



ADLAI E. STEVENSON 1965 HIGH SCHOOL 2015

Celebrating 50 years of success for
every student

**Adlai E. Stevenson High School
Student Surveys
2014-2015**

Adlai E. Stevenson High School Student Surveys 2014-2015

Compiled and submitted by
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Introduction

The purpose of the 2015 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 most of the freshman, sophomore, junior, and senior classes; seniors were surveyed in their senior English classes in the spring, while juniors, sophomores and freshmen participated in the survey during course selection where they met in very small groups. For the first time in 2012, students in grades 9-12 were surveyed using the Naviance software on iPad devices. 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) 2014 Stevenson graduates, and one hundred (100) 2010 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 2015 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.

SA = 75%	D = 1%
A = <u>24%</u>	SD = <u>0%</u>
99%	1%

N= 677

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

SA = 84%	D = 1%
A = <u>14%</u>	SD = <u>1%</u>
98%	2%

N= 711

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

SA = 31%	D = 11%
A = <u>55%</u>	SD = <u>3%</u>
86%	14%

N= 708

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

SA = 36%	D = 9%
A = <u>53%</u>	SD = <u>2%</u>
89%	11%

N=718

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

SA = 65%	D = 3%
A = <u>31%</u>	SD = <u>1%</u>
96%	4%

N= 715

6. I feel comfortable talking with my counselor about personal or nonacademic concerns.

SA	=	41%	D	=	12%
A	=	<u>43%</u>	SD	=	<u>4%</u>
		84%			16%

N= 665

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

SA	=	61%	D	=	3%
A	=	<u>35%</u>	SD	=	<u>1%</u>
		96%			4%

N= 662

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

SA	=	53%	D	=	4%
A	=	<u>41%</u>	SD	=	<u>2%</u>
		94%			6%

N= 707

9. I routinely seek academic assistance outside of class time from my teachers.

Yes	=	44%
No	=	56%

N= 724

10. I routinely seek academic assistance outside of class time from Learning Center tutors.

Yes	=	36%
No	=	64%

N= 724

11. I routinely seek academic assistance outside of class time from a parent/guardian.

Yes	=	49%
No	=	51%

N= 724

12. I routinely seek academic assistance outside of class time from my friends.

Yes = 65%
No = 35%

N= 724

13. I routinely seek academic assistance outside of class time from paid tutors.

Yes = 17%
No = 83%

N= 724

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

0 hours = 1%
Less than 1 hour = 10%
1 - 2 hours = 52%
2 - 3 hours = 30%
More than 3 hours = 7%

N= 724

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

SA = 63% **D = 1%**
A = 35% **SD = 1%**
 98% **2%**

N= 95

Freshman Survey Summary

Student responses to the freshman survey indicate very positive perceptions about counselors. One major change is that last year counselors conducted their individual course selection appointments with freshman by visiting the advisory. This year most counselors went back to meeting with freshman in their office and not visiting the advisory. This environment change may have contributed to us seeing increases in every category. The overwhelming majority of freshmen view their counselor in an extremely positive light. Nearly every freshman feels that they are able to meet with their counselors when they need to or want to (99%). In addition, most students we surveyed (98%) believe 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. This year there was a two percent increase (86%) in the number of freshmen who agree that advisory is a useful way to visit with their counselor. Four years ago 75% thought that advisory was a good way to see their counselor, so this number continues to rise. Compared to last year, 89 percent of the freshmen feel that their counselor knows them, which is a five percent increase. Most students feel positive about the academic counseling that they receive (96%) and this constitutes a one point increase from last year's results. Although some students are not comfortable discussing non academic concerns with counselors (16%), more than three quarters of the students do feel at ease talking with their counselors about personal and individual matters (84%). This constitutes a 4 percent increase from last year's results. The perception of Student Services' office personnel as being helpful and friendly remains high, registering at 96 percent. Both the general population (94%) and transfer students (98%) agree that their counselors are able to ease their transition and adjustment to Stevenson. It is important to note that transfer students satisfaction increased by 10 percent this year.

For the third year in a row, we asked new questions which focus on academic assistance, seeking out resources, and time spent on academics. We asked students to identify which resources they access for academic supports. For the third year in a row, the results indicate that students most often seek academic assistance from their fellow peers (65%). This result depicts how important programs like Peer Tutors are considering that freshman are feeling most comfortable asking their peers for help. After their peers, freshman will seek help from their parents/guardian (49%), followed closely by their classroom teachers (44%). A smaller amount of freshman (36%), seek help from the Learning Center tutors, while seventeen percent seek assistance from outside paid tutors. This information is helpful in understanding how students access the supports available to them. It is important to note that the largest increase was in

student's accessing the Learning Center tutors. This went up ten percentage points from last year. We also asked them to indicate how many hours they spend doing homework or studying during a typical school day. 11% study for less than one hour, 52% study for one to two hours, 30% study for two to three hours, and 7% study for more than three hours.

Overall, freshmen continue to view counselors in a positive light. As a counseling department, we have made a conscious effort to ensure we are finding a balance between providing academic support, while also creating meaningful relationships with our freshman. One focus was making sure one on one time was built into our annual advisory curriculum; however, there is also a lot of topics we are increasingly addressing with students in Advisory such as our new EPAS explanation, BAR-ON EQ survey administration & explanation of results, course selection, four year plans, etc. We will continue to find a balance between discussing these important topics but also finding time to get to know our freshman on an individual basis. The results indicate that there was a 2% increase in the amount of freshman who feel that advisory is a productive time to meet with their counselor (84%). For the past three years, there has been a positive increase in this area.

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.

SA = 82%	D = 1%
A = <u>17%</u>	SD = <u>0%</u>
99%	1%

N=777

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

SA = 91%	D = 1%
A = <u>8%</u>	SD = <u>0%</u>
99%	0%

N= 789

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

SA = 56%	D = 4%
A = <u>40%</u>	SD = <u>0%</u>
96%	4%

N=782

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

SA = 77%	D = 1%
A = <u>22%</u>	SD = <u>0%</u>
99%	1%

N= 786

5. I feel comfortable talking with my counselor about personal or nonacademic concerns.

SA = 53%	D = 7%
A = <u>39%</u>	SD = <u>1%</u>
92%	8%

N= 742

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

SA	=	72%	D	=	1%
A	=	<u>27%</u>	SD	=	<u>0%</u>
		99%			1%

N= 782

7. I routinely seek academic assistance outside of class time from my teachers.

Yes	=	45%
No	=	55%

N= 790

8. I routinely seek academic assistance outside of class time from Learning Center tutors.

Yes	=	36%
No	=	64%

N= 790

9. I routinely seek academic assistance outside of class time from my parents.

Yes	=	40%
No	=	60%

N= 790

10. I routinely seek academic assistance outside of class time from my friends.

Yes	=	69%
No	=	31%

N= 790

11. I routinely seek academic assistance outside of class time from paid tutors.

Yes	=	19%
No	=	81%

N= 790

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

0 hours	=	0%
Less than 1 hour	=	7%
1 - 2 hours	=	39%
2 - 3 hours	=	36%
More than 3 hours	=	18%

N= 790

13. I have had ____ counselors at Stevenson.

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

N= 790

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

SA = 60%	D = 1%
A = <u>39%</u>	SD = <u>0%</u>
99%	1%

N=65

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, nearly 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 (96%). Most sophomores have a positive perception of counselors as being helpful with individualized academic counseling (99%). The comfort level among students when talking with counselors about personal or non-academic concerns is also high, depicting a one percent decrease from last year (90%). The perception of Student Services' office personnel as being friendly and helpful is shared among most of our students (95%). Many of the District's sophomore transfer students have described their counselor as being helpful in easing their transition and adjustment to Stevenson (99%) and this depicts a seven point increase from last year. Ninety one percent of sophomores have had the same counselor since beginning at Stevenson and only nine percent have had two counselors. This is consistent with last year's data.

For the third year in a row, we also asked the sophomores relatively new questions which focus on academic assistance, seeking out resources, and time spent on academics. We asked students to identify which resources they access for academic supports. Similar to the freshmen survey, the results indicate that students most often seek academic assistance from their fellow peers/friends (69%). This result depicts how important programs like Peer Tutors are considering that sophomores are feeling most comfortable asking their peers for help. After their peers, sophomores indicated that they seek help from their teachers (45%) followed closely from their parents (40%). A smaller amount of freshman (36%), seek help from the Learning Center tutors, while nineteen percent seek assistance from outside paid tutors. This information is helpful in understanding how students access the available supports available to them. We also asked them to indicate how many hours they spend doing homework or studying during a typical school day. 7% study for less than one hour, 39% study for one to two hours, 36% study for two to three hours, and 18% study for more than three hours.

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 went slightly up by a few percentage points. There was a four percent increase in student's comfort level in discussing non academic issues with their counselor, as well as a three percent increase in students feeling like their counselor truly knows who they are. Three years ago, the results revealed that 97 percent of students have had the same counselor since their freshman year and we are now back to those high numbers again because of more counselor staff consistency. 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.

SA = 87%	D = 1%
A = <u>12%</u>	SD = <u>0%</u>
99%	1%

N= 701

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

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

N=704

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

SA = 66%	SD = 4%
A = <u>29%</u>	D = <u>1%</u>
95%	6%

N=702

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

SA = 75%	D = 2%
A = <u>23%</u>	SD = <u>0%</u>
98%	2%

N= 700

5. I feel comfortable talking with my counselor about personal or nonacademic concerns.

SA = 58%	D = 9%
A = <u>33%</u>	SD = <u>0%</u>
91%	9%

N= 654

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

SA	=	72%	D	=	2%
A	=	<u>26%</u>	SD	=	<u>0%</u>
		98%			2%

N= 700

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

SA	=	60%	D	=	5%
A	=	<u>35%</u>	SD	=	<u>0%</u>
		95%			5%

N= 583

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

SA	=	74%	D	=	2%
A	=	<u>24%</u>	SD	=	<u>0%</u>
		98%			2%

N= 607

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

SA	=	68%	D	=	2%
A	=	<u>29%</u>	SD	=	<u>1%</u>
		97%			3%

N= 445

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

SA	=	51%	D	=	7%
A	=	<u>41%</u>	SD	=	<u>1%</u>
		92%			8%

N= 301

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

SA	=	49%	D	=	6%
A	=	<u>43%</u>	SD	=	<u>2%</u>
		92%			8%

N= 385

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

Yes = 41%
No = 59%

N= 704

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

Yes = 55%
No = 45%

N= 704

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

Yes = 31%
No = 69%

N= 704

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

Yes = 60%
No = 40%

N= 704

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

Yes = 83%
No = 17%

N= 704

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

Yes = 36%
No = 64%

N= 704

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

Yes = 62%
No = 38%

N= 704

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

Yes = 10%
No = 90%

N= 704

20. I routinely seek academic assistance outside of class time from my teachers.

Yes = 41%
No = 59%

N= 704

21. I routinely seek academic assistance outside of class time from Learning Center tutors.

Yes = 30%
No = 70%

N= 704

22. I routinely seek academic assistance outside of class time from a parent/guardian.

Yes = 27%
No = 73%

N= 704

23. I routinely seek academic assistance outside of class time from my friends.

Yes = 60%
No = 40%

N= 704

24. I routinely seek academic assistance outside of class time from paid tutors.

Yes = 25%
No = 75%

N= 704

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

0 hours	=	0%
Less than 1 hour	=	7%
1 - 2 hours	=	35%
2 - 3 hours	=	34%
More than 3 hours	=	24%

N= 704

26. I have had ____ counselors at Stevenson.

1	=	83%
2	=	16%
3	=	1%
More than 3	=	0%

N= 704

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

SA = 65%	D = 3%
A = <u>30%</u>	SD = <u>2%</u>
95%	5%

N= 60

Junior Survey Summary

Junior responses to the survey continue to be exceptionally positive, closely duplicating the responses of the previous year's junior class and going up in many areas as well. 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 (95%) and find them helpful with course selections (98%). Comfort levels in discussions of a personal nature with counselors are strong (91%), while the number of juniors who are greeted in a friendly and helpful manner by Student Services office personnel is agreed upon by most (98%). Many of the junior transfer students who were surveyed related that counselors were helpful with their transition and adjustment to Stevenson (95%). It was found that 17 percent of the juniors have had two or more counselors at SHS, which is a 9-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.

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 almost as favorably as general counseling services among respondents. Responses to college counseling-related items are similar to previous years. Juniors perceive counselors and College/Career Center (CCC) personnel as being helpful at the beginning of the college application process (95%), and even more perceive them to be knowledgeable about the selection process (98%). Juniors who visit the CCC find staff to be friendly and accessible (97%). Those juniors who avail themselves to visiting college representatives report that they find these contacts to be helpful (92%). Likewise, those who choose to attend evening programs that deal with college-related topics view the programs as informative (92%). This is a one percent decrease from last year.

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. A little less than half of the juniors (41%) have utilized the College Career Center to obtain information about post-secondary planning. For the past four years survey results indicate that juniors are accessing counselors (55%) more than college counselors (31%) about college related 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. More than half of juniors (60%) claim to have accessed college information by way of college links located on Stevenson's home page. This is a two-point decrease from last year. There is a three percent increase in the amount of students utilizing outside links like Facebook to obtain information about college (36%). Last school year, one of our college counselors created a CCC Facebook page, so that could be what's impacting the increase in student's utilizing other social media sites to access college related information. Though it is early in the process, more than half of the junior class (62%) report that they have visited college campuses, which is a four-point increase in comparison to the previous year's class. This number continues to rise. A small percentage of students are seeking the services of privately hired college consultants (10%), 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.

For the fourth year in a row, we asked the juniors some new questions which focus on academic assistance, seeking out resources, and time spent on academics. We asked students to identify which resources they access for academic supports. Similar to the freshman and sophomore survey, the results indicate that students most often seek academic assistance from their fellow peers/friends (60%). This result depicts how important programs like Peer Tutors are considering that juniors are feeling most comfortable asking their peers for help. After their peers, juniors indicated that they seek help from their classroom teachers (41%) and then from the Learning Center (30%). For the fourth year in a row, this is the first age group that listed teachers and Learning Center before parents. It's interesting to note considering that as juniors they might be getting more comfortable advocating for themselves and utilizing the school resources more freely. Next, juniors (27%), seek help from their parents/guardians, while twenty-five percent seek assistance from outside paid tutors. The usage of paid tutors did increase by three percentage points this year. This information is helpful in understanding how students access the available supports available to them.

We also asked them to indicate how many hours they spend doing homework or studying during a typical school day. 7% study for less than one hour, 35% study for one to two hours, 34% study for two to three hours, and 24% study for more than three hours. This is the first age group where a large percentage of students are studying for 3 or more hours per school day. This

might be indicative of how important the junior year becomes for students, as well as the increasing rigor of the curriculum as more AP classes become available for students.

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)

- Stevenson had great teachers, counselors, social workers, and other staff members. They were extremely supportive. – 83
- We did a lot of group activities in classes and we worked in cooperative teams and these techniques helped me to learn to work effectively with other people. – 79
- Stevenson did nothing to develop my SEL skills. – 70
- The counselors, social workers and case managers are very talented and were always open to talking to me about things that were happening. They helped me learn to recognize and manage my emotions. – 57
- We were under so much stress and high pressure that we had to learn stress management and time management techniques to survive. – 51
- It was taught in specific classes/curriculum (including English, Theater, Sociology, Applied Health, Psychology, AP Psychology, Mentor Study Skills, Spanish, Resource, Dance, Choir, Teaching Young Children, Activity Period with Counselors). – 48
- The sports, clubs, and intramurals I was involved in helped me to develop these skills. – 48
- Some teachers routinely dismissed SEL with jokes or complaints. These negative opinions were not helpful – 48
- The school was so large and diverse, I was able to meet new people and make new friends everywhere I went. – 41
- There were so many places to get help at SHS that it was easy to deal with challenges – 36
- The FMP program was the perfect place for this learning. It helped me to meet new people and I learned to get along with a lot of different people. – 31
- We were put in challenging situations out of our comfort zone and needed to use these skills. – 28
- Stevenson was a very friendly, safe, and positive learning environment, and I was free to be myself and learn these skills. – 20
- SHS shouldn't worry about this. It is not the school's job. – 15
- Many teachers taught us compassion and we were challenged to think about others. – 14
- We were put in a variety of social events that centered around these concepts. – 14
- SHS taught me have more confidence in myself and I became more social because of it. – 14
- I was able to build strong relationships with the adults in the building and this helped me build my SEL skills. – 12
- My volunteer and community service activities helped me to develop these skills. – 11
- My friends were able to help me with these skills. – 11
- My training as a peer helper helped me develop these skills. – 10
- There were many leadership opportunities that I took advantage of and I was able to work on these skills. – 7
- As a transfer student I felt very supported by teachers and staff members – 7
- Our skills seem to get better as we get older, we are more mature and responsible. – 6
- SHS gave us a survey that asked about out SEL skills. – 6
- We were taught self-awareness in our classes through reflections we would do. – 6

2. In your opinion, how could SHS better help students develop SEL skills? (most representative responses with more than 5)

- Teachers should spend time explicitly teaching SEL in our regular classes. Teachers should take it seriously and make it cool. – 81
- You are already doing a good job. – 52
- Find a better way to identify people who are having issues and help those who need it. – 42
- Our SST's do a good job of supporting us. Make more time for students to meet with them. – 41
- Leave the students alone, they can get this stuff on their own. – 40
- Assign more group projects and team-building activities in classes. – 34
- Do something about the stress; we are all stressed out! – 34
- The teachers should improve their attitude about it. – 34
- Have more social activities so we can build more of a school community. – 29
- Encourage students to get involved in a club or sport. – 29
- The pressure is overwhelming. We need help managing our stress. – 27
- I don't know. – 25
- Make sure that all of the teachers are helpful and caring. – 24
- Have more community building in classrooms. - 23
- There should be less of an AP/ACT/grades focus and more of an SEL focus. – 21
- You should have more SEL activities that involve large groups (speakers, workshops, class assemblies), so we feel more connected to our classmates. – 20
- Make sure students have a good relationship with the faculty and staff. Give us more time to interact.– 19
- Mix people up. We see the same people in our classes every year. – 19
- Make one of the classes that teaches SEL (philosophy, life management, study skills) mandatory. – 15
- Have less homework. – 13
- Encourage more cooperation and less competition with each other – 13
- Teach tolerance and respect for others – 11
- Help us practice these skills in real like situations. – 11
- Encourage people to have more school spirit – 10
- Mix kids up so they meet new people in classes and activities. – 10
- Encourage students to use the peer helpers. – 10
- Give us more freedom to make mistakes and learn from them - 10
- Limit the students' use of technology. – 8
- Give students advisory all four years so you can continue working on these skills. - 8
- Help students find their strengths – 8
- Get people out of their comfort zones so they can grow in these areas. – 6
- Let us have more unstructured time. – 6
- Make community service mandatory. – 6
- Teach the staff these skills so we have better adult (faculty/staff) role models. – 6

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

Joan Ackerman-	Stephanie Bush	James Dzialo
Zimny	Carol Butcher	Mary Eber
Alfredo Acosta	Sergio Cabrera	Nancy Eberhardt
Maria Aguilar	Sara Cahill	Dave Eddy
Agnes Aichholzer	Merle Callisher	Matthew Edstrom
Maureen Albert	Erik Campbell	Sheila Edstrom
Patrick Ambrose	Seamus Campion	Tom Edwards
Eric Anderson	Jason Carlson	David Elbaum
Michael Anderson	Donald Carmichael	Jim Elijah
Peter Anderson	Stephen Carmody	Jeremiah Enright
Christina Anker	Amerigo Carnazzola	Lauren Epstein
Brandi Argentar	Rigoberto Carrillo	Christina Erickson
Daniel Argentar	Carey Cernivec	Scott Eriksen
Jennifer Arias	Clark Chaffee	Brett Erdmann
Christopher Arnold	Jordan Cheifetz	Melissa Fainman
Ryan Aronoff	Michelle Cheng	Andy Farrissey
Greg Augsburg	Victoria Collins	Patrick Fairchild
Michelle Backes	Andrew Conneen	Mike Farina
James Barnabee	Shane Cook	Ryan Fedewa
Dean Barr	Kathleen Coppin	Laurie Feinzimer
Kristin Barrett	Monica Cornille	Cassie Fenton
Heather Bartos	Cristina Cortesi	Nancy Fenton
Thrisha Bautista	Daniel Craig	Sam Figueroa
Dorice Benedetto	Melinda Criglar	Andi Fine
Katie Bennett	AnnMarie Dilorio	Colleen Fischer
Helen Berger	Amanda Croft	Nicole Fischer
Joseph Bettina	Susan Crook	Miriam Fisch
Trish Betthausen	Timothy Crow	Justin Fisk
Reichen Beaver	Peg Cucci	Mike Fitzgerald
Jeremy Beyer	Jacqueline Cullen	Joseph Flanagan
Hasham Bhatti	Amanda Cummings	Jennifer Fletcher
Susan Biemeret	Wendy Custable	Josh Flood
Mark Biesiada	Theresa D'Angelo	Kelly Foley
Thomas Blasius	Victoria Davies	Timothy Foley
Jeffery Blezien	Angela Dauphin	Jason Ford
Patrick Block	Chad Dauphin	Dawn Forde
Jan Bobek	Kelly Dean	Claire Forde
Andrew Bouque	Lori Degman	Denise Foster
Sarah Bowen	Sarah DeHoyos	Gerald Franklin
Josh Bozeday	Fernando Delgado	Richard Frankowski
Dean Bradshaw	Nicole Demarakis	David Frantonius
Sheri Brady	Daniel DeMarco	Lisa Franz
Laura Brandt	John Deppong	Lauren Frick
Stoppek	Lisa Dettling	Larry Friedrichs
Rhea Braslow	Zara Dittman	Justin Frieman
Courtney Bresnen	Megan Donohue	William Fritz
Jenna Breuer	Deanna Dreyer	Dana Fry
Barbara Brown	Clayton Duba	Nicole Fuller
Laura Brown	Eric Duda	Peggy Gaier
Lauren Brownstone	Fil Dudic	Michelle
Pamela Bucheit	Melissa Dudic	Gammelgaard
Brian Burja	Patricia Duncan	Robert
William Burrough	Debbie Durham	Gammelgaard
Inga Buttleman	Griffin Dwyer	Gordon Gandy

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

Eileen Gaughan	Cheryl Hoffman	Netanya Lessner
Sonia Gecker	Marissa Hollenbeck	Maureen Levanti
Joe Geocaris	Kate Hoopes	Stephanie
Jenessa Gerber	Caroline Humes	Levenbrook
Jeremy Gertzfield	Ryan Hutchins	Mark Linnenburger
Kevin Gimre	Kendra Hutchinson	Jill Lipman
Angela Ginnan	Jin Kyung Hwang	Jill Lisius
Dina Gioules	Mike Impastato	Matthew Lockowitz
Floyd Glinsey	Amy Inselberger	Thomas Loew
Paulina Glowacka	Patricia Jackson	Sara Lohrmann
Troy Gobble	David Jacobson	Kimberly Lubecke
Matt Godlewski	Darshan Jain	Elizabeth Lucas
Theodore Goergen	Leigh Jason	Lisa Lukens
Nancy Gold	Jennifer Jensen	Cynthia Lynch
Michelle Goldstein	Erik Joerns	Melissa Mack
Rodolfo Gonzalez	Gina Johnson	Helen Magid
Abbie Goodman	Grant Johnson	Debbie Magee
Eric Goolish	Noel Johnston	Rowena Mak
Mary Goosman	Jeff Johannsen	Terrance Maloney
Rodolfo Gonzalez	Mary Jones	Susan Marcus
Anna Gorbikoff	Faina Kaminsky	Patricia Martin
Toni Gorman	Lynne Kaskela	Michael Martinez
Janet Gotrik	Robin Katz	Roseann Masters
Vasanth	Adam Kehoe	Elizabeth Maxwell
Govindarajan	Martha Keller	Paul Mazzuca
Jillian Grady	Sarah Kellogg	William MacNamara
Michelle Grassly	Christina Kelly	Kevin McBride
Jori Greenhill	Thomas Kelly	Kathleen McCauley
Rachel Gressel	Mary Kenney	Susan McCormick
Richard Green	Victoria Kieft	Carolyn McDonough
Amy Grove	Paul Kim	Caitlyn McGovern
David Gumminger	Jacqueline King	Megan McCullough
Nathan Gustin	Jane Klewin	Diane Meek
Nicholas Haan	Lisa Knauf	Rich Meltzer
Joyce Haaq	Michelle Koehl	Beth Merkin
Bradley Habel	Tyler Kollmann	Judy Merola
Aliceson Hackett-	Harrian Kolko	Carole Meyer
Rubel	James Kollar	Joel Meyers
Tom Habley	Michael Kolze	Ellen Micheli
Chad Hager	Shannon Kolze	Karl Milkereit
Debra Hanlon	Perrie Kominsky	Jennifer Miller
Keith Hannigan	Mary Korta	Dan Miller
Jennifer Harris	Jacob Kramer	Sally Miller
Gregory Hartman	Allison Kulla	Sandra Millman
Stephen Heller	Carly Lacombe	Jamie Miquelon
David Hess	Kevin Lambermont	Francois Mishninger
Sara Hess	Eva Lange	Allison Mocchi
Maureen Heun	Kelli Lane	Tracey Moffat
Sarah Hibbard	Barry Lapping	Dan Monaghan
Roberta Hiett	Dan Larrabee	Laura Moschel
Cristina Higgins	Daniel Larsen	Dean Moran
Joshua Hjorth	Kenneth Latka	Kate Moran
Eddie Ho	Nancy Latka	Brent Mork
Matthew Hodge	Mary Layco	Annie Morelli

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

Colleen Mullaney
Dimitra Mullins
Christopher Mural
Angela Muresan
Jessica Murphy
Kimberly Musolf
Timothy Myers
Lisa Nehring
Heather Nissenberg
Vicky Nordhem
Gary Novak
Paula Nowak
Alice Nuteson
Angela O'Brien
Courtney O'Donovan
Jean O'Mahony
Daniel Ogborn
Radmila Olshansky
Timothy O'Reilly
Marta Orlinska
Zeglen
Andrew Ortman
Taylor Osicek
Christina Palffy
Suzanne Paloian
Jennifer Parisi
Rebecca Patchak
Lindsay Perkins
Gerald Peters
Theron Petway
Nancy Peterson
Christine Pfaffinger
Kristin Piekarski
Richard Pierce
Yolanda Pilch
Joe Pine
Robert Pinta
Pamela Polakow
Lori Polin-Silva
Jennifer Polisky
Susan Polonsky
Christy Psihogios
Lynne Rabe
Frank Radostits
Mary Ragusa
Eric Ramos
Catherine Rauch-Morse
Lauren Rawitz
Anthony Reibel
Michael Reimer
Joseph Reinmann
Elfie Repel
Linda Reusch

Victoria Reznicek
Andrew Richardson
Jennifer Richardt
Manuel Rider-Sanchez
Brigit Riordan
Kathlene Rodriquez
Kaitlin Romanchuk
Lindsay Ross
Neal Roys
Timothy Roznowski
Bryan Rusin
Cristal Sabbagh
Miriam Sacksteder
Sheryl Sager
Christopher Salituro
Kathleen Sassan
Vickie Saunders
David Saxe
Lisa Scanio
Mark Schaedel
Mark Schartner
John Schauble
Sarah Schrader
Laura Shepin
Jennifer Schiavone
David Schoenfisch
Eileen Schopen
Stephanie Schafer
Andrew Schroeder
Tamara Sears
Petra Sebastian
Carol Seeger
Helen Seretis
Gregory Sherwin
Caroline Shupe
Nicholas Skala
Todd Sikora
Cheryl Singley
Andrea Siwik
Jeffrey Slepak
Davida Small
Brad Smeele
Kelly Smith
Nicole Smith
Robert Smith
Ryan Smith
Sherry Smith
Kirstin Snelten
Scott Sommers
Kyle Sorenson
Annette Sorkin
Steven Soszko
Molly Sponseller

Vincent Springer
Thomas Stanhope
Irene Stergiou
Vanessa Steinkamp
Nicole Stephens
Sarah Stolzenberg
Michelle Stone
Christina Suarez
Carlos Suaste
Megan Sugrue
M Terese Sullivan
Janet Sushinski
Binnie Swislow
Susan Taylor
Christian Thibaudeau
Barbara Thill
Sharlene Tiagonce
Jennifer Tierney
Dawn Timm
Lou Ann Tollefson
Timothy Tomaso
Valerie Tomkiel
Richard Tompson
Lynn Tremmel
Amy Tucker
Steven Tucker
Eric Twadell
Tova Urborg
Nicholas Valenziano
Joe Vallone
Tiffany Van Cleaf
Hector Vazquez
Kristen Velazquez
Julie Vickers
Jodi Vignassi
Enrique Vilaseco
Kirsten Voelker
Sarah Walker
Jianhong Wang
Robert Ward
Deanna Warkins
Curtis Weber
Paul Weil
Stephanie Weiss
Aaron Wellington
Deborah Wiersema
Sandy Wiczer
John Wilkie
Matt Williams
Scott Williams
Melissa Willison
Diane Willock
Bryan Wills
Julie Wilson

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

Jeff Wimer
Sean Wimer
Brian Wise
Erin Wise
Edward Wissing
Christina Wood
Steven Wood
Brian Woodward
Sandra Wright
Li Ye
Robert Zagorski
Alden Zimlich
Gwen Zimmermann
Jennifer Zizzo
Justin Zummo

4. What made these staff members so special?

- They were very encouraging and supportive. They were also really passionate about and committed to helping every student achieve success.
- They are interested in your life, focus on pointing out your strengths, and helping improve areas that need help. They were welcoming and encouraged you to talk to them about anything they could help with.
- They helped me overcome my anxiety.
- Staff can be pretty chill.
- They helped me grow as a student inside and outside the class.
- He was always there for me and displayed complete confidence in me while I was struggling.
- He really thought I was good kid, and I appreciate all the time and effort he put into helping me and my team succeed.
- They actually care about life experience and learning more than grades.
- They appreciate the importance of a more laid-back atmosphere with ideals still rooted in vigorous, intrinsically motivating work ethic.
- They seem like they like being here.
- They knew I was going through a tough time and worked with me to help me graduate on time with my class.
- They brighten everyone's day.
- They truly inspired me to become a better and stronger person.
- They were fun to be around, exciting to learn from, and awesome people in general.
- She is perfect.
- They all tried to make a personal connection and help and improve my SEL without being annoying about it.
- They were passionate about their work, and they made an effort to connect with every student.
- He really did help me in government and made me try the class when I wanted to drop it. Now it's my favorite class of the day.
- They know how to naturally lead a classroom, and they don't rely on a formula to help them teach.
- They encouraged me to do my best, challenge myself, go out of my comfort zone, and ask for help when I needed it.
- They are passionate about what they do and can make anyone's day better. I will really miss these people.
- They saw through my lies and talked it out with me.
- They always encouraged me and supported me in my passion for the performing arts.
- They went out of their way to help me succeed, and they were trustworthy, helpful, and role models.
- I never thought I would enjoy gym class until she taught me.
- I like the security guards. I think it's cool to be greeted by friendly faces every time I walk in the building.
- They have truly been life mentors for me.
- When teachers form a bond with their students, students are more concerned with their grades in order to make their teachers proud.
- He always asked me about my sports and how I competed the night before, and he even went to one of the games to support our team. The fact that a teacher cares to remember and ask about how the game went is really cool and makes me feel more connected as a student and pay more attention in class.

4. What made these staff members so special?

- They helped me become more social and encouraged me to join groups that I would have never thought to join on my own.
- I moved here to Stevenson at the end of my Sophomore year. Every day I see many staff who are always smiling and willing to stop and talk for a little bit.
- They make sure every student is understanding everything and that no one is being left in the dark, and if there's a problem, they take steps to solve it and better the student.
- They actually showed a great interest in you and treated you more as an equal than just their student.
- The knowledge he has seems to be endless. I feel as though he is one of the brightest teachers I've had.
- He has taught me so many life lessons and shaped me into a better, more positive person. I wouldn't be who I am today without him.
- She sat down with me and took time to work on my time management skills that have greatly helped me. She truly cares about her students and athletes.
- They taught me a lot about work ethic and habits to succeed.
- They made me believe that I am smart and that I will go somewhere in life and have a successful future.
- She was extremely supportive during a tough time.
- They eliminated a lot of stress in AP courses which would normally be stressful. They were easy to relate to as well.
- Both were highly educated, intelligent, and open-minded people whose classes I enjoyed being in.
- Getting to know teachers on a personal level also was something I enjoyed in the SHS community.
- They also challenge you to become a better version of yourself to succeed in classes.
- The teachers/staff members listed have shown a tremendous amount of care, enthusiasm, and love for the thing they do best.
- He waved at me every morning, and he helped brighten my morning when I wasn't feeling like going to school.
- She always made class a place I felt comfortable, and if someone was having a bad day, she would offer to help them feel better.
- His positivity is contagious.
- They're supportive and helpful with anything you bring to them; they're like teacher Angels.
- If I was having a bad day, she would always cheer me up by pointing out that my problems weren't the end of the world and that I would get through them.
- She is a blessing to the school, and I hope Stevenson treats her well for a long time to come.
- He taught me how to be more responsible for my actions and helped me be a lot more caring about my education.
- It was my first time taking an AP course, I was totally intimidated, and they make the classroom feel like a relaxed environment with no high pressure.
- These people changed my life.
- He was a teacher that I felt I could connect with. If I could, I would take that class again.

5. Sports or intramural activities students would have participated in if they were added to Stevenson's programs and number of requests (activities with 14 or more requests)

Quidditch	26
Ultimate Frisbee	19
Men's Badminton	16
Rugby	15
Crew/Rowing	15

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)

Strongly Agree	=	46%	Disagree	=	6%
Agree	=	<u>47%</u>	Strongly Disagree	=	<u>1%</u>
		93%			7%

N= 749

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)

Strongly Agree	=	22%	Disagree	=	14%
Agree	=	<u>59%</u>	Strongly Disagree	=	<u>5%</u>
		81%			19%

N= 749

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

1. 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.

SA = 59%	D = 6%
A = <u>34%</u>	SD = <u>1%</u>
93%	7%

N= 710

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

SA = 75%	D = 3%
A = <u>21%</u>	SD = <u>1%</u>
96%	4%

N= 716

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

SA = 55%	SD = 9%
A = <u>33%</u>	D = <u>3%</u>
88%	12%

N= 716

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

SA = 55%	D = 10%
A = <u>33%</u>	SD = <u>2%</u>
88%	12%

N= 707

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

SA	=	49%	D	=	14%
A	=	<u>32%</u>	SD	=	<u>5%</u>
		81%			19%

N= 658

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

SA	=	42%	D	=	9%
A	=	<u>46%</u>	SD	=	<u>3%</u>
		88%			12%

N= 696

7. I have had ____ counselor(s) at Stevenson.

1	=	64%
2	=	32%
3	=	3%
More than 3	=	1%

N= 719

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

SA	=	56%	D	=	11%
A	=	<u>30%</u>	SD	=	<u>3%</u>
		86%			14%

N=97

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

SA	=	57%	D	=	5%
A	=	<u>36%</u>	SD	=	<u>2%</u>
		93%			7%

N=672

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

SA	=	38%	D	=	16%
A	=	<u>39%</u>	SD	=	<u>7%</u>
		77%			23%

N=615

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

SA	=	30%	D	=	19%
A	=	<u>43%</u>	SD	=	<u>8%</u>
		73%			27%

N=419

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

SA	=	38%	D	=	11%
A	=	<u>46%</u>	SD	=	<u>5%</u>
		84%			16%

N=553

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

SA	=	24%	D	=	18%
A	=	<u>41%</u>	SD	=	<u>17%</u>
		65%			35%

N=419

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

Yes	=	65%
No	=	35%

N= 724

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

Yes	=	33%
No	=	67%

N= 724

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

Yes = 12%
No = 88%

N= 724

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

Yes = 66%
No = 34%

N= 724

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

Yes = 49%
No = 51%

N= 724

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

Yes = 45%
No = 55%

N= 724

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

Yes = 54%
No = 46%

N= 724

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

Yes = 82%
No = 18%

N= 724

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

Yes = 88%
No = 12%

N= 724

ACADEMIC SUPPORT

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

Yes = 35%
No = 65%

N= 724

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

Yes = 25%
No = 75%

N= 724

25. I routinely sought academic assistance outside of class time from a parent/guardian.

Yes = 16%
No = 84%

N= 724

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

Yes = 57%
No = 43%

N= 724

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

Yes = 15%
No = 85%

N= 724

28. I participated in an ACT/SAT preparatory program from a private company.

Yes = 53%
No = 47%

N= 724

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

SA = 39% **D = 9%**
A = 47% **SD = 5%**
 86% **14%**

N= 570

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

SA = 51% **D = 9%**
A = 38% **SD = 2%**
 89% **11%**

N= 670

CLUBS, ACTIVITIES, SPORTS AND INTRAMURALS:

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

Yes = 95%
No = 5%

N= 724

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

Extremely positive = 37%
Positive = 43%
Satisfactory = 16%
Unsatisfactory = 4%
Did not participate = 7%

N= 674

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

Extremely positive	=	34%
Positive	=	35%
Satisfactory	=	19%
Unsatisfactory	=	12%
Did not participate	=	30%

N=504

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

Extremely positive	=	34%
Positive	=	43%
Satisfactory	=	21%
Unsatisfactory	=	2%
Did not participate	=	36%

N= 461

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

Yes	=	65%
No	=	35%

N= 724

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

Yes	=	90%
No	=	10%

N= 724

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

Yes	=	75%
No	=	25%

N= 724

ACADEMIC INFORMATION

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

1	=	1%
2	=	3%
3	=	3%
4	=	93%

N= 724

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

Exceptional	=	32%
Above Average	=	43%
Average	=	21%
Minimal	=	4%

N= 724

40. 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.).

SA = 56%	D = 5%
A = 38%	SD = 1%
94%	6%

N= 724

41. 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.).

SA = 47%	D = 9%
A = 41%	SD = 3%
88%	12%

N= 724

42. 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.).

SA	=	50%	D	=	6%
A	=	<u>41%</u>	SD	=	<u>3%</u>
		91%			9%

N= 724

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

Extremely positive	=	28%
Positive	=	46%
Satisfactory	=	21%
Unsatisfactory	=	5%
Did not participate	=	9%

N= 661

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

4.00 or above	=	39%
3.5 - 3.99	=	28%
3.0 - 3.49	=	22%
2.5 - 2.99	=	9%
Less than 2.49	=	2%

N= 724

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

0 hours	=	4%
Less than 1 hour	=	15%
1 - 2 hours	=	30%
2 - 3 hours	=	27%
More than 3 hours	=	25%

N= 724

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 ninth year in a row, there is a 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. Last year the largest category of agreement among seniors indicated that they believed Stevenson did nothing to develop their SEL skills (108). This year the most popular response was that Stevenson had great teachers, counselors, social workers and other staff members that were supportive (83). The second most popular shared sentiment is that they have learned to manage their emotions because they did a lot of group activities in classes which helped them to work effectively with other people (79 students). This is the second time this feedback was the second most popular response on the list. The next response said Stevenson did nothing to develop their SEL skills (70). Seniors also gave credit to the staff members, including teachers and counselors, who were role models in this area (57), as well as learning stress management techniques because the school environment tended to be high pressure (51). Seniors also recognized that SEL was taught in specific classes (48).

The second question asked for students' suggestions: "How could Stevenson better help students develop SEL skills?" For the first time the most popular response was that teachers should spend time explicitly teaching SEL in classes. Last year 29 students said this and it rose to 81 students sharing this sentiment. The next most popular shared response among recent graduates is that Stevenson is already doing a good job in this area (52). Forty-Two students felt that we need to have a better way to identify students who are having issues and help those who need it. This was the first time this was in the top answers. Followed closely was the idea of making more time for students to meet with their Student Support Team (41). Forty students would prefer to be left alone in this area, whereas others feel assigning more group projects and team building

activities would foster SEL (34).

A large number of faculty and staff members (492) are specifically named as having a positive impact on students because of their inspirational teaching, encouragement, and personal interest. Last year, 468 faculty and staff were mentioned in the survey, so this year there was a significant increase in how many people were mentioned. 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 first time Quidditch was mentioned the most (26), followed by the second most popular response Ultimate Frisbee (19). Men's Badminton (16), Ruby (15), and Crew/Rowing (15) were the next activities mentioned most. This is the first year Crew was mentioned.

A large 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 decrease from last year's survey results. A small percentage of students (1%) 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 (81%). Over the past three years, this statistic continues to increase and this year it increased by six percentage points. A number of seniors (25%) believe that their peers are inconsiderate and disrespectful of each other.

For the past five years, we made some minor adjustments and additions to the Student Services exit survey. Most notably, we added wording on this new form which 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. Based on the results, seniors perceive counselors as both available (93%) and friendly on an interpersonal level (96%). Seniors indicate that their counselors know them (88%), in addition to finding them helpful with academic guidance (88%). More than three quarters of seniors feel comfortable talking to counselors, social workers, and SST coordinators about personal or non-academic issues (81%). This is a 4 percent increase from last year's results. Over three quarters of students (88%) believe that the Student Services offices are "user-friendly." Most transfer students (86%) view their counselors, social workers, and SST coordinators as being helpful in their transition and adjustment to SHS. More than half of the class (64%) has had the same counselor for all four years.

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 (93%). The College/Career Center staff is viewed as being friendly and accessible (77%). 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, 73 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; this depicts a three-point increase 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 (65%) felt that their NYO appointment with a post-secondary counselor was helpful and this is the same as last year.

When asked how they obtain information about colleges and scholarships, 33 percent of seniors utilize the post-secondary counselors, whereas 65 percent of seniors get help from their individual counselor. Students and parents access information about colleges from the CCC (66%) as well as using college links on Stevenson's home page (45%). "Other" websites continue to be a substantial source of information for many of our families (82%). When asked more specifically, more than half of students (54%) 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%). Almost half of the seniors (49%) 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,

but went up two points from last year's results (16%). 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 sixth year in a row, the most popular response shows that a large majority of students get academic support from their friends (57%). The second most popular response indicates that seniors sought out help from their teachers (35%). Next, less than half (25%) receives academic support from the Learning Center tutors, followed closely by their parents (16%). This is the fourth year in a row that the Learning Center surpassed parents as a more desirable resource for academics. Lastly, the fewest students access academic support from paid tutors (15%). It is interesting to see that most students will go to their peers first when they are seeking academic support. More than three quarters (86%) of seniors have found the Learning Centers and their tutors to be beneficial, with almost the same number (89%) 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. Last year there was an all time high percentage in this area; this year it decreased slightly by two percentage points. More than three quarters (80%) of the students who have participated in clubs/activities feel positive about their experience with just another 20 percent simply expressing satisfaction. About seven out of ten (69%) of the interscholastic sport participants view their experiences as positive or extremely positive, while others describe their experience as satisfactory (19%). Most seniors (77%) express that their intramural experience has been positive, while nearly the rest (21%) find some satisfaction in these activities. About seven out of ten of seniors (75%) report that they have achieved a position of leadership within the school; this constitutes a two-point decrease from last year. More than half of seniors (65%) are members of a club or organization not affiliated with SHS, while a larger percentage of seniors (90%) 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 (93%) 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 (32%) or above average (43%), with about a quarter (21%) 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 eighth 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 (94%) 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 is the same as last year's results. The second question found that more than three quarters of the senior class (88%) believed that their experiences as a student at SHS helped them to recognize and manage emotions and challenging situations effectively. This went up three percentage points. Finally, the third question shows that most seniors (91%) believe that their experiences at SHS helped them to develop and maintain positive relationships in their lives. This depicts a three-point increase from last year. It is positive to see that all of the SEL results either stayed the same or increased 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 (74%) of the participants assess their experience as positive, while just under one quarter (21%) express mere satisfaction.

Upon comparing answers among seniors to the previous year's graduates, upward trends are evident in most categories. The current senior survey suggests that students continue to perceive counselors as accessible (one-point increase), amiable (two-point increase), helpful in selecting courses (three-point increase), and able to provide a setting whereby students feel comfortable speaking about non-academic concerns (four-point increase). Seniors continue to be highly satisfied with college counseling services and they are continuing to utilize the resources of the College/Career Center. A large number of students access information from their counselors (ten-point increase) and college consultants (three-point increase). A larger majority of seniors say that they are visiting college campuses (two-point decrease). Students are reporting increased levels of satisfaction with the Learning Center's services and resources (same). 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>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
1	2%	3%	1%	2%	1%	1%
2	3	4	1	2	2	3
3	4	4	3	2	4	3
4	89	95	95	94	93	93

Student perception of own individual effort at Stevenson

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
exceptional	28%	29%	30%	29%	32%
above average	39	44	45	43	43
average	26	21	22	24	21
minimal	7	6	3	4	4

Student perception of growth in responsibility for learning through high school

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
positive	95%	95%	95%	94%	94%
negative	5	5	5	6	6

Satisfaction with academic planning and course selection assistance from counselors

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
positive	89%	85%	85%	85%	88%
negative	11	15	15	15	12

Student perception of counselors' accessibility

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
positive	97%	94%	92%	92%	93%
negative	3	6	8	8	7

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

<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
94%	95%	97%	96%	97%	95%

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

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Satisfactory or better	96%	97%	97%	96%	96%
N/A (did not participate)	9	9	9	6	7

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

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Positive	92%	92%	92%	89%	88%
N/A (did not participate)	33	34	34	31	30

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

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Positive	97%	99%	98%	97%	98%
N/A (did not participate)	32	34	32	32	36

Participation in a leadership role within the school

<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
73%	69%	72%	75%	77%	75%

Participation in clubs or organizations not affiliated with Stevenson HS

<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
57%	59%	63%	61%	65%	65%

Participation in community service activities

<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
85%	87%	91%	90%	91%	90%

Number of faculty and staff cited as having a positive impact

<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
432	406	N/A	465	468	492

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

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
positive	91%	95%	94%	92%	93%
negative	9	5	6	8	7

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

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
positive	67%	70%	76%	75%	81%
negative	33	30	24	25	19

Students' reporting of positive experiences in Stevenson's Advanced Placement program (of those participating)

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Positive	94%	97%	95%	94%	95%
N/A (did not participate)	15	12	9	8	9

Summary of Longitudinal Senior Exit Data

Senior exit data has been collected and recorded for over 16 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 remained the same as the previous year (93%). It should be noted that this figure does not reflect a seven 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 (75%). 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 (32%) described their effort level as "exceptional." The largest majority described their effort level as "above average" (43%). The number of students describing their effort level as exceptional and above average has increased by three points from last year and it depicts an all time survey high. These 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. Students who describe themselves as exerting minimal effort (4%), 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, but this year it continues to be the lowest it has been in awhile. Growth in responsibility for learning throughout high school has remained strong and constant over the past few years and remained the same as last year (94%). That is only one point lower than the all time high score.

Satisfaction with academic counseling, such as receiving course selection assistance from counselors, increased by three points and is only one point shy of the all time high (88%). 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 perception of counselors' accessibility has remained high over the years and this year's results echoes last years. Ninety three percent of seniors feel that their counselor is accessible. This might also be related to our increasing caseloads. Four years ago there was all time high in this category. The current percentage also represents a vast improvement from about 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 decreased slightly by two points, yet still confirming that Stevenson students are very involved (95%). Last year it was at an all time high. 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 is similar to last year's satisfaction results (96%) and is only one point off from 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. For the past four years, this year's satisfaction level decreased one point (88%), depicting the lowest number from 2010-2015. Students' rate of participation in sports has remained high (70%). The intramural program has maintained a high rate of participation (64%). 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 almost perfect satisfaction levels, posting a one-point increase from last year's survey (98%).

The percentage of students who identify themselves as playing a role in school leadership has remained relatively high this year, but depicts a two-point decrease from the previous year's results (75%). This means that roughly seven out of ten respondents of 2015 graduates claim to have held a leadership role (75%). 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 (90%). This is a one-point decrease from last year. The number of Stevenson seniors participating in clubs and organizations outside the school domain stayed the same as last year (65%), and this signifies that more than six out of ten seniors are pursuing opportunities outside of the school setting. This is the second year in a row this reached an all time high in this category. 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 492, which happens to be an all time high number of faculty mentioned by senior students. 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 (93%). When asked the same question in terms of students treating one another with respect regardless of their differences, current respondents report a significant six point increase compared to last year's results (81%). This is an all time high in this category and it is nice to see that student's are treating others with respect more. In 2009 this number was at 52 percent, so we are very happy to see this positive trend. This could be due to our district wide goal of instilling Social Emotional Skills in our students.

Student's reporting of positive experiences in Stevenson's Advanced Placement program remains high, depicting a one-point increase from last year (95%). Three years ago depicted an all time high satisfaction rate for those participating in our AP program.

In summary, graduates of 2014 surpassed milestones described by other seniors in several categories: record high in student's perception of own

individual effort at SHS (75%) and student perception of respect and consideration accorded them by their peers relative to individual and cultural differences (81%). Participation in clubs and organizations not affiliated with SHS tied for an all time high response (65%). 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

	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
1. Counselor accessibility:				
	99%	99%	99%	93%
2. Counselor friendliness and approachability:				
	98%	99%	99%	96%
3. Counselor knowledge/recognition of student:				
	89%	96%	95%	88%
4. Counselor helpfulness with academic counseling:				
	96%	99%	98%	88%
5. Student comfort level discussing personal issues or nonacademic concerns:				
	84%	92%	91%	81%
6. Student Services Office - friendliness and helpfulness:				
	96%	99%	98%	88%
7. Counselors' and college consultants' knowledge about college applications and selection process:				
			98% Satisf. 86% Util.Rate*	93% Satisf. 93% 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

	JUNIORS	SENIORS
8. Use of the College Career Center:	41% Util. Rate*	66% Util. Rate*
9. College Career Center staff's friendliness and accessibility:	97%	77%
10. Visits from college representatives:	92% Satisf. 43% Util. Rate*	N/A 49% Util. Rate*
11. College evening programs:	92% Satisf. 55% Util. Rate*	N/A N/A
12. CCC group guidance programs:		73% Satisf.

SOURCES OF ACADEMIC ASSISTANCE

	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
13. Teachers	44%	45%	36%	34%
14. LC Tutors	36%	36%	31%	29%
15. Parents	49%	40%	24%	16%
16. Friends	65%	69%	56%	58%
17. Private Tutors	17%	19%	22%	15%

*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 post above levels of 90 percent. Almost all freshmen (99%), sophomores (99%), and juniors (99%) agree that counselors are friendly and accessible, while a large majority of seniors concur (93%). Knowledge and recognition of students follow close behind in the mid eighties to nineties among freshmen (89%), sophomores (96%), juniors (95%), and seniors (88%). Counselors are also perceived to be helpful with academic counseling among freshmen (94%), sophomores (99%), juniors (98%), and seniors (88%). These numbers resemble trends that were illustrated the previous school year. There were many increases across all age groups, especially in the senior categories which reflected increases in every area.

Relative to comfort levels when discussing personal issues, more than eight out of ten freshmen (84%), sophomores (92%), juniors (91%), and seniors (81%) do feel comfortable about discussing non academic concerns with counselors. All age levels reported higher comfort levels this year with freshman, juniors, and seniors increasing four points. Seniors have never reached more than 80% comfort level before so this is a significant increase.

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 resemble the previous year's percentages, with freshmen showing a four-point increase in satisfaction levels (96%). Sophomores are a bit more satisfied (99%), and nine out of ten juniors (98%) 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; however it did increase by one point this year (88%).

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 (93%) who

choose to tap the knowledge base of counselors and college consultants. Juniors check in at a 86 percent utilization rate, while seniors log in at 93 percent. The junior's utilization rate increased by 10 percent this year; the seniors' utilization rate stayed the same. College Career Center usage by the end of first semester for juniors was 41 percent; by the conclusion of senior year, usage rose to 66 percent. These numbers are similar to last year's results, except seniors increased by five points. Bear in mind that some students feel confident in their choices and do not feel compelled to research further. The vast majority of juniors (97%) and seniors (77%) who have chosen to use the CCC find it to be friendly and accessible.

This year seniors (49%) slightly outpaced juniors (43%) when it came to meeting with college representatives who visit Stevenson. Compared to the previous year, the senior attendance rate increased by four points putting them ahead of juniors in accessing these services. Based on the changing CCC curriculum and focus, we did not elicit the senior's satisfaction levels with college rep visits or college evening programs. We did find that 55 percent of juniors attended college evening programs and even more (92%) were satisfied with these programs. This is a ten point and one point decrease respectively. We did ask a newer 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 (73%) of the seniors were satisfied with these informational meetings.

For the fourth time, we have comparison data relating to the sources of academic assistance students choose to seek out. We asked students to identify whom they routinely seek academic assistance from. The choices included were teachers, Learning Center tutors, parents, friends, and private tutors. When we compare their answers across the grade levels, we can see some consistent trends. For the fourth year in a row, friends is the most popular response across all grade levels with freshmen (65%), sophomores (69%), juniors (56%), and seniors (58%) stating that they routinely use this method to obtain academic support. The second most popular response for freshmen is parents (49%) and for sophomores this year teachers (45) beat out parents (40) for the second most popular resource. As students progress through high school, they seem to be using parents less (juniors 24%, seniors 16%) and accessing their teachers more often (freshman 44%, sophomores 45%, juniors 36%, seniors 34%). After friends, parents, and teachers, the most popular response tends to be Learning center tutors, with freshman (36%), sophomores (36%), juniors (31%), and seniors (29%) using them as resources. This year there was a ten percent increase in freshman and three percent increase in sophomores using the Learning Center. These increases could potentially be due to more targeted tutoring identification and school wide procedures. The least popular method of accessing academic assistance is by hiring private tutors. Freshmen (17%), sophomores (19%), and seniors (15%) utilize them less than juniors (22%). This is the third year we've seen this trend. It is possible that tutors increase in the junior year because it is such an important academic year for ACT and classes before applying to colleges. It makes sense that seniors would access them the least because the college application process is typically over early on in senior year.

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 -	97 (97%)
Working -	2 (2%)
Military -	1 (1%)

Note: Questions 2-9 were asked of respondents attending college or university; therefore, 97 responses are reported.

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

Yes –	91 (94%)
No –	6 (6%)
Transferring to a four-year college –	3
Transferring to a two-year college –	3

3. What is your current or anticipated major?

Business – 17 (18%)

General Business – 10

Economics – 2

Marketing – 1

Marketing & Operations Management – 1

Business Analytics – 1

Advertising – 1

Finance – 1

Government – 1

Science – 7 (7%)

Biomedical Science – 2

Biomolecular Science – 1

Meteorology – 1

Zoology – 1

Biology – 1

Biochemistry – 1

Engineering – 17 (18%)

General Engineering – 5

Mechanical Engineering – 4

Biomedical Engineering – 3

Chemical Engineering – 2

Electrical Engineering – 2

Computer Engineering – 1

Education – 7 (7%)

Elementary Education – 4

Early Childhood Education – 1

Secondary Education-Science – 1

Secondary Education-History – 1

Health Sciences – 10 (10%)

Nursing – 4

Neuroscience – 2

Health Science – 2

Kinesiology – 1

Sports Medicine – 1

Communications – 5 (5%)

Communications – 1

Speech & Hearing Science – 1

Journalism – 1

Integrated Strategic Communications – 2

Social Sciences – 10 (10%)

Psychology – 5

Political Science – 3

History – 1

Fine Arts – 3 (3%)

Audio Engineering – 1

Theater – 1

Dance – 1

Multiple Majors – 11 (12%)
 Business/Marketing – 1
 International Business/Entrepreneurship – 1
 Computer Science/Psychology – 1
 Economics/Spanish – 1
 History/Political Science – 1
 Liberal Studies/Psychology – 1
 History/Sociology – 1
 Finance/Political Science – 1
 Political Science/Arabic – 1

Chemical Engineering/Math – 1
 Fashion/Dance – 1

Other – 10 (10%)
 Undecided – 5
 Computer Science – 1
 Architecture - 1
 Community & Non-Profit Leadership – 1
 Russian & East European Studies – 1
 Family & Consumer Science – 1

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

No – 5 (5%)
 Yes – 92 (95%)

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

Number of credits: 0 credits - 18
 I don't know - 5
 1-10 credits - 29
 11-20 credits - 16
 21-30 credits - 11
 31-40 credits - 6
 41-50 credits - 2
 51-60 credits - 3
 61 or more - 2

4c. If you received no credit, why?

My score wasn't high enough – 6
 Didn't take the test – 8
 The credit wasn't accepted for my major – 3
 They are not used at my college – 1

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

Yes – 19 (20%)
 Number of credits: 1-5 credits - 8
 6-10 credits - 9
 11-15 credits - 2

Subjects:
 Spanish – 10
 Math – 9
 Chemistry – 2
 Latin - 1
 French - 1
 Writing - 1

No – 78 (80%)

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>
Writing Composition/Reports	71%	28%	1%	0%
Mathematics	77%	23%	0%	3%
Social Studies	77%	22%	1%	7%
Science	63%	36%	1%	4%
Reading Comprehension	74%	26%	0%	0%
Foreign Language	59%	41%	0%	16%
Fine Arts	64%	35%	1%	11%
Study Skills	72%	25%	3%	1%
Use of Computers—Research	73%	24%	3%	1%
Use of Computers—Applications	48%	39%	13%	1%

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 – 28%
 Not as well as others – 2%

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

Shared G.P.A. – 89

Grade Point Average: 4.0 - 3.5 - 60%
 3.4 - 3.0 - 28%
 2.9 - 2.0 - 11%
 1.9 - 0.0 - 1%

Did not know G.P.A. – 7

Did not want to share G.P.A – 1

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

Higher – 20%
 The same – 50%
 Lower – 30%

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 – 40%
Agree – 57%
Disagree – 3%
Strongly Disagree – 0%

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

Base grades on tests only – 7
Have less handholding – 7
Teach study skills – 6
Tell teachers to follow due dates – 4
Teach time management for long-term projects – 4
Give more flexibility in class choices – 3
Warn seniors that college classes are hard – 2
It is up to the kids – 2
Put less pressure on students – 2
Have less pressure to take AP classes – 2
Have everyone take hard classes – 1
Give more long term assignments – 1
Give students more independence – 1
Give more direction about studying at the beginning – 1
Let students know that failure is OK – 1
Teach self advocacy – 1
Make help mandatory if you need it – 1
Have less competition – 1
Tell students not to copy assignments – 1
Encourage students to participate in clubs and sports – 1
Teach note-taking on reading – 1
Encourage students to take more APs – 1
Have more lecture based classes – 1
Nothing, you are doing a good job – 51

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

Yes – 83%
No – 17%

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

Too strict – 22%
About right – 77%
Not strict enough – 1%

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 – 16
Have less pressure – 10
Take different classes (engineering, theater, computers) – 10
Try Harder – 8
Take more AP classes – 4
Have more independence – 3
Stay in control – 3
Be more social – 3
Enjoy the experience more – 3
Have a more accepting student body – 2
Go to a smaller school – 2
Take fewer AP classes – 2
Start in higher classes – 2
Have teachers that cared about my home life more – 1
Don't kick kids out of school for drug violations – 1
Cut down on traveling – 1
Be more engaged in learning – 1
Be involved in more diverse activities – 1
Have no dress code – 1
Use all of the resources – 1
Make it more similar to college – 1
Do more homework – 1
Give the quiz bowl team more funds – 1
Change the AP Physics C curriculum – 1
Have more adversity – 1
Have a closer relationship with teachers – 1
Have a more diverse student body – 1
Have less friend drama – 1
Try AP classes earlier – 1
Take a tech campus class – 1
Have less homework – 1
Have a block schedule – 1
Have better college help – 1
Take more of a leadership role – 1
Go to a different school – 1
I don't know – 2
Nothing – 17

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

Teachers and Staff – 31
Friends – 14
Clubs – 13
Sports – 11
Classes – 9
Opportunities – 7
Great preparation for college – 6
Academic support – 5
Meeting new people – 4
Time management skills – 3
Independence – 3
AP classes – 2
Nothing – 2
FMP – 2
Diversity of students – 2
Friendly people – 1
Lacrosse Team – 1
Tennis – 1
Poms – 1
My counselor – 1
Theater Department – 1
Class Board – 1
Engineering – 1
Leadership opportunities – 1
Community – 1
Quiz Bowl – 1
Technology Available – 1
Spring Fling – 1
Everything – 1
Fine Arts – 1
Small Class Sizes – 1
Events – 1

16. Are you registered to vote?

Yes – 72%
No – 28%

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

Yes – 23%
No – 77%

Table A

Reasons for "Inadequate" Responses in Writing

I needed more formal essay writing skills– 1

Reason for "Inadequate" Response in Social Studies

We did not learn enough history – 1

Reason for "Inadequate" Response in Science

College science was a huge step up from high school science – 1

Reasons for "Inadequate" Responses in Fine Arts

Fine arts should be a graduation requirement – 1

Reasons for "Inadequate" Responses in Study Skills

I never learned to study – 1

I never needed to study at SHS – 2

Reasons for "Inadequate" Responses in Computer Research

I didn't know how to do scientific research – 2

The resources we use now are very different from the resources used in high school – 1

Reasons for "Inadequate" Responses in Computer Applications

I never learned how to use Excel and I needed it in college – 8

I needed a coding class – 1

I was never taught these skills – 4

One-Year Follow-Up Survey Summary

Data for this year's survey was garnered from telephone interviews with 100 randomly selected 2014 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 2014 graduates declare that they are attending college full time (97%), and that depicts a two-point decrease from the previous year's sample. Two students are working and one student is in the military. A large majority of individuals attending college plan to return to the same school in the fall (91%), while some are thinking of changing their plans by either transferring to another four-year college (3%) or transferring to a two-year college (3%). When asked about courses of study, the largest reported category is business (18%) for the fifth year in a row. This year Engineering tied with Business as the most popular major and this depicts a ten point increase from last year (18%). The second most cited response was Health Sciences (10%) and Social Sciences (10%). The third most popular major is Science (7%) and Education (7%). Multiple majors continues to be a popular route for our post graduates (12%) but results this year indicate a 7 percent decrease in this area. In addition, many students are reporting that they are in the "other" category (10%); this includes undecided, computer science, industrial design, 3D modeling and international studies.

This year's sample of students cited a 9 percent increase in participation rate in AP classes as compared to last year's senior class (95%). Last year this result went up by 7 points, so this category is steadily rising. Are students earning credit towards college graduation while in high school? The large majority (82%) of AP participants declare that they have earned credit. Out of the 82 percent of students who received credit, 42 of them earned more than ten credits. Of the 18 students who did not receive credit, 8 students said they didn't take the test, 6 students said their score wasn't high enough, and three students said the credit wasn't accepted for their major. Many respondents (20%) report earning additional credit by way of college proficiency exams. Two students even said they received more than 16 credits this way. This was the first time that high number was cited.

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 nine of the ten areas and skills polled, with the exception of use of computer applications (86%). Seven subject areas reached near perfect percentages including writing composition (99%), math (99%), mathematics (99%), reading comprehension (98%), foreign languages (98%), social studies (99%), science (99%) and fine arts (99%). These areas were followed closely by use of computers-research (97%), study skills (95%), and use of computers-applications (86%). Nearly 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 increase from the previous year. While some students consistently report that they are equally prepared (28%), it is worthwhile to note that only two students stated he/she felt less prepared than his or her college peers. Of the number of one-year grads (89) that knew or were willing to share grade point average information, the majority (88%) reported college GPA's of "B" or better; however, this is a four point decrease from last year's results. A similar percentage of students (80%) indicated that their college grades were the same or better than what they had earned at Stevenson.

A large majority of the sample (97%) responded affirmatively when queried whether they had become more responsible for their own learning as they advanced through high school. This statistic has been increasing over the past two years and depicts a 1 percent increase from last year's results. When asked how Stevenson could better foster responsibility, the most frequent response by far was "nothing" (51%). This depicted a five-point increase. Leading the list of suggestions agreed upon by three students or more are: base grades on tests only (7), have less handholding (7), teach study skills (6), tell teachers to follow due dates (4), and teach time management for long term projects (4). In comparison to the previous year's survey, there are few similarities of responses and many were even new responses that had not been mentioned in previous surveys.

Looking back, more than three quarters (83%) of one-year graduates related that they had received assistance from their counselors with post-secondary plans. This posts a decrease of 9 percent from the previous year. About three quarters of respondents felt discipline was maintained at an appropriate level (77%), while a much smaller percentage described it as "too strict" (22%). This year, only one respondent reported that discipline was "not strict enough." Satisfaction levels on this question have vacillated significantly over the past few years. This year, there was a three point increase in student's feeling it was too strict. When the sample group was asked what one aspect of their high school experience they would change, the most frequent response was "nothing" (17), closely agreeing with the previous sample of graduates. The second most frequent response was getting more involved (16). Other common responses include having less pressure (10), taking different classes (10), trying harder (8), and taking more AP classes (4). In comparison to the previous year's sample of students, the most common shared feelings among recent graduates seem to be the desire to: work harder and take advantage of the curriculum in different ways. Relative to highlights, or when asked to describe the best aspects of the Stevenson experience, people and relationships placed in the top category. Faculty and staff (31) garnered the most responses, followed by friends (14) clubs (13), sports (11), and classes (9). Friends went back to a higher position this year. Enthusiasm and appreciation for faculty/staff mirrors the annual results from the Senior Exit Survey. Students were queried about their voting status. A little less than three quarters of this group (72%) is registered to vote; this is an increase of fifteen percentage points in comparison to last year's respondents. The current group went up slightly in their voter participation rate with 23%

of the students saying they have voted in a national, state, or local election.

In summary, the sample group for the Class of 2014 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 (70%) are earning the same or improved grades at college. Business continues to be 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 more than three quarters 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 (31), 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?

College or university full time – 96%

Work – 4%

Note - Questions 2-4 were asked of respondents that attended college or university at all in the last five years; therefore, 96 responses are reported.

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

Business – 28 (29%)

Marketing – 7

Accounting – 5

Business – 5

Sports Management – 4

Finance – 2

Economics – 1

Advertising – 1

Statistics – 1

Business Administration – 1

Management – 1

Communication Arts – 15 (16%)

Communication – 4

Journalism – 4

Film – 2

Telecommunication – 1

English – 1

Broadcast Journalism – 1

Strategic Communication – 1

Animation Cinema – 1

Education – 10 (11%)

Education – 4

Elementary Education – 2

Early Childhood Education – 1

Secondary Ed/Biology – 1

Secondary Ed/Math – 1

Secondary Ed/History – 1

Social Sciences – 9 (9%)

Psychology – 5

History – 1

Urban Studies – 1

Social Work – 1

Criminal Justice – 1

Science – 6 (6%)

Biology – 4

Chemistry – 1

Biochemistry – 1

Engineering – 8 (8%)

Mechanical Engineering – 2

Industrial Engineering – 2

Biological Engineering – 2

Health Fields – 4 (4%)

Nursing – 1

Exercise Science – 1

Health Science – 1

Neuroscience and Behavior – 1

Nutrition – 1

Fine Arts – 3 (3%)

Graphic Design – 1

Photography – 1

Visual Arts – 1

Other – 13 (14%)

Architecture – 2

Info Processing Management – 2

Math – 2

Undecided – 2

Computer Science – 1

Hospitality – 1

University Studies – 1

Recreational Management – 1

Operations Research & Engineering – 1

3. Did you complete an undergraduate degree?

Yes – 86 (90%)

No – 10 (10%)

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

3.5 years - 2

4 years - 60

4.25 years - 1

4.5 years - 9

5 years - 13

5.5 years - 1

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

Changed majors – 5

Transferred schools – 3

Completed a double major – 3

5-year Bachelor's/Master's program – 2

Completed minor – 2

Took the year off – 2

Student teaching – 1

Needed to take classes at a slower pace – 1

Internship – 1

Switched minors – 1

Wanted to retake classes – 1

To claim residency – 1

Worked full time while attending college – 1

Note - Question 5 was asked of all respondents.

5. What are you doing now?

Working – 69%

Working & going to college – 4%

Attending Graduate School – 15%

Completing Internship – 1%

Looking for a job – 11%

Note - Questions 6-8 were asked of respondents who attended college or university in the last five years; therefore, 97 responses are reported.

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

Higher – 28%

The same – 50%

Lower – 22%

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

Well – 75%
Adequately – 21%
Inadequately – 4%

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

Better than most – 68%
The same – 30%
Not as well as others – 2%

Note - Questions 9-17 were asked of all respondents.

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

Strongly Agree – 29%
Agree – 68%
Disagree – 3%
Strongly Disagree – 0%

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

Nothing – 56
Teachers hover over students too much/too much hand-holding – 5
Too much structure/Not promoting creativity – 3
Workload too heavy – 3
Too much academic competitiveness – 2
Too much pressure to take AP classes – 2
Too much pressure to be head of class – 2
Too many students for each to feel special/students just numbers – 2
Educate students more on the college process – 2
Not enough focus on the arts – 2
Not enough focus on individualism – 2
Too stifling/Not promoting creativity – 1
Too focused on students going to college – 1
Too much stress – 1
Too much emphasis on grades – not on the material – 1
Too much standardized testing – 1
Too focused on AP program/more advertising of Art classes – 1
Too overwhelming – 1
Need more practical real-life skills taught – 1
Homework completion too much of the overall grade – 1
Teachers too lenient in grading – 1
Don't base course placement entirely on placement test, need to take prior classes and grades into account for transfer students – 1
Teacher to student ratio too high – 1

Less LOP for minor infractions – 1
Don't force students to take a particular elective unless they want to – 1
Not enough creative freedom – 1
Counselors need to be able to help more – 1
No cell phone usage allowed – 1
Not inquiry-driven – 1
Overemphasis on community – 1

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

Not sure – 42
Give stronger support in development of good study and time management skills – 7
More college-like structured classes – 6
Less teacher monitoring of students' work/More personal accountability – 5
Set assignments with longer deadlines – 3
More small group assignments – 3
Promote individualism – 3
More hands-on learning – 2
Better approach to making learning more interesting – 2
More discussion about what college can do for you – 2
More teacher availability for individual help – 2
Incorporate into classes practical life skills on financial responsibility – 2
More creative assignments – 1
Show more real world applications – 1
More career fairs – 1
More overall encouragement – 1
More guest speakers from different real-world occupations – 1
More promoting to students about taking on leadership roles – 1
More reflective assignments/Less busy work – 1
More homework assignments given and graded – 1
More iPad restrictions – 1
More promotion of critical thinking – 1
Encourage student to choose own classes/choose more electives – 1
Keep hardcover textbooks – 1
Felt that students were punished first instead of helped first/guilty until proven innocent – 1
Limit how many AP's a student can take in a year – 1
Video record teacher lectures with links online so that students can re-watch lessons – 1
Provide students with optional work to review lesson before class. Optional work may apply as extra-credit – 1
Help students to learn instead of memorizing material – 1
Incorporate into classes more practical life skills to help students learn how to live independently after college – 1
Encourage independence – 1
Encourage students to do more self-reflection to discover who they are – 1
More encouragement to join extra-curricular activities – 1
More focus on the arts – 1

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

Too strict – 45%
About right – 53%
Not strict enough – 2%

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

Yes – 89%
No – 11%

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?

Wouldn't change anything – 37
Been more involved in extracurricular activities – 12
Worked harder/Studied more – 6
Focused on my own interests more, less on the AP path – 6
Tried to make more friends/be more social – 5
Smaller class size – 3
Cared more about my grades sooner – 3
Studied less/had more fun – 3
Taken more electives – 3
Taken more AP classes – 2
Discipline wouldn't have been so strict – 2
Taken more interesting classes – 2
Tried more new things/left comfort zone – 2
Allowed myself to make mistakes/not pushed myself to be perfect "straight A" student – 1
Tried for the 300-hour Club and join NHS – 1
Worked more with the community such as job shadowing – 1
Chose the best teachers – 1
FMP every other week so we have more de-stressing time during lunch – 1
Helped spread more school spirit – 1
Less homework – 1
Would have liked to learn more about practical finance applications such as how to save and invest – 1
More community service work – 1
Behaved better and followed the rules instead of getting in trouble all the time – 1
Appreciated how good of a school Stevenson really is – 1
Prepared for college – 1
Less sports/more studying – 1
Would have tried out for volleyball – 1

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

Great teachers – 25
Athletics – 16
Friends – 15
Extra-curricular activities – 8
Social aspect – 4
Great community feeling within Stevenson – 4
Broad range of opportunities: clubs, classes, sports – 4
Great preparation/easy transition into college – 3
Size of school – 3
Tough academic curriculum/overall work ethic – 3
Variety of electives – 3
Diversity – 2
Great classes – 2
Intramural Sports – 2
Music department/program – 2
Great counselors – 1
Great education – 1
Great elective classes – 1
Great leadership opportunities – 1
Great people – 1
Great resources – 1
My high school sweetheart – 1
My ambition – 1
Cheerleading – 1
AP classes – 1
Everything! – 1
Excellent technology – 1
Great atmosphere (teachers, classes, clubs) – 1
Fewer cliques compared to junior high – 1
Pep rallies – 1
Pride in my work – 1
Resource Center – 1
Social events – 1
SEL – 1
Student Council – 1

16. Are you registered to vote?

Yes – 80%
No – 20%

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

Yes – 69%
No – 31%

Five-Year Follow-Up Survey Summary

The five-year follow-up study was conducted by telephone interview with 100 randomly selected Class of 2010 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 (96%) have responded that they attended college full-time upon leaving Stevenson. This is a one-point decrease from the previous year's survey. Four other respondents stated that they immediately starting working after SHS (4%). Business (29%) remains the most popular area of concentration for the eighth year in a row among the college-bound group. Communication Arts jumped up four points and is now the second most popular major (16), followed closely by Education (11%). Social Sciences (14%) dropped five points moving from the second most popular last year to the fifth most cited major this year. Engineering (6%) and Science (6%) tied for the least represented college majors. A large percentage of these respondents claim to have completed an undergraduate degree (90%) and this represents an increase of four percentage points compared to 2009 graduates. Of the eighty six respondents who answered this question, a little less than three quarters (62%) of these students graduated in four years or less, while a smaller amount of graduates report taking longer to complete their degrees (15%). Two students claimed it took 3.5 years to complete their degree. No one in this survey reported taking less than 3.5 years to finish. (Nationally, about 48.5 percent of the students graduate in five years). Among Stevenson respondents, nine different reasons for taking longer than four years to complete a degree have been described. The most common reasons cited are changing majors (5), transferring schools (3), and completing a double major (3). Changing majors jumped up as the most popular response this year. Relative to current activities, some respondents (15%) are attending graduate school, a four-point increase from the previous survey. Less students are working and going to school concurrently (4%) and this decreased fourteen percentage points. In addition, a large majority (69%) entered the workforce, which constitutes a two-point increase from last year's results. More students are claiming they are looking for jobs (11%) and this constitutes a ten point increase from last year's respondents. Another small percentage of students are involved in an internship (1%).

A little less than one third of respondents (28%) who had attended a college or a university report receiving higher grades than they had earned at Stevenson, while half (50%) managed to earn the same grades. Lower grades prevailed for a smaller percentage (22%) of the respondents who had attended college. When asked, "How well did Stevenson prepare you for college?" about three quarters of respondents (75%) feel "well prepared" for college; and this represents a seven-point increase from last year. Other students (21%) describe being "adequately" prepared, while only four

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” (68%), a smaller percentage claim that their preparation is “the same” (30%), while only three students reported feeling “not as prepared as others” (2%). These are similar to the previous year’s results.

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 (97%) This number increased by nine points this year. 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 (56%). Five students felt that teachers did too much hand holding (5) and there was too much structure which did not promote creativity (3). Other students felt that work load was too heavy (3), too competitive (2) and too much pressure to take AP classes (2). When solicited for input as to how Stevenson could help students become more responsible for their learning, seven students agreed that Stevenson should help them/teach them how to become independent learners with study and time management skills (7). Six other students recommended having more college like class experiences (6) and more personal accountability (5). Three students felt set assignments with longer deadlines would help (3) while other wished there was more small group work (2). The largest percentage of graduates (42%) 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” (53%), which is a slight increase from the results of the previous year (48%). Compared to last year’s results, there was a one-point increase in the students who feel that discipline is “too strict” (45%). Just two students reported that discipline was “not strict enough” (2%).

Five-year graduates were asked if they have been involved in some kind of community service/volunteer work since exiting Stevenson. There continues to be a large percentage of alumni engaging in service activities (89%) since leaving Stevenson. This constitutes an eight-point increase from last year. When asked what one aspect of their high school experience they would change, 12 would have gotten more involved, six would have studied more and focused more on their interests, and five students would have focused more on social aspects of high school. For the seventh 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 (25), followed closely by athletics (16), friends (15), and extracurriculars (8). Voter registration has decreased by five percentage points (80%). A little less than three quarters (69%) of the respondents reported they had voted in an election.

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 2010 affirm the notion that Stevenson is preparing them for success while creating life-long learners.