



**Adlai E. Stevenson  
High School  
Student Surveys  
2010-2011**

# Adlai E. Stevenson High School Student Surveys 2010-2011

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October 2011

*Sincere appreciation to the following individuals must be expressed for their insights and assistance:*

*Dr. Eric Twadell, Superintendent*

*Dr. John Carter, Principal*

*Angela Sisi, Director of Student Services*

*The Administrative Team*

*The Counseling Department*

*Sherry Smith*

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*Nancy Wagner*

*Charlene Chausis*

*Pat Guillette*

## **Introduction**

The purpose of the 2011 Student Surveys is to collect data that provides information about student perspectives regarding the effectiveness of and extent of participation in services and programs at Adlai E. Stevenson High School. It consists of six surveys in all, four of which are administered to all students in each grade, as well as two surveys administered to representative random samples of one-year and five-year graduates.

Specifically, the surveys administered to freshmen, sophomores, and juniors polled students of all four-grade levels about their degree of satisfaction with the performance of counselors in a variety of roles and functions. Items were derived from the responses of juniors and seniors in preliminary focus groups about what characteristics and functions they considered desirable in the counselors' role.

The Senior Exit Survey additionally seeks out information about student participation and satisfaction with academic and co-curricular programs as well as information about our Social Emotional Learning initiative. The current survey has been administered since 1992, and tracking of responses over six years provides trends in student perceptions and levels of satisfaction.

Finally, one-year and five-year follow-up surveys attempt to ascertain graduates' perceptions about their academic preparation at Stevenson, as well as the levels and directions of education they have attained and the careers they have chosen. The survey sample sizes this year continue to include approximately fifteen percent (15%) of each class.

Methodology included surveying almost the entire freshman, sophomore, junior, and senior classes; seniors met in large groups with their individual counselors, while juniors, sophomores and freshmen participated in the survey during course selection where they met in very small groups. For the first time in 2011, students in grades 9-11 were surveyed using the Naviance software on iPad devices. In 2012, we hope to survey all of the high school students using this method. Results are reported in percentages using the number of students who responded to the item ("n" is reported for each item) and not including those students who did not respond or who responded, "Does not apply" in calculating each percentage. Utilization of particular services and participation are also derived and reported from the numbers of students responding to particular items. In discussing results, percentages of more than 50% are reported as a majority and, using correlation statistics as a guide, percentages over 75% are reported as "large" or "strong" majorities, and, conversely, percentages under 25% are reported as "small" or "weak" minorities.

Follow-up surveys were conducted by telephone with samples of one hundred (100) 2010 Stevenson graduates, and one hundred (100) 2006 graduates. Results are reported in both raw numbers and percentages. These individuals were selected at random from their respective classes. The follow-up surveys intend to provide perspectives from a vantage point that expands information derived from current students. Open-ended questions that encouraged qualitative, rather than quantitative, responses continue to be expanded to give individuals the opportunity to respond from their own perspectives. As in the previous year, students were asked to complete these qualitative questions at the beginning, rather than the end of the survey in order to maximize student effort and sincerity.

It is hoped that the 2011 Student Surveys will provide some information to board members, administrators, faculty, and staff about the effectiveness of current programs and areas, which might be further, examined and addressed in the future.

**Adlai E. Stevenson High School  
FRESHMAN SURVEY RESPONSES**

(Reported in percentages of student responders for each item)

**SA= Strongly Agree  
A= Agree Somewhat  
D= Disagree Somewhat  
SD= Strongly Disagree**

1. I am able to see my counselor, either by dropping in or making an appointment in the Student Services Office.

<b>SA = 70%</b>	<b>D = 1%</b>
<b>A = 28%</b>	<b>SD = 1%</b>
<b>98%</b>	<b>2%</b>

**N= 832**

2. My counselor is friendly and easy to talk to.

<b>SA = 77%</b>	<b>D = 2%</b>
<b>A = 21%</b>	<b>SD = 0%</b>
<b>98%</b>	<b>2%</b>

**N= 863**

3. Freshman Mentor Program has been a good way to see my counselor.

<b>SA = 24%</b>	<b>D = 19%</b>
<b>A = 51%</b>	<b>SD = 6%</b>
<b>75%</b>	<b>25%</b>

**N= 847**

4. I feel that my counselor knows who I am.

<b>SA = 34%</b>	<b>D = 13%</b>
<b>A = 50%</b>	<b>SD = 3%</b>
<b>84%</b>	<b>17%</b>

**N=896**

5. My counselor is helpful to me in selecting courses that meet my needs, interests, and future goals.

$$\begin{array}{rcl} \text{SA} & = & 52\% \\ \text{A} & = & \frac{40\%}{92\%} \end{array} \quad \begin{array}{rcl} \text{D} & = & 7\% \\ \text{SD} & = & \frac{1\%}{8\%} \end{array}$$

**N= 864**

6. I feel comfortable talking with my counselor about personal or non-academic concerns.

$$\begin{array}{rcl} \text{SA} & = & 27\% \\ \text{A} & = & \frac{41\%}{68\%} \end{array} \quad \begin{array}{rcl} \text{D} & = & 24\% \\ \text{SD} & = & \frac{8\%}{32\%} \end{array}$$

**N= 775**

7. When I go to my Student Services Office, I am greeted in a friendly and helpful manner.

$$\begin{array}{rcl} \text{SA} & = & 50\% \\ \text{A} & = & \frac{42\%}{92\%} \end{array} \quad \begin{array}{rcl} \text{D} & = & 6\% \\ \text{SD} & = & \frac{2\%}{8\%} \end{array}$$

**N= 841**

8. My counselor has been helpful in my transition from eighth grade and adjustment to high school.

$$\begin{array}{rcl} \text{SA} & = & 48\% \\ \text{A} & = & \frac{43\%}{91\%} \end{array} \quad \begin{array}{rcl} \text{D} & = & 8\% \\ \text{SD} & = & \frac{1\%}{9\%} \end{array}$$

**N= 830**

9. TRANSFER STUDENTS ONLY: My counselor has been helpful in my transition and adjustment to Stevenson High School.

$$\begin{array}{rcl} \text{SA} & = & 63\% \\ \text{A} & = & \frac{28\%}{91\%} \end{array} \quad \begin{array}{rcl} \text{D} & = & 6\% \\ \text{SD} & = & \frac{3\%}{9\%} \end{array}$$

**N= 67**

## **Freshman Survey Summary**

Student responses to the freshman survey indicate very positive perceptions about counselors. Even though most of the categories depict decreased results from last year's survey, the overwhelming majority of freshmen still view their counselor in a positive light. The overwhelming majority of freshmen feel that they are able to meet with their counselors when they need to or want to (98%). In addition, virtually every student we surveyed (98%) believes that their counselor is friendly and easy to talk to. The Advisory program continues to be an effective conduit for freshmen to communicate with their respective counselors. However, this year there was a six percent decrease (75%) in the number of freshmen who agree that advisory is a useful way to visit with their counselor. Compared to last year, 84 percent of the freshmen feel that their counselor knows them, which is a 3 percent decrease. Most students feel positive about the academic counseling that they receive (92%); however, this depicts a 3 percent decrease from last year's results. Although some students are not comfortable discussing non academic concerns with counselors (32%), almost three quarters of the students do feel at ease talking with their counselors about personal and individual matters (68%). This constitutes a 6 percent decrease from last year's results. The perception of Student Services' office personnel as being helpful and friendly remains high, registering at 92 percent. Both the general population (91%) and transfer students (91%) agree that their counselors are able to ease their transition and adjustment to Stevenson.

Freshmen continue to view counselors in a positive light; however, eight of the nine categories depict decreases from the previous school year's results. It is noteworthy to mention that over the past two years, the freshman survey results have been eliciting increasing and almost perfect scores. It may have been predicted that these scores would not remain consistently high and might decline at some point. With the exception of talking about non-academic concerns with counselors, every category still depicts that no less than three quarters of the freshmen disagree with the question being asked. Two of the categories elicit nearly perfect results, reinforcing the fact that counselors are accessible, friendly, and easy to talk to (98%). Although there was a slight decrease, 68 percent of freshmen feel comfortable discussing personal or non-academic issues with their counselors. This statistic helps depict how the district's Social Emotional Learning (SEL) goal is beginning to heighten student's awareness about non-academic issues that can affect their future. It also shows how counselors can play a vital role in the SEL initiative, while fostering positive relationships with their students. Overall, freshman students view their counselors as friendly, accessible, and able to deliver effective and efficient transitional counseling services. Counselors are also providing both academic and non-academic counseling services in meaningful and beneficial ways to students. The Freshman Mentor Program continues to be an effective way for freshmen to access their counselors. These numbers also continue to substantiate the strategy of increasing the total number of advisories among counselors to obtain a smaller quantity of students per advisory class. Maintaining advisories with a manageable number of students provides greater opportunity for counselors to breed familiarity and to provide quality contacts. Overall, levels of reported satisfaction suggest that solid groundwork continues to be laid for long-term, beneficial relationships between freshmen and their counselors.

**Adlai E. Stevenson High School**  
**SOPHOMORE SURVEY RESPONSES**  
(Reported in percentages of student responders for each item)

**SA= Strongly Agree**  
**A= Agree Somewhat**  
**D= Disagree Somewhat**  
**SD= Strongly Disagree**

1. I am able to see my counselor, either by dropping in or making an appointment in the Student Services Office.

<b>SA</b>	<b>=</b>	<b>83%</b>	<b>D</b>	<b>=</b>	<b>0%</b>
<b>A</b>	<b>=</b>	<b>16%</b>	<b>SD</b>	<b>=</b>	<b>0%</b>
		<b>99%</b>			<b>1%</b>

**N=976**

2. My counselor is friendly and easy to talk to.

<b>SA</b>	<b>=</b>	<b>89%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b>10%</b>	<b>SD</b>	<b>=</b>	<b>0%</b>
		<b>99%</b>			<b>1%</b>

**N= 1004**

3. I feel that my counselor knows who I am.

<b>SA</b>	<b>=</b>	<b>56%</b>	<b>D</b>	<b>=</b>	<b>5%</b>
<b>A</b>	<b>=</b>	<b>39%</b>	<b>SD</b>	<b>=</b>	<b>0%</b>
		<b>95%</b>			<b>5%</b>

**N=995**

4. My counselor is helpful to me in selecting courses that meet my needs, interests, and future goals.

<b>SA</b>	<b>=</b>	<b>70%</b>	<b>D</b>	<b>=</b>	<b>3%</b>
<b>A</b>	<b>=</b>	<b>27%</b>	<b>SD</b>	<b>=</b>	<b>0%</b>
		<b>97%</b>			<b>3%</b>

**N= 984**



5. I feel comfortable talking with my counselor about personal or non-academic concerns.

<b>SA</b>	<b>=</b>	<b>42%</b>	<b>D</b>	<b>=</b>	<b>13%</b>
<b>A</b>	<b>=</b>	<b><u>43%</u></b>	<b>SD</b>	<b>=</b>	<b><u>2%</u></b>
		<b>85%</b>			<b>15%</b>

**N= 877**

6. When I go to my Student Services Office, I am greeted in a friendly and helpful manner.

<b>SA</b>	<b>=</b>	<b>67%</b>	<b>D</b>	<b>=</b>	<b>3%</b>
<b>A</b>	<b>=</b>	<b><u>30%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>97%</b>			<b>3%</b>

**N= 989**

7. I have had \_\_\_\_ counselors at Stevenson.

<b>1</b>	<b>=</b>	<b>97%</b>
<b>2</b>	<b>=</b>	<b>3%</b>
<b>3</b>	<b>=</b>	<b>0%</b>
<b>More than 3</b>	<b>=</b>	<b>0%</b>

**N= 1005**

8. TRANSFER STUDENTS ONLY: My counselor has been helpful in my transition and adjustment to Stevenson High School.

<b>SA</b>	<b>=</b>	<b>73%</b>	<b>D</b>	<b>=</b>	<b>2%</b>
<b>A</b>	<b>=</b>	<b><u>25%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>98%</b>			<b>2%</b>

**N=52**

### **Sophomore Survey Summary**

Student responses to the sophomore survey indicate positive perceptions about counselors' accessibility and amiable qualities. Nearly every sophomore surveyed (99%) feels that they are able to see their counselor when they need or want to. Additionally, almost every sophomore surveyed (99%) agreed with the statement that counselors are friendly and easy to talk to. Survey results reveal that tenth graders believe their counselors know them (95%), which is a slight increase from the previous year's survey results. Most sophomores have a positive perception of counselors as being helpful with individualized academic counseling (97%). The comfort level among students when talking with counselors about personal or non-academic concerns is also high, but depicts a two-point decrease from last year (85%). The perception of Student Services' office personnel as being friendly and helpful is shared among most of our students (97%), and this remained consistent with last year's survey. Almost all of the District's sophomore transfer students have described their counselor as being helpful in easing their transition and adjustment to Stevenson (98%) and this was a one point increase from last year's results. Finally, the results increased by twelve points in the category that asks sophomores if they've had a change of counselors since beginning their education at Stevenson (97%). This is not surprising considering our four newest counselors have been working for three years now.

Generally speaking, the great number of positive responses from sophomores suggests that they are satisfied with counselors and their respective services. There are a few noteworthy percentage changes from the previous school year, indicating that counselors have been able to maintain the enthusiastic perception that the previous sophomore class possessed. For example, most categories either stayed the same or went slightly down by one percentage point. There was a one percent increase in student's viewing their counselor as knowing who they are. Transfer students are increasingly feeling that counselors are assisting in their transition to high school; this constitutes a one-point increase from the previous year's results. Also, for the past three years, students were changing counselors more often. This year's results revealed that 97 percent of students have had the same counselor since their freshman year. The newest members of our counseling staff have been working at SHS for three years now, so this is providing a more consistent level of service for our students. Overall, counselors are continuing to create an inviting atmosphere that is conducive to communication and relationship building.

**Adlai E. Stevenson High School  
JUNIOR SURVEY RESPONSES**

(Reported in percentages of student responders for each item)

**SA= Strongly Agree  
A= Agree Somewhat  
D= Disagree Somewhat  
SD= Strongly Disagree**

1. I am able to see my counselor, either by dropping in or making an appointment in the Student Services Office.

<b>SA</b>	<b>=</b>	<b>88%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b>11%</b>	<b>SD</b>	<b>=</b>	<b>0%</b>
		<b>99%</b>			<b>1%</b>

**N= 1005**

2. My counselor is friendly and easy to talk to.

<b>SA</b>	<b>=</b>	<b>90%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b>9%</b>	<b>SD</b>	<b>=</b>	<b>0%</b>
		<b>99%</b>			<b>1%</b>

**N=1013**

3. I feel that my counselor knows who I am.

<b>SA</b>	<b>=</b>	<b>67%</b>	<b>SD</b>	<b>=</b>	<b>3%</b>
<b>A</b>	<b>=</b>	<b>29%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
		<b>96%</b>			<b>4%</b>

**N=1008**

4. My counselor is helpful to me in selecting courses that meet my needs, interests, and future goals.

<b>SA</b>	<b>=</b>	<b>77%</b>	<b>D</b>	<b>=</b>	<b>2%</b>
<b>A</b>	<b>=</b>	<b>21%</b>	<b>SD</b>	<b>=</b>	<b>0%</b>
		<b>98%</b>			<b>2%</b>

**N= 1010**

5. I feel comfortable talking with my counselor about personal or non-academic concerns.

<b>SA</b>	<b>=</b>	<b>46%</b>	<b>D</b>	<b>=</b>	<b>11%</b>
<b>A</b>	<b>=</b>	<b>41%</b>	<b>SD</b>	<b>=</b>	<b>2%</b>
		<b>87%</b>			<b>13%</b>

**N= 944**

6. When I go to my Student Services Office, I am greeted in a friendly and helpful manner.

$$\begin{array}{rcl} \text{SA} & = & 65\% \\ \text{A} & = & \frac{32\%}{97\%} \end{array} \quad \begin{array}{rcl} \text{D} & = & 3\% \\ \text{SD} & = & \frac{0\%}{3\%} \end{array}$$

**N= 1008**

7. Counselors and/or college consultants have been helpful to me and/or my parent(s) in beginning the college application process.

$$\begin{array}{rcl} \text{SA} & = & 56\% \\ \text{A} & = & \frac{38\%}{94\%} \end{array} \quad \begin{array}{rcl} \text{D} & = & 5\% \\ \text{SD} & = & \frac{1\%}{6\%} \end{array}$$

**N= 832**

8. Counselors and/or college consultants are knowledgeable about the college application and selection process.

$$\begin{array}{rcl} \text{SA} & = & 77\% \\ \text{A} & = & \frac{21\%}{98\%} \end{array} \quad \begin{array}{rcl} \text{D} & = & 2\% \\ \text{SD} & = & \frac{0\%}{2\%} \end{array}$$

**N= 892**

9. The College Career Center staff is friendly, knowledgeable, and accessible.

$$\begin{array}{rcl} \text{SA} & = & 63\% \\ \text{A} & = & \frac{33\%}{96\%} \end{array} \quad \begin{array}{rcl} \text{D} & = & 3\% \\ \text{SD} & = & \frac{1\%}{4\%} \end{array}$$

**N= 796**

10. Visits from college representatives have been helpful to me.

$$\begin{array}{rcl} \text{SA} & = & 51\% \\ \text{A} & = & \frac{42\%}{93\%} \end{array} \quad \begin{array}{rcl} \text{D} & = & 7\% \\ \text{SD} & = & \frac{0\%}{7\%} \end{array}$$

**N= 568**

11. My parents and/or I have found college evening programs informative.

$$\begin{array}{rcl} \text{SA} & = & 43\% \\ \text{A} & = & \frac{48\%}{91\%} \end{array} \quad \begin{array}{rcl} \text{D} & = & 8\% \\ \text{SD} & = & \frac{1\%}{9\%} \end{array}$$

**N= 526**

12. My parents and I have utilized Stevenson's College Career Center to obtain information about colleges, scholarships, etc.

**Yes = 55%**  
**No = 45%**

**N= 1031**

13. My parents and I have utilized my counselor to obtain information about colleges, scholarships, etc.

**Yes = 50%**  
**No = 50%**

**N= 1031**

14. My parents and I have utilized Stevenson's post-secondary counselors to obtain information about colleges, scholarships, etc.

**Yes = 37%**  
**No = 63%**

**N= 1031**

15. My parents and I have utilized the Stevenson Home Page college links to obtain information about colleges, scholarships, etc.

**Yes = 65%**  
**No = 35%**

**N= 1031**

16. My parents and I have utilized social networking sites (Facebook, MySpace, Xanga, etc) to obtain information about colleges, scholarships, etc.

**Yes = 26%**  
**No = 74%**

**N= 1031**

17. My parents and I have utilized other web sites to obtain information about colleges, scholarships, etc.

**Yes = 81%**  
**No = 19%**

**N=1031**

18. My parents and I have utilized visits to college campuses to obtain information about colleges, scholarships, etc.

**Yes = 59%**  
**No = 41%**

**N= 1031**

19. My parents and I have utilized a privately hired college consultant to obtain information about colleges, scholarships, etc.

**Yes = 8%**  
**No = 92%**

**N= 1031**

20. I have had \_\_\_\_ counselors at Stevenson.

**1 = 91%**  
**2 = 9%**  
**3 = 0%**  
**More than 3 = 0%**

**N= 1031**

21. TRANSFER STUDENTS ONLY: My counselor has been helpful in my transition and adjustment to Stevenson High School.

**SA = 86%**      **D = 1%**  
**A = 13%**      **SD = 0%**  
**99%**              **1%**

**N= 76**

## **Junior Survey Summary**

Junior responses to the survey continue to be exceptionally positive, closely duplicating the responses of the previous year's junior class. Overall, juniors possess affirming perceptions about counselors and the services they render. Not only do juniors feel that they are readily able to see their counselors (99%), but they also find them approachable (99%). Students continue to express that their counselor knows them (96%) and find them helpful with course selections (98%). Comfort levels in discussions of a personal nature with counselors are strong (87%), while the number of juniors who are greeted in a friendly and helpful manner by Student Services office personnel is agreed upon by most (97%). Nearly all of the junior transfer students who were surveyed related that counselors were helpful with their transition and adjustment to Stevenson (99%). It was found that only 9 percent of the juniors have had two or more counselors at SHS, which is a 15-point decrease from last year's results.

Survey trends demonstrate that nearly all juniors are more than satisfied with general counseling services as questions continue to elicit similar results from year-to-year on the junior survey. The current survey reveals that five categories have increased by a few points, two categories have remained the same, and one response has decreased by only a few points. Another noteworthy statistic is that there was a five-point increase in the amount of juniors who feel comfortable discussing personal or non-academic issues with their counselor. Consistent with the sophomore survey, the Student Services office is increasingly viewed as a friendly and helpful place, which is a three-point increase. We are also seeing that students are not changing counselors as often, as a result of more stability in our staff.

Even though juniors and their parents are not yet fully exposed to the series of informative college counseling programs prior to survey administration, college counseling services are viewed just as favorably as general counseling services among respondents. Responses to college counseling-related items are similar to previous years. For example, six categories have increased by several points and six categories have dipped by varying levels (one to 49 points). Specifically, juniors perceive counselors and College/Career Center (CCC) personnel as being helpful at the beginning of the college application process (94%), and even more perceive them to be knowledgeable about the selection process (98%). These are both increases from the previous year's survey results. Juniors who visit the CCC find staff to be friendly and accessible (96%). Those juniors who avail themselves to visiting college representatives report that they find these contacts to be helpful (93%). Likewise, those who choose to attend evening programs that deal with college-related topics view the programs as informative (91%).

How many Stevenson students are utilizing college counseling services? Data from this section was obtained by asking a series of statements that require yes/no responses. For the first time in several years, juniors are obtaining college-related information at a higher rate from the CCC as opposed to going directly to their counselor. There was a 37-point decrease in the amount of students who access their counselor for college information (50%). It is possible that this significant decrease is a result of changes within the college counseling programming being delivered by post secondary counselors. This year there was a significant nineteen-point increase in the number of junior families (37%) who reported that they have used Stevenson post secondary counselors to obtain college information. It is important to note that surveys

are conducted well before juniors have typically been able to take advantage of the department's *Narrowing Your Options* appointment. However, this group of juniors was able to attend the fall *Finding Your Fit* program. A good majority of juniors (65%) claim to have accessed college information by way of college links located on Stevenson's home page; however, this depicts a 21-point decrease. It is important to note that there was a 16-point increase last year, so it is possible those results were unique. There is a significant decrease in the amount of students utilizing outside links like Facebook to obtain information about college (26%); this is a 49-point decrease from last year's results depicting that our students might be depending on more reputable sources. However, consistent with last year's results, students are still accessing the SHS Website more readily than these outside Websites when it comes to college research. Though it is early in the process, more than half of the junior class (59%) report that they have visited college campuses, which is a twelve-point increase in comparison to the previous year's class. These statistics suggest that this group of juniors are relying less on websites and more on actually visiting the college directly to assist in the college search process. A small percentage of students are seeking the services of privately hired college consultants (8%), which indicates that our junior class relies on Stevenson's resources and services when inquiring about college information. Favorable views towards college counseling and accompanying resources continue to result in utilization. Hopefully, based upon utilization and services rendered, students will become informed college consumers.



**Adlai E. Stevenson High School**  
**Senior Survey Responses**  
**Part One**  
**Free Response Questions**

1. **Social Emotional Learning (SEL) is the process of developing the ability to demonstrate responsibility, recognize and manage emotions and challenging situations effectively, and develop and maintain positive relationships. What did Stevenson High School do, in your experience, to develop your skills in these areas? (most representative responses mentioned more than five times)**
- The school was so large and there were so many new people that I was able to make new friends and keep them even when I didn't see them in classes every year. – 133
  - Stevenson did nothing to develop my SEL skills. – 126
  - The sports, clubs, and intramurals I was involved in helped me to develop these skills. – 123
  - The FMP program helped me to meet new people and I learned to get along with people that weren't my friends yet. – 90
  - The counselors/social workers/case managers helped learn to manage my emotions and they were available to help me deal with situations at home and in school. – 85
  - Stevenson had great teachers, counselors, social workers, and other staff members. We were able to have relationships with them and they were great role models in this area. – 72
  - We were under so much stress and had so much homework that we had to figure out how to get through to survive. – 60
  - It was taught in specific classes (including English, theater, choir, band, sociology, applied health, PE, psychology, study skills, teaching young children, resource, and philosophy). – 58
  - A World of Difference showed us how to relate to different people. – 54
  - We had a lot of group projects and labs in classes and this helped me to learn to work effectively with other people. – 48
  - As we grew and matured, we learned these skills through different experiences. – 45
  - Stevenson was a very friendly, safe, and positive learning environment, and I was free to be myself. – 29
  - We were put in a variety of social situations and we needed to use these skills. – 28
  - They tried to teach this in resource but it didn't really work well. – 27
  - SHS didn't do much; I learned these skills on my own and my parents taught me this. – 24
  - The classes were very challenging and we learned to cope with them and succeed. – 20

- My volunteer and community service activities helped me to develop these skills. – 19
- SHS gave us a survey that asked about out SEL skills. – 17
- Odyssey exposed me to a lot of different people and ideas and I was able to explore topics that I wouldn't have done otherwise. – 15
- Social work groups were a big help during high school. – 13
- There were many leadership opportunities that I took advantage of and I was able to work on these skills. – 12
- The sophomore program taught us about these skills. – 11
- My training as a peer helper helped me develop these skills. – 10
- Operation Snowball helped me develop these skills. – 10
- They taught us study skills with helped. – 8

**2. In your opinion, how could SHS better help students develop SEL skills? (most representative responses with more than 6)**

- You should have more SEL activities that involve large groups (speakers, workshops, class assemblies), so we feel more connected to our classmates. – 78
- You are already doing a good job. – 74
- Make more time for students to meet with their counselor/social worker. – 65
- Make one of the classes that teaches SEL (philosophy, life management, study skills) mandatory. – 61
- Make getting involved in a club or sport mandatory for all students. – 58
- There should be less of an AP/ACT/grades focus and more of an SEL focus. – 55
- This is really up to students. The school should not do anything. – 44
- There should be a better FMP program focusing on SEL activities. – 41
- Teach the staff these skills so we have better adult (faculty/staff) role models. – 40
- Assign more group projects and team-building activities in classes. – 31
- Discuss SEL in our regular classes. – 30
- Increase awareness of the SEL focus. – 28
- Encourage students to meet new people in classes and activities. – 22
- Give students more independence so that we can show that we are responsible. – 21
- Have more social activities so we can build more of a school community. – 16
- I don't know. – 16
- Expand programs we already have (AWOD, FMP, sophomore program). – 13
- Give us more opportunities to practice these skills. – 11
- Make clubs a better opportunity to work on these skills. – 11
- The workload is overwhelming. We could develop these skills if there wasn't so much pressure and stress. – 10
- Have a mandatory community service requirement. – 10
- Make Peer Helpers bigger and advertise it more. – 10
- Offer more discussion based classes. – 9
- Make help from teachers/counselors/social workers easier to get. – 7
- Have getting to know you activities in each class. – 7
- Have smaller class sizes. – 7

### 3. Faculty and Staff members whom seniors reported as making a positive impact on their high school experience

Joan Ackerman-Zimny	Bradley Callard	Melissa Fainman
Elizabeth Ahlgrim	Merle Callisher	Patrick Fairchild
Agnes Aichholzer	Erik Campbell	Michael Farina
Maureen Albert	Seamus Campion	Andrew Farrissey
Amy Altschuler	Darlene Carlson	Ryan Fedewa
Patrick Ambrose	Jason Carlson	Michael Feigh
Joseph Arce	Donald Carmichael	Laurie Feinzimer
Brandi Argentar	Amerigo Carnazzola	Cassandra Fenton
Daniel Argentar	Sean Carney	Nancy Fenton
Jennifer Arias	John Carter	Mary Finlay
Ryan Aronoff	Marla Ceaser	Miriam Fisch
James Barnabee	Clark Chaffee	Dolores Fischer
Betzy Barnett	Mary Christel	Nicole Fischer
Dean Barr	Mike Cimmarusti	Bruce Fitzgerald
Kristen Barrett	Danielle Colan	Patrick Fitzgibbons
Thrisha Bautista	Andrew Conneen	Joshua Flood
Reichen Beaver	Valerie Consiglio	Timothy Foley
Hillary Bellert	Shane Cook	Denise Foster
Dorice Benedetto	Kathleen Coppin	Gerald Franklin
Melissa Benedict	Monica Cornille	Richard Frankowski
Julie Bentle	Melinda Criglar	David Frantonius
Helen Berger	Susan Crook	Lisa Franz
Tricia Betthauser	Timothy Crow	Larry Friedrichs
Joseph Bettina	Peg Cucci	William Fritz
Sue Biemeret	Jacqueline Cullen	Robert Gammelgaard
Mark Biesiada	Wendy Custable	Eileen Gaughan
Derek Blanchard	Angela Dauphin	Sonia Gecker
Thomas Blasius	Chad Dauphin	Judith Gemperline
Patrick Block	Victoria Davies	Joseph Geocariss
Nancy Borenstein	John Deppong	Jenessa Gerber
Jennifer Bouchard	Lisa Dettling	Jeremy Gertzfield
Andrew Bouque	Thomas Dineen	Kevin Gimre
Sarah Bowen	N. Clayton Duba	Angela Ginnan
Emily Box	Filip Dudic	Meredith Goddard
Sharon Brady	Patricia Duncan	Nancy Gold
Laura Brandt	Debra Durham	Eric Goolish
Courtney Bresnen	Nancy Eberhardt	Anna Gorbikoff
Jenna Breuer	David Eddy	Toni Gorman
Laura Brown	Matthew Edstrom	Bill Gorsky
Jill Budden	Sheila Edstrom	Jillian Grady
Abby Buhrandt	Tom Edwards	Rachel Gressel
Brian Burja	David Elbaum	Marianne Grieco
Robby Burroughs	James Elijah	Amy Grove
Carol Butcher	Jeremiah Enright	Lynda Gunther
Sara Cahill	Brett Erdmann	Joseph Gust
Janie Calderazzo	Christina Erickson	Nicholas Haan

Bradley Habel  
Thomas Habley  
Chad Hager  
Joyce Haqq  
Jim Hargesheimer  
Greg Hartman  
Judy Harwood  
Kevin Heffernan  
Stephen Heller  
David Hess  
Sara Hess  
Maureen Heun  
Donna Hickman  
Roberta Hiett  
Christina Higgins  
Josh Hjorth  
Matthew Hodge  
Lacey Hoffman  
Marissa Hollenbeck  
Kathryn Hoopes  
Nancy Hudson  
Caroline Humes  
Gloria Huntoon  
Ryan Hutchins  
Jin Hwang  
Steven Ikenn  
Amy Inselberger  
David Jacobson  
Darshan Jain  
Lauren Jasin  
Erik Joerns  
Grant Johnson  
Marianne Johnson  
Noel Johnston  
Parul Joshipura  
Faina Kaminsky  
Lynne Kaskela  
Robin Katz  
Adam Kehoe  
Martha Keller  
Sarah Kellogg  
Christina Kelly  
Thomas Kelly  
M. Elizabeth Kenney  
Debbie Kerr  
Victoria Kieft  
Paul Kim  
Jane Klewin  
James Kollar

Shannon Kolze  
Perrie Kominsky  
Mary Korta  
Douglas Koski  
Meredith Kottmeyer  
Konstantinos Kougias  
Ellen Kramer  
Jacob Kramer  
Traci Krawczyk  
Tracy Kuhn  
Allison Kulla  
Andrea Lafin  
Vanessa Lal  
Eva Lange  
Barry Lapping  
Daniel Larsen  
Mary Layco  
Amy Lechner  
Joyce Lee  
Soo Lee  
Maureen LeVanti  
Dana Levy  
Mark Linnenburger  
Jill Lisius  
Tom Loch  
Matthew Lockowitz  
Thomas Loew  
Emily Loh  
Sara Lohrmann  
Kim Lubecke  
Elizabeth Lucas  
Abbie Lueken  
Lisa Lukens  
Cynthia Lynch  
Bob Lyons  
Melissa Mack  
Amy Madej  
Deborah Magee  
Helen Magid  
Rowena Mak  
Terry Maloney  
Susan Marcus  
Patricia Martin  
Michael Martinez  
Frank Mattucci  
Elizabeth Maxwell  
Jeffrey Mayer  
Paul Mazzuca  
Kathleen McCauley

Megan McCullough  
William McNamara  
Judy Merola  
Fernando Mier  
Jennifer Miller  
Sandra Millman  
Katherine Miquelon  
Allison Miralgio  
Francoise Mishinger  
Christina Mitz  
Dean Moran  
Anne Morelli  
Brent Mork  
John Mortillaro  
Dimitra Mullins  
Christopher Mural  
Angela Muresan  
Timothy Myers  
Lisa Nehring  
Vicky Nordhem  
David Noskin  
Alice Nuteson  
Timothy O'Reilly  
Daniel Ogborn  
Scott Oliver  
Mark Onuscheck  
William Osmun  
Christina Palffy  
Jennifer Parisi  
Rebecca Patchak  
Lucia Pedraja  
Lindsay Perkins  
Daniel Peso  
Gerald Peters  
Christine Pfaffinger  
Brandi Phelan  
Kristin Piekarski  
Richard Pierce  
Yolanda Pilch  
Joe Pine  
Robert Pinta  
Lori Polin-Silva  
Jennifer Polisky  
Michelle Pope  
Don Proft  
Christy Psihogios  
Lynne Rabe  
Mary C. Ragusa  
Catherine Rauch-Morse

Lauren Rawitz  
Anthony Reibel  
Michael Reimer  
Joe Reinmann  
Linda Reusch  
John Reuth  
Victoria Reznicek  
Andrew Richardson  
Jennifer Richardt  
Manolo Rider-Sanchez  
Rebecca Rikje  
Jennifer Rosenzweig  
Mark Royce  
Neal Roys  
Timothy Roznowski  
Maureen Rubenstein  
Julisa Ruiz  
Bryan Rusin  
Cristal Sabbagh  
Sheryl Sager  
Christopher Salituro  
Beth Sallmann  
Jori Saunders  
Mark Schartner  
John Schauble  
Jennifer Schiavone  
Mary Schneider  
David Schoenfisch  
Eileen Schopen  
Mike Schroeder  
Allison Scully  
Petra Sebastian  
Carol Seeger  
Nicole Serrano  
Laura Shepin  
Gregory Sherwin  
Peter Shim  
Caroline Shupe  
Todd Sikora  
Craig Sincora  
Cheryl Singley  
Kathleen Sison  
Jeffrey Slepak  
Davida Small  
Jill Smiley  
Bradley Smith  
Kelly Smith  
Ralph Smith  
Robert Smith

Sherry Smith  
Scott Sommers  
Annette Sorkin  
Sharon Sossin  
Steven Soszko  
Stavroula Sparagis  
Vincent Springer  
Debby Stancliff  
Thomas Stanhope  
Craig Stocker  
Sarah Stolzenberg  
Michelle Stone  
Megan Sugrue  
Terese Sullivan  
Janet Sushinski  
Sheri Tabloff  
Katherine Taranda  
Susan Taylor  
Christian Thibaudeau  
Barbara Thill  
Jane Thomas  
Lisa Thoss  
Jennifer Tierney  
Mary Tierney  
Dawn Timm  
LouAnn Tollefson  
Timothy Tomaso  
Richard C. Tompson  
Katie Transon  
Steven Tucker  
Nicholas Valenziano  
Joe Valone  
Tiffany Van Cleaf  
Erin Vance  
Hector Vazquez  
Kristen Velazquez  
Jodi Vignassi  
Enrique Vilaseco  
Lindsay Vizvary  
Kirsten Voelker  
John Volgi  
Pamela Vukovics  
Daryl Wallace  
Matthew Wallace  
Kathleen Wallis  
Jackie Walton  
Janet Wang  
Kara Ward  
Robert Ward

Deanna Warkins  
Sandra Washburn  
Paul Weil  
Jessica Wielondek  
Aaron Wellington  
Carly Wells  
Deborah Wiersema  
Scott Williams  
Bryan Wills  
Dave Wilms  
William Wilms  
Brian Wise  
Erin Wise  
Edward Wissing  
Christina Wood  
Steven Wood  
Sandra Wright  
Li Ye  
Noelle Young  
Robert Zagorski  
Kathryn Zawacki  
Alden Zimlich  
Jennifer Zizzo

#### **4. What made these staff members so special?**

- They really went out of their way to help you.
- They made an effort to interact with students outside of the classroom and classroom materials. They worked to make personal connections with students.
- Their dedication to the students, their passion for their subject matter and their balance between being a teacher and a real person made them special.
- They helped me to improve my English skills and survive SHS as a weak English speaker.
- They took the time whether it was before school, after school or during class to explain things and they always made sure my questions were answered.
- They were very nice and approachable.
- He was awesome and went here as a kid so he knew what SHS was like for the students.
- They made my life at SHS much more tolerable.
- Each teacher was straightforward and honest and taught me life lessons that were more valuable than anything in a schoolbook.
- They are great teachers that helped me become the scholar I am today.
- They were very understanding of my personal circumstances and were very helpful. I wouldn't have gotten through without them.
- They have guided me and helped me through all of my family stuff.
- All of my teachers have been amazing and I know I will never forget them and will miss them terribly.
- They saw me as a person, not a number and they actually listened.
- They taught me to pursue my passions.
- They respected me and inspired me to try more and participate more in their classes.
- Even though their curriculum was boring, these teachers made it fun.
- They were amazing role models. I want to teach like them one day.
- They pushed me outside of my comfort zone and I achieved more than I ever thought I could because of it.

5. Sports or intramural activities students would have participated in if they were added to Stevenson's programs and number of requests (activities with 10 or more requests)

<b>Quidditch</b>	<b>32</b>
<b>Rugby</b>	<b>25</b>
<b>Martial Arts (various)</b>	<b>23</b>
<b>Football</b>	<b>16</b>
<b>Ultimate Frisbee</b>	<b>15</b>
<b>Curling</b>	<b>15</b>
<b>Soccer</b>	<b>12</b>
<b>Cricket</b>	<b>11</b>
<b>Archery</b>	<b>11</b>
<b>Boys Badminton</b>	<b>10</b>
<b>Boxing</b>	<b>10</b>
<b>Kayaking/Rowing</b>	<b>10</b>

6. In your experience, did teachers at Stevenson treat students with respect and consideration regardless of individual and cultural differences? (reported in percentages of student respondents for each item)

<b>Strongly Agree</b>	<b>=</b>	<b>44%</b>	<b>Disagree</b>	<b>=</b>	<b>7%</b>
<b>Agree</b>	<b>=</b>	<b>47%</b>	<b>Strongly Disagree</b>	<b>=</b>	<b>2%</b>
		<b>91%</b>			<b>9%</b>

**N= 1038**

7. In your experience, were SHS students considerate of each other and treat each other with respect regardless of individual and cultural differences? (reported in percentages of student respondents for each item)

<b>Strongly Agree</b>	<b>=</b>	<b>12%</b>	<b>Disagree</b>	<b>=</b>	<b>26%</b>
<b>Agree</b>	<b>=</b>	<b>55%</b>	<b>Strongly Disagree</b>	<b>=</b>	<b>7%</b>
		<b>67%</b>			<b>33%</b>

**N= 1022**



**Adlai E. Stevenson High School  
SENIOR SURVEY RESPONSES**

(Reported in percentages of student responders for each item)

**STUDENT SERVICES**

For the following questions:

**SA = Strongly Agree  
A = Agree Somewhat  
D = Disagree Somewhat  
SD = Strongly Disagree  
Yes = Yes, I am able to  
No = No, I am not able to**

- 1a. I am able to see my counselor, social worker &/or SST coordinator either by dropping in or making an appointment in the Student Services Office.

<b>SA = 79%</b>	<b>D = 2%</b>
<b>A = 19%</b>	<b>SD = 0%</b>
<b>98%</b>	<b>2%</b>

**N= 558**

- 1b. I am able to see my counselor either by dropping in or making an appointment in the Student Services Office.

**Yes = 97%  
No = 3%**

**N=542**

- 1c. I am able to see my social worker either by dropping in or making an appointment in the Student Services Office.

**Yes = 95%  
No = 5%**

**N=177**

- 1d. I am able to see my SST coordinator either by dropping in or making an appointment in the Student Services Office.

**Yes = 89%  
No = 11%**

**N=97**

2. My counselor is friendly and easy to talk to.

<b>SA</b>	<b>=</b>	<b>82%</b>	<b>D</b>	<b>=</b>	<b>6%</b>
<b>A</b>	<b>=</b>	<b><u>12%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>94%</b>			<b>6%</b>

**N= 561**

3. I feel that my counselor knows who I am.

<b>SA</b>	<b>=</b>	<b>66%</b>	<b>SD</b>	<b>=</b>	<b>9%</b>
<b>A</b>	<b>=</b>	<b><u>24%</u></b>	<b>D</b>	<b>=</b>	<b><u>1%</u></b>
		<b>90%</b>			<b>10%</b>

**N= 560**

4. My counselor was helpful to me in selecting high school courses that met my needs, interests, and future goals.

<b>SA</b>	<b>=</b>	<b>62%</b>	<b>D</b>	<b>=</b>	<b>9%</b>
<b>A</b>	<b>=</b>	<b><u>27%</u></b>	<b>SD</b>	<b>=</b>	<b><u>2%</u></b>
		<b>89%</b>			<b>11%</b>

**N= 548**

- 5a. I feel comfortable talking with my counselor, social worker &/or SST coordinator about personal or non-academic concerns.

<b>SA</b>	<b>=</b>	<b>47%</b>	<b>D</b>	<b>=</b>	<b>20%</b>
<b>A</b>	<b>=</b>	<b><u>29%</u></b>	<b>SD</b>	<b>=</b>	<b><u>4%</u></b>
		<b>76%</b>			<b>24%</b>

**N= 530**

- 5b. I feel comfortable talking with my counselor about personal or non-academic concerns.

<b>Yes</b>	<b>=</b>	<b>86%</b>
<b>No</b>	<b>=</b>	<b>14%</b>

**N=434**

- 5c. I feel comfortable talking with my social worker about personal or non-academic concerns.

<b>Yes</b>	<b>=</b>	<b>79%</b>
<b>No</b>	<b>=</b>	<b>21%</b>

**N=184**

- 5d. I feel comfortable talking with my SST coordinator about personal or non-academic concerns.

**Yes = 74%**  
**No = 26%**

**N=98**

6. When I go to my Student Services Office, I am greeted in a friendly and helpful manner.

**SA = 44%**      **D = 11%**  
**A = 40%**      **SD = 5%**  
                  **84%**                      **16%**

**N= 1096**

7. I have had \_\_\_\_ counselor(s) at Stevenson.

**1 = 67%**  
**2 = 29%**  
**3 = 3%**  
**More than 3 = 1%**

**N= 1099**

8. TRANSFER STUDENTS: My counselor, social worker &/or SST coordinator has been helpful in my transition and adjustment to Stevenson High School.

**SA = 60%**      **D = 9%**  
**A = 29%**      **SD = 2%**  
                  **89%**                      **11%**

**N=169**

9. Counselors and/or post-secondary counselors are knowledgeable about the college application and selection process.

**SA = 68%**      **D = 4%**  
**A = 26%**      **SD = 2%**  
                  **94%**                      **6%**

**N=1018**

10. The College /Career Center staff is knowledgeable, friendly and accessible.

<b>SA</b>	<b>=</b>	<b>52%</b>	<b>D</b>	<b>=</b>	<b>10%</b>
<b>A</b>	<b>=</b>	<b><u>33%</u></b>	<b>SD</b>	<b>=</b>	<b><u>5%</u></b>
		<b>85%</b>			<b>15%</b>

**N=1009**

11. I have found group guidance programs in the College /Career Center informative and helpful to me.

<b>SA</b>	<b>=</b>	<b>38%</b>	<b>D</b>	<b>=</b>	<b>19%</b>
<b>A</b>	<b>=</b>	<b><u>37%</u></b>	<b>SD</b>	<b>=</b>	<b><u>6%</u></b>
		<b>75%</b>			<b>25%</b>

**N=781**

12. My parents and/or I have found Naviance informative and helpful.

<b>SA</b>	<b>=</b>	<b>46%</b>	<b>D</b>	<b>=</b>	<b>13%</b>
<b>A</b>	<b>=</b>	<b><u>38%</u></b>	<b>SD</b>	<b>=</b>	<b><u>3%</u></b>
		<b>84%</b>			<b>16%</b>

**N=787**

13. My parents and/or I found our Narrowing your Options appointment information and helpful.

<b>SA</b>	<b>=</b>	<b>39%</b>	<b>D</b>	<b>=</b>	<b>18%</b>
<b>A</b>	<b>=</b>	<b><u>35%</u></b>	<b>SD</b>	<b>=</b>	<b><u>8%</u></b>
		<b>74%</b>			<b>26%</b>

**N=529**

14. My parents and I have utilized my school counselor to obtain information about colleges, scholarships, etc.

<b>Yes</b>	<b>=</b>	<b>86%</b>
<b>No</b>	<b>=</b>	<b>14%</b>

**N= 1090**

15. My parents and I have utilized Stevenson's post secondary counselors to obtain information about colleges, scholarships, etc.

<b>Yes</b>	<b>=</b>	<b>29%</b>
<b>No</b>	<b>=</b>	<b>71%</b>

**N= 1104**

16. My parents and I have utilized a privately hired college consultant to obtain information about colleges, scholarships, etc.

**Yes = 8%**  
**No = 92%**

**N= 1002**

17. My parents and I have utilized Stevenson's College/Career Center to obtain information about colleges, scholarships, etc.

**Yes = 73%**  
**No = 27%**

**N= 1109**

18. My parents and I have utilized college rep visits in the CCC to obtain information about colleges, scholarships, etc.

**Yes = 48%**  
**No = 52%**

**N= 1104**

19. My parents and I have utilized Stevenson's College/Career Center website to obtain information about colleges, scholarships, etc.

**Yes = 59%**  
**No = 41%**

**N= 1106**

20. My parents and I have utilized online social networking sites (Facebook, Twitter, MySpace, etc) to obtain information about colleges, scholarships, etc.

**Yes = 71%**  
**No = 29%**

**N=1105**

21. My parents and I have utilized other websites (colleges, collegeboard.com, ACT.org etc.) to obtain information about colleges, scholarships, etc.

**Yes = 87%**  
**No = 13%**

**N= 1103**

22. My parents and I have utilized college visits to obtain information about colleges, scholarships, etc.

**Yes = 88%**  
**No = 12%**

**N= 1103**

### **ACADEMIC SUPPORT**

23. I routinely sought academic assistance outside of class time from my teachers.

**Yes = 78%**  
**No = 22%**

**N= 1106**

24. I routinely sought academic assistance outside of class time from Learning Center tutors.

**Yes = 57%**  
**No = 43%**

**N= 1107**

25. I routinely sought academic assistance outside of class time from my parents.

**Yes = 56%**  
**No = 44%**

**N= 1096**

26. I routinely sought academic assistance outside of class time from my friends.

**Yes = 85%**  
**No = 15%**

**N= 1104**

27. I routinely sought academic assistance outside of class time from paid tutors.

**Yes = 29%**  
**No = 71%**

**N= 1100**

28. Using the Learning Centers and the tutors has been beneficial to my high school experience.

<b>SA</b>	<b>=</b>	<b>47%</b>	<b>D</b>	<b>=</b>	<b>10%</b>
<b>A</b>	<b>=</b>	<b><u>38%</u></b>	<b>SD</b>	<b>=</b>	<b><u>5%</u></b>
		<b>85%</b>			<b>15%</b>

**N= 937**

29. There is a sufficient amount of help and equipment available to students in the Learning Centers.

<b>SA</b>	<b>=</b>	<b>44%</b>	<b>D</b>	<b>=</b>	<b>15%</b>
<b>A</b>	<b>=</b>	<b><u>36%</u></b>	<b>SD</b>	<b>=</b>	<b><u>5%</u></b>
		<b>80%</b>			<b>20%</b>

**N= 1026**

**CLUBS, ACTIVITIES, SPORTS AND INTRAMURALS:**

30. I have participated in at least one club, activity, sport OR intramural program while at Stevenson High School.

<b>Yes</b>	<b>=</b>	<b>95%</b>
<b>No</b>	<b>=</b>	<b>5%</b>

**N= 1093**

31. How would you rate your overall experience in Stevenson clubs/activities?

<b>Extremely positive</b>	<b>=</b>	<b>38%</b>
<b>Positive</b>	<b>=</b>	<b>40%</b>
<b>Satisfactory</b>	<b>=</b>	<b>18%</b>
<b>Unsatisfactory</b>	<b>=</b>	<b>4%</b>
<b>Did not participate</b>	<b>=</b>	<b>9%</b>

**N= 1010**

32. How would you rate your overall experience in Stevenson sports?

<b>Extremely positive</b>	<b>=</b>	<b>39%</b>
<b>Positive</b>	<b>=</b>	<b>35%</b>
<b>Satisfactory</b>	<b>=</b>	<b>18%</b>
<b>Unsatisfactory</b>	<b>=</b>	<b>8%</b>
<b>Did not participate</b>	<b>=</b>	<b>33%</b>

**N=741**

33. How would you rate your overall experience in Stevenson intramurals?

<b>Extremely positive</b>	<b>=</b>	<b>45%</b>
<b>Positive</b>	<b>=</b>	<b>36%</b>
<b>Satisfactory</b>	<b>=</b>	<b>16%</b>
<b>Unsatisfactory</b>	<b>=</b>	<b>3%</b>
<b>Did not participate</b>	<b>=</b>	<b>32%</b>

**N= 755**

34. While in high school, were you a member of any clubs or organizations not affiliated with Stevenson High School?

<b>Yes</b>	<b>=</b>	<b>59%</b>
<b>No</b>	<b>=</b>	<b>41%</b>

**N=1092**

35. Have you volunteered any of your personal time (non-paid) to perform school or community service?

<b>Yes</b>	<b>=</b>	<b>87%</b>
<b>No</b>	<b>=</b>	<b>13%</b>

**N=1103**

36. While at Stevenson, did you participate in any leadership role within the school?

<b>Yes</b>	<b>=</b>	<b>69%</b>
<b>No</b>	<b>=</b>	<b>31%</b>

**N=1107**

#### **ACADEMIC INFORMATION**

37. How many years did you attend Stevenson High School? (Round up for half years)

<b>1</b>	<b>=</b>	<b>3%</b>
<b>2</b>	<b>=</b>	<b>4%</b>
<b>3</b>	<b>=</b>	<b>4%</b>
<b>4</b>	<b>=</b>	<b>89%</b>

**N= 1107**

38. How would you rate YOUR individual EFFORT while attending Stevenson?

<b>Exceptional</b>	<b>=</b>	<b>28%</b>
<b>Above Average</b>	<b>=</b>	<b>39%</b>
<b>Average</b>	<b>=</b>	<b>26%</b>
<b>Minimal</b>	<b>=</b>	<b>7%</b>

**N= 1111**



39. I am more responsible for my own learning as a result of my experiences as a student at Stevenson High School (through personal interactions, classes, extracurriculars, etc.).

<b>SA</b>	<b>=</b>	<b>59%</b>	<b>D</b>	<b>=</b>	<b>4%</b>
<b>A</b>	<b>=</b>	<b><u>36%</u></b>	<b>SD</b>	<b>=</b>	<b><u>1%</u></b>
		<b>95%</b>			<b>5%</b>

**N= 1101**

40. I am able to recognize and manage my emotions and challenging situations effectively as a result of my experiences as a student at Stevenson High School (through personal interactions, classes, extracurriculars, etc.).

<b>SA</b>	<b>=</b>	<b>47%</b>	<b>D</b>	<b>=</b>	<b>9%</b>
<b>A</b>	<b>=</b>	<b><u>40%</u></b>	<b>SD</b>	<b>=</b>	<b><u>4%</u></b>
		<b>87%</b>			<b>13%</b>

**N= 1101**

41. I am able to develop and maintain positive relationships as a result of my experiences as a student at Stevenson High School (through personal interactions, classes, extracurriculars, etc.).

<b>SA</b>	<b>=</b>	<b>53%</b>	<b>D</b>	<b>=</b>	<b>7%</b>
<b>A</b>	<b>=</b>	<b><u>37%</u></b>	<b>SD</b>	<b>=</b>	<b><u>3%</u></b>
		<b>90%</b>			<b>10%</b>

**N= 1099**

42. How would you rate your overall experience in Stevenson's Advanced Placement program?

<b>Extremely positive</b>	<b>=</b>	<b>28%</b>
<b>Positive</b>	<b>=</b>	<b>47%</b>
<b>Satisfactory</b>	<b>=</b>	<b>19%</b>
<b>Unsatisfactory</b>	<b>=</b>	<b>6%</b>
<b>Did not participate</b>	<b>=</b>	<b>15%</b>

**N= 940**

43. My weighted GPA at the end of my 7th semester is

<b>4.00 or above</b>	<b>=</b>	<b>28%</b>
<b>3.5 - 3.99</b>	<b>=</b>	<b>29%</b>
<b>3.0 - 3.49</b>	<b>=</b>	<b>26%</b>
<b>2.5 - 2.99</b>	<b>=</b>	<b>14%</b>
<b>Less than 2.49</b>	<b>=</b>	<b>3%</b>

**N=1080**

44. On a typical school day, how many hours do you spend studying/doing homework? (include time spent in study hall, unscheduled time, etc.)

<b>0 hours</b>	<b>=</b>	<b>6%</b>
<b>Less than 1 hour</b>	<b>=</b>	<b>22%</b>
<b>1 - 2 hours</b>	<b>=</b>	<b>36%</b>
<b>2 - 3 hours</b>	<b>=</b>	<b>18%</b>
<b>More than 3 hours</b>	<b>=</b>	<b>18%</b>

**N=1102**

## **Senior Exit Survey Summary**

Thoughtful and extensive responses were garnered from 12th graders by continuing the practice of having them first respond to the open-ended portion of the Senior Exit Survey. For the fourth year in a row, there is a new component to the open-ended questions, which focuses on the district's goal to increase Social Emotional Learning opportunities to ensure that all students are developing as critical thinkers, effective problem solvers, and good citizens. The first question asked respondents to assess how effective Stevenson was at developing their Social Emotional Learning, which includes being able to demonstrate responsibility, recognize and manage emotions and challenging situations effectively, and developing and maintaining positive relationships. Overall, respondents praised Stevenson's effective blend of freedom and limits along with its challenging, yet supportive, academic environment where time-management skills were developed and personal initiative was rewarded. Judging by their comments, it is apparent that many students have indeed made the connection that demanding assignments and high expectations have all served to generate positive outcomes, while forcing them to take responsibility for their own learning. For the second year in a row, the largest category of agreement among seniors indicates that they believe the size of the school helped them to maintain friendships even though they didn't necessarily come in contact with these friends on a consistent basis (133 students). Also for the second year in a row, the second most popular response was that students believed Stevenson did nothing to develop their SEL skills (126 students). A third most popular shared sentiment is that they have learned SEL skills from their involvement in Stevenson's extracurricular activities, sports, and clubs (123 students). Seniors also credit the FMP program as a catalyst in developing SEL skills and providing them with the forum to openly discuss a wide variety of topics (90). The next response gave credit to the counselors, social workers, and case managers who helped them manage their emotions and were available to deal with difficult situations (85). Seniors also credit the other talented and dedicated staff members who served as role models in the area of SEL (72). Other students thought that Stevenson's challenging courses and high expectations led them to find ways to cope and manage their workload, as well as their emotions (60). Graduating seniors also felt that these skills were taught in their specific classes (58). Finally, some seniors credit A World of Difference as equipping them with the skills necessary to relate to a variety of people (54).

The second question asked for students' suggestions: "How could Stevenson better help students develop SEL skills?" The most popular shared response among recent graduates is to have more SEL activities that involve large groups, such as class assemblies, to increase school connectedness (78). The second most popular response indicates that students feel that Stevenson is already doing a good job in this area (74). This is the first year this isn't the most popular response, now falling to the second spot. The third most popular response asks for more time to meet with their counselors and social workers (65). This is a response we haven't seen before in the surveys so we will certainly take notes of this. Followed closely was the idea of making an SEL class, like study skills, mandatory for all students (61). There are also many students who believe we should make getting involved in a sport or club mandatory (58). Past surveys have demonstrated that encouraging students' independence and supporting students' self-reliance is a popular sentiment among graduates. For the third consecutive year, a popular response is that Stevenson should encourage more independence in the students so that they can display responsible behaviors, as it is ultimately up to the students to be responsible (44). Some students believe that there should be less of an

AP/grades focus (55) and more group work and team building activities in class work (31), while others feel the FMP program can be improved (41), and that teachers need to be able to role model these skills (40).

A large number of faculty and staff members (406) are specifically named as having a positive impact on students because of their inspirational teaching, encouragement, and personal interest. The ubiquitous message is that students describe SHS personnel as being agents of change in their lives. These teachers impacted their student's lives by stimulating intellectual curiosity, encouraging them to reach their fullest potential, and taking their individual needs into consideration at all times. Another major theme is the fact that students were inspired by the teachers' passions for the subject matter and their ability to make learning fun. In addition, students agree that the care and support that staff members extend to them help them weather difficult times. Students consistently stressed the fact that faculty and staff believe in their potential and are capable of boosting their confidence and self-esteem. They comment that Stevenson personnel helped them achieve at a level of success that many had never believed to be obtainable. They describe staff members as being understanding, approachable, passionate, inspirational, honest, respectful, supportive, patient, entertaining, authentic, enthusiastic, and engaging.

Graduates are asked to comment on which sports or intramural activities they would have participated in if they were added to Stevenson's programs. For the second year in a row, Quidditch (32) took the top spot beating out Rugby, which has continued to be one of the most popular requests in recent years. The second most popular request was Rugby (25), followed closely by Martial Arts (23). The fourth most popular request is Football (16), even though we already have a football intramural team. Ultimate Frisbee (15) and Curling (15) were also high on the list as desired sports teams to add. Please note that Rugby has been offered over the last five years, and then has been subsequently canceled due to lack of participation.

The overwhelming majority (91%) of senior students believe that faculty members treat students fairly and without discrimination regardless of individual and cultural differences, which is a one-point increase from last year's survey results. A small percentage of students (2%) have the impression that some teachers favor certain students and do not treat all students the same. The second question inquires about peers' ability to demonstrate respect of cultural differences. More than half of students indicate that fellow students are considerate of each other regardless of differences (67%). This is exactly the same statistic as last year's survey and also depicts a significant increase of 15 percentage points from the previous year's results. A number of seniors (33%) believe that their peers are inconsiderate and disrespectful of each other. Two hundred forty five seniors agreed that some students are mean, rude, and disrespectful, while twenty-eight seniors cited that some students are racist. Another popular response is that cliques are mean to other cliques (25), while some respond that students are stuck up and judgmental.

For the past two years, we made some minor adjustments and additions to the student services exit survey. Most notably, we added a second form which half of the students took. The wording on this new form was more inclusive, adding in social workers and SST coordinators to assess a more comprehensive view of the effectiveness and satisfaction rates of Student Services. The old form was still completed by half of the students, and this wording included only counselors when

assessing utilization and satisfaction rates. Based on the results for Form B, seniors perceive counselors as both available (97%) and friendly on an interpersonal level (94%). Form A found that students also feel that their social worker (95%) and SST coordinators (89%) are accessible. To include all members of the SST, Form A asked students if they felt they are able to see their counselor, social workers, and SST coordinator. This wording elicited the highest results indicating that 98 percent of seniors feel they can access at least one member of their SST. Seniors indicate that their counselors know them (90%), in addition to finding them helpful with academic guidance (89%); the latter constitutes a slight increase from last year's results. More than three quarters of seniors feel comfortable talking to counselors about personal or non-academic issues (86%). This is a 3-point increase from last year's results. This statistic continues to increase every year. A new question found that 79 percent of seniors are comfortable talking with their social worker about non-academic issues. Another new question found that 74 percent of respondents feel comfortable talking about personal issues with their SST coordinator; however, only 98 seniors answered this question. Form A asks if students feel comfortable discussing personal issues with their counselor, social worker, and SST coordinator. Surprisingly, although this question includes all members of the SST, the results are quite lower than when the question uses only the individual members (76%). Over three quarters of students (84%) believe that the Student Services offices are "user-friendly." This constitutes a slight decrease of one point. Most transfer students (89%) view their counselors, social workers, and SST coordinators as being helpful in their transition and adjustment to SHS. This question is different from last year because it also includes social workers and SST coordinators. This does constitute a two-point decrease from last year's results. More than half of the class (67%) has had the same counselor for all four years. This is an eight-point increase from last year and may indicate the more stable personnel.

Seniors respond positively about college counseling services. Counselors and college consultants are depicted as being knowledgeable and helpful in the college application and selection process (94%). The College/Career Center staff is viewed as being friendly and accessible (85%). Three new questions were composed to try and capture some of the changes in the CCC curriculum and service delivery. Seniors are now attending more group guidance programs during the school day in the CCC. When asked about these guidance programs, 75 percent of seniors found them to be helpful. Over the past few years, Student Services has been introducing the seniors to an online college search program called Naviance. A large majority (84%) of seniors feel that Naviance has been an effective and informative way to research college information; however, this does depict a six-point decrease from last year. Another recent change reflects that post-secondary counselors are now primarily responsible for facilitating the Narrowing Your Options college appointments with families. Historically, the counselor shared the responsibility of conducting NYO meetings. Almost three-quarters of seniors (74%) felt that their NYO appointment with a post-secondary counselor was helpful. When asked how they obtain information about colleges and scholarships, 29 percent of seniors utilize the post-secondary counselors, whereas 86 percent of seniors get help from their individual counselor. Students and parents access information about colleges from the CCC (73%) as well as using college links on Stevenson's home page (59%). This went down significantly this year (11 points). "Other" websites continue to be a substantial source of information for many of our families (87%). When asked more specifically, almost three quarters of students (71%) access social networking sites, such as Facebook, to obtain post-secondary information. College campus visits continue to be the most popular way families retrieve information about college and

scholarships (88%), and this decreased by three points this year. Almost half of the seniors (48%) took advantage of the college rep visits held in the CCC to obtain college information. Families that procure the services of private college consultants have stayed fairly consistent from last year's results (8%). We continue to see the trend that more students are utilizing online resources to assist them in the college application process.

Several new questions were composed to determine how students are getting their academic support. Historically, we've only asked questions pertaining to the Learning Center; however, we understand that students are most likely accessing a variety of different sources to obtain academic assistance and support. For the second year in a row, the most popular response shows that a large majority of students get academic support from their friends (85%). The second most popular response indicates that a little more than three quarters of seniors sought out help from their teachers (78%) and this is a three- point increase from last year. Next, more than half of the seniors (57%) receive academic support from the Learning Center tutors, followed closely by their parents (56%). This year the Learning Center surpassed parents as a more desirable resource for academics. Lastly, the fewest students access academic support from paid tutors (29%). It is interesting to see that most students will go to their peers first when they are seeking academic support. More than three quarters (84%) of seniors have found the Learning Centers and their tutors to be beneficial, with almost the same number (80%) reporting the amount of help and equipment to be adequate.

A very high percentage of seniors (95%) indicate that they have participated in at least one club, activity, sport, or intramural during their high school tenure. This statistic ties with the all time high number from two years ago. More than three quarters (78%) of the students who have participated in clubs/activities feel positive about their experience with just about another 20 percent (18%) simply expressing satisfaction. About seven out of ten (74%) of the interscholastic sport participants view their experiences as positive or extremely positive, while others describe their experience as satisfactory (18%). Most seniors (81%) express that their intramural experience has been positive, while nearly the rest (16%) find some satisfaction in these activities. About seven out of ten of seniors (69%) report that they have achieved a position of leadership within the school; this constitutes a four-point decrease from last year. More than half of seniors (59%) are members of a club or organization not affiliated with SHS, while a larger percentage of seniors (87%) have volunteered their time to perform school or community service. Survey responses portray Stevenson students as being highly involved in a wide variety of co-curricular and community activities.

A large majority (89%) of seniors have attended Stevenson for a full four years. In assessing their own individual effort at Stevenson, well over half of the seniors perceive their directed energy toward school as being exceptional (28%) or above average (39%), with about a quarter (26%) describing their output as average. Although this form of self-assessment is highly subjective, quantitative measures of student achievement at Stevenson; e.g., standardized test scores, results of Advanced Placement exams, widespread summer school enrichment, and the number of students choosing to attend four-year colleges suggest their perceptions are valid.

For the fourth year in a row, we are asking three questions which are intended to gauge how well Stevenson is equipping the graduating seniors with Social Emotional Learning skills. We did some rewording of these questions to try to facilitate a better

understanding as to how these SEL skills relate to their tenure at SHS. The first question depicts that more than 90 percent (95%) of seniors believe that their experiences as a student at SHS taught them to become more responsible for their own learning as they progressed through high school. This constitutes a 3 percent increase from last year's results. The second question found that more than three quarters of the senior class (87%) believed that their experiences as a student at SHS helped them to recognize and manage emotions and challenging situations effectively. This depicts another increase of 2 percent compared to last year's respondents. Finally, the third question shows that most seniors (90%) believe that their experiences at SHS helped them to develop and maintain positive relationships in their lives. This also depicts a three-point increase from last year. It is positive to see that all of the SEL results increased for the second year in a row, which lends support to the fact that we are accomplishing the school-wide district goal of ensuring that Stevenson is teaching students these positive, life-long SEL skills.

When asked to rate their overall Advanced Placement experience, seven out of ten (75%) of the participants assess their experience as positive, while just under one quarter (19%) express mere satisfaction.

Upon comparing answers among seniors to the previous year's graduates, upward trends are evident in some categories, while other responses continue to elicit similar results or slight decreases. The current senior survey suggests that students continue to perceive counselors as accessible (one-point increase), amiable (one-point decrease), helpful in selecting courses (one-point increase), and able to provide a setting whereby students feel comfortable speaking about non-academic concerns (three-point increase). Seniors continue to be highly satisfied with college counseling services. Students are continuing to utilize the resources of the College/Career Center (one-point decrease). A large number of students access information from their counselors (four-point decrease) and college consultants (seven-point decrease). A larger majority of seniors say that they are visiting college campuses (three-point decrease). Students are reporting increased levels of satisfaction with the Learning Center's services and resources (four-point increase). Yearly trends demonstrate that Stevenson students are participating in clubs, activities, sports, and intramurals in greater numbers. Accompanying satisfaction levels remain positive, managing to sustain healthy gains that have been noticed in the past couple of years. In the free response portion of the survey, seniors have delivered a host of positive feedback. Once more, Stevenson's administration, faculty, and staff are credited with humanizing and enriching their high school experience.

**Longitudinal Senior Exit Data**  
**(Reported in percentages)**  
(Please note that year stated refers to graduation year)

**Number of years in attendance at Stevenson High School**

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
1	3%	4%	2%	3%	2%	3%
2	4	3	4	3	3	4
3	5	4	3	3	4	4
4	88	89	91	91	91	89

**Student perception of own individual effort at Stevenson**

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
exceptional	25%	25%	26%	26%	28%
above average	42	41	41	41	39
average	26	27	26	25	26
minimal	7	7	7	8	7

**Student perception of growth in responsibility for learning through high school**

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
positive	91%	90%	87%	92%	95%
negative	9	10	13	8	5

**Satisfaction with academic planning and course selection assistance from counselors**

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
positive	86%	84%	87%	88%	89%
negative	14	16	13	12	11

**Satisfaction with college counseling**

<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
90%	91%	91%	93%	93%	94%



**Student perception of counselors' accessibility**

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
positive	93%	92%	94%	96%	97%
negative	7	8	6	4	3

**Student participation in at least one club, activity, or sport**

<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
92%	93%	94%	95%	94%	95%

**Students' reporting of satisfactory experiences in Stevenson clubs and/or activities (of those participating)**

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Satisfactory or better	97%	97%	96%	96%	96%
N/A (did not participate)	9	9	10	9	9

**Students' reporting of positive experiences in Stevenson sports (of those participating)**

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Positive	93%	91%	90%	90%	92%
N/A (did not participate)	30	34	31	32	33

**Students' reporting of positive experiences in Stevenson intramurals (of those participating)**

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Positive	97%	97%	96%	96%	97%
N/A (did not participate)	31	32	31	28	32

**Participation in a leadership role within the school**

<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
77%	70%	69%	68%	73%	69%

**Participation in clubs or organizations not affiliated with Stevenson HS**

<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
59%	62%	60%	57%	57%	59%

**Participation in community service activities**

<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
74%	80%	84%	86%	85%	87%

**Number of faculty and staff cited as having a positive impact**

<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
407	410	416	410	432	406

**Student perception of respect and consideration accorded them by teachers relative to individual and cultural differences**

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
positive	88%	94%	87%	90%	91%
negative	12	6	13	10	9%

**Student perception of respect and consideration accorded them by their peers relative to individual and cultural differences**

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
positive	66%	71%	52%	67%	67%
negative	34	29	48	33	33

### **Summary of Longitudinal Senior Exit Data**

Senior exit data has been collected and recorded for over 15 years; however, some survey items have been amended or added during that time. This summary examines and highlights the changes and trends that have been gleaned from the experiences and perceptions of Stevenson's seniors over the past seven years.

The number of seniors reporting that they have attended Stevenson for a full four years remains high, reflecting past historical trends and only dropping two points from the previous year (89%). It should be noted that this figure does not reflect an 11 percent mobility rate because those students who leave before completing senior year are not included in this survey.

Stevenson students continue to feel that they are working diligently. Since 2001, more than six out of ten students have described their individual effort as being "above average" or "exceptional," echoing the current survey's data (67%). As a point of comparison, in 1993, a smaller number of seniors, or less than half of all Stevenson students, viewed their effort as "above average" (38%) or "exceptional" (11%). However, recent data has supported the belief that an ever-increasing number of students are challenging themselves academically. Just a little over one quarter of seniors (28%) described their effort level as "exceptional." The largest majority described their effort level as "above average" (39%). Moreover, the number of students describing their effort level as "above average" dropped by two points from the previous year (39%). These slight increases support the continued practice of recent efforts to assess the amount of stress incurred among Stevenson students, even though since 2002, just about one third of students have consistently described their individual effort as average. Current data depicts a slight increase from last year, with one quarter of students describing their effort as average (26%). Students who describe themselves as exerting minimal effort (7%), remains at a low percentage. The percentage of respondents who have described their high school effort as minimal has remained fairly constant over the years, fluctuating between 7-10 percent of the student population. Growth in responsibility for learning throughout high school has remained strong and constant over the past few years, and even increased by three points since the previous year's survey (92%). This is the second year in a row there's been an increase in this category and it's also an all-time high score.

Satisfaction with academic counseling, such as receiving course selection assistance from counselors, increased by one point from the previous year (89%) depicting an all-time high. Over the past decade, counselors' caseloads have gradually increased from roughly 285 students per counselor to 315 students. However, administrative retooling within Student Services, as well as an expected decrease in enrollment, should eventually reduce the size of caseloads. Hopefully, counselors will be able to provide more individualized attention during the course selection process. Student satisfaction with college counseling has remained affirmative and constant over the years. For the past decade, at least nine out of ten students have responded that they are satisfied with college counseling. In comparison to last year, the number of satisfied students increased by one point (94%) which also constitutes an all time high. Most importantly, satisfaction levels remain considerably higher than those experienced early in the 1990s (77%-84%). The high level of satisfaction with college counseling likely reflects an extensive, thorough and varied college counseling program that is constantly endeavoring to evaluate current trends and to improve their services. The

perception of counselor accessibility has remained constant, barely changing over the past five years. The current survey reveals an increase of one percentage point since last year (97%) and this constitutes another all time high in this category. The current percentage also represents a vast improvement from ten years ago (69%). These gains in accessibility are gratifying considering the significant increase in schedule change traffic at the beginning of each semester. Counselors have worked to craft ways to increase accessibility during times of high student need.

Student participation in at least one co-curricular activity has remained one of the most consistent survey statistics. This year the reported participation rate increased by one point confirming that Stevenson students are very involved (95%). In contrast in 1993, only 74 percent of respondents were participating in clubs and/or activities. Predictably, this percentage of participation falls within a narrow band of four points that has ranged 90-93 percent for the past 12 years. Satisfaction levels for club and/or activities have also shown very little deviation over the years; in fact, between 2003 and 2006, or for four years, 95 percent of respondents reported that they were satisfied with their experiences in Stevenson clubs and/or activities. The current survey closely mirrors last year's satisfaction results (96%). From 2007-2008 the satisfaction level was at 97 percent, which was the highest reported percentage of any survey, so a one-point decrease is still close to the all-time high. Positive experiences for athletic participants have wavered from 1996's high of 95 percent to a low of 84 percent in 2001. This year's satisfaction level increased by two points (92%), depicting a healthy trend of improvement. Students' rate of participation in sports has decreased by one point (67%). The intramural program has maintained a high rate of participation (68%), but this does constitute a decrease of four percentage points from last year's results. Before 2007, the level of participation in intramural programs was much lower than the past two years (2004=48%, 2005=56%, 2006=57%). The intramural program also managed to maintain lofty satisfaction levels, posting a one-point increase from last year's survey (97%).

The percentage of students who identify themselves as playing a role in school leadership has remained relatively high this year, but does depict a four-point decrease from the previous year's results (69%). This means that slightly less than seven out of ten respondents of 2011 graduates claim to have held a leadership role (69%). Once again, participation in a leadership role was determined by offering students choices from a menu of school leadership activities. We should be cognizant of striving to provide leadership opportunities for students, especially in light of demonstrated interest. Furthermore, universities continue to report that students who can demonstrate leadership experience may enjoy a slight advantage in the competitive college admissions arena.

Given the extensive involvement of Stevenson students in academics and extracurricular activities, it is gratifying that so many individuals make time for community service (87%). This is a two-point increase from last year and also represents an all time high number of students engaging in service activities. The number of Stevenson seniors participating in clubs and organizations outside the school domain posted two points higher than last year (59%), and this signifies that almost six out of ten seniors are pursuing opportunities outside of the school setting. These impressive statistics show that Stevenson instills in its students a dedication and desire to give back to the community.

The number of faculty and staff named as having a positive influence on students has risen dramatically from 144 individuals in 1992 to this year's number of 406, which happens to be 26 individuals less than last year's results. Even though the composition of staff changes yearly, the number of cited teachers continues to be a large number. Genuine interest in students and inspirational teaching are themes that continually repeat themselves year after year in the student comment section of the Senior Exit Survey. Positive feedback has not been limited to teachers. Non-teaching staff who serve in a multitude of roles are named with frequency and with commensurate amounts of enthusiasm.

Relative to individual and cultural differences, respect and consideration accorded by teachers to students has historically remained steady; this year there was a one-point increase (91%). When asked the same question in terms of students treating one another with respect regardless of their differences, current respondents report similar results from last year's score (68%). This is only three points lower than the all time high of 71 percent.

In summary, graduates of 2010 surpassed milestones described by other seniors in five categories: record high satisfaction levels with academic planning and course assistance from counselors (89%); record high perception of growth in responsibility for learning through high school (95%); record high satisfaction with college counseling (94%); record high student's perception of counselor's accessibility (97%); and record high participation in community service (87%). As cited above, in this current survey there were five categories that reached all-time high percentages. This shows that SHS students are continually striving for excellence. Students also continue to articulate unequivocal regard and appreciation for the devotion of Stevenson faculty and staff.

## **STUDENT SERVICES SURVEYS ACROSS**

### **GRADES 9-12**

	<b>FRESHMEN</b>	<b>SOPHOMORES</b>	<b>JUNIORS</b>	<b>SENIORS</b>
1. Counselor accessibility:				
	98%	99%	99%	96%
2. Counselor friendliness and approachability:				
	98%	99%	99%	95%
3. Counselor knowledge/recognition of student:				
	84%	95%	96%	88%
4. Counselor helpfulness with academic counseling:				
	92%	97%	98%	88%
5. Student comfort level discussing personal issues or non-academic concerns:				
	68%	85%	87%	83%
6. Student Services Office - friendliness and helpfulness:				
	92%	97%	97%	85%
7. Counselors' and college consultants' knowledge about college applications and selection process:				
			98% Satisf. 88% Util.Rate*	94% Satisf. 92% Util.Rate

NOTE: Numbers 7, 8, 9, 10, and 11 indicate the percentage of students who utilized a service and, of that group, the percent who reported satisfaction with that service.

\* - Utilization Rate

	<b>JUNIORS</b>	<b>SENIORS</b>
8. Use of the College Career Center:	55% Util. Rate*	73% Util. Rate
9. College Career Center staff's friendliness and accessibility:		
	96%	85%
10. Visits from college representatives:	93% Satisf. 56% Util. Rate	N/A 48% Util. Rate
11. College evening programs:	91% Satisf. 52% Util. Rate	N/A N/A
12. CCC group guidance programs:		75% Satisf. 71% Util. Rate

\* -Utilization Rate

### **Comparison of Student Services Survey - Grades 9-12**

Once again, there is little variation between this year's survey results and data from previous years when comparing responses of freshmen, sophomores, juniors, and seniors in regard to satisfaction with counselors and their accompanying services. Students in each class overwhelmingly view counselors as available, friendly, and open to interaction with students.

As reported by students of all four grade levels, counselor accessibility, friendliness, and approachability continue to soar above levels of 90 percent. Almost all freshmen (98%), sophomores (99%), and juniors (99%) agree that counselors are friendly and accessible, while a large majority of seniors concur (96%). Knowledge and recognition of students follow close behind in the upper eighties to mid-nineties among freshmen (84%), sophomores (95%), juniors (96%), and seniors (88%). Counselors are also perceived to be helpful with academic counseling among freshmen (92%), sophomores (97%), juniors (98%), and seniors (88%). These numbers closely resemble trends that were illustrated the previous school year.

Relative to comfort levels when discussing personal issues, just about seven out of ten freshmen (68%), sophomores (85%), and juniors (87%) do feel comfortable about discussing non-academic concerns with counselors. With the exception of juniors, which went up five points, these results are somewhat lower than the previous year, with the comfort level of freshmen posting a decrease of 6 percentage points and sophomores posting a decrease of 2 percentage points. This year, seniors (83%) are continuing to be more inclined than previous years to discuss non-academic concerns. Five years ago, over 100 polled seniors revealed that friends, and then teachers, become the preferred sources of assistance for personal problems due to the familiarity that is created by day-to-day contact.

Students are surveyed regarding the friendliness and helpfulness of Student Services personnel. The office is staffed with counselors, deans, social workers, student support team coordinators, and secretaries. Although students may visit the office on their own accord, others are summoned for various reasons (such as disciplinary infractions). Current student satisfaction rates closely resemble the previous year's percentages, with freshmen showing a one-point decrease in satisfaction levels (92%). Sophomores are a bit more satisfied (97%), and nine out of ten juniors (97%) agree that the Student Services staff is helpful. All three groups' satisfaction levels have surpassed the nineties. Senior satisfaction remains lower than the other groups, which is a consistent trend (85%).

Maintaining counseling relationships with juniors and seniors as they progress through the college admissions process continues to be a priority of Student Services personnel. Juniors and seniors were queried about their levels of satisfaction and utilization in five areas of college counseling. Survey results regarding college admissions counseling closely mirror the previous year's findings. When compared to seniors, juniors expressed higher degrees of satisfaction in conjunction with less usage. Satisfaction levels remain extremely high for juniors (98%) and seniors (94%) who choose to tap the knowledge base of counselors and college consultants. Juniors check in at an 88 percent utilization rate, while seniors log in at 92 percent, closely resembling the previous year's rate of usage. Fifty-five percent of juniors indicate that they had used the College/Career Center by the end of first semester; by the conclusion of senior year,



usage rose to 73 percent. These numbers are similar to last year's results. Bear in mind that some students feel confident in their choices and do not feel compelled to research further. The vast majority of juniors (96%) and seniors (85%) who have chosen to use the CCC find it to be friendly and accessible.

This year juniors (56%) outpaced seniors (48%) when it comes to meeting with college representatives who are visiting Stevenson. Compared to the previous year, senior attendance rate has remained fairly consistent while junior attendance rate has increased twenty-two percentage points. Based on the changing college career center curriculum and focus, we did not elicit the senior's satisfaction levels with college rep visits or college evening programs. We did find that 52 percent of juniors attended college evening programs and even more (91%) were satisfied with these programs. We did ask a new question this year to try and gauge whether students are satisfied with the ever-increasing CCC group guidance programs during the school day. About three quarters (75%) of the seniors were satisfied with these informational meetings; whereas only 71 percent claim they have utilized these programs.

In addition to soliciting input from students via surveys, personnel of Student Services internally evaluate its programs and services on a continual basis. Identifying needs and adapting practices have long been integral to the mission of Student Services.

**One-Year Follow-Up Survey Results**  
**One-Year Graduates Interviewed – 100**

Figures represent the number of people responding unless followed by a percent sign.

**1. At the present time what are you doing?**

Attending college or university full time -	96 (96%)
Working full time -	3 (3%)
Military -	1 (1%)

**Note: Questions 2-9 were asked of respondents attending college or university; therefore, 96 responses are reported.**

**2. Do you plan to return to this school in the fall? If not, what will you do?**

Yes –	88 (92%)
No –	8 (8%)
Transferring to a four-year college –	5
Transferring to a two-year college –	3

**3. What is your current or anticipated major?**

Business – 19 (20%)

General Business – 11

Marketing – 2

Accounting – 4

Economics – 1

Advertising – 1

Health Sciences – 11 (12%)

Nursing – 3

Kinesiology – 3

Sports Medicine – 1

Nutrition & Fitness – 1

Medicine, Health & Society – 1

Paramedic – 1

Pre-Medicine – 1

Education – 10 (10%)

Elementary Education – 3

Special Education – 1

Early Childhood Education – 1

Secondary Education-English – 1

Secondary Education-French – 1

Secondary Education-Math – 1

Secondary Education-Music – 1

Secondary Education-Social Studies – 1

Science – 7 (7%)

Biology – 4

Chemistry – 1

Neuroscience – 1

Biochemistry – 1

Fine Arts – 6 (6%)

Fashion Design – 2

Dance – 1

Studio Art – 1

Musical Theater – 1

Theater – 1

Social Sciences – 5 (5%)

Psychology – 2

Political Science – 3

Engineering – 5 (5%)

Nuclear Engineering – 1

General Engineering – 2

Biomedical Engineering – 1

Bioengineering – 1

Communication Arts – 4 (4%)

Journalism – 3

Speech Hearing Science – 1

Multiple Majors – 14 (15%)  
 Elementary Ed & Psychology – 1  
 Broadcasting & Journalism – 1  
 Math & Business – 1  
 Business Management & Hospitality – 1  
 Chemistry & Physical Biology – 1  
 Biology & Physics – 1  
 Journalism & Political Science – 1  
 Urban Planning & Finance – 1  
 International Studies, Political Science, &  
 Spanish – 1  
 Finance & Environmental Science – 1

Government & Political Science – 1  
 Engineering & Finance – 1  
 Political Science & Math – 1  
 Marketing & Broadcast Journalism – 1

Other – 15 (16%)  
 Undecided – 9  
 Hospitality Management – 3  
 Culinary Arts – 1  
 Computer Network & Security – 1  
 Game Design & Development – 1

**4a. Did you complete any Advanced Placement classes and tests while you were at Stevenson?**

No – 26 (27%)  
 Yes – 70 (73%)

**4b. Were you awarded any credits toward college graduation based on these classes and tests? How many?**

Number of credits: 0 credits - 19  
 1-10 credits - 23  
 11-20 credits - 14  
 21-30 credits - 4  
 31-40 credits - 4  
 41-50 credits - 3  
 I Don't Know - 3

**4c. If you received no credit, why?**

My score wasn't high enough – 13  
 They are not used at my college – 4  
 Didn't take the test – 1  
 I don't know – 1

**5. Were you awarded any credit based on proficiency/placement exams given by college? How many and in what subject(s)?**

Yes – 21 (22%)  
 Number of credits: 1-5 credits - 8  
 6-10 credits - 10  
 11-15 credits - 3

**Subjects:**

Spanish – 10  
 French – 1

Writing – 1  
 Comm. Arts – 3

Math – 8  
 Chemistry – 2

No – 75 (78%)

**6. How well did Stevenson prepare you for college in these areas?**

	<u>Well</u>	<u>Adequately</u>	<u>Inadequately</u>	<u>N/A</u>
<b>Writing Composition/Reports</b>	71%	29%	0%	0%
<b>Mathematics</b>	68%	31%	1%	1%
<b>Social Studies</b>	55%	45%	0%	9%
<b>Science</b>	63%	36%	1%	5%
<b>Reading Comprehension</b>	74%	26%	0%	2%
<b>Foreign Language</b>	61%	32%	7%	16%
<b>Fine Arts</b>	64%	31%	5%	12%
<b>Study Skills</b>	68%	29%	3%	0%
<b>Use of Computers—Research</b>	77%	23%	0%	0%
<b>Use of Computers—Applications</b>	60%	32%	8%	0%

**Note: Explanations given for "inadequately" responses can be found in Table A at the end of the one-year survey responses.**

**7. How would you compare your academic preparation to others in your college classes?**

Better than most – 70%  
The same – 30%  
Not as well as others – 0%

**8. Would you mind sharing your current G.P.A.?**

Shared G.P.A. – 88

Grade Point Average: 4.0 - 3.5 - 44%  
3.4 - 3.0 - 35%  
2.9 - 2.0 - 21%  
1.9 - 0.0 - 0%

Did not know G.P.A. – 5

Did not want to share G.P.A – 3

**9. Were the grades you received in college higher than, the same as, or lower than the grades you received in high school?**

Higher – 22%  
The same – 56%  
Lower – 22%

**Note: Questions 10-17 were asked of all respondents.**

- 10. I became more responsible for my own learning as I advanced through high school.**

Strongly Agree – 38%  
Agree – 60%  
Disagree – 2%  
Strongly Disagree – 0%

- 11. How could Stevenson help students become more responsible for their own learning?**

Base grades on tests and projects only – 9  
Less handholding – 6  
Teach study skills – 5  
Teach time management – 5  
Give students more freedom – 4  
Have more independent study opportunities – 3  
No second chance points – 2  
Give more essay tests – 2  
Assign more independent research papers – 2  
Teach Consumer Ed in AP Econ classes – 2  
Have more of a career focus – 2  
More hands-on learning – 1  
Encourage creativity – 1  
Give more college help – 1  
Assign more long-term projects – 1  
Make clubs mandatory – 1  
Teach more computer skills – 1  
Make homework optional – 1  
Encourage students to attempt AP classes – 1  
Discourage January graduation – 1  
Encourage students to take four years of a language – 1  
Nothing, you are doing a good job – 47

- 12. Do you feel the counseling department assisted you with your post-secondary plans?**

Yes – 88%  
No – 12%

- 13. Looking back, would you say the discipline at Stevenson was:**

Too strict – 43%  
About right – 57%  
Not strict enough – 0%

**Note: Questions 14 & 15 are reported in the frequency of a particular sentiment.**

**14. If you could change one aspect of your high school experience, what would it be?**

Get more involved – 19  
Try harder – 16  
Take more AP classes – 7  
Take more electives – 4  
Take AP classes – 3  
Take a tech campus program – 3  
Have better grades – 2  
Make changing classes easier – 2  
Have less prereqs for classes – 1  
Join Science Olympiad – 1  
Pay more attention to middle-of-the-road students – 1  
Better math teachers – 1  
Make the college admission process better – 1  
Improve communication between students and administration – 1  
More school spirit – 1  
Have better friends – 1  
Avoid the newspaper fiasco – 1  
Set goals – 1  
Have more accepting student body – 1  
Have more freedom – 1  
Have a smaller school – 1  
Move levels when teacher suggested it – 1  
Better World Languages experience – 1  
More career information available – 1  
Nothing – 29

**15. What were the best aspects of your experience at Stevenson?  
(respondents could give more than one response)**

Teachers and Staff – 33  
Friends – 22  
Sports – 10  
Clubs – 8  
Preparation for college – 7  
Fine Arts/Theater department – 4  
Classes – 3  
Little Patriots – 2  
Diversity – 2  
Educational opportunities – 2  
FMP – 2  
Everything – 1  
Size of the school – 4  
Academic challenge – 2  
Positive climate – 3  
AP classes – 4  
Small class sizes – 1

Yearbook – 1  
Graduating – 1  
Newspaper – 1  
Tech Campus – 1  
Freedom in class selection – 1  
Odyssey – 1  
Volunteering – 1  
Operation Snowball – 1  
Study Skills – 2  
Variety of classes – 3  
Nothing – 1  
I don't know – 1

**16. Are you registered to vote?**

Yes – 67%  
No – 33%

**17. Have you voted in a national, state, or local election since leaving Stevenson?**

Yes – 46%  
No – 54%

## **Table A**

### **Reasons for "Inadequate" Responses in Math**

Finite Math didn't prepare me for college math – 1

### **Reason for "Inadequate" Response in Science**

Natural Science/Bio/Chem did not prepare me for college science – 1

### **Reasons for "Inadequate" Responses in Foreign Language**

I only took two years and I was not prepared for college Spanish – 4

I didn't take it at SHS and I should have – 1

I didn't have a good experience in Hebrew – 1

### **Reasons for "Inadequate" Responses in Fine Arts**

I didn't have to take any Fine Arts classes so I didn't – 4

### **Reasons for "Inadequate" Responses in Study Skills**

I never learned to take good notes – 1

I didn't know how to make my own study guides – 1

I never needed to study at SHS – 1

### **Reasons for "Inadequate" Responses in Computer Applications**

I never learned how to use Excel and I needed it in college – 6

I was never taught these skills – 2



## **One-Year Follow-Up Survey Summary**

Data for this year's survey was garnered from telephone interviews with 100 randomly selected 2010 Stevenson graduates. The purpose of the one-year follow-up is to ascertain the activities of students one year after graduation, to question them about their readiness for college-level work, and to gauge their perception of their Stevenson experience after accruing a year's worth of post-secondary perspective.

The vast majority of 2010 graduates declare that they are attending college full time (96%) and that depicts a one-point increase from the previous year's sample. Two students are employed full-time (3%), and one student is in the military (1%). A large majority of individuals attending college plan to return to the same school in the fall (92%), while some are thinking of changing their plans by either transferring to another four-year college (5%) or transferring to a two-year college (3%). When asked about courses of study, the largest reported category is now business (20%), compared to last year's most popular response of multiple majors, which is now the second most cited response (15%). The third most popular response changed from social sciences to health sciences (12%) followed closely by Education (10%). After Education, the identified majors in order of popularity are: science (7%), fine arts (6%), social sciences (5%), and engineering (5%). These results are somewhat similar to last year's reports, with business reclaiming the number one spot after slipping last year. For the second year in a row, business and multiple majors were the top two responses. In addition, more students are reporting that they are in the "other" category (15%); this includes undecided, hospitality management, political science, and marketing.

This year's sample of students cited a 9 percent decrease in participation rate in AP classes as compared to last year's senior class (73%). Are students earning credit towards college graduation while in high school? The large majority (81%) of AP participants declare that they have earned credit; this is a 5 percent decrease from last year's respondents. Out of the 81 percent of students who received credit, 25 of them earned more than ten credits. Of the 19 students who did not receive credit, 13 students said that they had earned scores that fell below the criteria set by the college and four students said the credits were not used at their college. Many respondents (22%) report earning additional credit by way of college proficiency exams. Graduates were awarded credit in world languages (11), math (8), communication arts (3), and science (2).

Recent graduates were asked to answer whether they felt that Stevenson had prepared them for college in different academic areas. Lofty satisfaction levels of 95 percent or higher were achieved in eight of the ten areas and skills polled, with the exception of foreign language and use of computers-applications. Six subject areas reached near perfect percentages including writing composition (100%), mathematics (99%), social studies (100%), science (99%), reading comprehension (100%), and use of computers-research (100%). These areas were followed closely by study skills (97%), fine arts (95%), and foreign language (93%). Almost three quarters (70%) of one-year respondents said the skills and knowledge that they acquired in high school were greater than that of their college classmates. This is a three-point decrease from the previous year. While some students consistently report that they are equally prepared (30%), it is worthwhile to note that no one stated he/she felt less prepared than his or her college peers. Of the number of one-year grads (88) that knew or were willing to share grade point average information, the majority (79%) reported college GPA's of "B" or better;

however, this constitutes a seven percent decrease from last year's results. A similar percentage of students (78%) indicated that their college grades were the same or better than what they had earned at Stevenson. This statistic went down three percentage points from last year.

A large majority of the sample (88%) responded affirmatively when queried whether they had become more responsible for their own learning as they advanced through high school. This statistic decreased 7 percent from last year's results. When asked how Stevenson could better foster responsibility, the most frequent response by far was "nothing" (47%). This depicted an eight-point decrease. Leading the list of suggestions agreed upon by three students or more are: base grades on tests and projects only (9), less handholding (6), teach study skills (5), teach time management (5), give students more freedom (4), and have more independent study opportunities (3). In comparison to the previous year's survey, there are few similarities of responses, although both groups have agreed that assigning less homework and explicitly teaching time management skills would be a viable manner to foster responsibility.

Looking back, more than three quarters (88%) of one-year graduates related that they had received assistance from their counselors with post-secondary plans. This posts an increase of 6 percent from the previous year. A little more than half of respondents felt discipline was maintained at an appropriate level (57%), while a similar percentage described it as "too strict" (43%). This year, no one reported that discipline was "not strict enough." Satisfaction levels on this question have vacillated significantly over the past few years. Current results show a two-point decrease in describing discipline as being "too strict." This is the second year in a row this statistic has dropped. When the sample group was asked what one aspect of their high school experience they would change, the most frequent response was "nothing" (29), closely agreeing with the previous sample of graduates. The second most frequent response was getting more involved (19). Other common responses include trying harder (16), taking more APs (7), taking more electives (4), and take a tech campus class (3). In comparison to the previous year's sample of students, the most common shared feelings among recent graduates seem to be the desire to: become more involved, work harder, and take more AP classes. Relative to highlights, or when asked to describe the best aspects of the Stevenson experience, people and relationships placed in two of the top three spots, echoing the sentiments of the past five year's sample of students. Faculty (33) garnered the most responses, followed by friends (22), and sports (10). Clubs (8), preparation for college (7), and fine arts (3) were other favorable aspects of student's experiences in high school. Enthusiasm and appreciation for faculty/staff mirrors the annual results from the Senior Exit Survey. Students were queried about their voting status. A large majority of this group (67%) is registered to vote; this is a decrease of 10 percentage points in comparison to last year's respondents (77%). It seems to be dropping for the past two years and it may have reached an all-time high because of the 2008 presidential election. The current group has also dropped from last year's respondents by seven percent in level of voter participation in national, state, or local elections (31%).

In summary, the sample group for the Class of 2010 indicates most are attending college, their preparation for college was effective, and they earned a significant number of college credits while at Stevenson. It appears that grades earned at Stevenson might be a good predictor of success in college, as a large majority of sampled graduates (78%) are earning the same or improved grades at college. Business has reclaimed the

top spot as the most popular college major. However, students are pursuing a variety of majors in the fields of science, communication arts, fine arts, engineering, social science, health sciences, and education. In addition, a healthy number of students, or about one fifth of respondents, have reported that they are tackling double majors. One noticed message is that students believe that less emphasis on homework and direct teaching of study skills would foster the idea of being responsible for one's learning. Most students are working with counselors to crystallize post-secondary plans. Discipline was perceived as being "about right" by about half of our recent graduates. Some individuals would make changes in their high school experience given the opportunity, although most related that they were pleased with their experience. Positive teacher relationships established during their tenure at Stevenson remains the highlight, being specifically mentioned by a large number of students (33), and consistently ranking a great deal higher than any other category, such as friends, clubs, or resources.

### Five-Year Follow-Up Survey Results

Figures represent the number of people responding unless followed by a percent sign

Five-year graduates interviewed – 100

#### 1. Upon leaving Stevenson, what did you do?

Attended college or university full time – 99%

Work – 1%

**Note: Some questions are asked of respondents that attended college or university; since every respondent attended college at some point, 100 responses are reported for the rest of the survey.**

#### 2. If you attended college, what was your major?

Business – 31 (31%)

Business – 8

Finance – 7

Economics – 5

Marketing – 4

Operations & Supply Chain

Management – 2

Advertising – 2

Accounting – 2

Entrepreneurship – 1

Social Sciences – 12 (12%)

History – 3

Psychology – 2

Asian American Studies – 2

Sociology – 1

Political Science – 1

Government – 1

Philosophy – 1

Policy Analysis – 1

Communication Arts – 12 (12%)

Communications – 4

English – 2

Journalism – 2

Spanish – 2

Film – 1

Broadcasting – 1

Health Fields – 7 (7%)

Health & Exercise Science – 4

Kinesiology – 1

Nursing – 1

Community Health – 1

Education – 6 (6%)

Education – 4(4%)

Special Education – 2

Fine Arts – 6 (6%)

Art History– 1

Arts and Entertainment Media

Management – 1

Interactive Arts and Media - 1

Fine Art – 1

Sound Recording Technician – 1

Apparel Design – 1

Science – 5 (5%)

Biology – 2

Biochemistry – 2

Chemistry – 1

Engineering – 5 (5%)

Other – 16 (16%)

Hospitality & Tourism – 4

Architecture – 3

General Studies – 2

Computer Science – 2

Math – 1

Real Estate – 1

Social Work – 1

Family Studies – 1

Undecided – 1

**3. Did you complete an undergraduate degree?**

Yes – 87%

No – 13%

**4. If you completed an undergraduate degree, how many years did it take you to finish your degree?**

2 years (Associates)- 1

3 years - 1

3.5 years - 5

4 years - 65

4.5 years - 6

5 years - 9

**4b. If it took you more than four years, why?**

Changed majors – 4

Transferred schools – 4

Completed a double major – 4

Was in a 5-year program – 1

Attended part-time – 1

Improved for Medical School – 1

**5. What are you doing now?**

Working – 62%

Attending Graduate School – 17%

Looking for a job – 6%

Finishing Undergraduate degree – 13%

Completing Internship – 1%

AmeriCorps – 1%

**6. Were the grades you received in college higher than, the same as, or lower than the grades you received at Stevenson?**

Higher – 39%

The same – 43%

Lower – 18%

**7. How well did Stevenson High School prepare you for college?**

Well – 83%

Adequately – 15%

Inadequately – 2%

**8. How would you compare your academic preparation to others in your college classes?**

Better than most – 76%  
The same – 23%  
Not as well as others – 1%

**9. I became increasingly responsible for my own learning as I advanced through Stevenson.**

Strongly Agree – 28%  
Agree – 59%  
Disagree – 12%  
Strongly Disagree – 1%

**10. What did Stevenson do to discourage development of your responsibility as a student?**

The CCC was unsupportive – 3  
Too competitive at times – 2  
The mentor program – 1  
The special education program – 1  
Too much pressure on GPA – 1  
School was really easy – 1  
Homework issues – 1  
Some requirements weren't necessary – 1  
Discipline was too harsh at times – 1  
LOP program was discouraging – 1  
Too many security guards – 1  
Math teachers were not helpful – 1  
Didn't make me aware of opportunities and other career paths – 1  
It was me—I was too immature – 1  
Nothing – 83

**11. How could Stevenson help students become more responsible for their own learning?**

More independent study – 6  
You are doing a good job – 4  
More group work—more project based – 4  
Make it easier for students to access on-line databases & archives – 2  
More use of technology with instant feedback – 2  
Provide a syllabus for class—makes students more responsible – 2  
Nothing – 2  
Less opportunities to raise grades—doesn't happen in college – 1  
Make sure parents know what is happening with students – 1  
No study guides before tests—more like college – 1  
Give more outside work – 1  
Give more homework – 1  
Create more student government groups – 1

More study halls – 1  
 Less nightly homework—more long-term assignments – 1  
 Promote learning for the sake of learning and not for grades – 1  
 More project-based curriculum – 1  
 Don't force students to take AP classes – 1  
 More reliance on exams like college – 1  
 Less handholding – 1  
 Being less textbook dependent – 1  
 Give more time for preparation – 1  
 Less checking up on homework – 1  
 Students need to put in more effort – 1  
 Give less homework – 1  
 More group study—deemphasizing competition – 1  
 Offer more note taking classes – 1  
 Embrace the Internet – 1  
 Keep challenging them – 1  
 Give them more freedom – 1  
 Offer more open discussions—college-centered mature subjects – 1  
 Give more consequences – 1  
 Introduce college culture earlier – 1  
 Placement in special education needs to be looked at – 1  
 They can't because they don't pay you to go to school – 1  
 Online classes – 1  
 Teachers should be more flexible—less reliant on homework grades – 1  
 I don't know – 52

**12. Looking back, would you say the discipline at Stevenson was:**

Too strict – 37%  
 About right – 62%  
 Not strict enough – 1%

**13. Have you been involved in any kind of community service or volunteer work since leaving Stevenson?**

Yes – 67%  
 No – 33%

**Note: Questions 14 & 15 are reported in the frequency of a particular sentiment.**

**14. If you could change one aspect of your high school experience, what would it be?**

Be more involved in clubs and sports – 24  
 Take more AP classes – 4  
 Give more effort – 3  
 Less competitive – 2  
 Great high school experience – 2  
 More freedom – 2  
 Get better information on colleges – 1  
 Try not to care about the drama – 1  
 Play on sports team – 1

Less strict – 1  
 Go to a different high school – 1  
 Change the social aspect – 1  
 Take calculus – 1  
 Do my homework – 1  
 Not have LOP – 1  
 Take another year of foreign language – 1  
 Taken more electives – 1  
 Smaller school – 1  
 Take different electives – 1  
 Have more of a school community – 1  
 Meet more people – 1  
 Additional languages and cultural perspectives – 1  
 Not get into so much trouble – 1  
 Get away from class rank – 1  
 Be more grateful – 1  
 Try to get to know more students – 1  
 Be more confident – 1  
 More personal – 1  
 Taken more electives in the arts – 1  
 Never go into special education – 1  
 Less pressure to take AP classes – 1  
 Have high school business classes – 1  
 Less structure – 1  
 Taken more fun classes – 1  
 Less micromanaging – 1  
 Not get hurt playing sports – 1  
 Less construction – 1  
 More fun – 1  
 Stayed in contact with more people – 1  
 Done more community service work – 1  
 Too much pressure to figure out college choices – 1  
 I don't know – 5  
 Nothing – 23

**15. What were the best aspects of your experience at Stevenson?**

Teachers – 31  
 Friends – 15  
 AP classes – 9  
 Extracurricular activities – 8  
 Sports – 6  
 Opportunities – 5  
 Size – 3  
 Played football four years – 2  
 Everything – 2  
 Well-rounded education – 2  
 Found a place for myself – 1  
 Atmosphere – 1  
 Swim Team – 1



Art classes – 1  
Support – 1  
Social aspect – 1  
Gymnastics – 1  
Independence – 1  
Guided Study – 1  
Intramurals – 1  
Football games – 1  
Odyssey – 1  
Little Patriots – 1  
Art department – 1  
Baseball – 1  
Preparation for the amount of work in college – 1  
Cheerleading – 1

**16. Are you registered to vote?**

Yes – 92%  
No – 8%

**17. Have you voted in a national, state, or local election since leaving Stevenson?**

Yes – 77%  
No – 23%

### **Five-Year Follow-Up Survey Summary**

The five-year follow-up study was conducted by telephone interview with 100 randomly selected Class of 2006 Stevenson graduates. The purpose of the follow up study is to ascertain the activities of students five years after graduation, to gather perceptions about their high school preparation for college, and to solicit input about their overall Stevenson education after having benefited from five years of post-high school experience.

Nearly all of the polled students (99%) have responded that they attended college full-time upon leaving Stevenson. This is a three-point increase from the previous year's survey. One other respondent immediately entered the work force upon graduation (1%). Business (31%) remains the most popular area of concentration for the fourth year in a row among the college-bound group. Social science (12%) and communication arts (12%) tied for the second most popular major. Health fields (7%), Education (6%), fine arts (5%), science (5%), and engineering (5%) ranked in as the next most popular college majors. For the second year in a row, education seemed to have the largest decrease in popularity characterized by five percentage points. A large percentage of these respondents claim to have completed an undergraduate degree (87%) and this represents an increase of one percentage point compared to 2005 graduates (86%). Nearly three quarters (72%) of these students graduated in four years or less, while a smaller amount of graduates report taking longer to complete their degrees (15%). This is a significant increase from last year, depicting a 5 percent increase in the students who are able to complete college in four years or less. Six students claimed it took 3.5 years or less to earn their degree. (Nationally, about 48.5 percent of the students graduate in five years). Among Stevenson respondents, six different reasons for taking longer than four years to complete a degree have been described. The most common reasons cited are: changing majors (4), transferring schools (4), and completing double majors (4), which duplicate last year's most popular reasons. Relative to current activities, some respondents (17%) are attending graduate school, a seven-point decrease from the previous survey. In addition, a large majority (62%) entered the workforce, which constitutes an 18 point increase from last year's results. Related to this is the fact that fewer students are claiming they are looking for jobs (6%). This is a 13-point decrease from last year. These last three statistics might indicate that it's getting easier for graduates to enter the workforce after college. Some students are finishing undergraduate degrees (13%), while a small percentage is involved in military service (1%) or completing internships (1%).

More than one third of respondents (39%) who had attended a college or a university report receiving higher grades than they had earned at Stevenson, while almost half (43%) managed to earn the same grades. Lower grades prevailed for a smaller percentage (18%) of the respondents who had attended college, which is the same result as last year. When asked, "How well did Stevenson prepare you for college?" the vast majority of respondents (83%) feel "well prepared" for college. This represents a two-point decrease from last year. Other students (15%) describe being "adequately" prepared, while two students reported feeling inadequately prepared. When asked to compare themselves to their college peers, a large majority of students perceive themselves as "better prepared than most" (76%), a smaller percentage claim that their preparation is "the same" (23%), while only one student reports feeling "not as prepared as others" (1%). Compared to last year's survey, there was a three-point decrease in the amount of students who felt better prepared than their peers.

In regard to fostering student responsibility, five-year graduates were asked if they had experienced growth in this area while in high school. Most graduates agreed that they managed to become increasingly responsible for their own learning (87%), which is a seven-point decrease from last year's results. All 100 graduates were asked open-ended questions regarding what Stevenson did to discourage their development in the area of responsibility. Most of them could not think of anything specific the school had done to discourage them (83%). No one common topic was gleaned from the answers. However, three students thought the CCC was unsupportive and two students thought the school was too competitive. When solicited for input as to how Stevenson could help students become more responsible for their learning, six students agreed that Stevenson should assign more independent study opportunities. Four students agreed that SHS is already doing a good job in this area, while four other students thought that project-based work could foster these skills. The largest percentage of graduates (52%) agreed they did not know what SHS could do to enhance responsibility. By and large, no common themes have been noticed from survey to survey, except that a large portion of respondents state that they cannot articulate what SHS could do to help students become responsible for their own learning. Graduates were asked to reflect upon Stevenson's disciplinary policies and practices. Most graduates agreed that discipline was "just right" (62%), which is a slight increase from the results of the previous year (61%). Compared to last year's results, there was a one-point increase in the students who feel that discipline is "too strict" (37%). Just one student reported that discipline was "not strict enough" (1%).

Five-year graduates were asked if they have been involved in some kind of community service/volunteer work since exiting Stevenson. Last year there was a 43 percent decline in the amount of students involved in community service; however, this survey reflects that a much larger percentage is once again engaging in service activities (67%). When asked what one aspect of their high school experience they would change, 24 respondents would have been more involved in clubs, four students would have taken more AP classes, and three students would have given more effort. Twenty-three students would change "nothing." For the third year in a row, in relation to what they considered to be the best aspects of their Stevenson experience, the most frequent responses cited were teachers (31), followed closely by friends (15), and AP classes (9). For the first time, AP classes ranked in the top three popular responses. Other popular responses include extracurriculars (8), sports (5), and opportunities (5). Voter registration has increased by five percentage points (92%). Over three quarters (77%) of the respondents reported they had voted in an election, which is similar to last year's results.

In retrospect, the vast majority of this group attended college, and almost nine out of ten students declare that they have completed an undergraduate degree. Grades earned in college were at least as good, and often better, than those received in high school. Furthermore, these former students feel exceptionally well prepared. A large majority of these students are gainfully employed, and many are attending graduate school. A large amount of graduates have learned how to take ownership of their learning and credit Stevenson for fostering that development. Most graduates evaluate Stevenson's discipline as being appropriate. Generally speaking, the responses of the Class of 2006 affirm the notion that Stevenson is preparing them for success while creating life-long learners.