

Survey of Madeira Graduates 2006, 2007, 2008, 2009, and 2010

Madiera City Schools Planning Commission

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**Survey of Madeira Graduates
Classes 2006, 2007, 2008, 2009, and 2010**

Table of Contents

1. Objective of Study
2. Methodology
3. Overview of Responses, With Observations
4. Comparisons to Prior Survey
5. Conclusions and Recommendations
6. Appendix A – Sample Survey
7. Appendix B – Raw Results

1. Objective of Survey

Like its predecessors, the Survey's purpose was to obtain a broad range of opinions of recent Madeira graduates relating to their high school experience. As in the past, we sought opinions from students who graduated from the high school four to eight or so years ago, reasoning that this period of time is sufficient for the respondent to obtain perspective before memories fade.

Specific questions focused on academics, core curriculum, "21st century skills," guidance assistance, college selection process, the strengths and weaknesses of their experience, and whether MHS prepared them for the future.¹ Additionally, we provided graduates multiple formats to permit them to provide a narrative response.

2. Methodology

In very broad terms, we thought of our project as having three "tasks" – writing the survey, marketing the survey, and compiling the results.

In part to provide an "apples to apples" comparison of its predecessor, the Survey intentionally mirrors the prior version of the survey, given in 2010. Tweaks were made to reflect changing needs and times, and, importantly, some questions were modified thanks to the input of MHS Principal Tom Olson.

While the survey itself is very similar to its predecessor, the method we used to solicit graduate involvement was very different. In the past, significant time and money was devoted to multiple paper mailings to the graduate's last known (and in many cases, hopefully dated) address, all requesting participation and directing them to an on-line link. Rather than direct mail, this go around we advertised the survey through social media, including individually targeting student government officers for their respective classes and asking them to pass along the request, and otherwise advertising the survey through Facebook and through email blasts issued by the school system and the city. We also

¹ A copy of the survey is attached as Appendix A.

issued multiple press releases -- both the Suburban Press and the Cincinnati Enquirer ran small stories seeking responses. As a result, we obtained 65 responses from graduates in the 2006 – 2010 era.

The results were easily compiled using Survey Monkey; all comments for relevant questions are attached.

3. Overview of Responses, With Observations

Question 4:

What best describes the classes you took at MHS?

Answer Options	Response Percent	Response Count
Basic	0.0%	0
College Prep	41.5%	27
AP/Honors	56.9%	37
Vocational	1.5%	1
Other (please specify)		4

We asked this to ensure that we were getting a representative sample of students. Our respondents are skewing slightly heavily toward the AP/Honors response, here.

Question 5: (NOTE: In calculating "Rating Average," 1= Strongly Agree, 2=Agree,5=Strongly Disagree)

I feel I had flexibility in choosing my classes in high school.						
Answer Option	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Rating Average
	4	49	6	6	0	2.22

A very positive response – 83% indicate that they agree that they had scheduling flexibility. Comments listed here generally indicated that it was sometimes difficult to have a mixed college prep/honors track (that is, it might be difficult to schedule, say, AP English but College Prep Math).

Question 6:

The assistance from the guidance department at MHS was appropriate for my needs.						
Answer Options	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Rating Average
	14	24	16	10	1	2.38

Overall, a positive response – more than half of respondents at least “agree,” including a significant percentage who “strongly agree,” that the guidance department was serving their needs. No clear theme pervades the comments, however.

Question 7:

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

Answer Options	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Rating Average
Foreign Language	16	17	19	6	1	2.31
Government/History	13	20	18	5	4	2.45
Language Arts	36	16	7	3	0	1.63
Math	31	22	2	4	0	1.64
Science	22	24	9	4	1	1.97
Vocational Skills	6	12	27	11	1	2.81

Note the *extremely* strong scores relating to Language Arts, Math, and Science. The response relating to Vocational Skills is understandable – almost half of the responses were “neither agree nor disagree” and only one respondent was on a vocational curriculum track. The limited comments here reflected the positive responses.

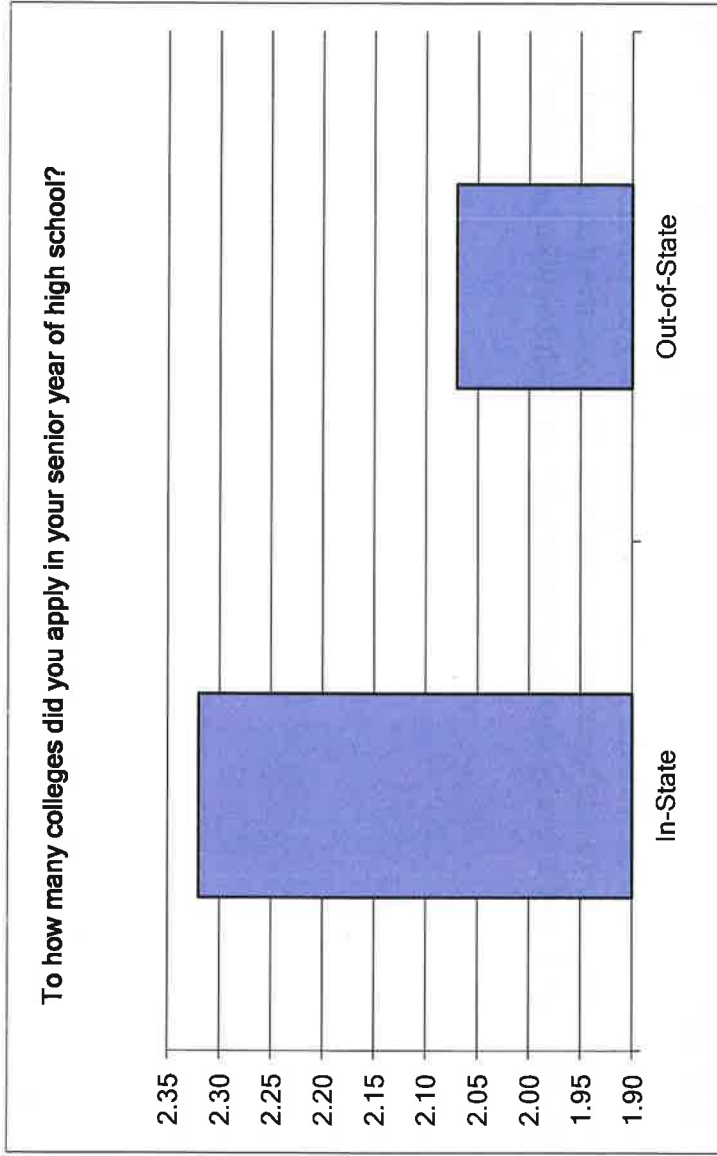
Question 8:

MHS equipped me with these necessary 21st century skills.

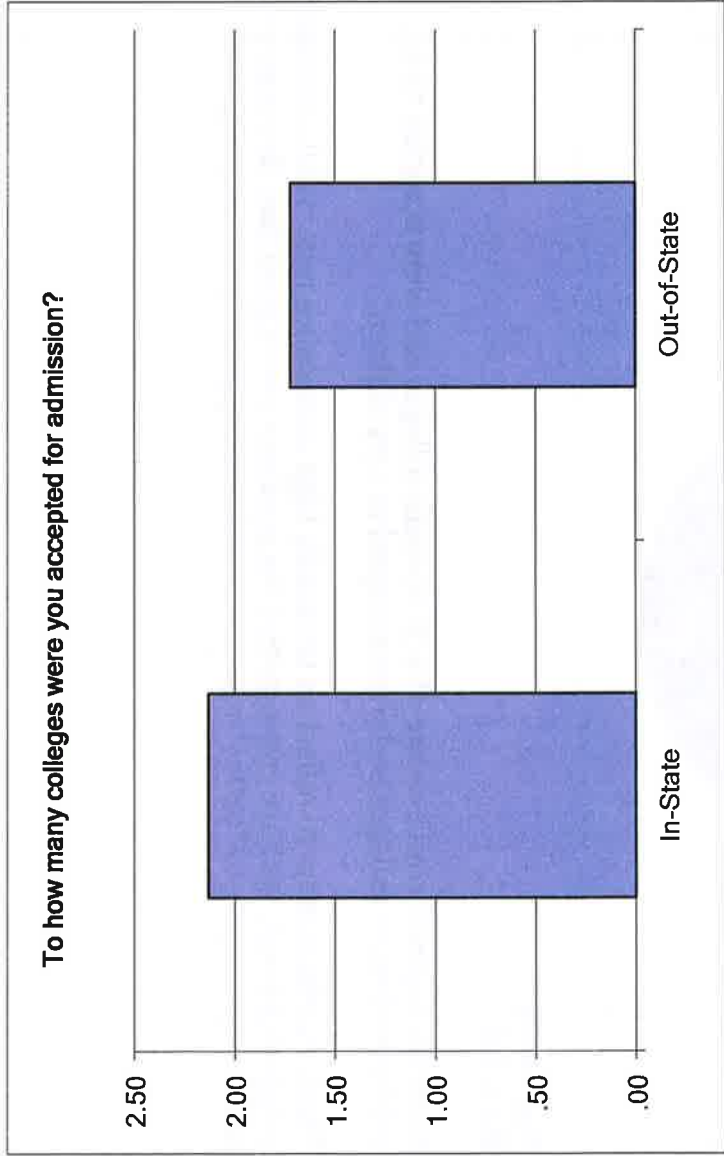
Answer Options	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Rating Average
Communication	19	31	7	3	0	1.90
Creativity	16	28	6	10	0	2.17
Diversity Appreciation/Awareness	8	12	11	14	15	3.27
Decision Making	18	25	7	4	1	2.00
Problem Solving	24	28	3	3	0	1.74
Team Work/Group	17	29	7	5	2	2.10
Technology	22	26	4	6	1	1.95

Again, positive results, with the notable exception relating to “Diversity Appreciation/Awareness” which is the first “negative” response to any question in the survey. One commented on this category, writing “21 century racism was NEVER taught and it totally should be, especially for a white suburban neighborhood.”

Questions 9, 10, and 12:

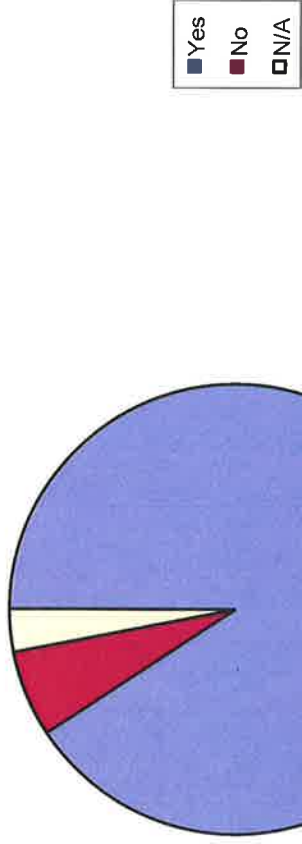


And:



And:

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

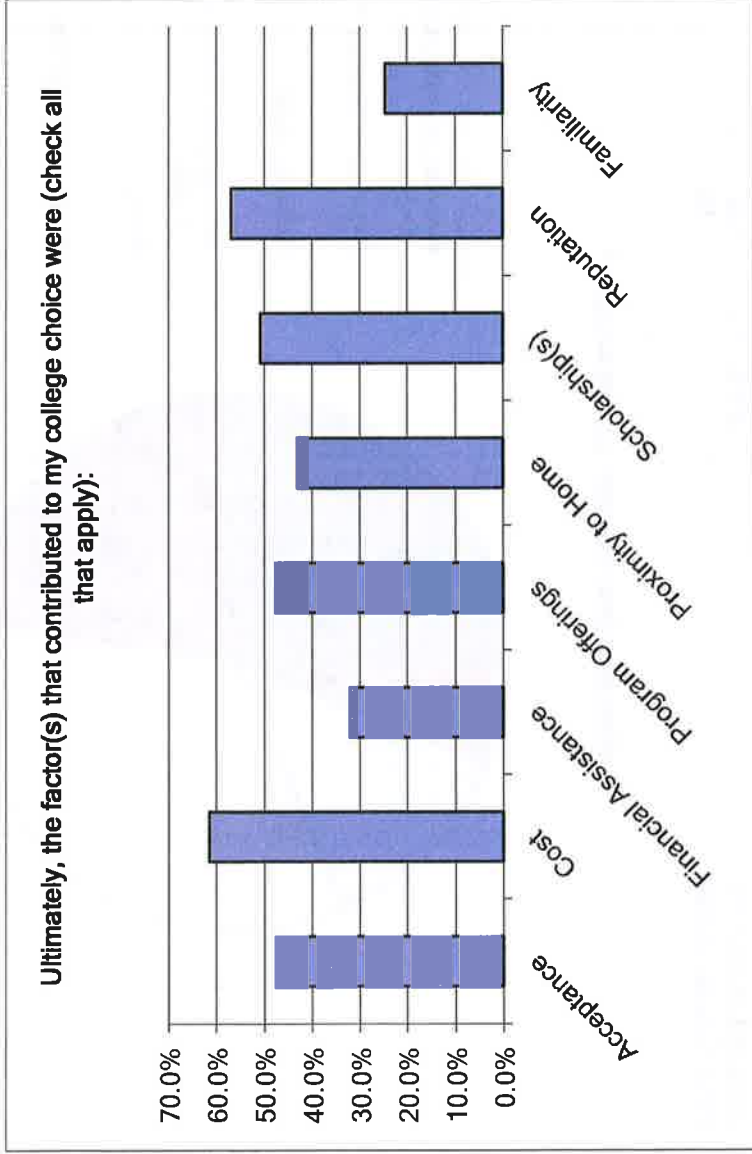


Yes = 91%
No = 6%

Students applied to an average of 2.32 in-state colleges and were accepted to 2.13 of them. They applied to an average of 2.07 out-of-state colleges and were accepted to 1.73 of them.

These numbers seem to reflect an unusually high acceptance rate. While obviously getting into a college of your choice is a wonderful event, we have concern that the numbers are so good that they may reflect that many students are not stretching to apply to "better" schools for which acceptance is not assured.

Question 11:



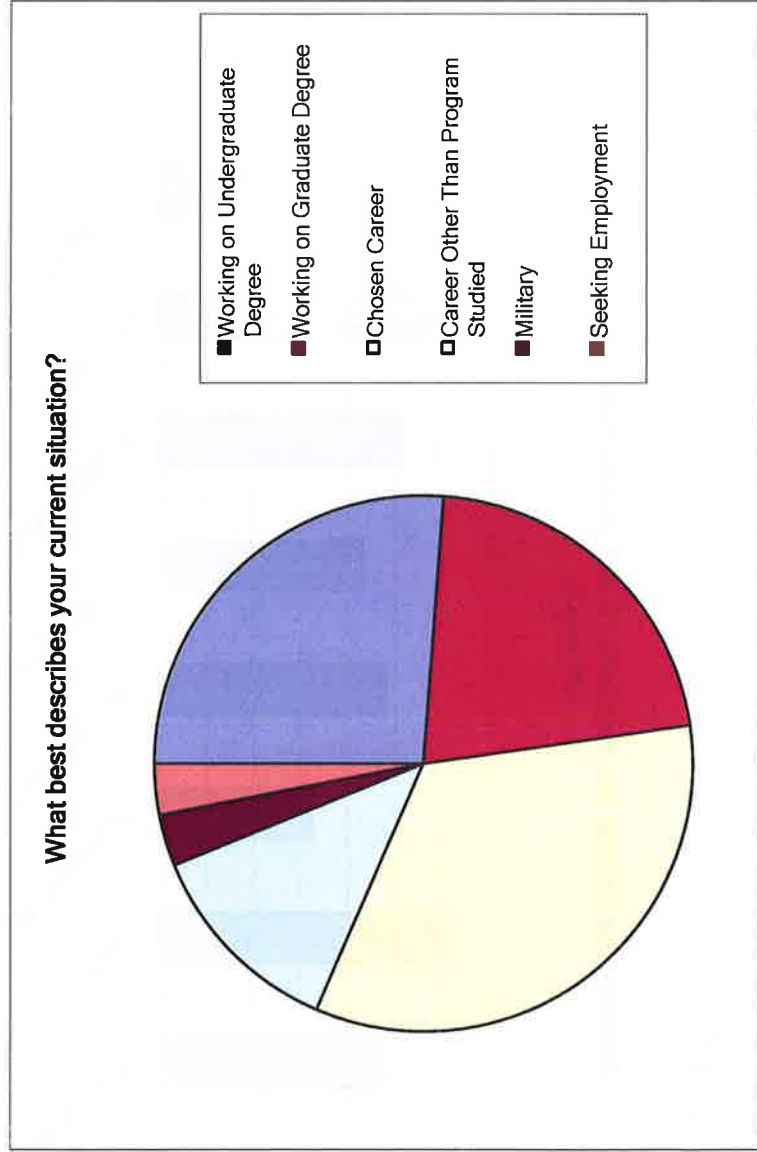
Question 13:

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

Answer Options	Better	Comparable	Worse	N/A	Rating Average
	11	49	3	2	1.87

Question 14:

Answer Options	Response Percent	Response Count
Working on Undergraduate Degree	26.2%	17
Working on Graduate Degree	21.5%	14
Chosen Career	33.8%	22
Career Other Than Program Studied	12.3%	8
Military	3.1%	2
Seeking Employment	3.1%	2
Other (please specify)		10



Question 15: List Strengths and Weaknesses and Question 16: What Could Madeira do Differently?

We asked, here, for each to comment on Madeira High School's Strengths and Weaknesses, which yields results for which little numerical data is easily mined. We have listed all of the response in the attached, but common responses in the **Strengths** area were **Academics, Small Class Size, and Sense of Community**.

Many, many responses to the Weaknesses question mentioned “lack of diversity” and “technology.”

Opinions about what could be done to help future students were extremely varied and often thoughtful and highly specific. They are listed in the relevant Appendix.

Question 17:

What else would you like to tell us about your high school experience?

Answer Options	Response Count
	26
<i>answered question</i>	26
<i>skipped question</i>	39

Of the responses, impressively approximately 70-75% were positive. They are listed in their entirety in the relevant Appendix.

4. Comparisons to Prior Survey

Overall, the survey results were markedly similar to the prior survey (which remains available on-line -- <http://www.madeiracityschools.org/docs/Survey%20of%20Madeira%20Graduates%20Report%202010%20-%20Final.pdf>).

A quick, question by question comparison --

Question 5 – “I feel I had flexibility in choosing my classes in high school.” – SLIGHT IMPROVEMENT

Previously, 71% strongly agreed or agreed; now, 83% strongly agreed or agreed.

Question 6 – “The assistance from the guidance department at MHS was appropriate for my needs.” -- IMPROVEMENT

It appears opinions about the guidance department have improved somewhat – in the prior survey, 20% of graduates disagreed or strongly disagreed that the department gave appropriate help to students with respect to college selection and career path.

Now, only approximately half of respondents feel this way (11%).

Question 7 – “The core curriculum offered at MHS prepared me for college and/or the job market.” – NO SIGNIFICANT CHANGE

Like last time, opinions were favorable – graduates feel that MHS’s curriculum well prepares them for the future. It is noteworthy to us that both Math and Language Arts received the highest praise in both surveys.

Question 8 – “MHS equipped me with these necessary 21st century skills.” – NO SIGNIFICANT CHANGE

Questions 9 – 13 – Involving College Applications, Acceptances, Attendance Motives, and Grade Changes -- NO SIGNIFICANT CHANGE

Question 14 – “Which Describes Applications Current Situation?”

Previously, only 28% of respondents were still in undergraduate or graduate school; now nearly 48% are. This may reflect that, with a poorer economy, graduates are seeking and obtaining more schooling and training rather than enter the work force.

Questions 15 and 16 – Strengths and Weaknesses

There is not much change to observe here, either. The responses were, like last survey, generally very positive. Diversity was and remains the most often cited weakness.

5. Conclusions and Recommendations

The Survey reflects what we are sure teachers, administrators, and the community hope and believe is true – that Madeira’s graduates, with the perspective that time affords, have concluded they are well equipped for the future.

Few negative opinions exist about recent graduates’ high school experience. Academic preparedness remains almost universally strong.

From an implementation standpoint, we recommend (to the extent these are already not being done):

- Re-administering the survey in 2018 to cover the classes of 2011, 2012, 2013, and 2014
- Continuing to permit administration, particularly the High School Principal, to have input on survey questions, and indeed, consider re-writing the entire report
- Reviewing detailed specific survey responses/recommendations for ideas about curriculum changes and technology improvements (and anything else – some of the responses were quite interesting)
- Considering curriculum and other changes to the school to address the only two “negative” responses in the survey – diversity awareness and technology shortfalls

- Seeking comparison data regarding numbers of college applications per student and acceptances per student, to determine if a conclusion that graduates are too narrowly focused is warranted.

APPENDIX A
SAMPLE SURVEY

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

Graduation Year

***2. What is your gender?**

Male

Female

***3. What grades did you attend at Madeira High School?**

9th

10th

11th

12th

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

Basic

College Prep

AP/Honors

Vocational

Other (please specify)

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

Strongly Agree

Agree

Neither Agree Nor Disagree

Disagree

Strongly Disagree

Comments

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

Strongly Agree

Agree

Neither Agree Nor Disagree

Disagree

Strongly Disagree

Comments

***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. MHS equipped me with these necessary 21st century skills.**

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<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"/>
Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciation/Awareness	<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"/>
Team Work/Group	<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"/>

Comment

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

In-State

Out-of-State

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

In-State

Out-of-State

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

- | | |
|--|---|
| <input type="checkbox"/> Acceptance | <input type="checkbox"/> Program Offerings |
| <input type="checkbox"/> Proximity to Home | <input type="checkbox"/> Scholarship(s) |
| <input type="checkbox"/> Cost | <input type="checkbox"/> Familiarity |
| <input type="checkbox"/> Reputation | <input type="checkbox"/> Financial Assistance |

Other (please specify)

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

- Yes
- No
- N/A

Comments

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

- Better Comparable Worse N/A
-

Comments

*** 14. What best describes your current situation?**

- Working on Undergraduate Degree
- Working on Graduate Degree
- Chosen Career
- Career Other Than Program Studied
- Military
- Seeking Employment

Other (please specify)

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

Strengths

Weaknesses

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

17. What else would you like to tell us about your high school experience?

18. Optional Information

Name:

Address:

City/Town:

State:

ZIP:

Email Address:

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

Graduation Year

***2. What is your gender?**

Male

Female

***3. What grades did you attend at Madeira High School?**

9th

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

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College Prep

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Other (please specify)

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

Strongly Agree

Agree

Neither Agree Nor Disagree

Disagree

Strongly Disagree

Comments

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

Strongly Agree

Agree

Neither Agree Nor Disagree

Disagree

Strongly Disagree

Comments

***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. MHS equipped me with these necessary 21st century skills.**

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<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"/>
Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciation/Awareness	<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"/>
Team Work/Group	<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"/>

Comment

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

In-State

Out-of-State

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

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Out-of-State

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

- | | |
|--|---|
| <input type="checkbox"/> Acceptance | <input type="checkbox"/> Program Offerings |
| <input type="checkbox"/> Proximity to Home | <input type="checkbox"/> Scholarship(s) |
| <input type="checkbox"/> Cost | <input type="checkbox"/> Familiarity |
| <input type="checkbox"/> Reputation | <input type="checkbox"/> Financial Assistance |

Other (please specify)

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

- Yes
- No
- N/A

Comments

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

- Better
- Comparable
- Worse
- N/A

Comments

*** 14. What best describes your current situation?**

- Working on Undergraduate Degree
- Working on Graduate Degree
- Chosen Career
- Career Other Than Program Studied
- Military
- Seeking Employment

Other (please specify)

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

Strengths

Weaknesses

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

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18. Optional Information

Name:

Address:

City/Town:

State:

ZIP:

Email Address:

APPENDIX B
QUALITATIVE RESPONSES

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

Comments:

- Where flexibility was warranted outside my core classes, it was given.
- Some classes were scheduled at same time disallowing from partaking in both (Honors Calc 3 and AP Stats)
- Once you are on a track, you don't have THAT many options. While I did get to pick between science classes, I had little to no flexibility in choosing math or English classes.
- I couldn't challenge myself with AP classes without permission from teachers
- About as much flexibility as you can expect given state graduation requirements, etc.
- Think that foreign language options could have included German, or some students could benefit from Chinese. Also with Science There could have been more options with maybe semester long classes that are not the required ones like Environmental Biology(I did take this and liked it). Science is so important for all majors in College and taking even semester long classes would be helpful.
- Given how small the school is, it was somewhat limited in choices, but I cannot complain! I got to take all of the classes I wanted to.
- Since most students who took honors/AP had rest of their classes in that level, having 1 CP class meant that there was some sort of schedule conflict to fit other honors/AP class in.
- Denied classes unfairly, lied to about AP CHEM, but everything else was flexible.
- I felt as if i was forced to take CP over AP/Honors
- If you wanted to be on the AP track, selections were pretty limited.
- I felt pressure to take honors and AP classes which left little room in my schedule for anything else

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

- I feel like the guidance team was uninterested in my overall success. I was told by a guidance counselor once that I would not improve my ACT score by taking the test more than once. I improved by score by 5 points, and realized the guidance department could do a better job encouraging your efforts.
- Did most of the college application process without any guidance.
- I felt like the counselors were very friendly. However, the advice could have been more structured.
- Didn't particularly need any help, but it's definitely an Ohio-centric guidance department. I don't remember them making any effort to promote out-of-state schools, much less elite out-of-state schools.
- I think that if they would have held meetings and maybe planned out a general schedule for help with college applications. Many students were very organized with this, but several could have benefitted from this.
- I felt as though the high achieving students and the low achieving students got all of the attention. The "average" student was overlooked.
- Absolutely!
- Mr Crowley helped me more than anyone else to go to college. I may not even have gone to college without him.

- I definitely think the guidance department is lacking

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

- As a business major, there was certainly some takeaways from HS courses, certainly AP that were applicable to college courses in the business school. I wish there were more economics/business related courses offered in high school.
- Language Arts: At Madeira I never excelled at language arts, usually I was just a B student. However I did not realize until I got to college how truly prepared I was regarding formatting and developing various types of papers and documents. I believe that Madeira Language Arts does students a great service by requiring them to write various types of papers because I feel it definitely prepared me when it came to college where I received A's in English and was complemented by professors on the ability to clearly write and develop thoughts in papers and assignments. Math: I feel that Madeira Math covers all of the necessary topics that prepared me for college. The only critique I do have is the reliance on technology to explain these topics in the classroom. During HS we had the ability to use the new IT Inspire calculators during lessons, quizzes, and if I remember correctly even some tests. I feel that was somewhat of a disservice, because when it came to college math we were not even allowed to have a simple graphing calculator, just a scientific calculator, and we were required to show all our work on the exams in order to show how we came to getting the answer. In college I took 2 calculus classes where I felt if I had focused more on showing how to come to the answer on paper instead of on the calculator in HS I may have been a little more prepared.
- Madeira is an excellent school. Our only deficit is scientific training. Many high schools across the country allow students access to college research programs. This is very important for students because it gives them an edge going into college and beyond (grad school, industry) because they know what kind of work they want to do and how to get there very early.
- I felt ready for college-level classes when I graduated.
- I know that with the new Common Core State Standards include standards for more writing in math and science will be a skill that the teachers will focus on- but I feel that when I attended Madeira this was lacking. Some of my first Science and Math papers were done in College my Freshman year. Especially writing technical science lessons.
- I felt very prepared for college after Madeira. I didn't realize how great of an educational experience I had until I started teaching undergraduates!
- Glitch: I strongly agree on Gov. through Science
- As a student on the honors/AP track, I really had no exposure to world history, politics, or issues. I took honors U.S. history, AP Euro, AP U.S. history, and U.S. government. It was pretty embarrassing when I came to college as a government major without knowing any basic history of Africa or the Middle East. That is the one way I feel slighted by Madeira's curriculum, but it is pretty significant. We really can't be globally engaged citizens with three years of "the history of rich, white men".

Question - MHS equipped me with these necessary 21st century skills.

- Knowing what is happening now at MHS, 21st century skills were lacking. I would love to be a HS student now with all the awesome projects that are going on!

- The technology was wonderful. As a student teacher this year, I feel as though my Madeira education is one of the most helpful tools with my technology knowledge. Continue to use Technology as much as possible!
- Madeira was not encouraging of creativity and decision making, more like a boot camp mentality.
- Disagree-communication, agree for problem solving
- I positively did not learn cultural sensitivity until college.
- 21 century racism was NEVER taught and it totally should be, especially for a white suburban neighborhood. (C= neither agree no disagree, PS = Disagree, DM = Agree)

Question – 15 What were the strengths and weaknesses of your high school experience?

Strengths

- Great Friends
- Friendships made high school more bearable , plus teachers that really care about you and the material .
- Excellent teachers and staff. Through the small class sizes, Madeira schools foster an atmosphere that promotes individual achievement and close teacher - student interaction. I really feel like my time at Madeira enabled me to succeed in both college and my current career.
- Creativity
- Strong foundation in writing and overall communication skills
- Small classes allowed for a personal touch with teachers unseen at other schools.
- math and english programs
- Marching band, statistics, language arts, science
- friendships
- The education provided is great and would recommend MHS to many for this reason.
- Academically, I was more than prepared. Over half of being able to succeed in college has to do with time management and the will to want to keep learning- both of those qualities I learned at Madeira
- Math and science really prepared me for engineering school
- Math, foundations of writing, exceptional AP course teachers for kids who were engaged
- Strong community, incredible teachers who encouraged personal responsibility and creativity, wide variety of class offerings
- Mathematics, Language Arts (written and oral communication)
- Availability of the HS Staff for assistance.
- Ability to learn and grow with teachers who cared and were experts in their fields.
- Good Education that prepared me for college level classes
- Strong academics
- academics
- Writing, language, CHEMISTRY
- Hard curriculum and teachers who push students to do their best but help as much as they can.
- Balancing school, extra-curriculars, and work
- English, Math, history
- core academia

- extremely good writing training, great extra curricular opportunities (theater, Latin club), great math and language training
- AP classes and curriculum requirements
- English
- Language arts, Liberal Arts, Etc.
- Good teachers, good community support
- Variety of AP classes, high standards and expectations of students, good student/teacher relationships
- Technology, Small classes meant working closer to teachers- but maybe consider changing the homeroom option to more of an official Advisory Program.
- I had many great teachers at MHS that we're devoted and passionate about teaching. Most of the honors and AP courses I took had small classes, where I was able to receive more specialized attention.
- Sense of community
- Math department
- small, good teachers
- Group work and communication
- The small class sizes allowed us to interact with our teachers and other students. I think also think that the opportunity to be involved in multiple sports/extracurriculars in the same season was fantastic--it allowed me to be involved in what I wanted to be and also helped me learn how to manage my time.
- Strong LA program, technology, math, science, well rounded students
- class size
- History
- Abundance of classes offered as well as rigor of the classes. Teachers care about the success of the students.
- Freedom
- good group of kids, great guidance counselor and principal (Crowley and Mate)
- friendships made, sports, school dances
- Academics were stellar and challenging.
- Band, the language arts program, some of the languages (I took multiple), reputation, college and guidance resources
- Communication between staff and students
- great academic rigor and support community
- Great selection of APs and Honors Courses. Passionate student organizations and sports teams. Teachers who went the extra mile.
- Amazing and passionate teachers
- art, academics
- Math

Weaknesses

- Way too much busy work in some courses
- There are some like any school , but I can't think of one specifically . If you asked me 4 years ago I might have had a few , but madeira's got a great high school

- Diversity, which I understand the school really has no say in.
- language arts
- Relevant technology exposure outside of standard MS Office suite
- Wish there were more courses designed to help shape a career path and help you narrow down a major of preference at the college level.
- none
- opportunities
- Wasn't a spot for me socially and if needed help wasn't always given. MHS didn't fully show how the real world was like.
- There's little diversity at Madeira- it's similar to a 'Mayberry' where nothing bad every happens. It's a nice place to raise a family, but a slap in the face when it comes to the real world and the type of people out there.
- I didn't feel prepared for college when it came to technology
- Not enough relevant courses like money management, politics, etc
- Overbearing administration, lack of diversity
- Technology (excel, access, etc)
- Lack of support from peers
- Way too competitive and performance based, also would have liked more variety of classes but understand that staffing makes that difficult
- Lack of diversity in student body and curriculum
- exposure to different career paths/paths of study
- Mathematics
- Lack of block structure that would help with being more prepared for college.
- Not challenging myself enough
- Foreign language, helping me explore colleges (I transferred due to dislike of first school and didn't know second school existed), helping me explore colleges in general
- extra curriculars
- very little diversity and appreciation of our responsibility to engage with social issues
- Not enough foreign languages
- Sciences, diversity, team work
- Broader scientific access. The science faculty are incredibly good at what they do, but the school could offer more opportunities
- No glaring weaknesses come to mind
- It's very difficult to advance to a higher leveled class in math, lack of college preparation as far as learning what to expect, online math classes (aren't able to show your work to your teacher)
- More project-based learning opportunities would be beneficial in many of the classes.
- In retrospect, I would have benefited from being pushed harder to succeed. In the non-honors/ AP courses I took (i.e. college prep) I, and other students, were not pushed nearly as hard. All classes should have the same expectation of success, regardless of how difficult the content is.
- Lack of diversity
- College preparation
- lack of diversity
- Some courses too easy

- I wouldn't view it as a weakness, but it would have been nice to have more course options. Madeira prepared me incredibly well for college, but when I graduated high school, I still had no idea what I was interested in pursuing for a future career, let alone be able to settle on a major in college. On the bright side, I did figure it out in college and I probably wouldn't have if I hadn't had such a great high school education that allowed me to succeed in college.
- Na. Small and mighty
- study skills
- math
- In order to pursue academic achievement in the core subjects, classes in art and other electives had to be sacrificed.
- Limitations
- zero tolerance policies and associated paranoia, school started too early. Teenagers are biologically unable to succeed without enough sleep.
- classes were somewhat boring and easy
- I didn't feel like I was a part of the school, but it did always seem like we were in a bubble. A white middle to upper middle class bubble.
- Cultural sensitivity/awareness, global citizenship, diversity, inclusion, some of the language programs, bullying
- After school help from staff
- Little to no exposure to diversity, often felt compelled to take "hard" classes instead of potentially useful or enjoyable classes
- School was not very diverse. Limited opportunities to interact with students unlike myself.
- The computers!
- Social skills

Question 16 - What could Madeira High School do differently to help future graduates?

- money management skills
- Encouraging them is usually helpful. Also, maybe talk about other options besides school for the ones who don't want to take college route. Explain pros and cons of college.
- N/A
- dependability on students getting work in on time every time
- Continuing to look for more ways of exposing students to different subject areas outside of the core curriculum. Having elective coursework allows students to gain exposure in areas outside of science, math, history etc. and helps to lay a foundation for interests and careers past high school.
- I think adding additional AP courses (Micro/Macro Economics for example), would benefit those interested in business. I greatly benefitted from taking courses like Accounting as an elective. I wish more of those types of courses could be offered again to help lead you down a path towards a major or to help you avoid certain majors as well.
- Provide opportunities to visit businesses, industries to develop understanding of career options.
- Offer shop class or an industrial skills course that would teach things like welding, changing a car's engine oil, basic power tool use, etc.
- Stop trying to produce clones and give the students more opportunities outside of the bubble of Madeira

- Provide more groups for everyone to find a place to be and opportunities to become more engaged outside of Madeira. Perhaps a study of Cincinnati itself or volunteer groups to help other sections of Cincinnati.
- For college specifically, maybe rely more on the student's ability to take tests rather than having to turn in a bunch of homework; college is about test taking more than busy work. I'm not sure how many community service hours are needed or anything- but think about requiring hours in culturally diverse places. Maybe in some place where the kids can get a glimpse of what life can be like outside of our 'Mayberry'.
- I know it's a big step but I feel that using Mac computers was a big limitation. I also think Madeira should offer classes in computer programming. I went in my freshman year without any knowledge of the topic while many of my colleagues did.
- Offer more relevant classes. I don't need to be required to take tons of American history classes from k-12. Too many wasted opportunities were spent teaching kids info they would never use again.
- More real classes
- More emphasis on creative and self-sufficient time management for students entering college. I did alright but I saw some of my peers crash and burn. A bit more attention to "life prep" for college--pressures of a new town, different groups of friends, party cultures, personal responsibility, living away from family, etc.
- Require more integration of technology into everyday curriculum. Excel, access, PowerPoint, Office, have all become such an intricate part of doing my job...an early grounding in those fields in HS would have been immeasurably beneficial.
- I would continue to pursue the use of technology in the classroom, however I would use it to support the lessons not replace them. I feel sometimes it takes almost as much time to learn how to use technology such as the TI inspire calculators as it does to learn how to solve the problems with pen and paper. In math specifically I would introduce the students to the technology, but I would keep the focus on showing the work on paper and showing how the student came about getting the answer. As far as the business classes that are offered I would incorporate economics into the classes. Having kids leave HS with a basic understanding of supply and demand and other basic economic topics will do them a great service when they get to college. At my university nearly every college required students to take the entry level econ class in order to obtain their degree and having previous exposure to some of the topics would help a great deal.
- Encourage community within the school. It is sad to hear of bullying and inappropriate acts. In addition, the support system from graduation to and through the first year of college is pertinent and I wish there was some way I could have been checked up on throughout my first year.
- More hands on career exploration and more support for kids who aren't the straight A college bound type picture. They need to feel like they have value, purpose, and future even if they aren't in the top of the class.
- Increase diversity in program offerings. Increase diversity in the student body. Provide more education on diversity and cultural sensitivity.
- Internships to help get exposure on career choices
- Mathematics. The teachers are excellent, however the transition to college math was difficult.

- Prepare students for life. Personal finance was a good class, but there needs to be more. The scholastic teaching is great but more needs to be done about shaping these kids into independent adults.
- Block scheduling. More challenging extra curricular classes that are geared toward twenty first century thinking.
- I thought Madeira was a great school. I received a great education and, socially speaking, the school wasn't very clique-y--I'd say most everyone got along well. As far as a particular course that still stands out: Mr. Kitchen's 9th grade honors English class. I remember that he had the opinion that vocabulary, writing and speaking correctly, and public speaking would be of more use to us than learning how to understand poetry. While I'm sure I don't remember all of the vocabulary words we were tested on, I do still think about grammar, sentence structure, and how I speak. I'm very happy that I have those skills, considering I now work in a professional environment. I would recommend focusing a little less on poetry, and focusing more on real life skills.
- Actually help them in exploring colleges. I was left to my own devices and didn't really know what I was doing and my guidance councilor didn't help because I had good grades. The guidance department was my only major complaint about my high school career.
- In my opinion, Madeira High School does many things well. That said, there are aspects that definitely need work. MHS is very clearly geared toward one type of student. If you don't fit this mold it's harder for you to get by. I witnessed many students fall by the wayside because they didn't learn like the majority. There were a few teachers (but not many) who recognized these students and tried to help. But most often it seemed that they were pushed aside and forgotten. In an effort to "help them", they were taken to a special classroom for similar students. This only ostracized them even further. I also saw a number of students who were experiencing very rough situations at home which had a negative impact on their schooling and attendance. Rather than look into the student's life to try to help, they were reprimanded. I understand that it's difficult to cater to every kind of child, but this is a small school system and I feel like there is more we can do to make everyone feel like they belong.
- Provide more support for the creative programs especially those which are college programs.
- Good as is
- I was extremely well prepared for college/life, but I was also in high level classes, and it probably would have been different had I been in basic classes.
- I'm not sure if this is true or not. It seems like honors and AP students may have been privileged to the disadvantage of other students. Additionally, it would help to encourage students to find a life balance. Madeira has a wealth of opportunities for students. Its important to make sure that they also have their mental health.
- I think that making an honors or AP class for kids not necessarily a requirement but very encouraged would be a good idea. You don't want a kid to struggle in a class necessarily but you also want them to push themselves. I think it would teach that sometimes classes are very hard and you have to decide if you're going I put in the extra work and do well in the class or give up. It's a common problem that a lot of college kids face, when in a hard class do you stay in it or drop? There's a lot of make it or break it classes in college that weed out a lot of people in certain majors and I think that having high schoolers face a challenging course would be good for them to know what it feels like to work harder than normal. I know that I struggled in AP Calc

but then got a 5 on the exam and that was one of the greatest feelings, that if you push yourself it will pay off in the end. So I think that teachers should also be more willing to let kids move up in classes to see if they could handle a tougher course.

- MORE GROUP PROJECTS. I was not prepared for the amount in college
- Bring in someone to help with the college decision process besides guidance counselors.
- Offer access to scientific research at UC or Dayton, etc.
- Better guidance counseling on out-of-state college options
- Pushed students a little more to expand their areas of study, perhaps letting them try more types of courses somehow.
- Block scheduling would be more beneficial to help students prepare for how college classes work...time management for example. That definitely threw me for a loop, and I wasn't prepared with how to deal with such a different type of scheduling.
- The Personal Finance class should be mandatory for all students. I think that the technology is great, but learning some more basic skills/programs would have been helpful to know prior to college (making videos, the use of Google Drive/Docs in group work, etc.- it's the little things that would help!) Many of my college peers were able to go to community colleges- Like UC Blue Ash, or something close- to take college courses to count for high school and college. This would have been nice! There is a push for STEM projects, and this would be a great addition to the Madeira name. I know that not all students are going to be engineers, but pushing this way and the incorporation of projects and group collaboration, with a mix of interdisciplinary skills would be beneficial.
- In addition to what I mentioned in "weaknesses," I believe MHS should strive to create smaller classes, not just in honors/AP. The more personal attention students get, the more likely they are to learn/succeed.
- I think that Latin should be emphasized less and more emphasis should be placed on the Spanish program, especially since it is very applicable to a real world career. Also, I think that MHS students should worry less about taking as many AP classes as possible, but instead focus on key areas of interest that will help you succeed in undergrad programs.
- Find a way to reach the "average" student and help them in any way possible.
- Focus on making classes/ assignments more similar to college. The majority of my class had no idea how to write a college essay along with other college requirements.
- more individualized guidance for college planning
- More in depth technology and business classes.
- I think offering some exploratory classes for juniors and seniors would be really beneficial. It is hard to choose a major when you've only been exposed to the "standard" subjects. I think offering a class or a program (other than career day), would really help students who are college-bound find their interests.
- Keep up with all the modern technology like you always have. Push the students like you always have. I loved high school and felt well rounded for college
- focus on study preparation and skills
- explain more of what the 'outside world' is really like. And quit telling everyone that unless they get straight A's and join all the clubs, and do all extra activities there's no hope of getting into college. I was once told by a teacher that if I got a B one semester and a A the next, that would average to a C and no college would ever want anything to do with me .

- N/A
- More opportunities for electives.
- If you have a 1st period study hall, you should be able to be late. Hell, don't start school until 9 A.M..
- Push study abroad. Tell them to focus on math in science so they can lead a fruitful life.
- help more with choosing colleges and career guidance
- I felt like there was a lot of resources about how to get into college which was excellent, but not so much on figuring out what to do when you get there. Specifically majors or even other options aside from college (like starting your own business etc).
- More exposure to global history and issues, particularly those in Africa and the Middle East, greater efforts to teach a bunch of white kids about diversity and sensitivity, attention to student feedback on teachers and courses (something that students will have in college), and something, anything, to address the caste system of honor students and burn outs who understood and accepted where they fell in the dichotomy by the second day of kindergarten at Dumont.
- "Add computer science classes and make at least one mandatory.
- Talk about racism in today's news, just to make students aware. Everything we talked about (history & english) was in the past, so I was totally ignorant of what is happening now. I also felt almost resentful and annoyed when we talked about slavery every year because I felt like I was being yelled at for being part of that group which I had nothing to do with. I have heard a LOT of suburban white kids with similar stories. It's not a good way to approach the subject and leads to more ignorance. Slavery is for the most part, in the past and everyone agrees that it is wrong. Voting acts that target POC and ""Stand Your Ground"" laws are happening now and are being debated. Those are the types of things students should be discussing. It doesn't have to be THAT controversial, but I just think they should be shown that it IS happening now and it still affects A LOT of people.
- I'm not sure how it is now... but as an 8th grader I really wanted to take French a year early. But, I wasn't allowed to because I wasn't an honors student or something to that extent. Why wouldn't you let a kid learn something that they actively want to learn? Dumb."
- Offer more help during study halls/after school.
- My experiences with MHS were almost completely through the lens of a highly motivated and supported student, athlete, and community activist. I felt very supported, but I have little understanding of what was done for lower level or even middle level students. I would say that it would be important for MHS to recognize and push the importance of classes that are relevant to the times as well as to the individual as well as the importance of high rigor classes. Vocational school does not have to be a route just for students who might struggle in standard high school; taking personal finance, film, web design, cooking or any other elective should not be a sign that those students couldn't take honors or AP classes. Rather, interest in those areas should be celebrated as students stepping out into the world of exploration of their own interest instead of what they have been told to take until this point.
- Embrace contemporary technology as the harbinger of adult learning opportunities beyond high school. Emphasize Chinese, Latin, and Spanish as relevant/marketable languages. Emphasize connection between City of Cincinnati and Madeira High School. Improve civics to connect students with political opportunities and rights as citizens. Provide incentive to take personal

economics courses. Enhanced opportunities to take on artistic opportunities within the community.

- Emphasize diversity more. Middle-class white people is soon not going to represent the majority (and other races or cultures should be known about to every high school graduate).
- Develop some type of social media/professionalism in today's workplace curriculum. Social media plays a huge role in growth for many different career paths as well as networking. It's a big part of high school and it's important to keep it clean. Anyone can google and find out things about you via Facebook, twitter and Instagram regardless of your resume.
- As far as education goes - nothing. I was extremely well prepared for college.
- Have more colleges come
- Don't try to make a square peg fit in a circle - don't judge - and recognize everyone's abilities and disability rather than labeling them and pigeon holing them - we already know we are different .. Certain teachers should show more understanding or maybe choose a different profession - we don't all learn the same way...

Question 17 - What else would you like to tell us about your high school experience?

- I enjoyed my experience in hindsight, though not so much while in it. . But I'm glad I went to Madeira, it was a good experience for me .
- N/A
- LOVED Madeira
- I wouldn't trade going to Madeira for anything. I believe this is the type of school that prepares enough for college. It allowed me to gain a base of knowledge for beyond college as well. It's a great learning environment and community to grow up in all my life. It has also allowed me so many opportunities that I took for granted after realizing other people never had these opportunities in other schools. Once I went to college, I realized how much better Madeira was as a school system. I would more than consider raising my own kids here.
- I appreciated teachers that were invested in their students (Mrs Jordan or Mr Corn). Also, I am biased because I am in business, but I think business, computer, English (communications), and math were the the most important to my higher learning and everyday life.
- I think I had one of the best HS experiences out of most of my college peers. I am proud of my community and my school, and think that I was prepared fairly well for entry into college.
- Good preparation for college
- I felt at Madeira that the teachers truly cared about the students grades as if they were their parents. I remember that teachers would make me go and talk to them whenever I underachieved on an exam or test. At the time seeing a note on a test to go talk the teacher after a bad grade was the last thing I wanted to see, however now I realize how useful it really is to have the student go talk to the teachers and get back on the right track after a bad grade/ assignment.
- They were the 4 best years of my life before the next best 4 years which were college. I have learned so much more about myself now that I don't have any inhibitions. Freedom of expression and exploration are HUGE and I wish I had more of an opportunity, or it was widely accepted during my time at MHS.

- My government class taught me very little. I felt unprepared to vote and still feel like I have a lack of knowledge about my own country regarding this subject.
- I loved it!
- The teachers were wonderful
- I was left extremely unprepared for my chosen college program. The theater program is not even close to those in schools in the area. When the school was renovated that side of the school was completely ignored. I was so far behind the other students at college it made my first year much more difficult and embarrassing.
- I loved my high school experience. I think Madeira prepared me academically, technologically, and socially. I felt very well prepared in college and I also felt like I had great resources when going through the college application process.
- Great place with great people. I am grateful for having gone to Madeira.
- Overall, it was good. I just didn't feel very prepared for the expectations of college.
- I loved Madeira, but it was a small community. With that, comes less variety in classes and extra-curricular activities.
- Nothing. It was a typical high school experience in most regards.
- I loved the pride and care that the community (parents and students alike) exhibited for Madeira both academically and athletically.
- Art programs are key
- My experience was probably pretty atypical.
- it was great!
- It's really not your fault that they're all white and a lot of the students there are jerks, so I feel for you. I really appreciate this survey as a tool to gather necessary alumni feedback. It's a welcome step in the right direction.
- Overall it was a good experience, I had a good education. I really only have 2 main complaints.
- Loved my experience at MHS and wish the best to every student who passes through its doors. Knowing Latin and European History at the AP level has honestly helped me more than I could have possibly realized.
- It was amazing. Madeira is honestly a great place to grow up.