

Wyoming Young Alumni Survey 2026

Study Members

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Study Objective

- Gather feedback from WHS graduates from 2017 to 2024 to better understand their preparedness for college, careers, technical training, employment, or military service following graduation.
- Identify common themes and trends from graduate experiences that can inform district planning and continuous improvement efforts.
- Provide the district with valuable insights into the effectiveness of our academic and student support programs.
- Highlight opportunities to further strengthen preparation for life beyond high school.



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Methodology and Research

- Build off the previous survey from 2020.
 - Provides continuity
 - Allows assessment of progress
- Survey broken up into topical sections to facilitate both participation and data analysis.
- Attempted to reach as many alumni as possible.
 - Leveraged email lists of both students and parents
 - 159 survey responses received
- All responses were anonymous/de-identified to encourage frankness and honesty.
 - Demographic data was collected to allow for deeper analysis
- Utilized AI tools such as Gemini and ChatGPT vetted by study group members for data analysis and presentation.



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Conclusions

- Feedback was generally positive.
- A number of the negatives (e.g. PE waivers, personal finance education, CCP) have already been addressed.
- Use of technology still appears to lag behind. (e.g. manual work vs. spreadsheets/software, outdated coding languages)
- **TEACHERS MAKE THE DIFFERENCE!**



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Section 1

Demographics

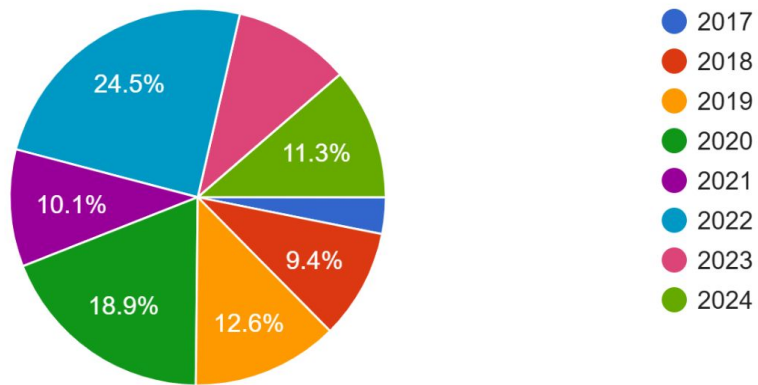
Findings - Section 1



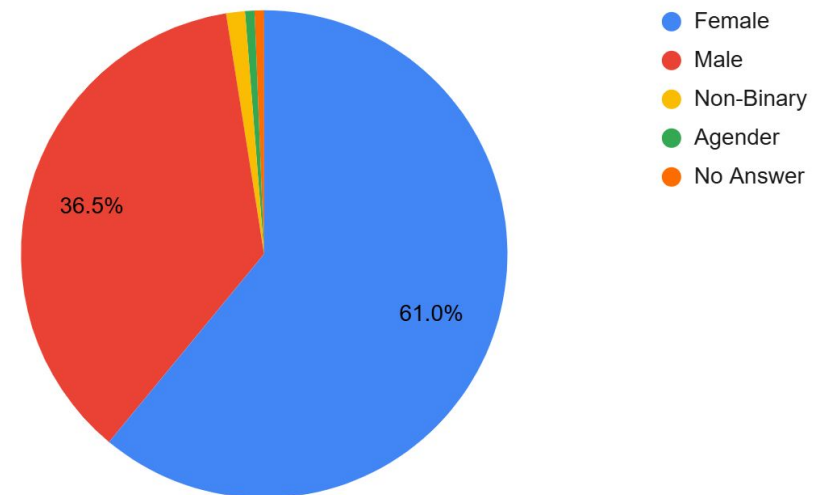
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1. What year did you graduate from Wyoming High School?

159 responses



Count of 3. What is your gender?



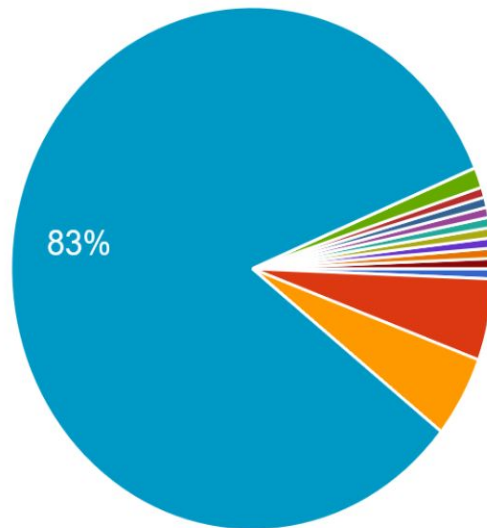
Findings - Section 1



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2. How would you describe your race/ethnicity?

159 responses



- Hispanic/Latino
- Black/African American
- Asian
- Native American/Alaska Native
- Native Hawaiian/Pacific Islander
- White
- Middle Eastern/North African
- Prefer Not to Answer
- Mixed
- white and latino
- Asian and White
- Mixed-Race
- Indian and White
- Jewish
- Mixed Asian and white
- Asian and African American



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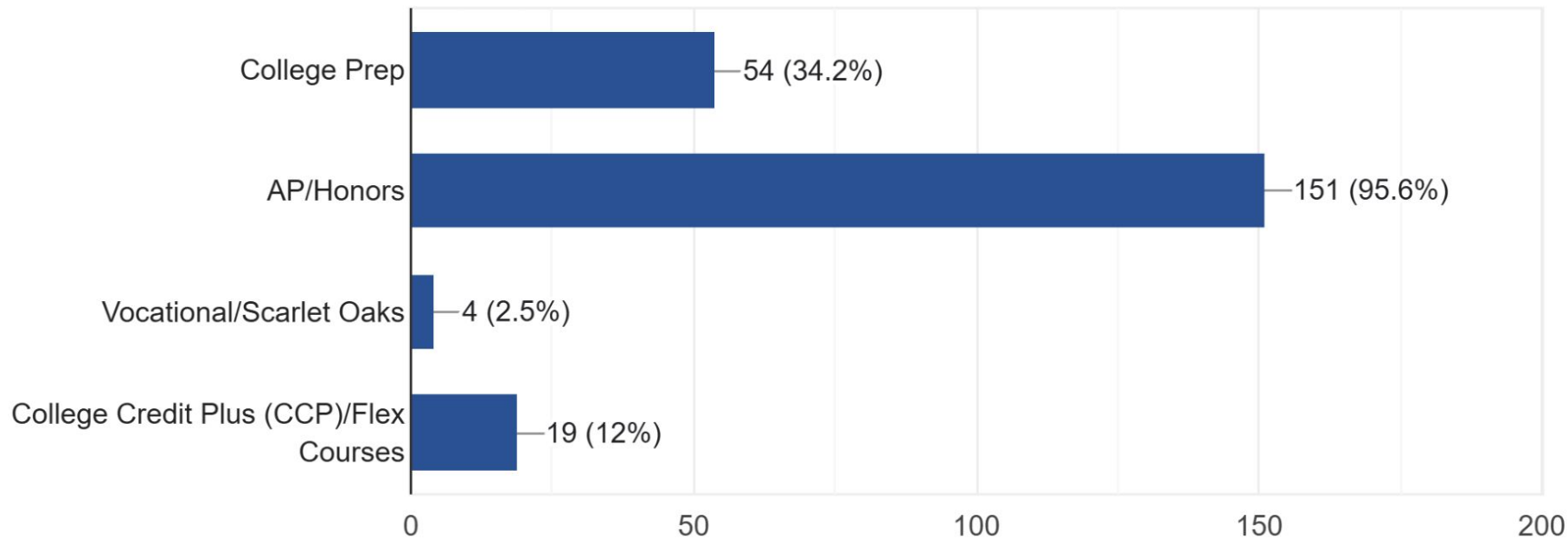
Section 2

*Coursework at WHS and
Post High School Plans*

Findings - Section 2

Question 4: *What type of classes did you take while you were in high school?*

158 responses



* Respondents were permitted to choose multiple answers.

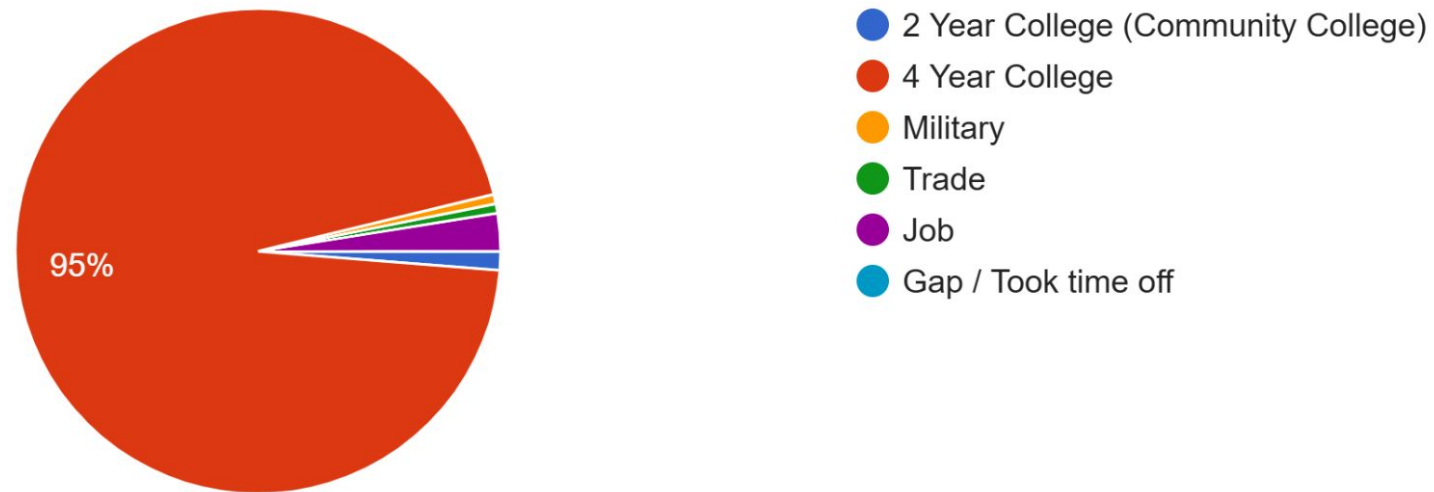


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Findings - Section 2

5. What did you do immediately after high school?

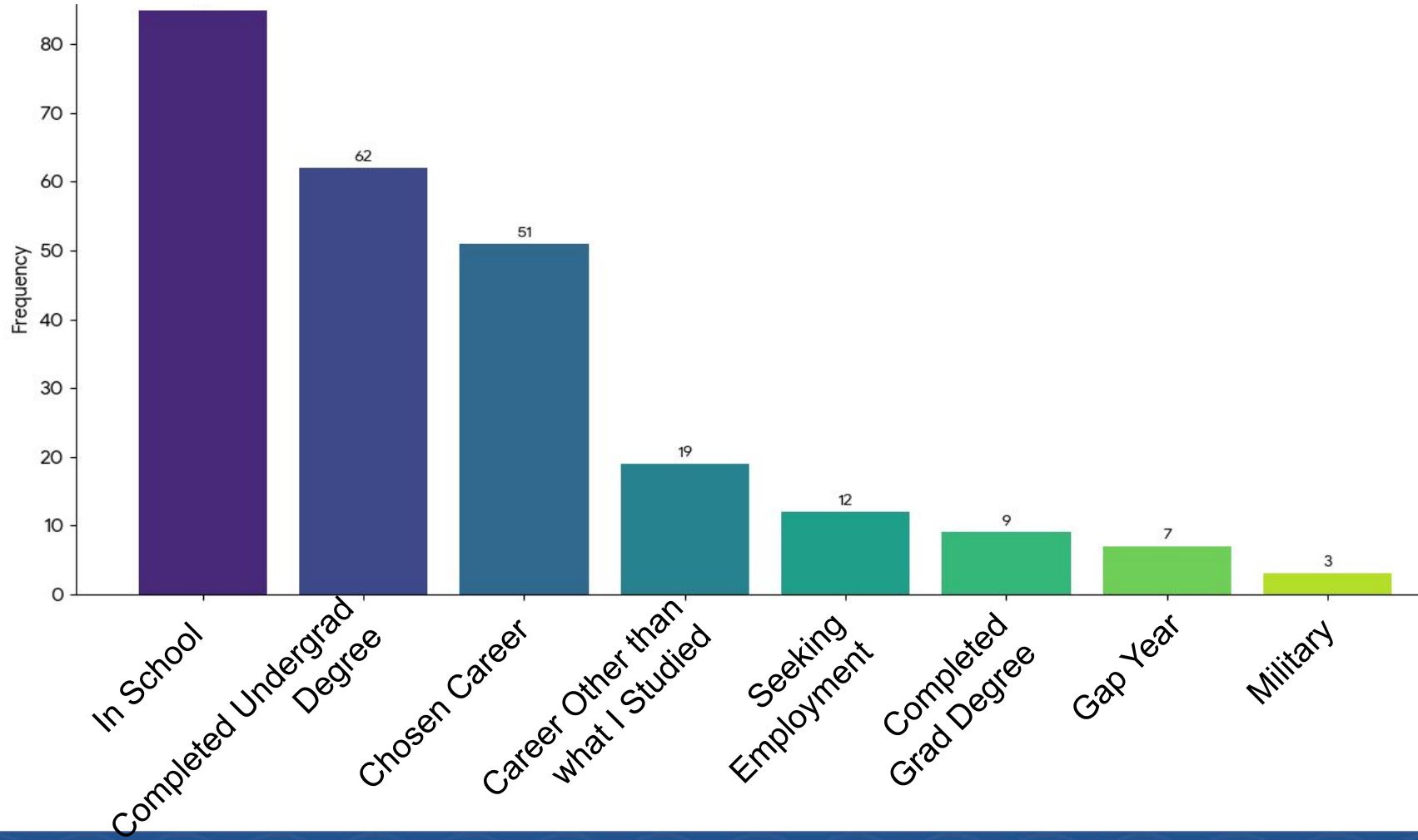
159 responses



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Findings - Section 2

Question 6: What is your current situation?



* Respondents were permitted to choose multiple answers.



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Section 3

College - Related Questions

**Only answered by current/graduated students*



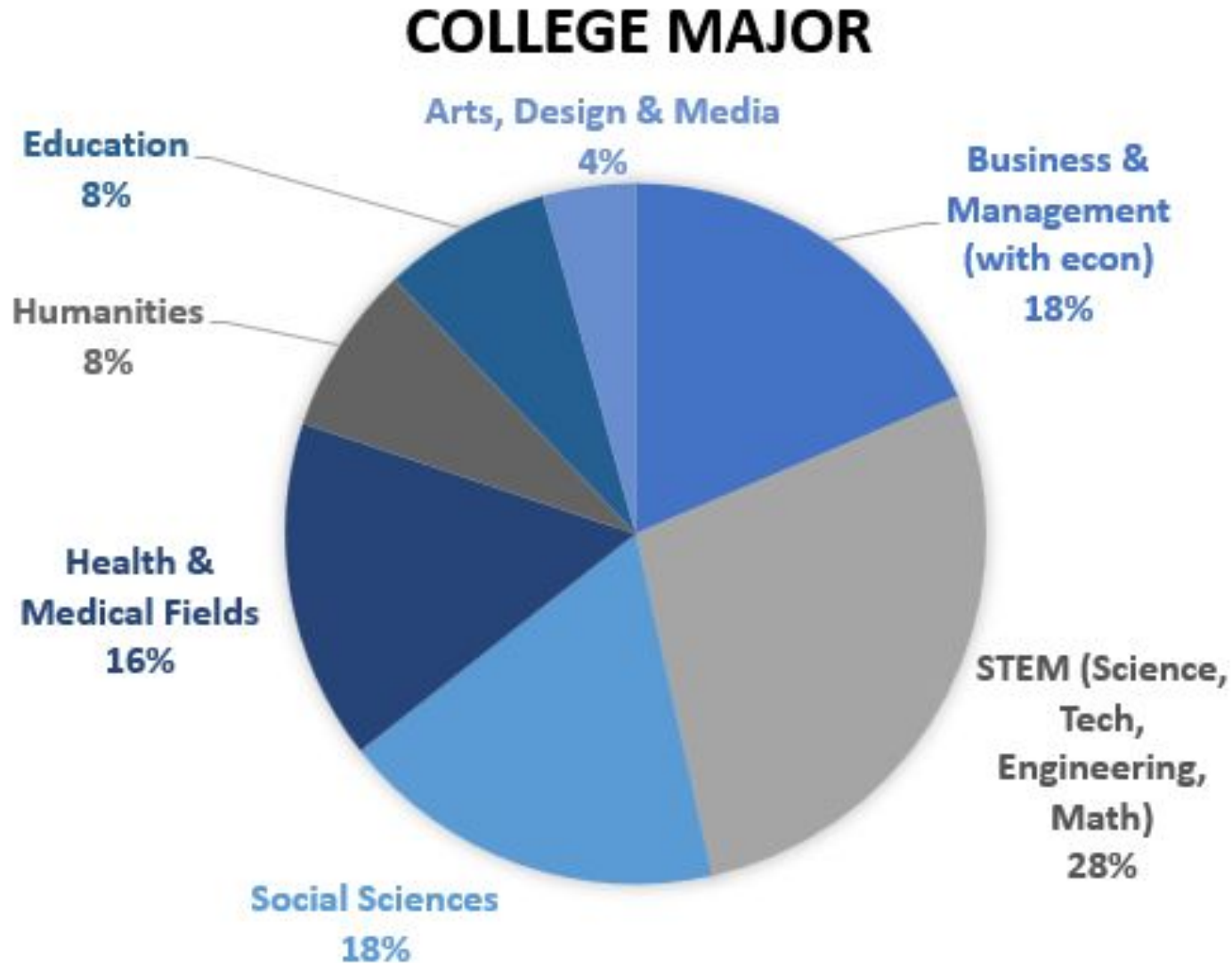
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Findings - Section 3

Question 5a: *What is/was your college major/field of study?*



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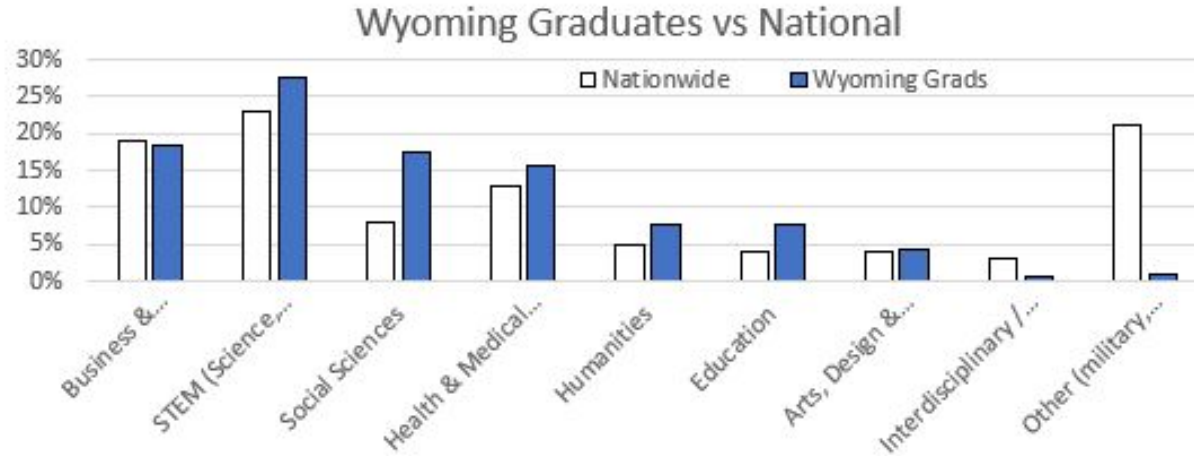
* Roughly 10% of respondents indicated multiple fields of study/double majors.

Findings - Section 3

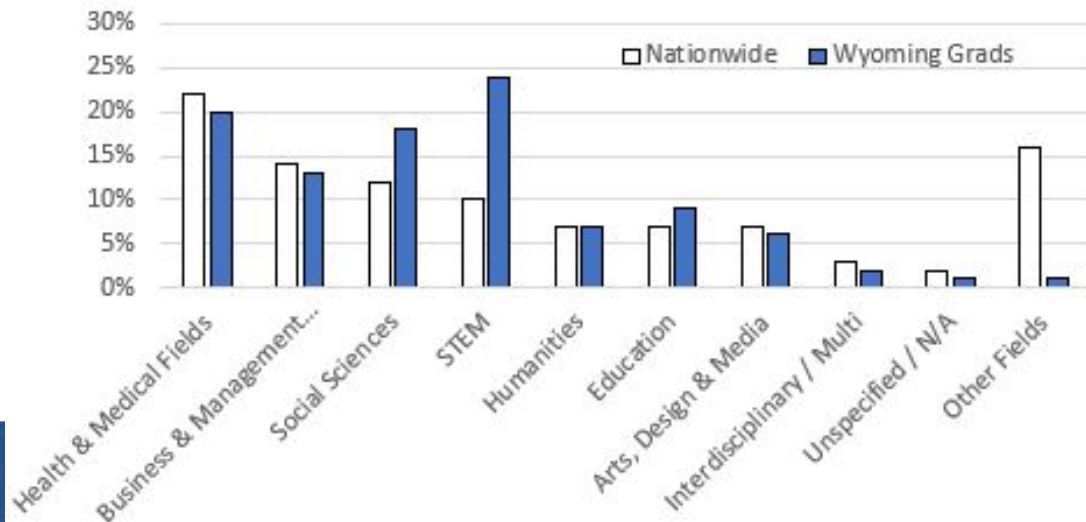
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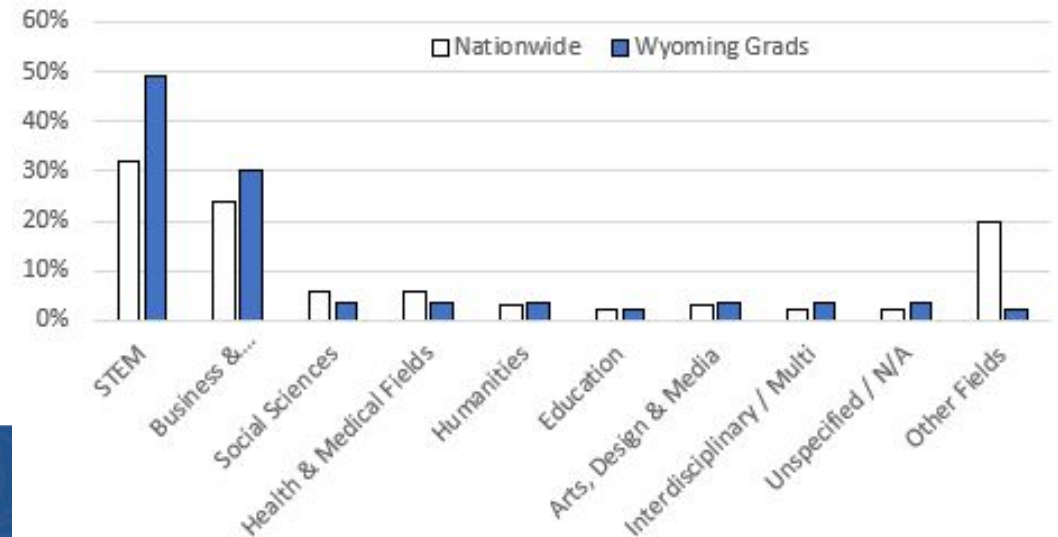
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Wyoming Female Graduates vs National



Wyoming Male Graduates vs National



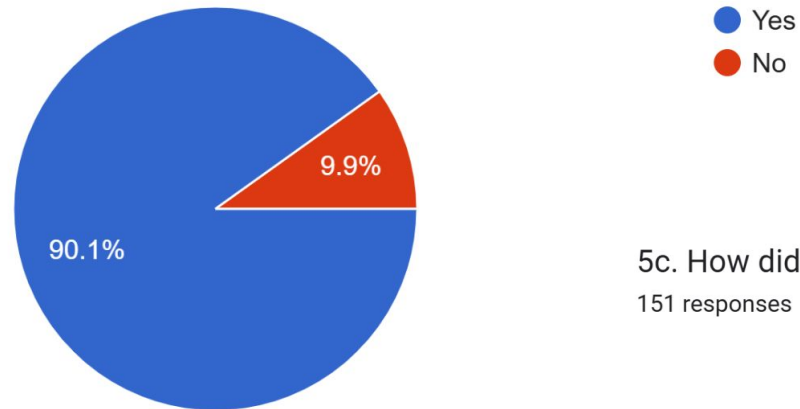
Findings - Section 3



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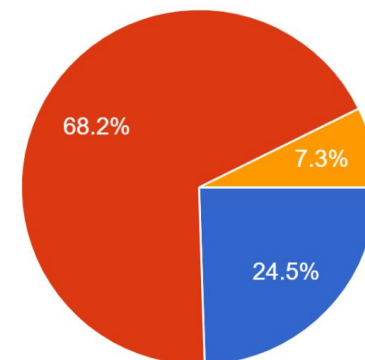
5b. Do you think your Wyoming course work adequately prepared you?

152 responses



5c. How did the rigor of your Wyoming High School education position you for success in college?

151 responses



- Overprepared - college felt too easy; easily outperformed fellow students
- Well prepared - college felt challenging but manageable; competed successfully with fellow students
- Marginally prepared - college felt stressful and overly challenging; struggled to achieve success
- Unprepared - college felt impossible; unable to succeed

* There doesn't appear to be any specific area of study where respondents felt more or less prepared.

Findings - Section 3

Question 5d: *Please provide any additional details you would like to share about how Wyoming High School prepared you for college.*

Sentiment Category	% of Comments	Description
Positive	46%	Praise for academic rigor, writing preparation, AP courses, teachers, and readiness for college.
Negative	32%	Stress culture, lack of support, poor math prep, unhelpful counseling, inequity, mental-health impact.
Mixed / Neutral	22%	Strong academics but high pressure; good writing prep but weak math; prepared academically but not socially; AP strong but electives lacking.

These percentages reflect the *overall tone* of each comment, not individual sentences.

Common Positive Themes

- Exceptional writing preparation
- Strong AP rigor
- Good study habits and time-management foundation
- Supportive teachers
- Smooth transition to college coursework

Common Negative Themes

- Excessive pressure / achievement culture
- Weak math preparation
- Poor support for students with disabilities
- Unhelpful or misleading college counseling
- Lack of study-skills instruction
- Stress, burnout, and mental-health impact



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Findings - Section 3

5d. Please provide any additional details you would like to share about how Wyoming High School prepared you for college.

Positive Feedback

- "The reading and writing skills I learned at Wyoming put me far ahead of my peers in college."
- "I'm very grateful for my education at Wyoming. I didn't have to learn how to study in college."
- "Phenomenal teachers."
- "Freshman year of college was easy vs Wyoming... I felt prepared with my Wyoming education."
- "Even attending a T20 school, I felt very prepared after graduating from WHS."
- "Having so many AP classes available allows me to graduate from undergrad a year early."
- "My writing ability was at a higher level than most."

Negative Feedback

- "The competitiveness of this high school was extremely detrimental to my mental health and made me feel worthless."
- "I don't think WHS helped me in my college preparation enough... WHS led to more stress than needed."
- "The math classes outside of honors/AP were a complete joke and did not translate to college."
- "Wyoming made me so stressed out that I was burned out in college."
- "I felt over-prepared for writing... but struggled similarly with my peers in tougher STEM courses."

Mixed Feedback

- "Wyoming helped me with coursework... but I wish they supported more CCP classes."
- "I was prepared academically, but not socially."
- "AP classes were more rigorous than college, but math and science offerings were lacking."



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Section 4

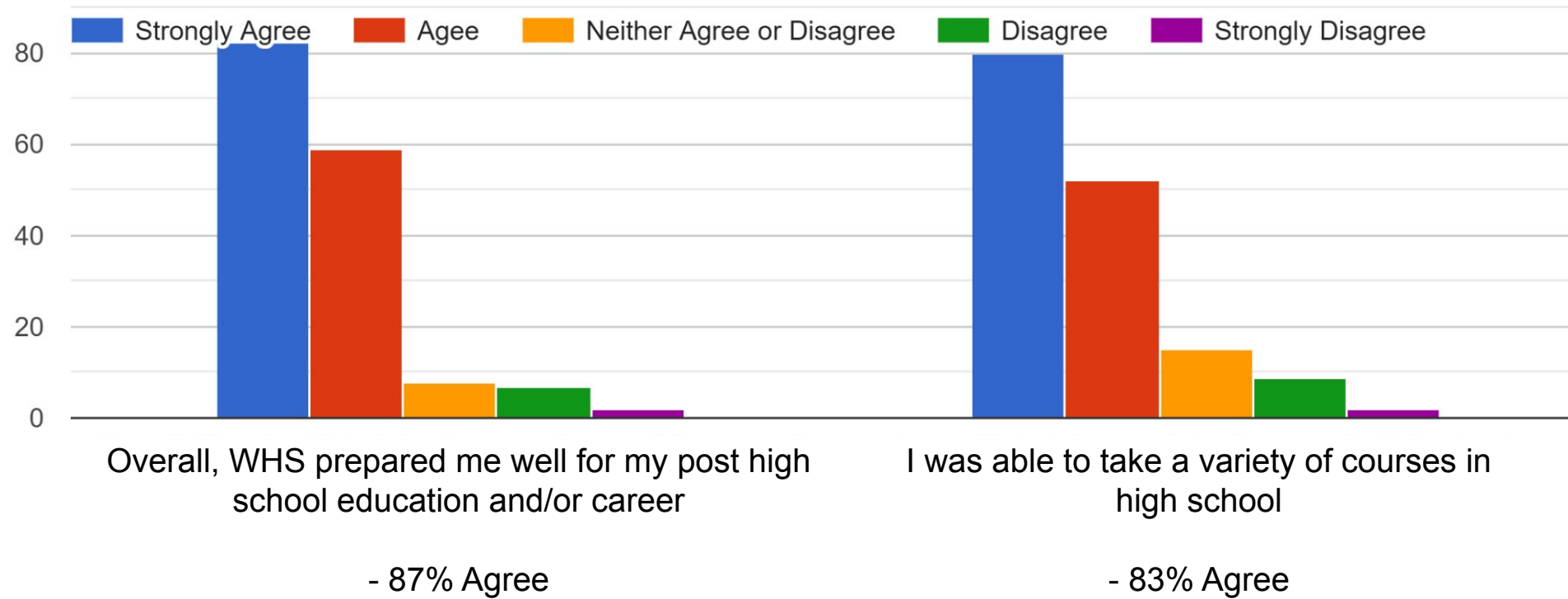
Coursework
(Academic and Extracurricular)

Findings - Section 4



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Question 7a: *Please indicate how you feel about the following statements:*



Findings - Section 4

Question 7b Responses: (45 responses out of 159)

Key findings for recommendations:

- Offering many AP courses is effective for college preparation.
- Continuing to offer a variety of courses is valued.
- It can be difficult to take elective courses when AP courses are pushed so heavily.
- Taking AP courses is so ingrained in the school culture, that it can be overwhelming to some students and can keep them from having room in their schedule for other courses.

Key findings that will resonate:

- The course offerings are effective.
- Some course recommendations have been addressed, such as adding financial literacy, more computer classes, and more electives.



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Findings - Section 4

Question 7b Responses:

Key findings that will resonate:

Courses Wanted	Concern Addressed?
Music Theory	Yes
P.E. Waiver	Yes
Personal Finance	Yes
CCP Courses	Students have options, but not at school
Women's Studies	Yes
Foreign Language AP	Yes



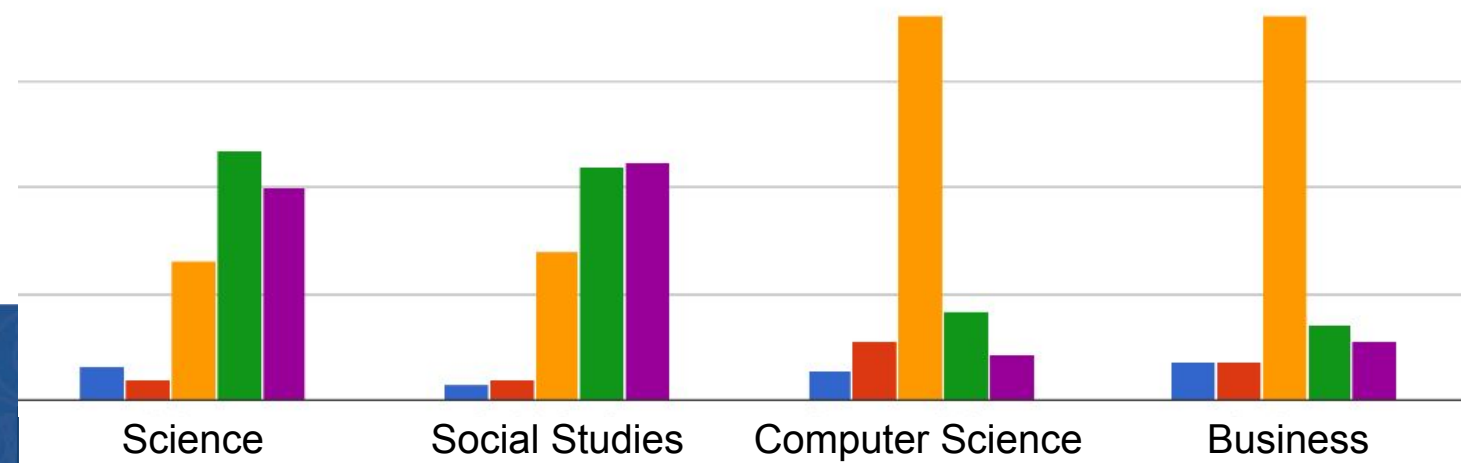
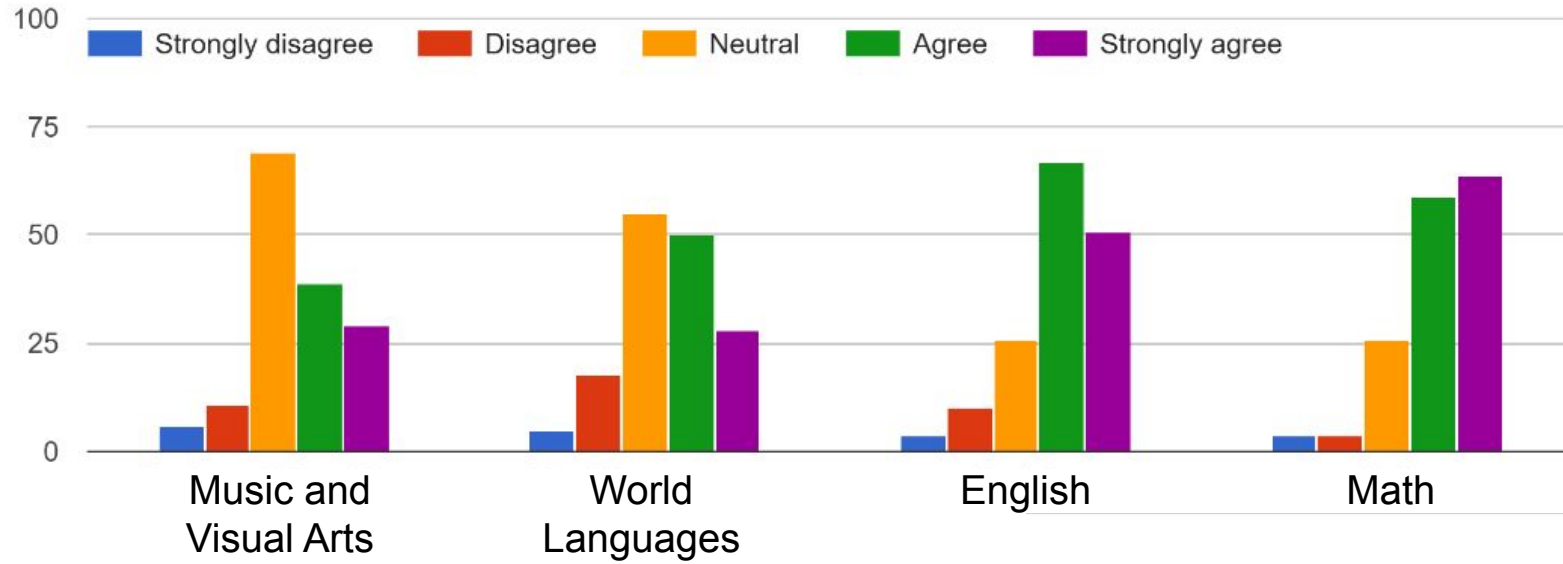
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Findings - Section 4

Question 8a: *The courses in these departments at WHS prepared me for college and/or the job market:*



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Findings - Section 4

Question 8b Responses: (60 responded out of 159)

Key findings for recommendations:

- Open responses focused on each different department, but comments were overwhelmingly positive.
 - *Too many varied responses to summarize.
- There were suggestions for updating curriculum to include:
 - **Examples:** Python for coding; revision of essay writing; more proofs and derivations.

Key findings that will resonate:

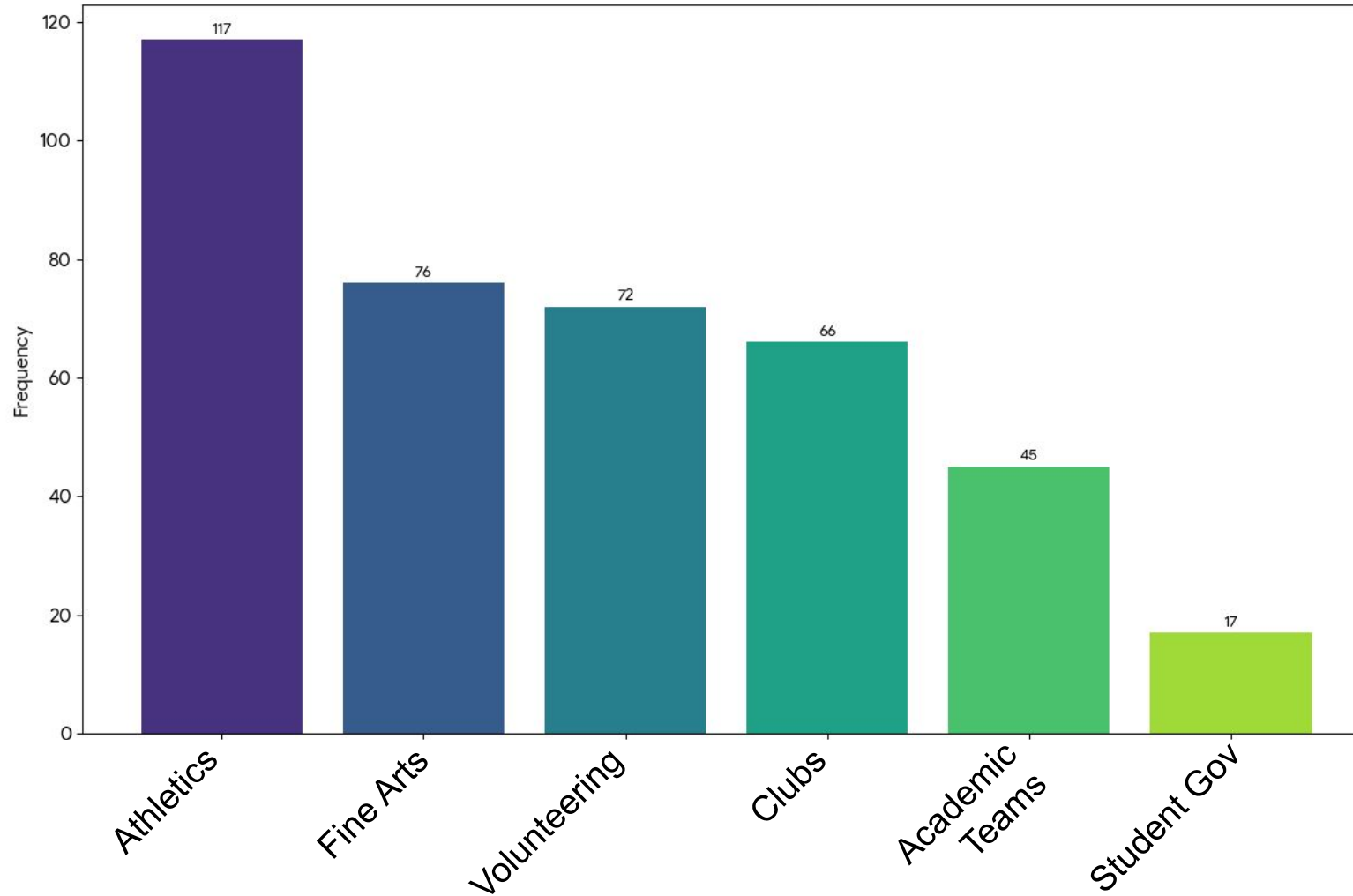
- The teacher had a big impact on the student excelling and enjoying the content area.
- Many teachers were called out specifically by name.



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Findings - Section 4

Question 9a: Did you participate in any extracurricular activities?



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Findings - Section 4

Question 9b Responses: (39 responded out of 159)

Key findings that will resonate:

- Overall, respondents were happy with the extracurriculars offered.
 - One special note: Two respondents said they wished there was a competitive dance team.



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Section 5

Skills

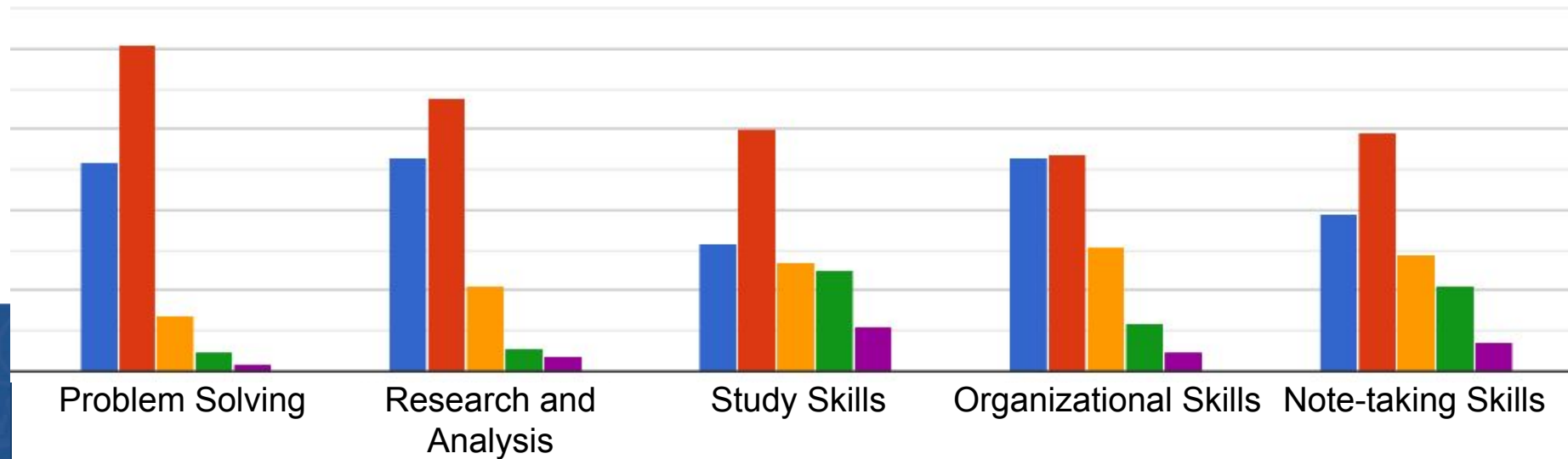
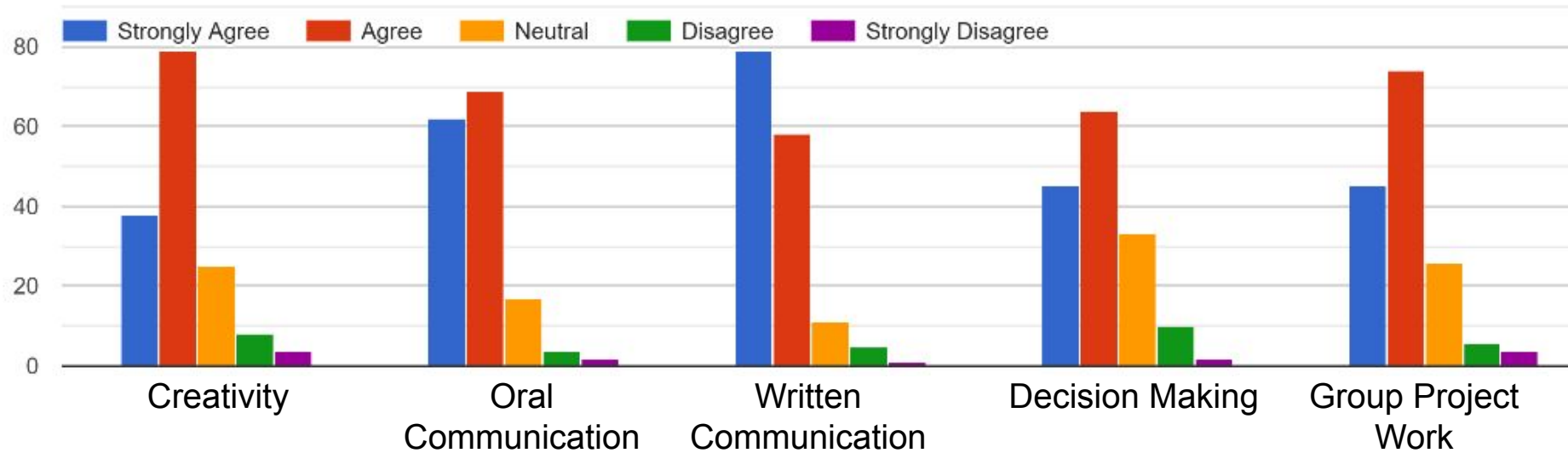


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Findings - Section 5

Question 10a: *WHS equipped me with these important skills:*

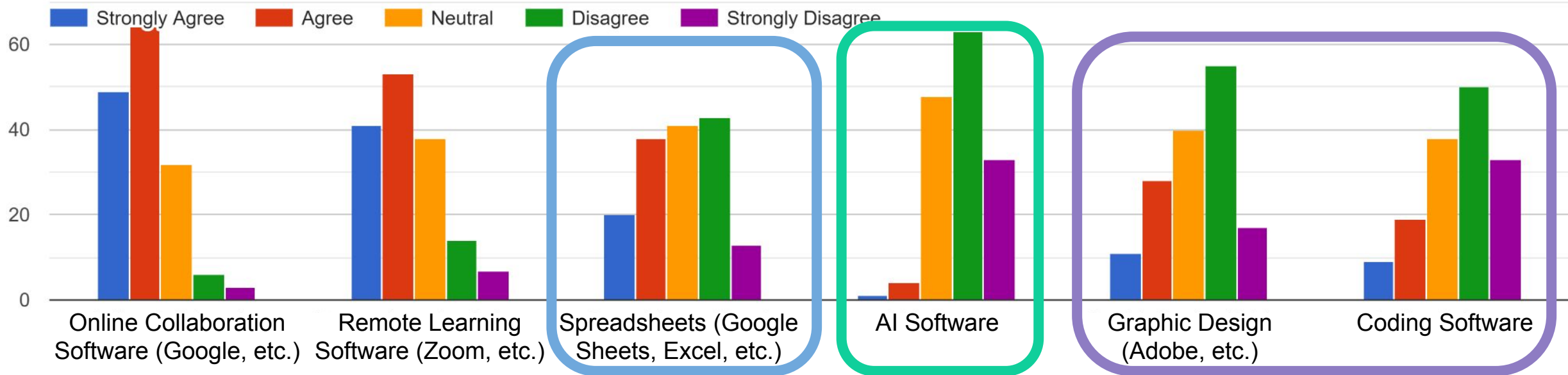


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Findings - Section 5

Question 10b: *WHS equipped me with these important technological skills:*



There are indications that some of the STEM classes focus too much on manual work and don't make enough use of mainstream computer tools

High prevalence of neutral/ negative responses with older respondents due to AI not existing pre-2020 and not becoming relevant until around 2022

There is some concern that course offerings are outdated, but neutral/ negative responses appear mostly concentrated in fields of study where these skills are not required.

Section 6

Resources, Support and Experience



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Findings - Section 6

Question 11: *What types of library facilities, technology, or other resources do you use now, or did you use in college, that you would have benefited from at Wyoming High School?*

- Respondents noticed a shift in some of the **online tools** they used at WHS and the tools they were required to use in college and in real world experiences. (For example, **Google Services** are common in K - 12, where **Excel** is used more frequently in the real world.)
- The students have positively talked about **the RIC** and the resourceful space it provides.

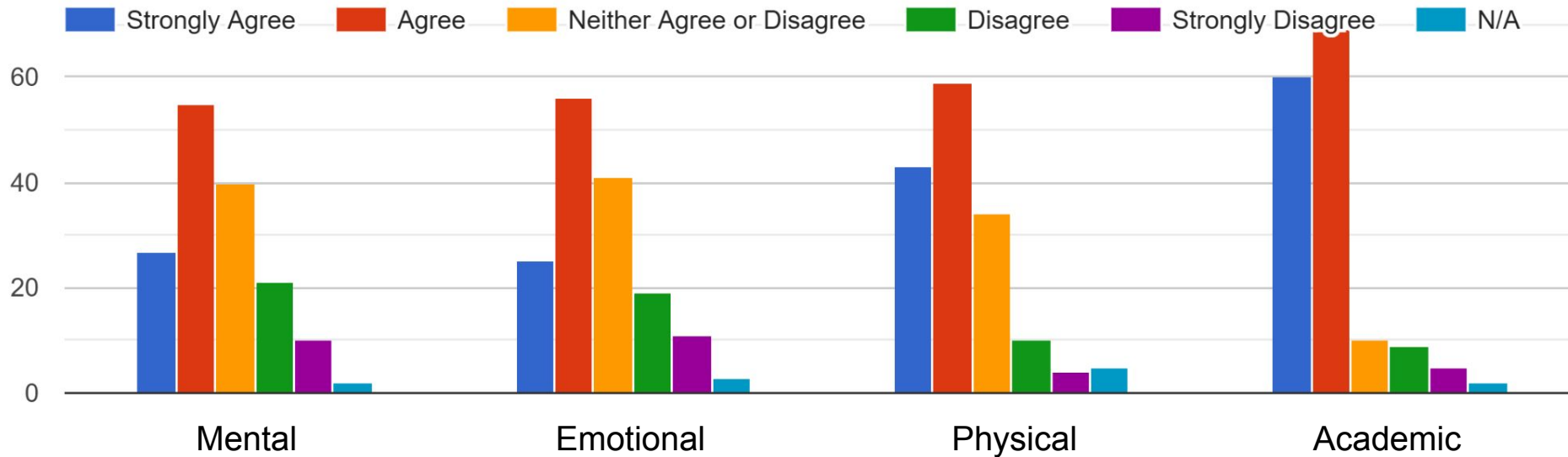
Overall Findings - Wyoming High School provides an excellent physical foundation. To bring student readiness to the next level, the focus should shift from “**Physical Access**” (books and space like shown at the RIC) to “**Technical Fluency**” (professional software and scholarly databases utilized and guided with).



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Findings - Section 6

Question 12a: - *Supports that you have received that helped you succeed in high school.*



* Overall, a majority of students agreed that they received these supports at WHS.



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Findings - Section 6

Question 12b. - *Is there anything you would like to share about any of the support systems listed in the previous question?*

Key findings that resonated:

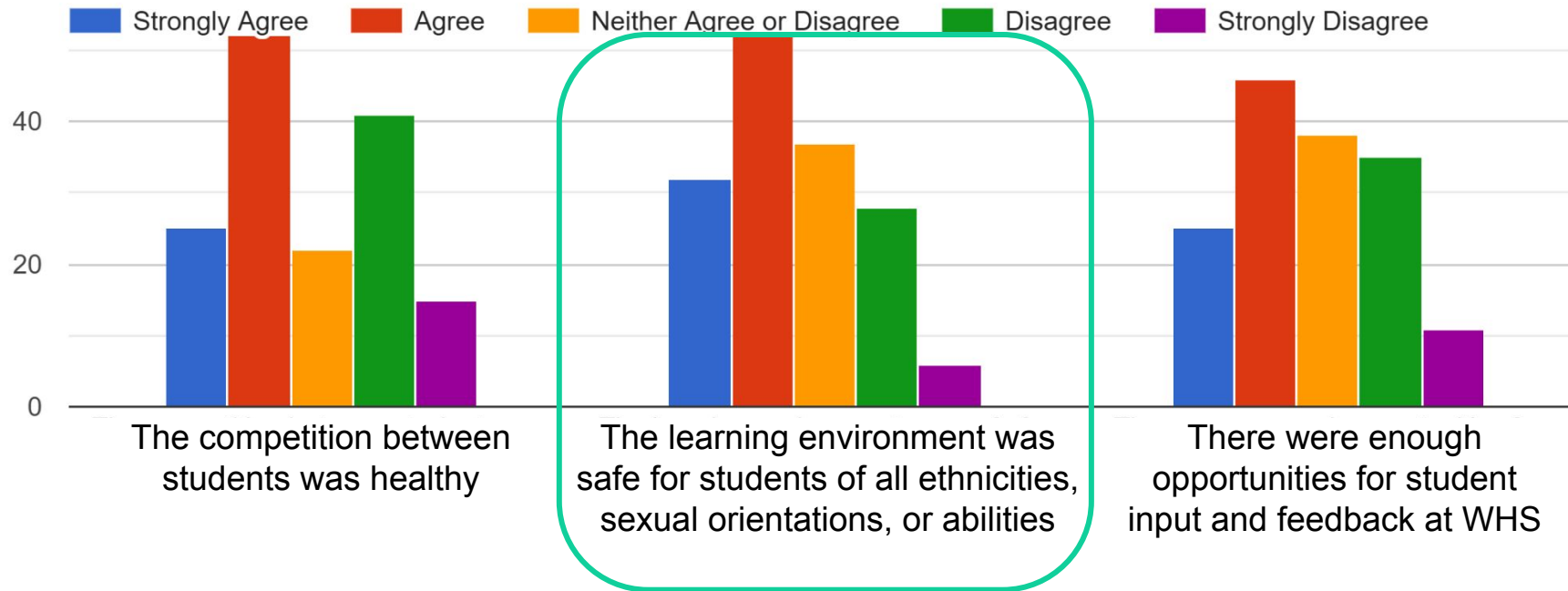
- Specific teachers and coaches had high regards for their positive impact.
- Mental and Emotional impact of a competitive academic environment.
- Some concern for the regard for rest or leisure.
- Many students talked about family and friends assisting as a support system.
- Offering more opportunities for counselors to assist with mental health rather than advice on college admissions.



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Findings - Section 6

Question 13a: *How much do you agree or disagree with the following statements about your experiences at Wyoming High School as they relate to the school environment?*



*Note that 83% of respondents were white, 97% were cis-gender, and the survey did not ask about sexual orientation or disability status.

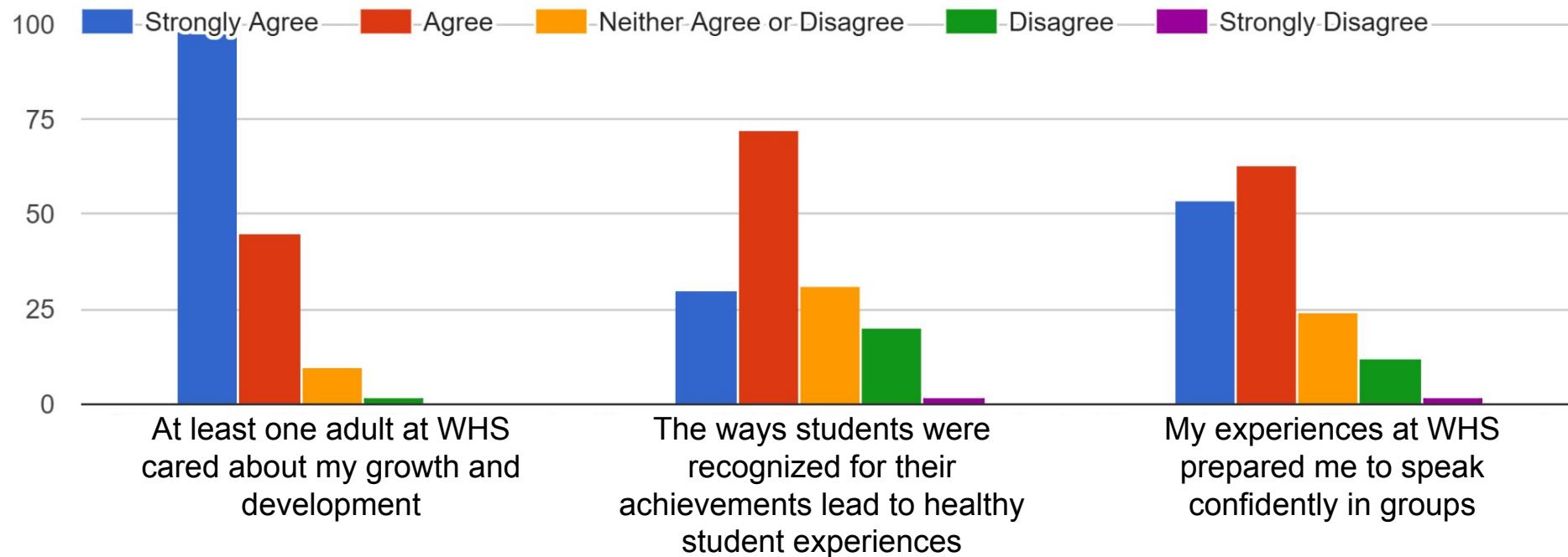


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* A slight majority of students agreed with these statements, but there was more discourse amongst these statements than previous ones.

Findings - Section 6

Question 13b: *How much do you agree or disagree with the following statements about your experiences at Wyoming High School as they relate to individual endeavors and success?*

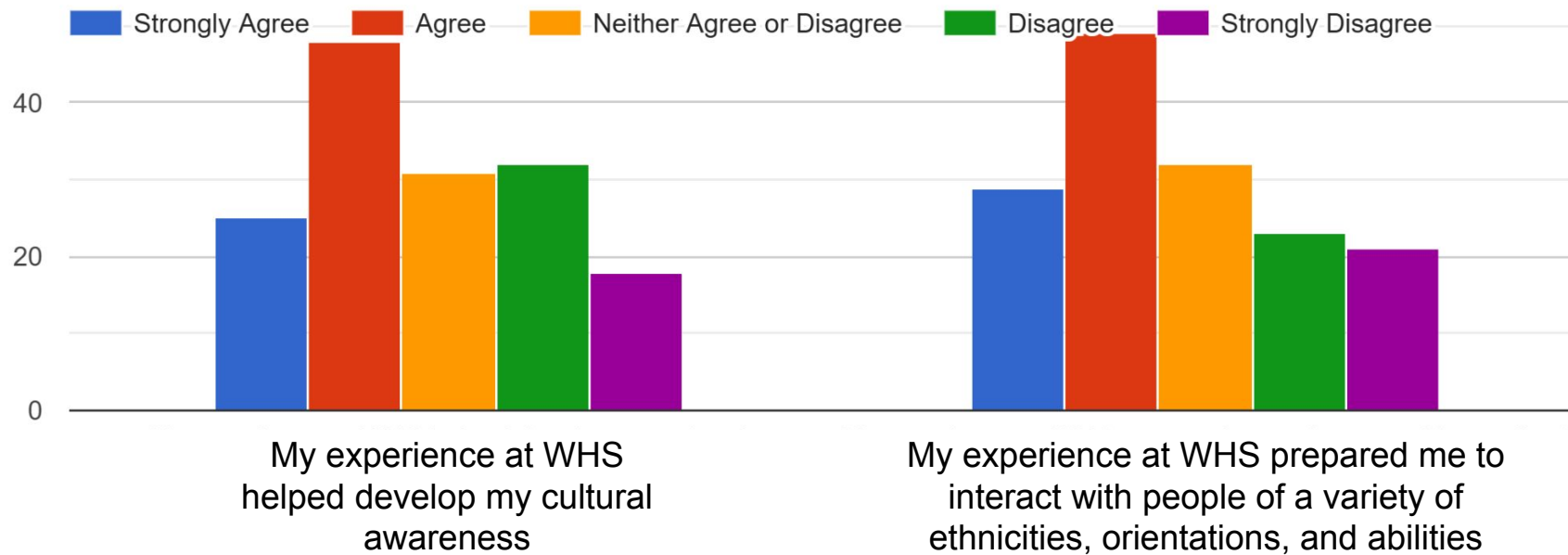


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** Overwhelmingly, students felt that someone cared about their personal growth during their time at WHS.*

Findings - Section 6

Question 13c: *How much do you agree or disagree with the following statements about your experiences at Wyoming High School as they relate to citizenship in the wider world?*



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* A majority of students agree that there have been experiences that have helped improve their cultural awareness at WHS but there is more that can be done to support this.

Section 7

Final Questions and Reflections



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Findings - Section 7

Question 14: *Anything more you'd like to share about your experience at WHS?*

- Teachers matter!
- More internships and career exploration opportunities; Less focus on repetitive tasks over deeper learning and engagement.
- Consequences of misbehavior seemed lacking - consistency between policy and follow-through should be reviewed.
- Concerns about bullying, favoritism towards athletes and marginalization of other students were highlighted affecting the sense of fair treatment in school policies.



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Findings - Section 7

Question 15: *Would you like to mention any teachers, administrators, coaches, or school staff that had a particularly significant impact on your experience?*

97 of the 159 responses named teachers who had significant impacts on their experiences with only 2 negative comments.

Teachers who were cited the most often as being impactful, inspirational, caring:

Todd Siler

Terryl Meador

Veronica Robinson

Julia St. Pierre

Nathan Bramble

Pat Counts

Laura Coomer

Andy Lyon

Todd Wegenhart

An additional 23 names of teachers and coaches were mentioned.



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Recommendations

- Since teacher impact was shown to be instrumental to student success, our team recommends that the feedback is shared with the specific teachers who were recognized.
- For future surveys, consider asking whether students have attended WCS for their entire academic career or not? Also, potentially add more demographic data (e.g. sexuality, disability status)
- The full survey results will be uploaded as an appendix and should be used for further cross-referencing and refining of results.



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