in my college career I have been very thankful for my MHS experience in terms of academics. I do think it can be shocking for some students to move out of Madeira and suddenly experience a much more diverse population. I hope that MHS can always be encouraging a more global mindset than a Madeira bubble mindset.
Good experience all around. Loved the sports and school.
Magistra Bruening, Mrs. Dulgeroff, and Mrs. Moliterno are amazing teachers and truly care about their students' health as well as their education. (PS I graduated 2018 but it wasn't an option)
N/a
I came out of MHS very unprepared for college. I had to learn how to study in my first year of college because I was actually challenged in college. I had to learn how to take notes because professors don't give guided notes. While I was able to go to the teachers for help which I really appreciated, there were times where I felt coddled and they did the problems for me so learning wasn't happening. The best part of MHS was the extracurricular activities. Students were able to participate in multiple activities
I'm so thankful for my experience at MHS; I'm currently a teacher in Chicago, hoping to provide my students with the same high quality education!
It was a phenomenal experience and I love to see that MHS is striving to make positive changes.
I really felt that I was more prepared for college than most people I had class with at my university. I wasn't necessarily the smartest person in my courses, but I felt that I was one of the most rounded individuals. This is due to the strength of every department at Madeira, and the district providing a well rounded education.
I felt really pressured to attend the Oaks. It was a horrible mistake. There is no learning there. Just fighting and drugs every single day. Stop lying about it to people.
Wouldn't change it for the world.
Mr. Kitchen, Mrs. Tucker, Mr. Corn's classes were of value in college classes.
I loved it - thought it was great and really had a great foundation going to college