



**Adlai E. Stevenson  
High School  
Student Surveys  
2007-2008**

# Adlai E. Stevenson High School Student Surveys 2007-2008

Compiled and submitted by  
Patricia Martin and Lindsay Perkins

October 2008

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

Dr. Eric Twadell, Superintendent

David Saxe, Director of Student Services

The Administrative Team

The Counseling Department

Sarah Kellogg

Sherry Smith

Suzanne Paloian

Tracey Moffat

Pat Geils

Jan Colburn

Janet Gotrik

Chris Nack

Todd Slotten

Steve Diver

Nancy Wagner

Charlene Chausis

Pat Guillette

Jacqueline Gray

Liz Combs

## **Table Of Contents**

Introduction	1
Freshman Survey Results and Summary	3
Sophomore Survey Results and Summary	8
Junior Survey Results and Summary	13
Senior Survey Results and Summary	22
Longitudinal Senior Exit Data and Summary	53
Student Services Across Grades 9-12 and Summary	61
One-Year Follow Up Survey and Summary	65
Five Year Follow Up Survey and Summary	75

## **Introduction**

The purpose of the 2008 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. The current survey has been administered since 1992, and tracking of responses over six years provides trends in student perceptions and levels of satisfaction.

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

Methodology included surveying almost the entire freshman, sophomore, junior, and senior classes; seniors met in large groups with their individual counselors, while juniors, sophomores and freshmen participated in the survey during course registration where they met in very small groups. 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) 2007 Stevenson graduates, and one hundred (100) 2003 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 2008 Student Surveys will provide some information to board members, administrators, faculty, and staff about the effectiveness of current programs and areas, which might be further, examined and addressed in the future.

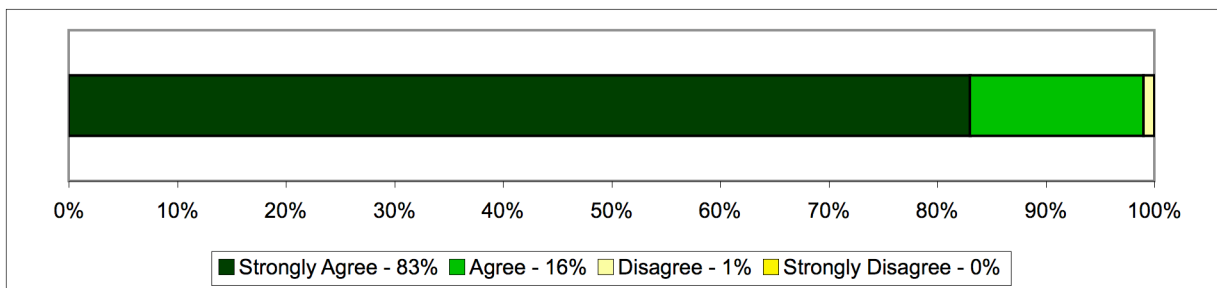
**Adlai E. Stevenson High School**  
**FRESHMAN SURVEY RESPONSES**  
 (Reported in percentages of student responders for each item)

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

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

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

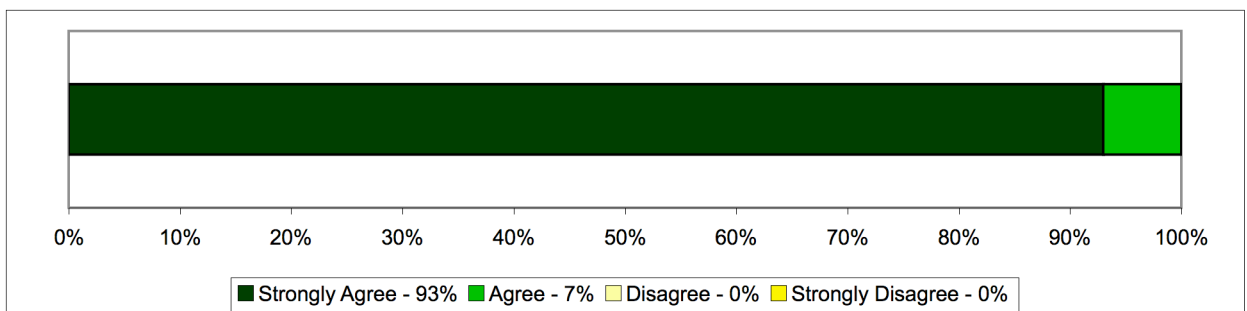
**N= 934**



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

<b>SA = 93%</b>	<b>D = 0%</b>
<b>A = <u>7%</u></b>	<b>SD = <u>0%</u></b>
<b>100%</b>	<b>0%</b>

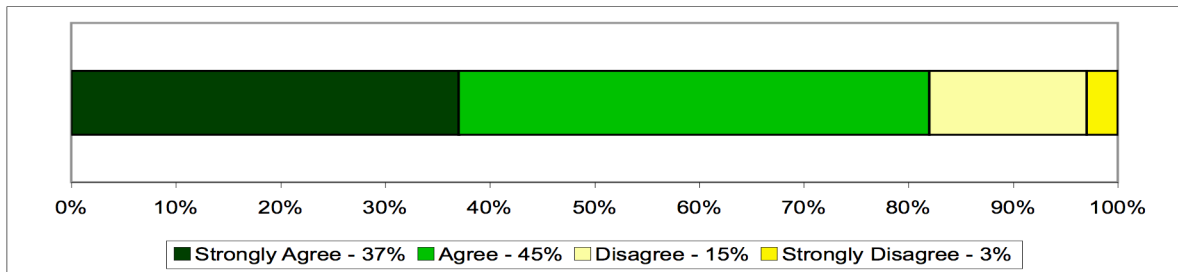
**N= 1009**



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

<b>SA = 37%</b>	<b>D = 15%</b>
<b>A = <u>45%</u></b>	<b>SD = <u>3%</u></b>
<b>82%</b>	<b>18%</b>

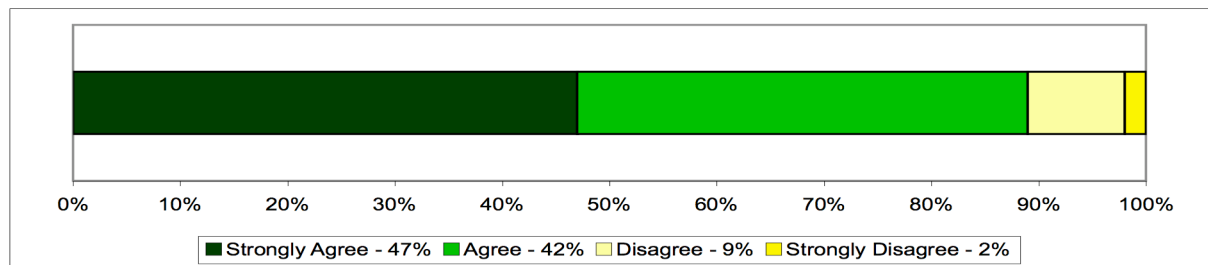
**N= 966**



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

<b>SA = 47%</b>	<b>D = 9%</b>
<b>A = <u>42%</u></b>	<b>SD = <u>2%</u></b>
<b>89%</b>	<b>11%</b>

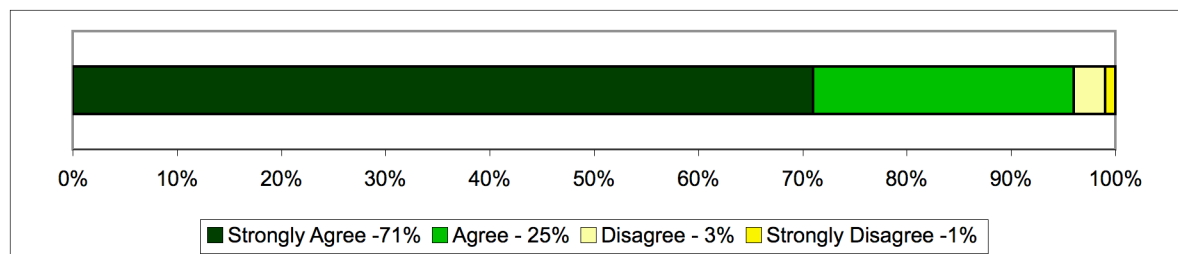
**N=992**



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

<b>SA = 71%</b>	<b>D = 3%</b>
<b>A = <u>25%</u></b>	<b>SD = <u>1%</u></b>
<b>96%</b>	<b>4%</b>

**N= 947**

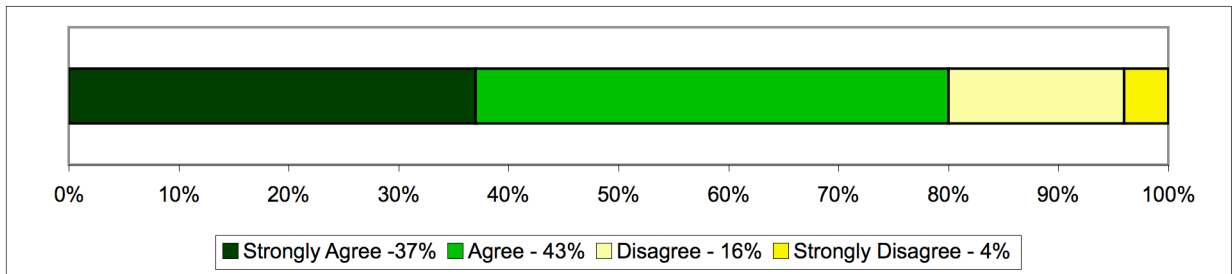




6. I feel comfortable talking with my counselor about personal or non-academic concerns.

SA = 37%      D = 16%  
 A = 43%      SD = 4%  
                  80%                   20%

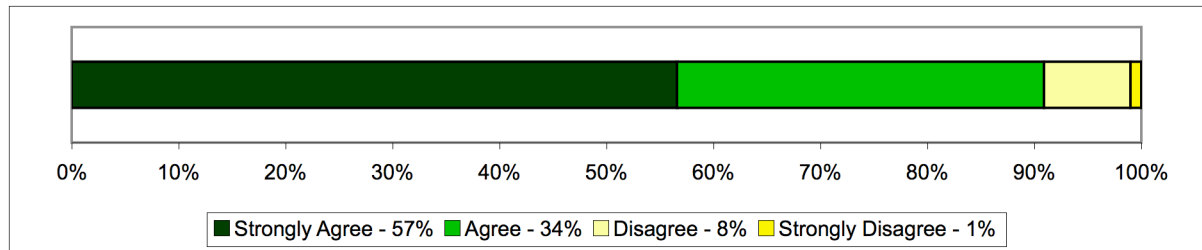
N= 882



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

SA = 57%      D = 8%  
 A = 34%      SD = 1%  
                  91%                   9%

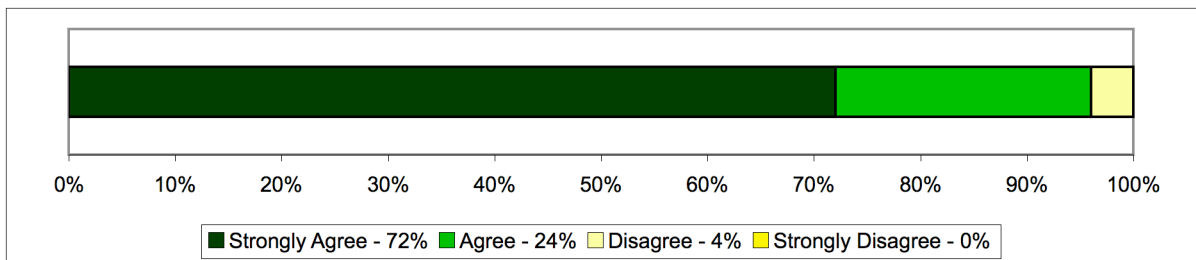
N= 969



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

SA = 72%      D = 4%  
 A = 24%      SD = 0%  
                  96%                   4%

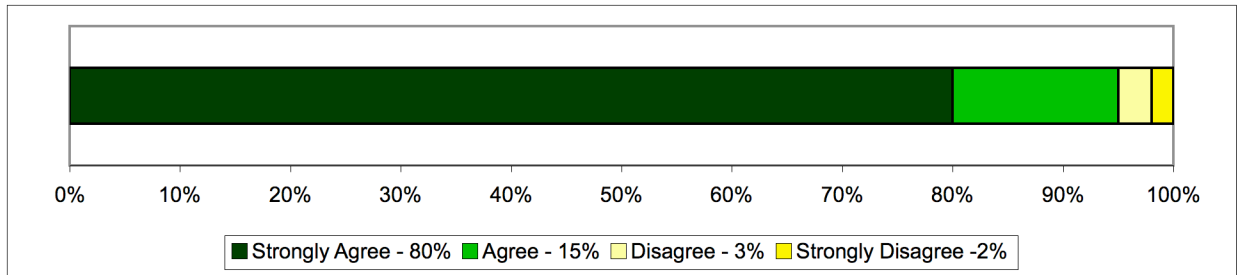
N= 968



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

<b>SA</b>	<b>=</b>	<b>80%</b>	<b>D</b>	<b>=</b>	<b>3%</b>
<b>A</b>	<b>=</b>	<b><u>15%</u></b>	<b>SD</b>	<b>=</b>	<b><u>2%</u></b>
		<b>95%</b>			<b>5%</b>

**N= 61**



## **Freshman Survey Summary**

Student responses to the freshman survey indicate very positive perceptions about counselors. Not only do nearly all freshmen overwhelmingly feel that they are able to meet with their counselors when they need to or want to (99%), but for the ninth year in a row, at least ninety-nine percent of students have agreed that counselors are accessible. Virtually every student we surveyed (100%) believes that their counselor is friendly and easy to talk to, which is an increase from the previous year's freshman survey. The advisory program continues to be an effective conduit for freshmen to communicate with their respective counselors. Over eighty percent (82%) of the freshmen agree that advisory is a useful way to visit with their counselor. A large majority of freshmen relates that their counselor knows them (89%), with even higher numbers of students feeling positive about the academic counseling that they receive (96%). Although some students are not comfortable discussing non-academic concerns with counselors (20%), a large majority of students do feel at ease about speaking with counselors about personal and individual matters (80%); this constitutes a 2% increase from last year's results. The perception of Student Services' office personnel as being helpful and friendly has registered at ninety-one percent (91%). Both the general population (96%) and transfer students (95%) have nearly the same opinion, that counselors are able to ease their transition and adjustment to Stevenson, reaching satisfaction levels in the nineties.

Freshmen continue to view counselors in a positive light, and eight of the nine categories depict increases from the previous school year's results. Six categories increased by one percentage point, two categories increased by two percentage points, and one category remained the same. These impressive results indicate that freshman students are increasingly viewing their counselors as friendly, accessible, and delivering effective and efficient transitional counseling services. These numbers also continue to substantiate the strategy of increasing the total number of advisories among counselors to obtain a smaller quantity of students per advisory class. Maintaining advisories with a manageable number of students provides greater opportunity for counselors to breed familiarity and to provide quality contacts. Overall, levels of reported satisfaction suggest that solid groundwork continues to be laid for long-term, beneficial relationships between freshmen and their counselors.

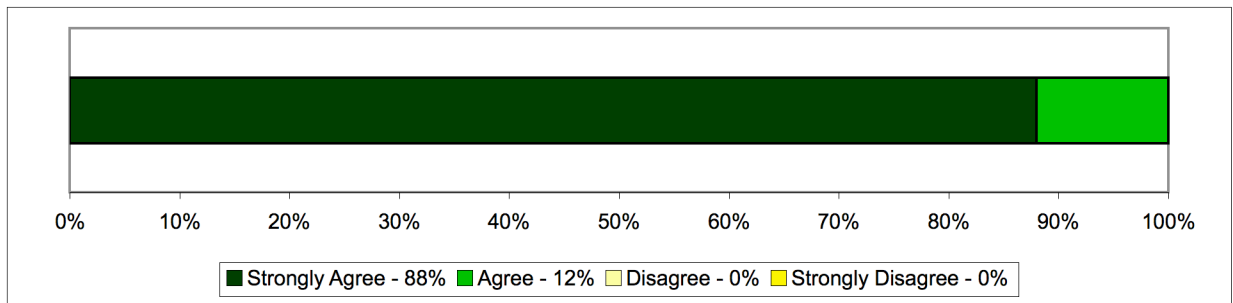
**Adlai E. Stevenson High School**  
**SOPHOMORE SURVEY RESPONSES**  
 (Reported in percentages of student responders for each item)

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

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

<b>SA = 88%</b>	<b>D = 0%</b>
<b>A = <u>12%</u></b>	<b>SD = <u>0%</u></b>
<b>100%</b>	<b>0%</b>

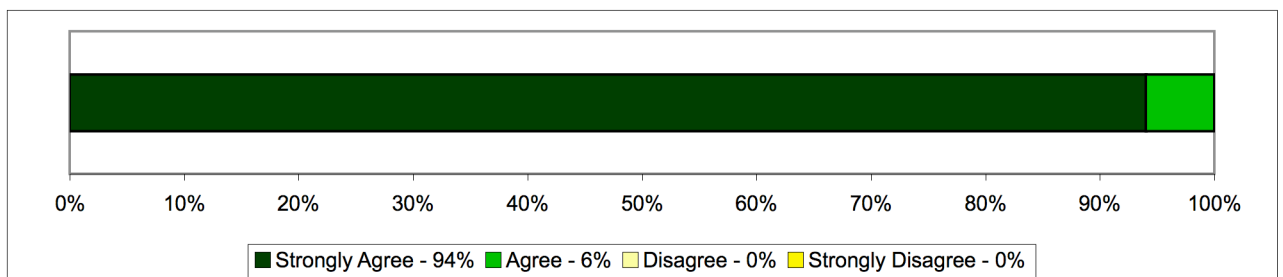
**N=962**



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

<b>SA = 94%</b>	<b>D = 0%</b>
<b>A = <u>6%</u></b>	<b>SD = <u>0%</u></b>
<b>100%</b>	<b>0%</b>

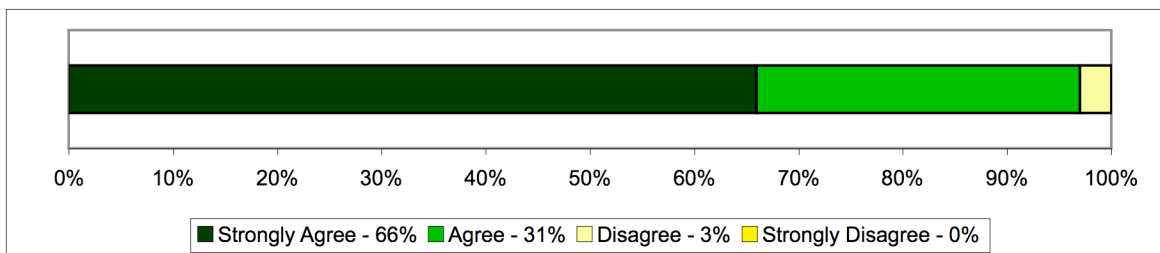
**N= 976**



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

SA = 66%      D = 3%  
 A = 31%      SD = 0%  
                  97%                   3%

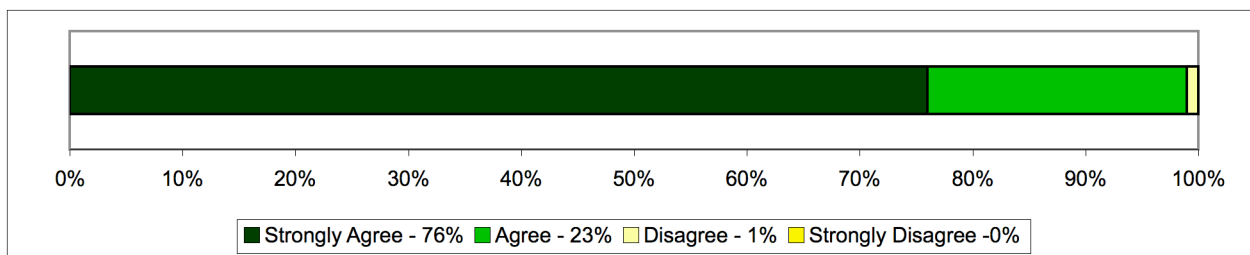
**N=971**



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

SA = 76%      D = 1%  
 A = 23%      SD = 0%  
                  99%                   1%

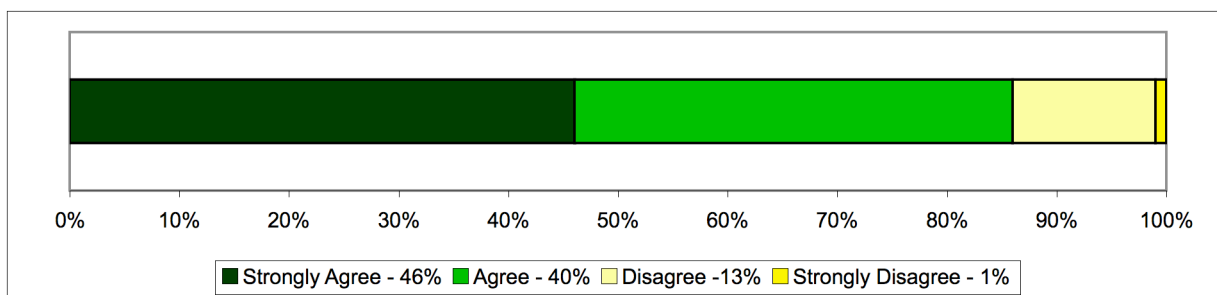
**N= 959**



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

SA = 46%      D = 13%  
 A = 40%      SD = 1%  
                  86%                   14%

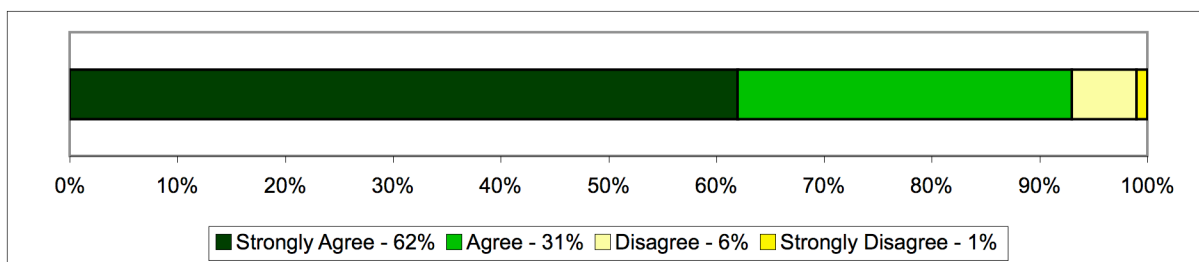
**N= 917**



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

<b>SA = 62%</b>	<b>D = 6%</b>
<b>A = <u>31%</u></b>	<b>SD = <u>1%</u></b>
<b>93%</b>	<b>7%</b>

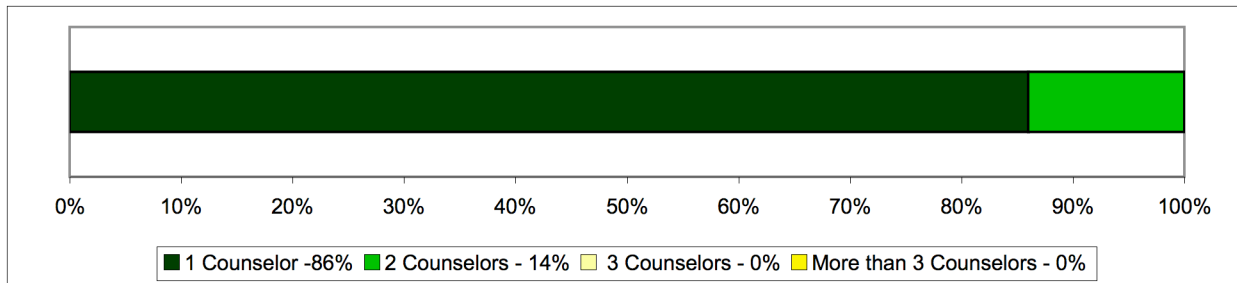
**N= 968**



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

<b>1</b>	<b>= 86%</b>
<b>2</b>	<b>= 14%</b>
<b>3</b>	<b>= 0%</b>
<b>More than 3</b>	<b>= 0%</b>

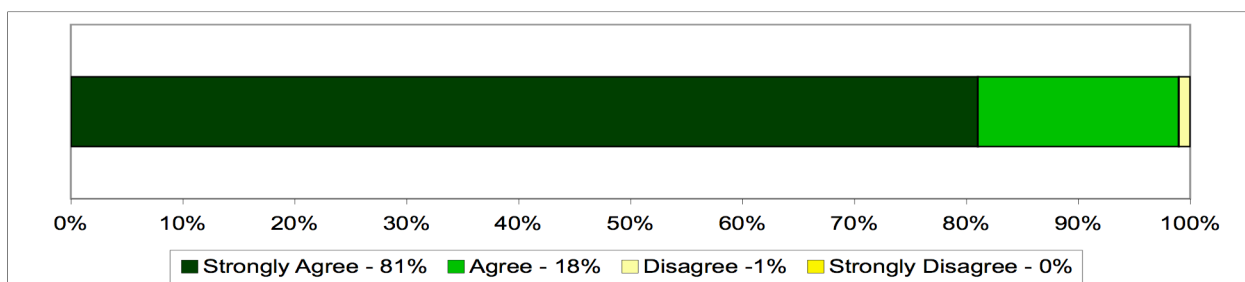
**N= 967**



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

<b>SA = 81%</b>	<b>D = 1%</b>
<b>A = <u>18%</u></b>	<b>SD = <u>0%</u></b>
<b>99%</b>	<b>1%</b>

**N=48**



## **Sophomore Survey Summary**

Student responses to the sophomore survey indicate positive perceptions about counselors' accessibility and amiable qualities. One hundred percent of sophomores feel that they are able to see counselors when they need or want to, which is an increase from last year's results. Additionally, every sophomore surveyed (100%) agreed with the statement that counselors are friendly and easy to talk to. Survey results reveal that tenth graders believe their counselors know them (97%), which is yet another increase from the previous year's survey results. Virtually all sophomores have a positive perception of counselors as being helpful with individualized academic counseling (99%). Comfort levels among students when talking with counselors about personal or non-academic concerns are also high, but depict a two point decrease from last year (86%). The perception of Student Services' office personnel as being friendly and helpful is shared among most of our students (93%). Almost all of the District's sophomore transfer students have described their counselor as being helpful in easing their transition and adjustment to Stevenson (99%); however, this was a decrease from last year's perfect results. Finally, comparable to last year's results, a considerable number of sophomores have had a change of counselors since beginning their education at Stevenson (14%).

Generally speaking, the great number of positive responses from sophomores suggests that they are satisfied with counselors and their respective services. There are 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, five categories increased by one percent, one category replicated the previous year's answers, and only two categories decreased by 1-2 percentage points. The most impressive results are the fact that 100% of the students surveyed continue to feel that their counselors are friendly, accessible, and easy to talk to into their sophomore year. Also, for the past two years, a new trend has been sustaining itself. Students are changing counselors more often. The 2004-05 survey demonstrated that a slim percentage of tenth graders had at least two counselors at Stevenson (2%). The 2005-06 survey revealed a six-point increase of counselor change. Finally, the current survey has consistently revealed the greatest change thus far for the second year in a row. We expected to see an increase in student's changing counselors as a result of the personnel changes and retirements that happened last year. In light of these changes, we are accommodating, adjusting, and putting the proper resources in place in order to maintain the high satisfaction and

utilization rates. Although the number is still high, only 86% of sophomores feel comfortable discussing non-academic issues with their counselor, which constitutes a 2% decline from last year's results. This is an interesting statistic, considering that 100% of sophomores feel comfortable talking with their counselors. Overall, counselors are continuing to create an inviting atmosphere that is conducive to communication and relationship building.



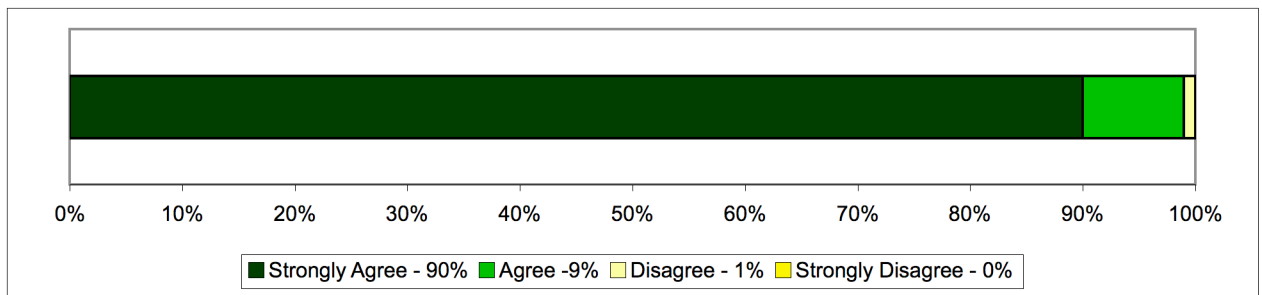
**Adlai E. Stevenson High School**  
**JUNIOR SURVEY RESPONSES**  
 (Reported in percentages of student responders for each item)

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

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

<b>SA = 90%</b>	<b>D = 1%</b>
<b>A = <math>\frac{9\%}{99\%}</math></b>	<b>SD = <math>\frac{0\%}{1\%}</math></b>

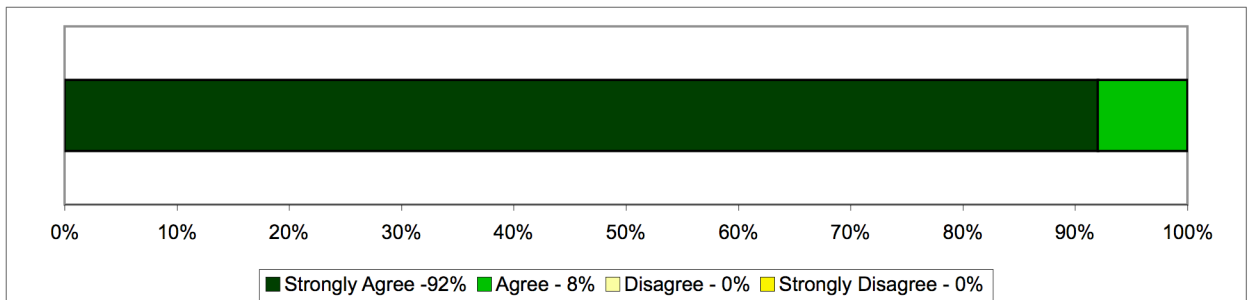
**N= 673**



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

<b>SA = 92%</b>	<b>D = 0%</b>
<b>A = <math>\frac{8\%}{100\%}</math></b>	<b>SD = <math>\frac{0\%}{0\%}</math></b>

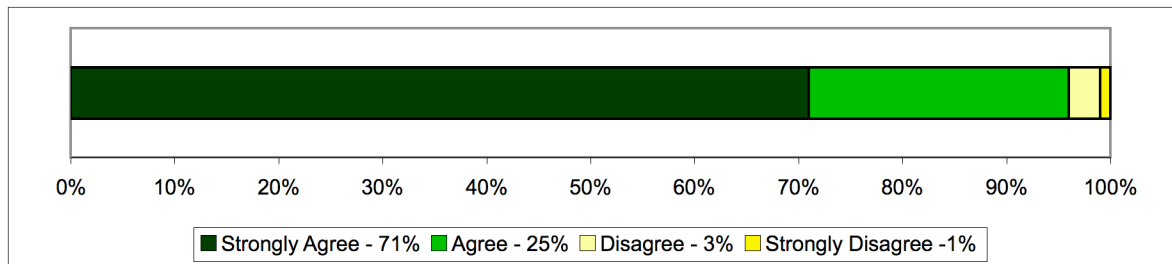
**N= 682**



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

<b>SA</b>	<b>=</b>	<b>71%</b>	<b>SD</b>	<b>=</b>	<b>3%</b>
<b>A</b>	<b>=</b>	<b><u>25%</u></b>	<b>D</b>	<b>=</b>	<b><u>1%</u></b>
		<b>96%</b>			<b>4%</b>

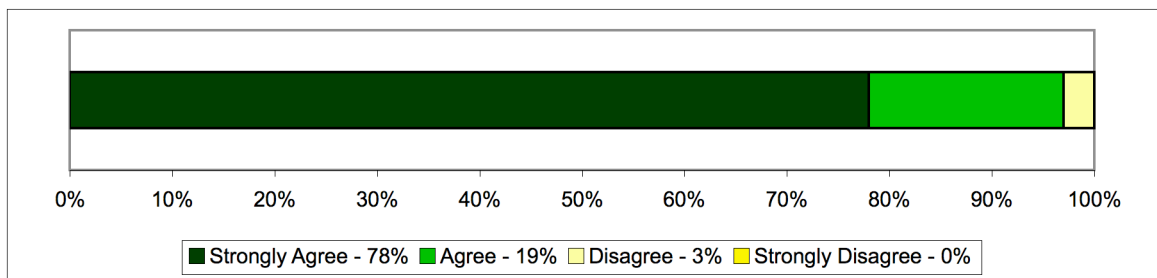
**N=677**



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

<b>SA</b>	<b>=</b>	<b>78%</b>	<b>D</b>	<b>=</b>	<b>3%</b>
<b>A</b>	<b>=</b>	<b><u>19%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>97%</b>			<b>3%</b>

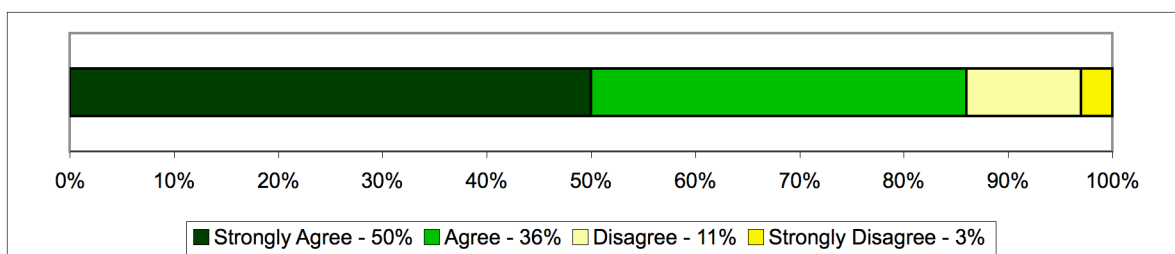
**N= 674**



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

<b>SA</b>	<b>=</b>	<b>50%</b>	<b>D</b>	<b>=</b>	<b>11%</b>
<b>A</b>	<b>=</b>	<b><u>36%</u></b>	<b>SD</b>	<b>=</b>	<b><u>3%</u></b>
		<b>86%</b>			<b>14%</b>

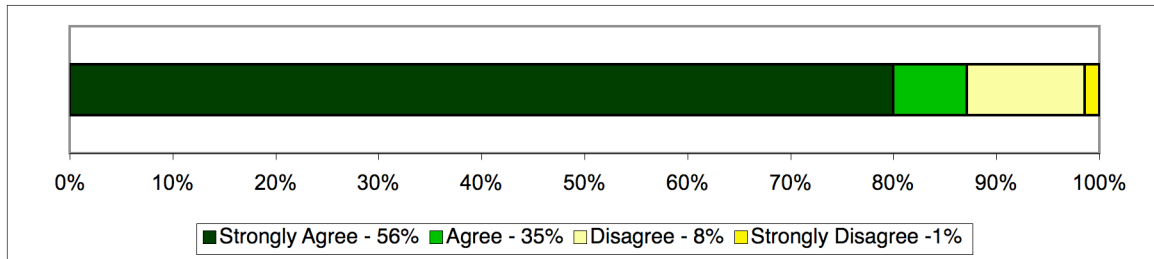
**N= 617**



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

**SA = 56%**      **D = 8%**  
**A = 35%**      **SD = 1%**  
**91%**              **9%**

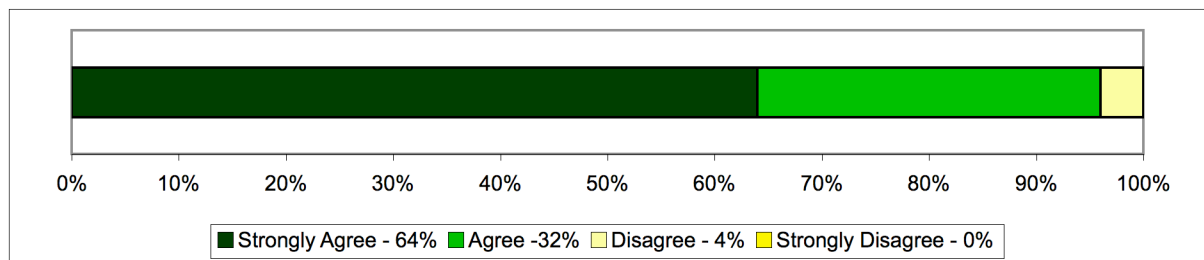
**N= 675**



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

**SA = 64%**      **D = 4%**  
**A = 32%**      **SD = 0%**  
**96%**              **4%**

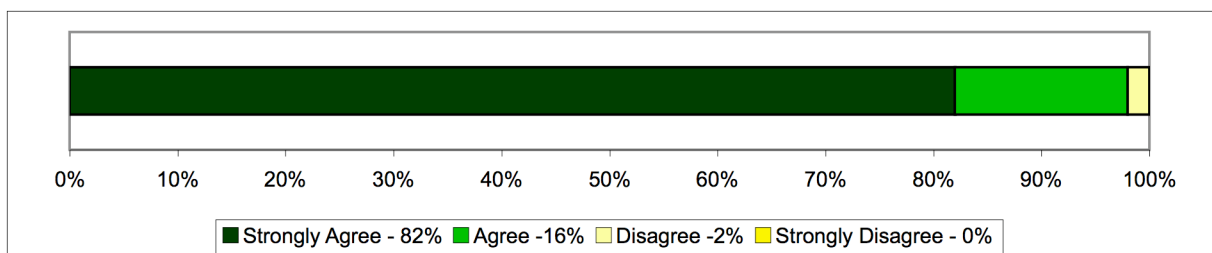
**N= 578**



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

**SA = 82%**      **D = 2%**  
**A = 16%**      **SD = 0%**  
**98%**              **2%**

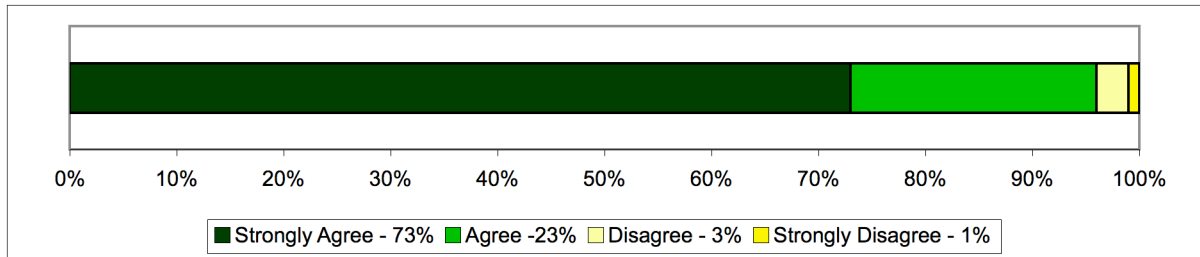
**N= 597**



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

SA = 73%      D = 3%  
A = 23%      SD = 1%  
96%              4%

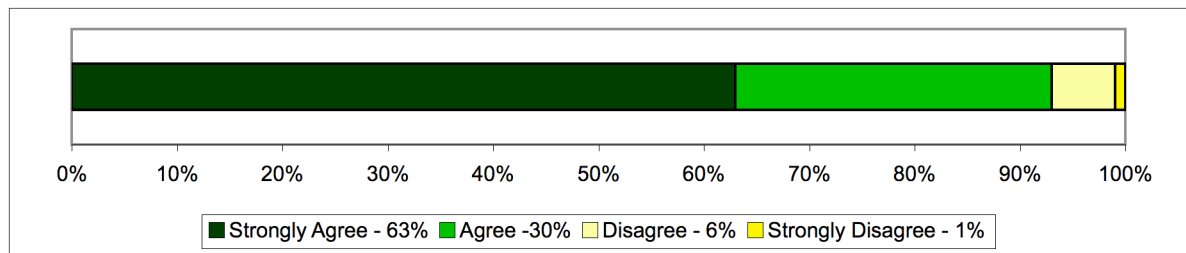
N= 580



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

SA = 63%      D = 6%  
A = 30%      SD = 1%  
93%              7%

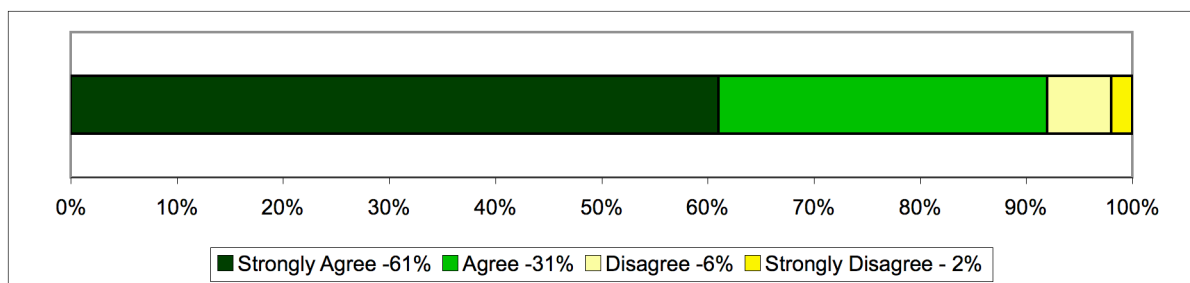
N= 240



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

SA = 61%      D = 6%  
A = 31%      SD = 2%  
92%              8%

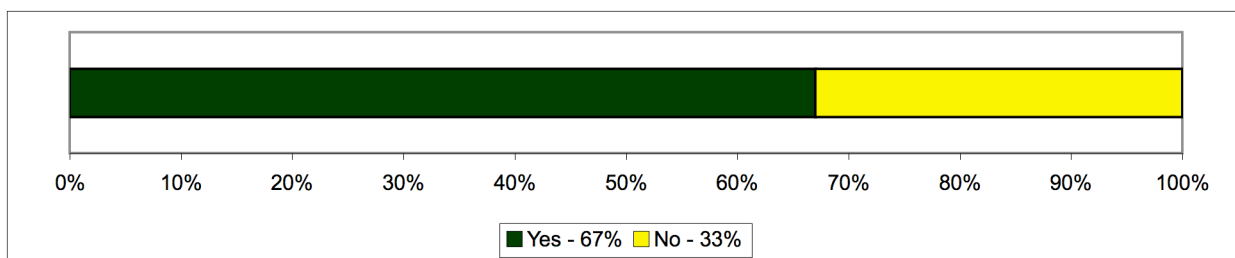
N= 216



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

**Yes = 67%**  
**No = 33%**

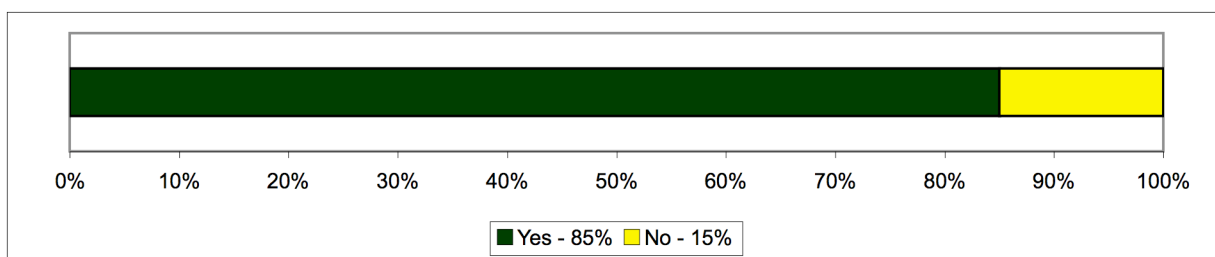
**N= 658**



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

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

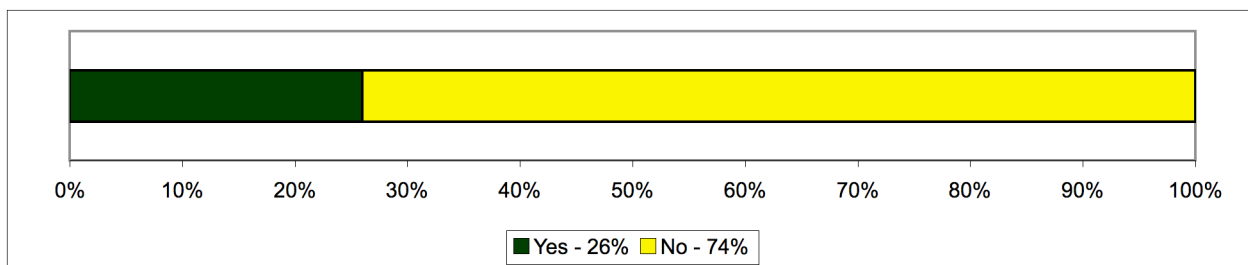
**N= 659**



14. My parents and I have utilized Stevenson's college consultants to obtain information about colleges, scholarships, etc.

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

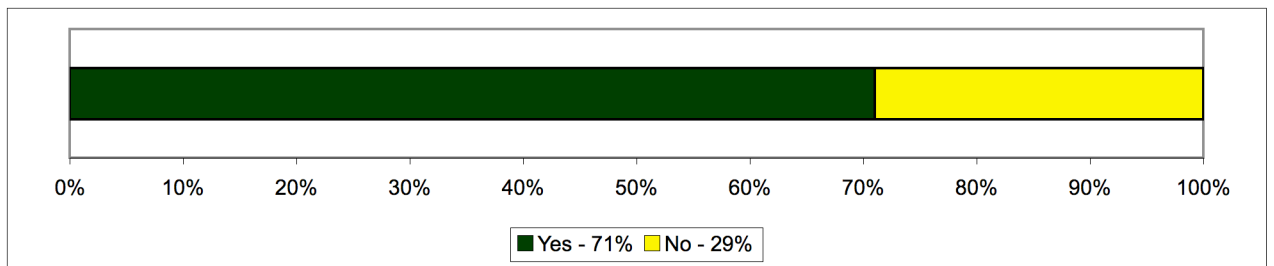
**N= 650**



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

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

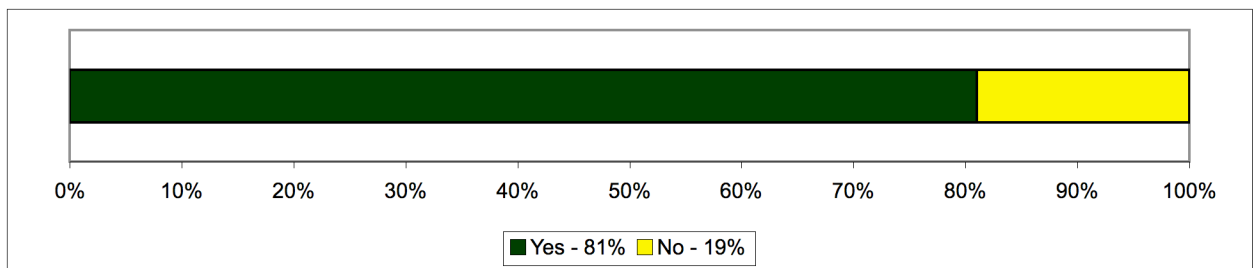
**N= 656**



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

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

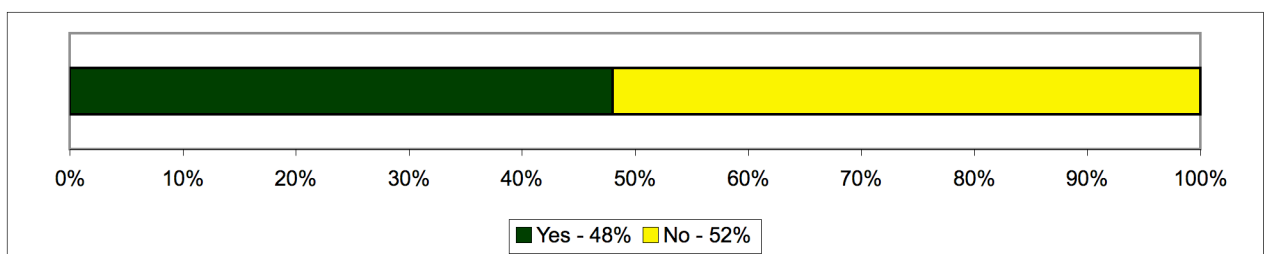
**N=657**



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

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

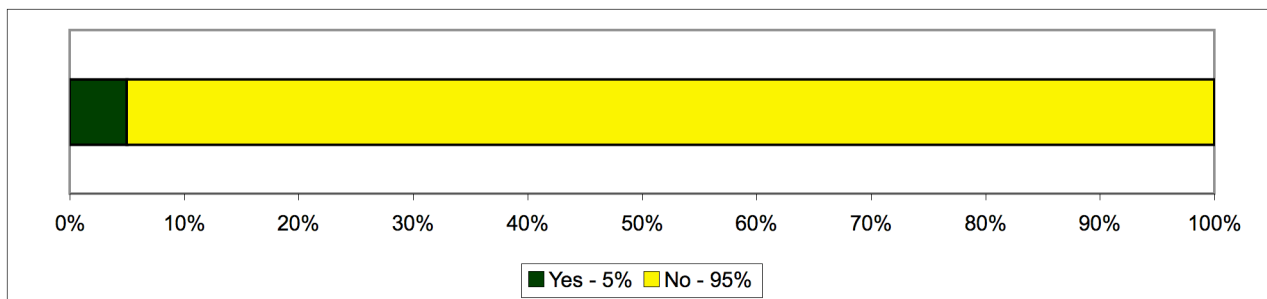
**N= 655**



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

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

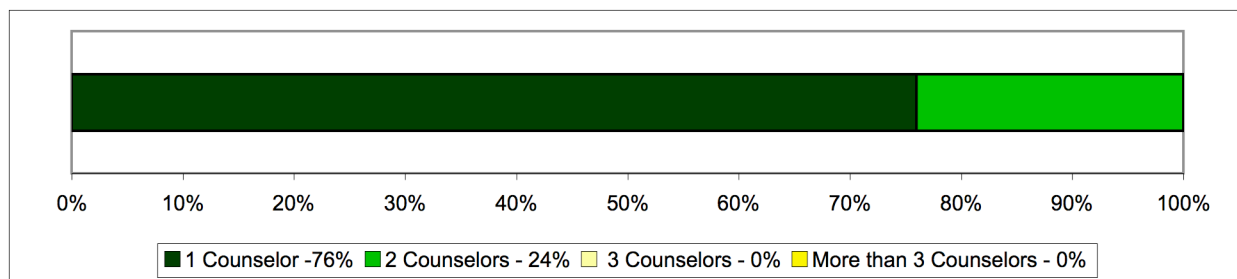
**N= 651**



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

**1 = 76%**  
**2 = 24%**  
**3 = 0%**  
**More than 3 = 0%**

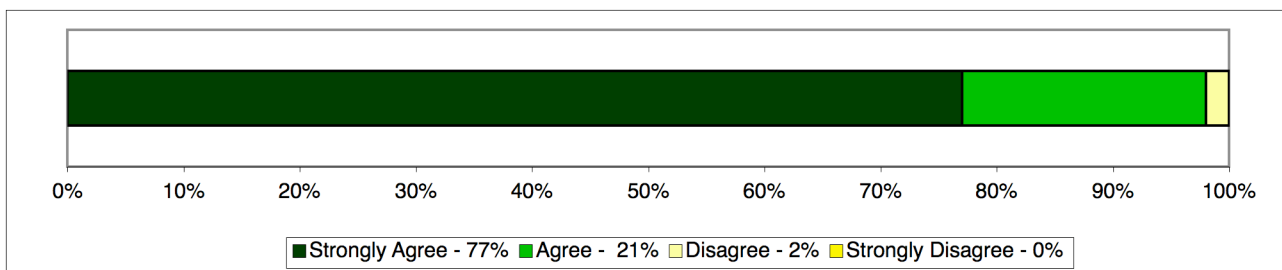
**N= 646**



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

**SA = 77%**      **D = 2%**  
**A = 21%**      **SD = 0%**  
**98%**              **2%**

**N= 44**



## **Junior Survey Summary**

Junior responses to the survey continue to be exceptionally positive, closely duplicating the responses of the previous year's junior class. Overall, juniors possess affirming perceptions about counselors and the services they render. Not only do juniors feel that they are readily able to see their counselors (99%), but everyone finds them approachable (100%). Students continue to express that their counselor knows them (96%) in addition to finding them helpful with course selections (97%). Comfort levels in discussions of a personal nature with counselors is strong (86%), while the number of juniors who are greeted in a friendly and helpful manner by student services office personnel is agreed upon by most (91%). The vast majority of junior transfer students related that counselors were helpful with their transition and adjustment to Stevenson (98%).

Survey trends demonstrate that nearly all juniors are more than satisfied with general counseling services as questions continue to elicit similar results from year to year on the junior survey. The current survey reveals that three categories have increased by a few points, two categories have remained the same, and two responses have decreased by one or two points. Another noteworthy statistic is that 100% of juniors feel that their counselor is friendly and easy to talk to, which is an increase from last year's results.

Even though juniors and their parents are not yet fully exposed to the series of informative college counseling programs prior to survey administration, college counseling services are viewed just as favorably as general counseling services among respondents. Responses to college counseling-related items are similar to previous years. For example, six categories have increased by several points, three categories have remained the same, and three responses have dipped by insignificant levels (1-3 points). Specifically, juniors overwhelmingly perceive counselors and College/Career Center (CCC) personnel as being helpful at the beginning of the college application process (96%), 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 (96%). Those juniors who avail themselves to visiting college representatives report that they find these contacts to be helpful (93%). Likewise, those who choose to attend evening programs that deal with college-related topics view the programs as informative (92%).

How many Stevenson students are utilizing college-counseling services? In a series of statements that require yes/no responses, almost two-thirds (67%) of our juniors and their families have utilized the CCC,



while a much higher percentage (85%) turn to their own counselors for college-related information, a 3 and 1 point increase, respectively. Over one quarter of junior families (26%) has reported that they have used Stevenson post-secondary counselors to obtain information, although surveys are conducted well before juniors have typically been able to take advantage of the department's *Narrowing Your Options* appointment. However, this group of juniors was able to attend the fall *Finding Your Fit* program. A large majority of juniors (71%) claim to have accessed college information by way of college links located on Stevenson's home page, with even more utilizing outside links (81%). Though it is early in the process, almost half of the junior class (48%) report that they have visited college campuses, which is a seven-point increase in comparison to the previous year's class. A small percentage of students are seeking the services of privately hired college consultants (5%), 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. In fact, this survey demonstrates a 3-point increase of individuals who have sought college consultant services. Hopefully, based upon utilization and services rendered, students will become informed college consumers.

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

1. **Social Emotional Learning (SEL) is the process of developing the ability to demonstrate responsibility, recognize and manage emotions and challenging situations effectively, and develop and maintain positive relationships. What did Stevenson High School do, in your experience, to develop your skills in these areas? (most representative responses mentioned more than 5 times)**

- Stevenson did nothing to develop my SEL skills. – 149
- The sports and clubs I was involved in helped me to develop these skills. – 118
- Stevenson had great teachers and staff and they were great role models in this area. – 82
- The school was so large that I was able to make new friends and I was able to keep them even when I didn't see them in classes every year. – 78
- I was involved in so many things that I was forced to learn time management. – 64
- The classes were very challenging and we learned to cope with them and succeed. – 50
- The FMP program helped me to meet new people and learn to talk about things that were bothering me. – 50
- We were under so much stress that we had to figure out how to get through or things would have been really bad. – 50
- The counselors/social workers helped in managing my emotions and helped me deal with situations at home and in school. – 41
- When we needed help and/or support, there was always some available. – 33
- Stevenson gave us many opportunities to face challenges and learn how to deal with frustration. – 29
- There was an enormous amount of work that we were responsible for and if we did not do it, we would fail. – 27
- As we grew older, we were given more independence and this was helpful. – 25
- SHS didn't do much; I learned these skills on my own. – 23
- The diversity of the student body was very helpful in learning these skills. – 23
- Everyone had high expectations of us and we wanted to live up to those expectations. – 21
- There were many leadership opportunities available and I was able to learn a lot in these positions. – 20
- All of the rules were laid out for us and we knew what would happen if we broke them. – 20

- We had a lot of group work in classes and this helped me to learn to work effectively with other people. – 19
- SHS made us responsible for ourselves. – 18
- World of Difference showed us how to relate to different people. – 15
- There were some classes where we were able to discuss these topics and learn from our teachers. – 13
- The faculty/staff and students were very friendly and it made a great learning atmosphere. – 13
- Stevenson really encouraged me to do my best. – 12
- I think Stevenson gave us great preparation for college and life. – 11
- These things just come with maturity. – 10
- Stevenson taught us how to balance all aspects of our lives – school, home, social and extracurriculars. – 8
- Stevenson showed us what real life was all about. – 7
- Social work groups were a big help during high school. – 6

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

- You are already doing a good job. – 72
- We could develop these skills if there wasn't so much pressure and stress. – 61
- I don't know. – 53
- Cut the students some slack. We don't need to be watched over 24/7. – 40
- This is really up to students. The school should not do anything. – 38
- Give students more freedom so that we can show that we are responsible. – 34
- There should be a mandatory SEL/life skills class. – 34
- There should be less of an AP focus and more of an SEL focus. – 33
- You should encourage and advertise sports and clubs more. – 32
- Nothing. – 31
- Stevenson should have an SEL program. – 29
- You should try to be more understanding about things and listen before you punish. – 27
- Teachers/counselors/social workers should be more accessible. – 26
- I think teachers need to get more training so they will be aware of these things and teach us. – 25
- You should have more activities that involve the whole school so we feel more connected. – 24
- There should be fewer punishments. – 22
- Do more of this work in FMP freshman year. – 20
- There should be more individual attention. – 18
- Give us less busy work. – 17
- Ask students for their input about decisions and listen to what they have to say. – 15
- Assign more group work in classes. – 15
- Give us more free time so we can socialize more. – 13
- There needs to be less competition between students. – 12
- Have less security guards. Trust us to be good. – 11
- Advertise social work groups better. – 10

- There should be a homeroom all four years so you can feel connected to the school and other kids. – 9
- There should be more of a balance between school and other activities. – 9
- You should encourage better relationships. – 8
- There should be more of an emphasis on learning and less on grades. – 8
- Have a smaller school. – 7
- Try to connect more with the students. – 7

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

Joan Ackerman-Zimny	Don Carmichael	Jeremiah Enright
Elizabeth Ahlgrim	Stephen Carmody	Lauren Epstein
Agnes Aichholzer	Amerigo Carnazzola	Brett Erdmann
Maureen Albert	Sean Carney	Christina Erickson
Patrick Ambrose	Calvin Carter	Donielle Escalante
Dan Argentar	John Carter	Patrick Fairchild
Jennifer Arias	Laurel Castilla	Andrew Farrissey
Ryan Arnoff	Marla Ceaser	Geri Feldman
Jena Asta	Clark Chaffee	Marissa Ferrandino
Jeremy Babel	Mary Christel	Jim Feurer
James Barnabee	Ryan Clarin	Ande Fine
Betzy Barnett	Danielle Mall-Colan	Allison Fink
Dean Barr	Andrew Conneen	Mary Finlay
Thrisha Bautista	Joye Connor	Miriam Fisch
Emily Bear	Valerie Consiglio	Dolores Fischer
Hillary Bellert	Shane Cook	Nicole Fischer
Dorice Benedetto	Monica Cornille	Jane Fish
Julie Bentle	Melinda Crigler	Breeon Fisher
Trisha Betthauser	Sue Crook	Bruce Fitzgerald
Joe Bettina	Tim Crow	Mike Fitzgerald
Susan Biemeret	Peg Cucci	Kathy Flaherty
Mark Biesiada	Jacqueline Cullen	Abel Flores
Charlie Bilodeau	Wendy Custable	Tim Foley
Teresa Blair	Angela Dauphin	Bob Foltin
Tom Blasius	Chad Dauphin	Denise Foster
John Bolger	Yvonne DeLongchamp	Shelley Frain
Jennifer Bouchard	John DePinto	Jerry Franklin
Todd Bowen	John Deppong	David Frantonius
Barry Bradford	Rebecca Dolan	Lisa Franz
Laura Brandt	Jennifer Donovan	Larry Friedrichs
Jenna Breuer	Erin Dreese	Bill Fritz
Laura Brown	Deanna Dreyer	Robert Gammelgaard
Barbara Brown	Clayton Duba	Judy Gemperline
Brian Bucciarelli	Filip Dudic	Joseph Geocariss
Robby Burroughs	Patricia Duncan	Jenessa Gerber
Stephanie Bush	Debbie Durham	Jeremy Gertzfield
Sara Cahill	Nancy Eberhardt	Matt Godlewski
Janie Calderazzo	Dave Eddy	Ted Goergen
Erik Campbell	Matt Edstrom	Nancy Gold
Sean Champion	Shelia Edstrom	Janet Gonzalez
Darlene Carlson	David Elbaum	Eric Goolish
Jason Carlson	Jim Elijah	Bill Gorski

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

Todd Graba	Gina Johnson	Kathy Lehn
Jillian Grady	Grant Johnson	Barb Lettecci
Jim Graff	Joel Johnson	Carol Levin
Rich Green	Noel Johnston	Stephanie Levenbrook
Tom Gregorin	Anastasia Kaltakis	Doug Lillydahl
Rachel Gressel	Lupe Karambelas	Mark Linnenburger
Lawrence Grimm	Lynne Kaskela	Jill Lisius
Amy Grove	Robin Katz	Tom Loch
Lynda Gunther	Michael Kaufman	Tom Loew
Joe Gust	Adam Kehoe	Sara Lohrmann
Toni Gzehoviak	Sarah Kellogg	Kimberly Lubecke
Nick Haan	Chris Kelly	Aleksandra Lukash
Tom Habley	Tom Kelly	Lisa Lukens
Chad Hager	Elizabeth Kenney	Cindy Lynch
Joyce Haqq	Phil Kernes	Robert Lyons
Ilene Hamilton	Victoria Kieft	Kathleen McCauley
Jim Hargesheimer	John Kim	Susan McCormick
Chris Heckel Oliver	Paul Kim	Heather McDonald
Steve Heller	Greg Kirchoff	Lynn McIntyre
Amyra Henry	Jane Klewin	William McNamara
Maureen Heun	Jessica Knoll	Melissa Mack
Theodore Heyduck	Kristin Koehler	Bob Mackey
Donna Hickman	Michelle Koehl	Amy Madej
Cristina Higgins	Cherie Kolder	Deborah Magee
Lacey Hoffman	James Kollar	Helen Magid
Jaime Homb	Shannon Kolze	Rowena Mak
Kathryn Hoopes	Doug Koski	Terry Malloney
Penny Hradecky	Meredith Kottmeyer	Susan Marcus
Nancy Hudson	Kosta Kougas	Nancy Marder
Caroline Humes	Traci Krawczyk	Patricia Martin
Gloria Huntoon	Michelle LaCognata	Lino Martinez
Lynn Hyre	Eva Ladenburger	Michael Martinez
Steve Ikenn	Vanessa Lal	Frank Mattucci
Amy Inselberger	Barry Lapping	Elizabeth Maxwell
Dave Jacobson	Dan Larsen	Jeff Mayer
Darshan Jain	Ken Latka	Paul Mazzuca
Jennifer Jensen	Mary Layco	Rich Meltzer
Janet Jesse	Daniel Lazar	Beth Merkin
Jeff Johannsen	Amanda LeBrun	Judy Merola
Richard Johannsen	Rich Lee	Dave Meyer
Joshua Johns	Soo Lee	Liz Meyer
Britta Johnson	Ron Lehmkuhle	Cynthia Miller

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

Sandy Millman	Robert Pinta	Amy Schroeder
Rick Mitchell	Steve Plank	Tamara Sears
Bill Mitz	Pam Polakow	Petra Sebastian
Christie Mitz	Christy Psihogios	Carol Seeger
Tim Moore	Jennifer Polisky	Greg Sherwin
Dino Moran	Lori Polin Silva	Peter Shim
John Mortillaro	Michelle Pope	Todd Sikora
Marilee Muirhead	David Popper	Ellen Silbert
Dimitra Mullins	Brittany Possley	Craig Sincora
Marie Mulvey	Lucia Quevedo	Cheryl Singley
Oscar Munoz	Kathie Rauch Morse	Jeff Slepak
Chris Mural	Amy Read	Dee Dee Small
Angela Muresan	Anthony Reibel	Jill Smiley
Elizabeth Murphy	Mike Reimer	Brad Smith
Tim Myers	Joe Reinmann	Elfie Smith
Lisa Nehring	Vered Resnick	Kelly Smith
Vicky Nordhem	Linda Reusch	Ralph Smith
Deanna Norlin	Andy Richardson	Sherry Smith
David Noskin	Manuel Rider	Scott Sommers
Gary Novak	Laura Rosen	Susan Sommers
Alice Nuteson	Jennifer Rosenzweig	Sharon Sossin
Robert Oaf	Karen Rowen	Steve Soszko
Dan Ogborn	Mark Royce	Stavroula Sparagis
Scott Oliver	Neal Roys	Maria Spielberger
Paul O'Malley	Tim Roznowski	Vincent Springer
Mark Onuscheck	Kathy Rubenstein	Jason Stacy
Tim O' Reilly	Maureen Rubenstein	Tom Stanhope
Marta Orlinska Zeglen	Fran Ruffalo	Sarah Stolzenberg
Lynn Owens	Julisa Ruiz	Michelle Stone
Jennifer Parisi	Cristal Sabbagh	Janet Sushinski
Rebecca Patchak	Angela Sacchitello	Christian Thibaudeau
Lucia Pedraja	Miriam Sacksteder	Barbara Thill
Dan Peso	Sheryl Sager	Mary Tierney
Susan Petschow	Chris Salituro	Dawn Timm
Gerry Peters	Beth Sallman	Louann Tollefson
Dennis Petrowsky	Jori Saunders	Tim Tomaso
Christine Pfaffinger	Vickie Saunders	Chip Tompson
Ann Pfeifer	Larry Scalzitti	Katie Transon
Brandy Phelan	John Schauble	Anne Truger
Richard Pierce	Jennifer Schiavone	Fran Turkel
Yolanda Pilch	David Schoenfisch	Mike Ulrich
Kristin Piekarski	Eileen Schopen	Nick Valenziano



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

Joe Vallone  
Tiffany Van Cleaf  
Ken Van Mersbergen  
Jennifer Vavrek Miller  
Hector Vazquez  
Jodi Vignassi  
Lindsey Vizvary  
Laura Vladika  
Kristen Voelker  
Daryl Wallace  
Kathleen Wallis  
Janet Wang  
Bob Ward  
Deanna Warkins  
Sandra Washburn  
Paul Weil  
Aaron Wellington  
Carly Wells  
Angela Wenzel  
Lindsey White  
Deb Wiersma  
Scott Williams  
Charlene Willingham  
Bryan Wills  
Dave Wilms  
Sean Wimer  
Brian Wise  
Christina Wood  
Jim Wood  
Steve Wood  
Bob Worthington  
Sandra Wright  
Al Wulf  
Kim Young  
Jennifer Young  
Robert Zagorski  
Alden Zimlich  
Jennifer Zizzo

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

- They not only taught me the material we needed to learn in class but they made it interesting and stimulated my intellectual curiosity.
- They taught me about life and made me a confident and happy person.
- They helped me believe in myself when I thought I would fail.
- They made me love the subject I was taking, and because of them, I have chosen to major in engineering.
- These teachers not only pushed me out of my comfort zone, they were all able to help me through problems I may have had.
- They devoted almost all of their time to helping out the students of Stevenson high School.
- They were all very understanding, patient, and helpful. It sounds generic but it is so very true.
- She has always helped me out. I don't know what I would do without her.
- They had depth, they had class, and they were thoughtful and insightful.... incredible and worthwhile – I will miss them.
- I could honestly develop an in-depth essay as to how each one had a major role in my development.
- They were incredible teachers who always had good things to say. They always put a smile on my face and helped me achieve many tasks.
- They did not harass me when I did wrong; they helped me do better.
- They made an effort to not just teach and lecture but to explain and process the material.
- They have all brightened my day and motivated me to do my best.
- These staff members inspired me to learn and become impassioned about the subject.
- They were hip.
- They allowed me to realize my potential and helped me make important decisions about my future.
- They helped me pass high school.
- All of them saw potential and all had hope in me. Even if they knew I got into a lot of trouble, they still saw me as a highly intellectual being.
- They taught like they both knew the subject in and out, and loved it!
- These people made me come to school every day and always made me smile.

- They got to know me as a person and supported who I was.
- They helped me when I needed it and never gave up on me.
- They all knew how to properly present themselves to teens and it made it easier to connect to them and better learn from them.
- They just rocked!
- They were inspirational, thought-provoking, generous, kind, accepting, and full of integrity and wisdom.
- They taught me how to balance my time. They were positive role models from whom I could adopt any of their traits and I would become an all-around better person.
- They are all very helpful people who aided me in my time here and encouraged my interests. They all have my greatest respect.
- She challenged me, pushed me, and guided me to improve. She changed my life.
- They took an active interest in me as an individual and often taught me to look at the world in a different way.
- They all understood their students and the stresses that come with high school. They did their best to alleviate those stresses.
- Given the lack of space to describe each individual, they are together best described as enthusiastic, empathetic and dedicated individuals.
- They made learning such a positive and rewarding experience.
- Describe them in only 3 lines, how could I? Essentially their passion for their subject spread. I loved being in their classes.

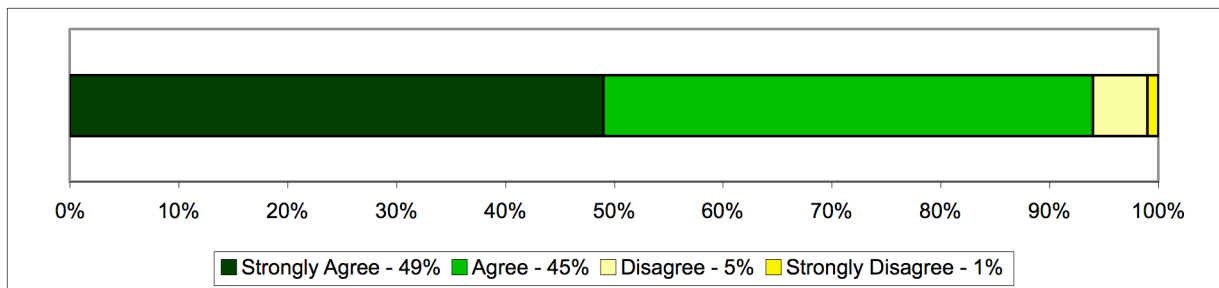
**5. Sports or intramural activities students would have participated in if they were added to Stevenson's programs and number of requests (activities with 10 or more requests)**

Rugby – 40  
Soccer – 37  
Softball – 33  
Basketball – 30  
Ultimate Frisbee – 30  
Tackle Football – 28  
Badminton – 28  
Powderpuff/Flag Football - 23  
Frisbee Golf – 19  
Track – 18  
Volleyball – 14  
Lacrosse – 14  
Dodgeball – 14  
Dancing – 14  
Boxing – 13  
Martial Arts – 13  
Swimming – 13  
Cheerleading – 12  
Crew – 12  
Wrestling – 12  
Snowboarding – 11  
Water Polo – 11  
Archery – 10  
Curling – 10

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

<b>Strongly Agree</b>	<b>=</b>	<b>49%</b>	<b>Disagree</b>	<b>=</b>	<b>5%</b>
<b>Agree</b>	<b>=</b>	<b><u>45%</u></b>	<b>Strongly Disagree</b>	<b>=</b>	<b><u>1%</u></b>
		<b>94%</b>			<b>6%</b>

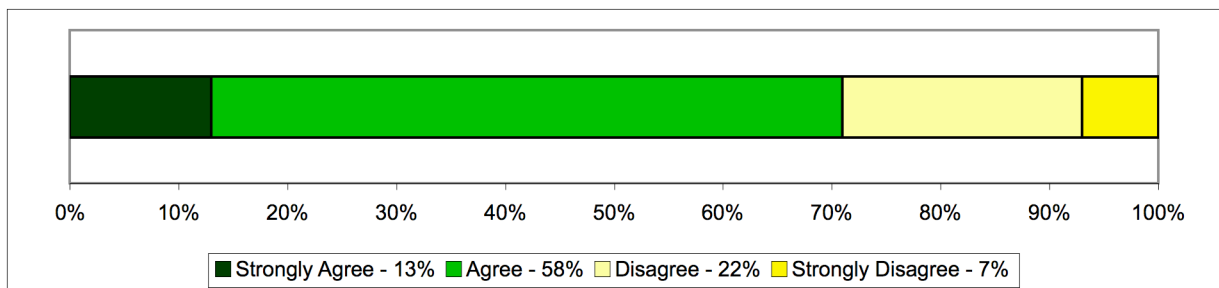
**N= 1083**



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

<b>Strongly Agree</b>	<b>=</b>	<b>13%</b>	<b>Disagree</b>	<b>=</b>	<b>22%</b>
<b>Agree</b>	<b>=</b>	<b><u>58%</u></b>	<b>Strongly Disagree</b>	<b>=</b>	<b><u>7%</u></b>
		<b>71%</b>			<b>29%</b>

**N= 1076**



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

(Reported in percentages of student responders for each item)

**STUDENT SERVICES**

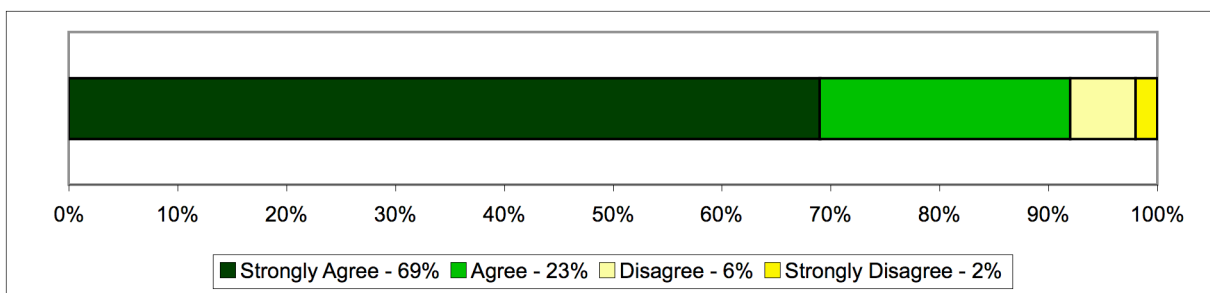
For the following questions:

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

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

<b>SA = 69%</b>	<b>D = 6%</b>
<b>A = <u>23%</u></b>	<b>SD = <u>2%</u></b>
<b>92%</b>	<b>8%</b>

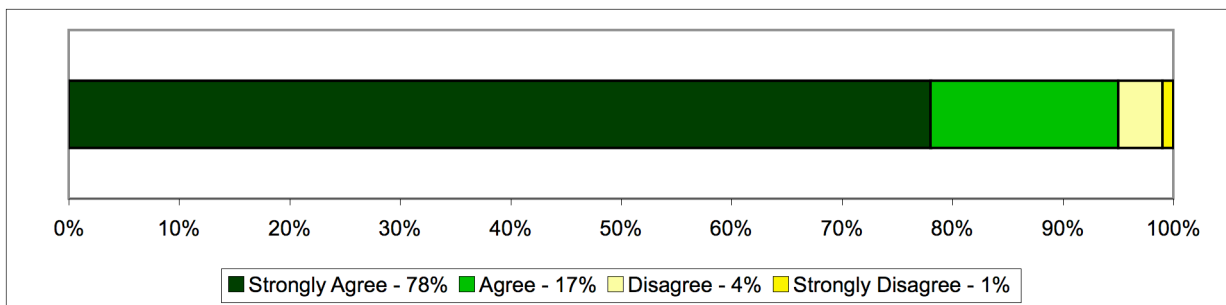
**N= 1082**



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

<b>SA = 78%</b>	<b>D = 4%</b>
<b>A = <u>17%</u></b>	<b>SD = <u>1%</u></b>
<b>95%</b>	<b>5%</b>

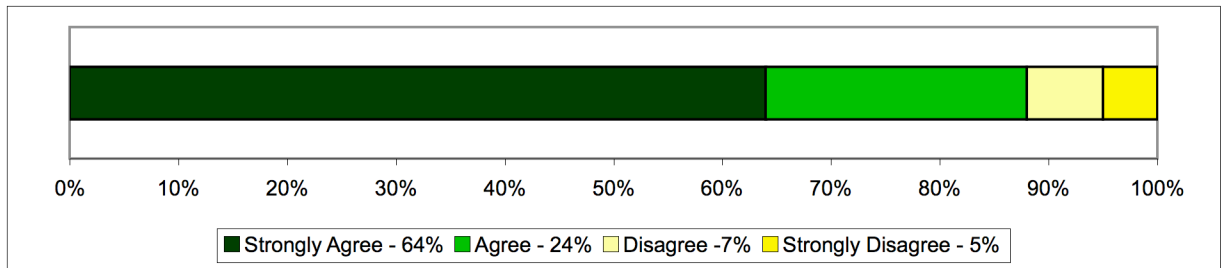
**N= 1091**



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

**SA = 64%**      **SD = 7%**  
**A = 24%**      **D = 5%**  
**88%**              **12%**

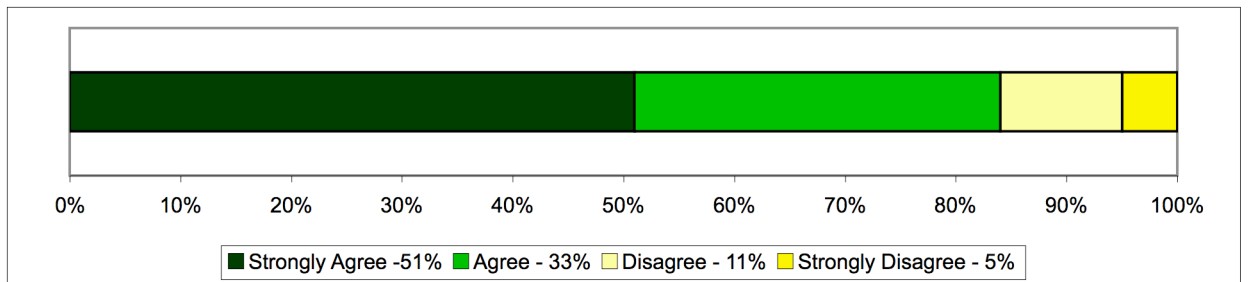
**N= 1088**



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

**SA = 51%**      **D = 11%**  
**A = 33%**      **SD = 5%**  
**84%**              **16%**

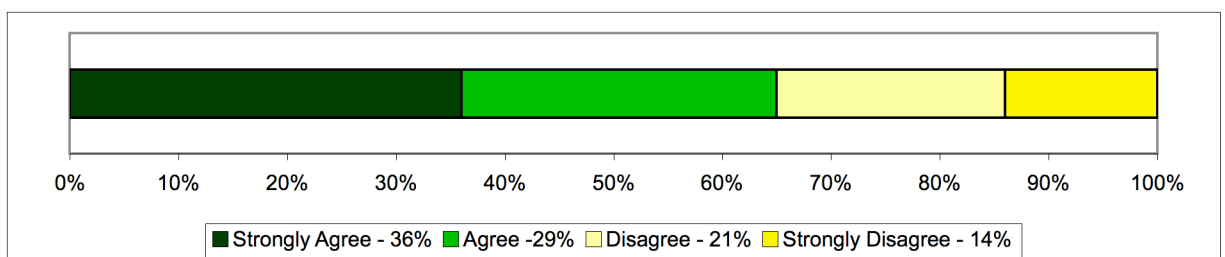
**N= 1051**



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

**SA = 36%**      **D = 21%**  
**A = 29%**      **SD = 14%**  
**65%**              **35%**

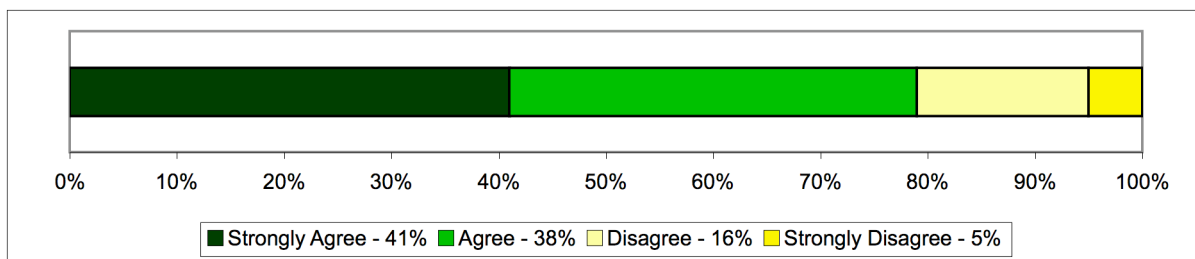
**N= 971**



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

SA = 41%      D = 16%  
 A = 38%      SD = 5%  
                  79%                   21%

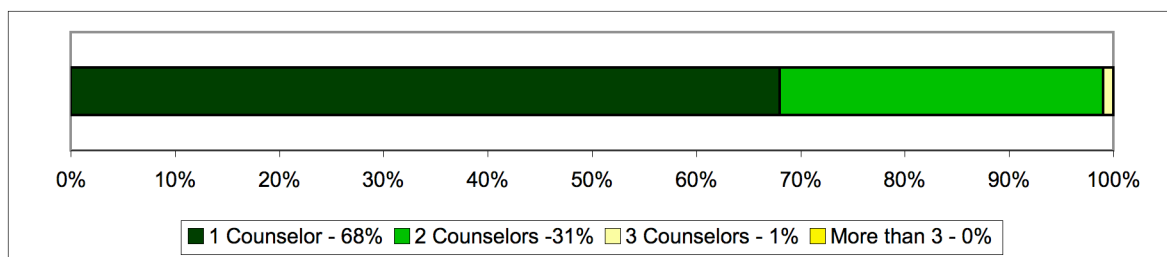
N= 1067



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

1 = 68%  
 2 = 31%  
 3 = 1%  
 More than 3 = 0%

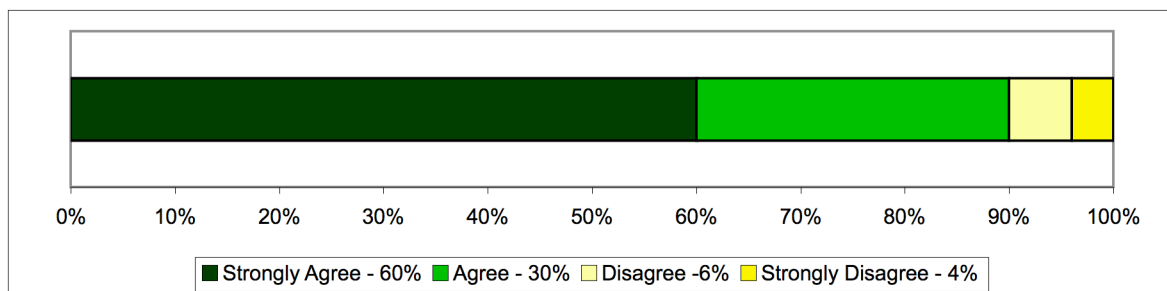
N= 1087



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

SA = 60%      D = 6%  
 A = 30%      SD = 4%  
                  90%                   10%

N=112

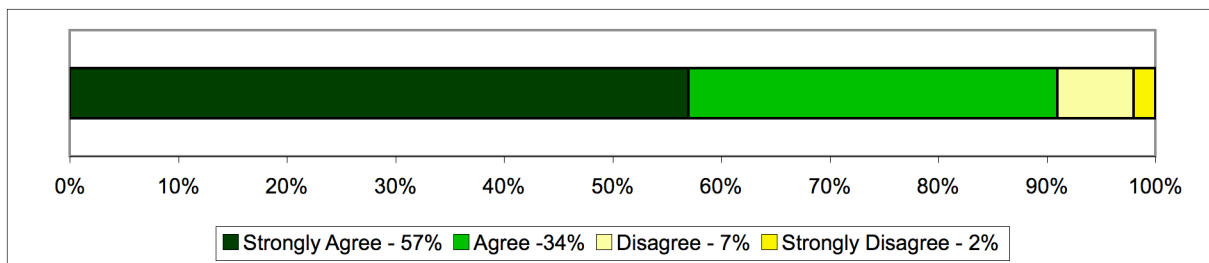




9. Counselors and/or college counselors are knowledgeable about the college application and selection process.

SA = 57%      D = 7%  
 A = 34%      SD = 2%  
                  91%                   9%

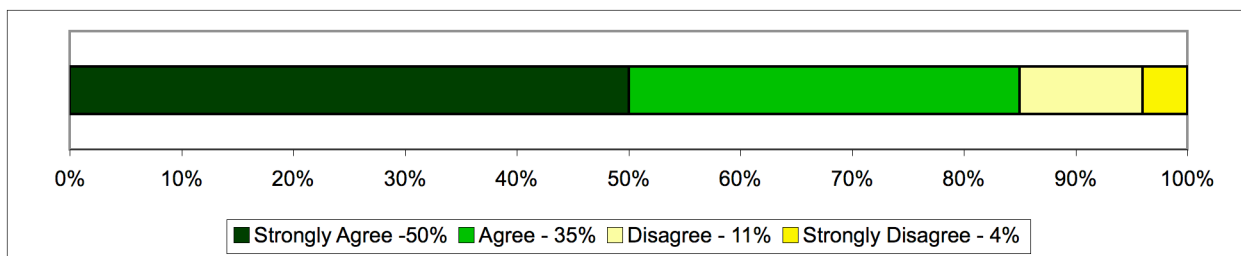
**N= 1032**



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

SA = 50%      D = 11%  
 A = 35%      SD = 4%  
                  85%                   15%

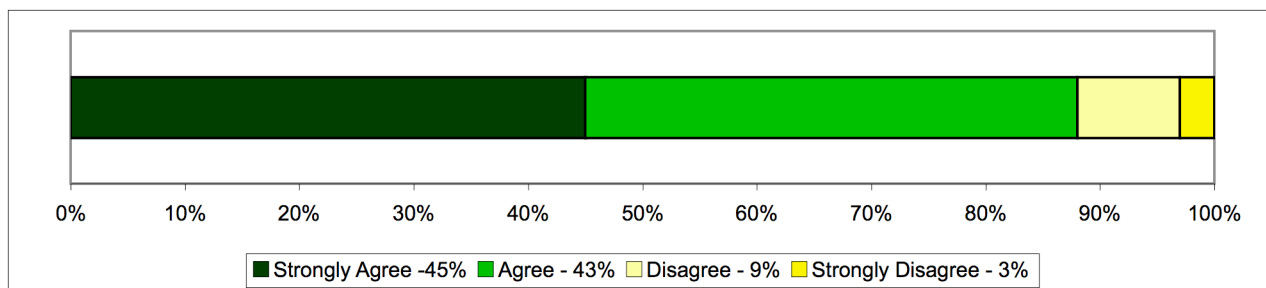
**N= 830**



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

SA = 45%      D = 9%  
 A = 43%      SD = 3%  
                  88%                   12%

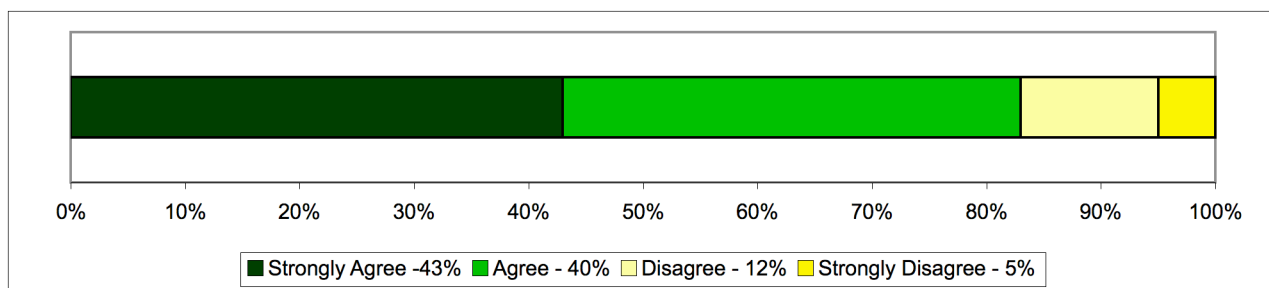
**N=652**



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

**SA = 43%**      **D = 12%**  
**A = 40%**      **SD = 5%**  
**83%**              **17%**

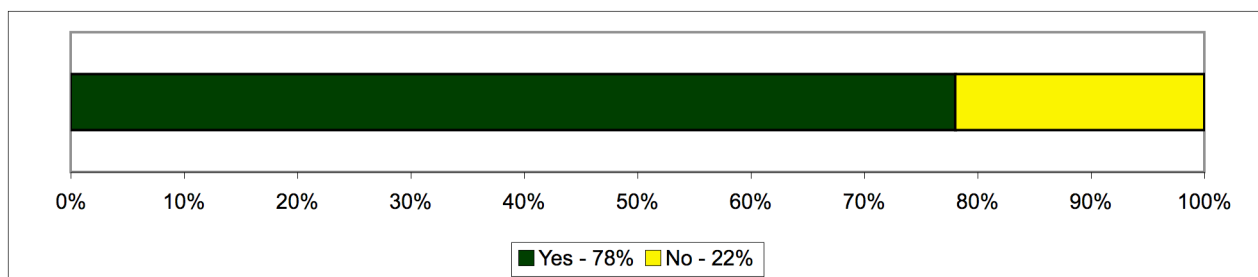
**N= 341**



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

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

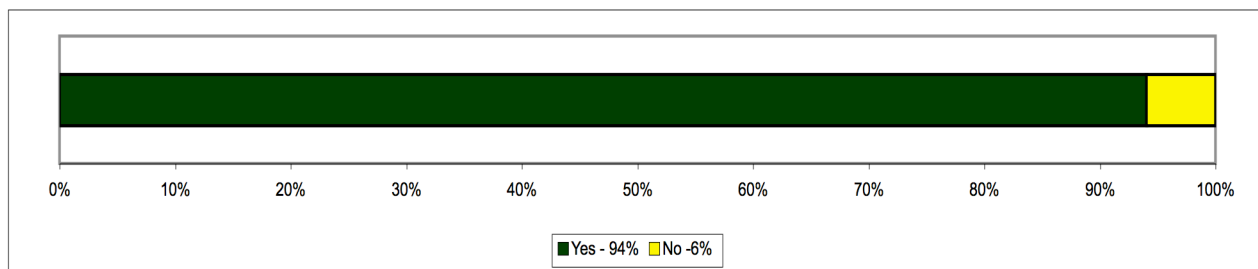
**N= 1085**



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

**Yes = 94%**  
**No = 6%**

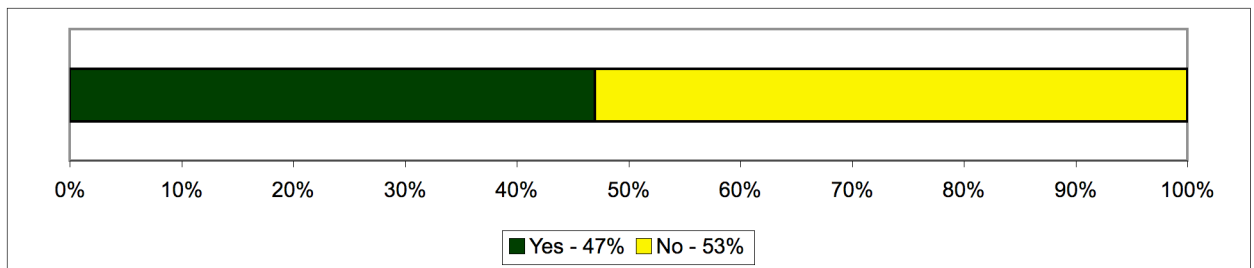
**N= 1087**



15. My parents and I have utilized Stevenson's college consultants to obtain information about colleges, scholarships, etc.

**Yes = 47%**  
**No = 53%**

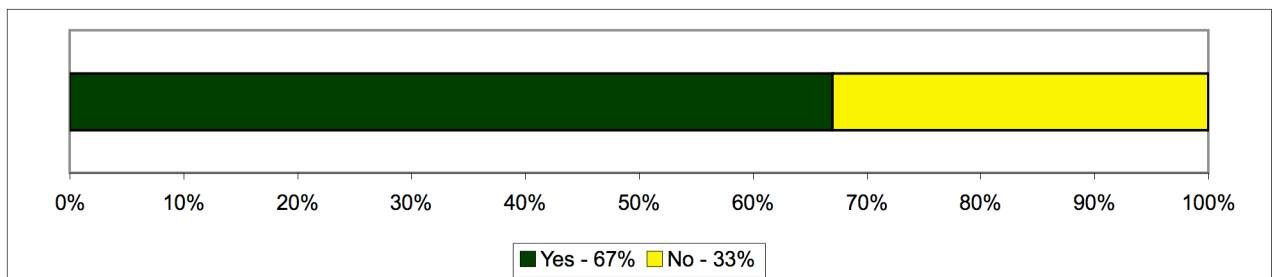
**N= 1087**



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

**Yes = 67%**  
**No = 33%**

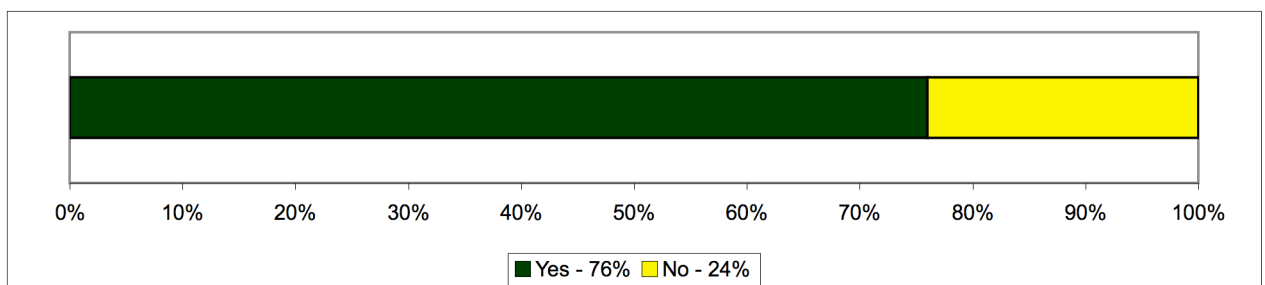
**N= 1085**



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

**Yes = 76%**  
**No = 24%**

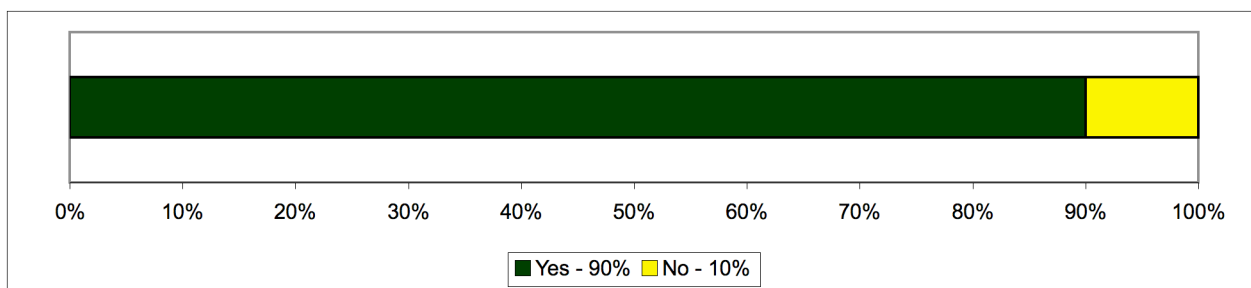
**N= 1050**



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

**Yes = 90%**  
**No = 10%**

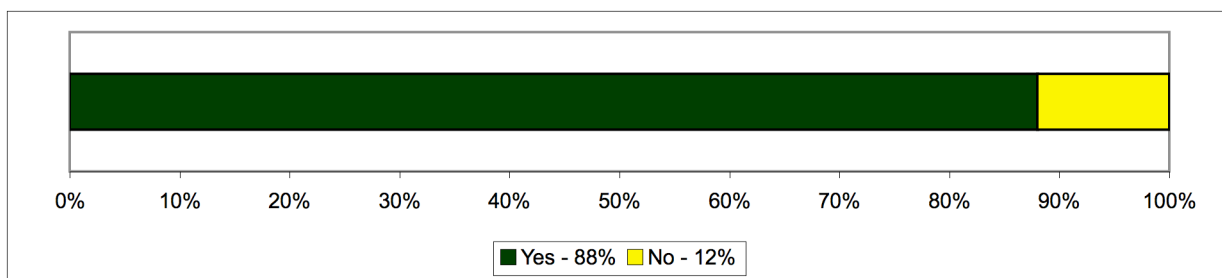
**N= 1087**



19. I have utilized college visits to obtain information about colleges, scholarships, etc.

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

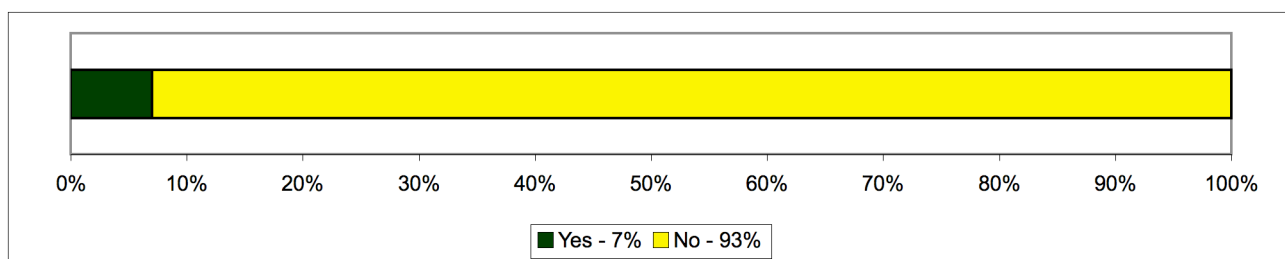
**N= 1088**



20. I have utilized a privately hired college consultant to obtain information about colleges, scholarships, etc.

**Yes = 7%**  
**No = 93%**

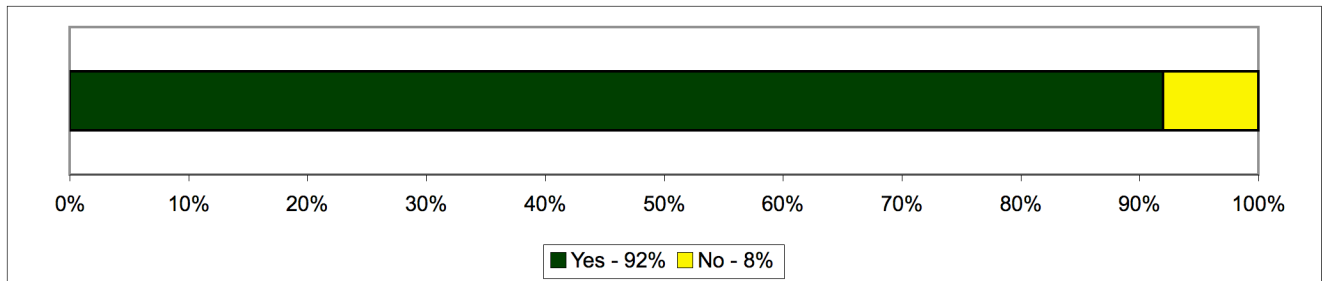
**N=1083**



21. During my college search, I obtained college applications online.

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

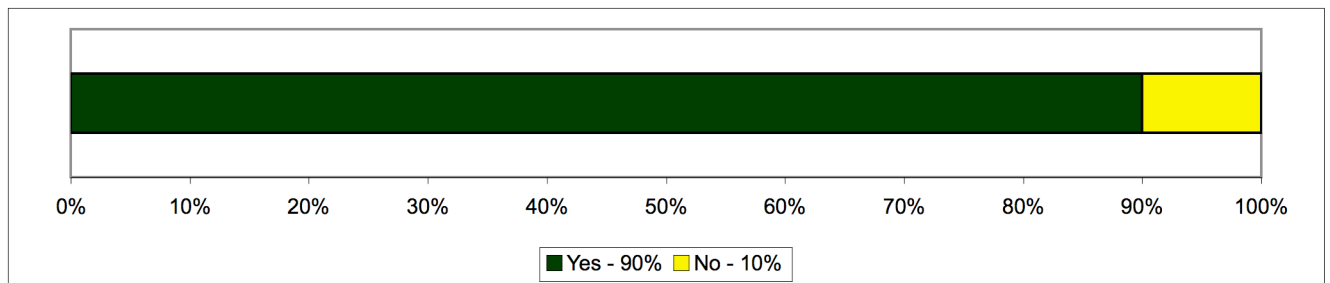
**N= 1086**



22. During my college search, I completed college applications online.

**Yes = 90%**  
**No = 10%**

**N= 1087**

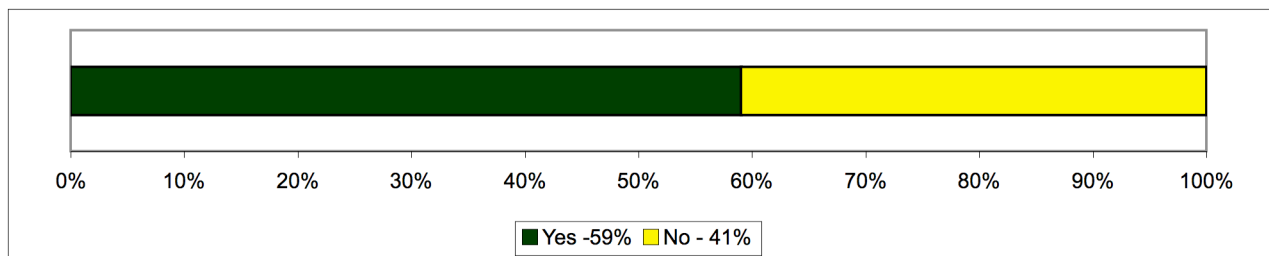


### **ACADEMIC SUPPORT**

23. I have used tutoring services in the Resource Centers during my high school experience.

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

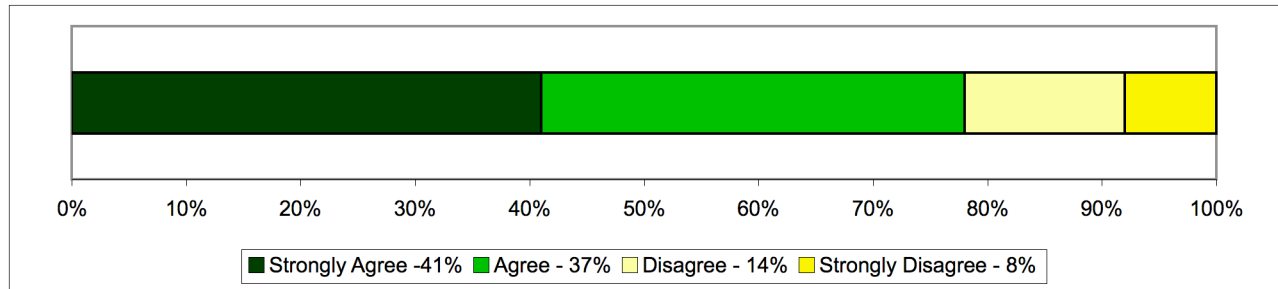
**N= 1082**



24. Using the Resource Centers and the tutors has been beneficial to my high school experience.

SA = 41%      D = 14%  
 A =  $\frac{37\%}{78\%}$       SD =  $\frac{8\%}{22\%}$

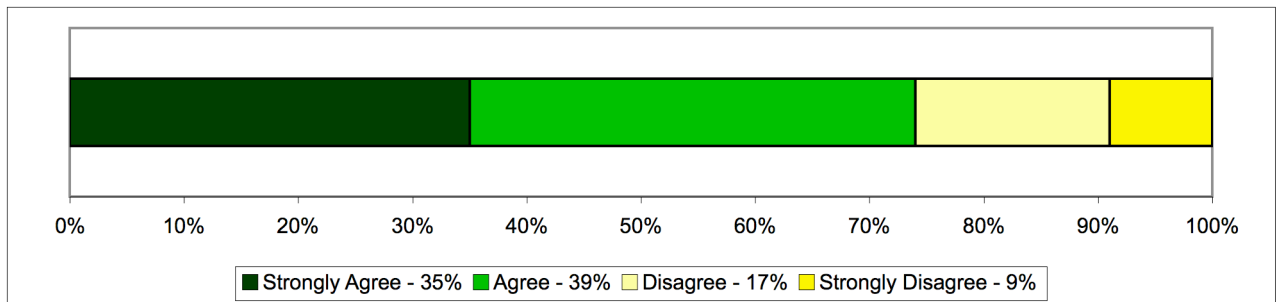
N= 911



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

SA = 35%      D = 17%  
 A =  $\frac{39\%}{74\%}$       SD =  $\frac{9\%}{26\%}$

N= 1019

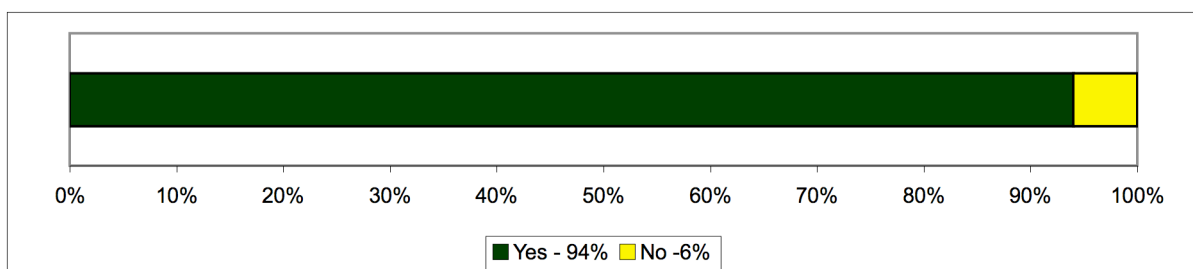


### **CLUBS, ACTIVITIES, SPORTS AND INTRAMURALS:**

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

Yes = 94%  
 No = 6%

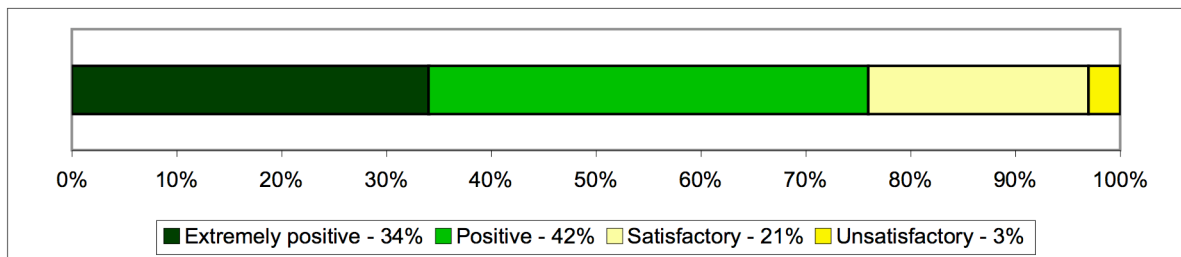
N= 1082



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

**Extremely positive** = **34%**  
**Positive** = **42%**  
**Satisfactory** = **21%**  
**Unsatisfactory** = **3%**  
**Did not participate** = **9%**

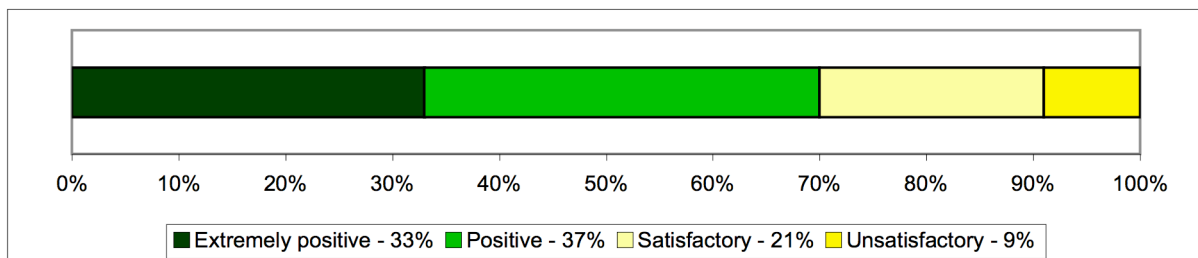
**N= 985**



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

**Extremely positive** = **33%**  
**Positive** = **37%**  
**Satisfactory** = **21%**  
**Unsatisfactory** = **9%**  
**Did not participate** = **34%**

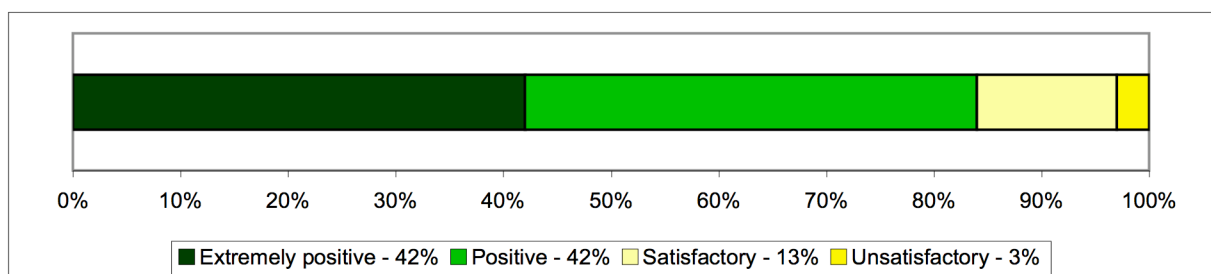
**N=709**



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

**Extremely positive** = **42%**  
**Positive** = **42%**  
**Satisfactory** = **13%**  
**Unsatisfactory** = **3%**  
**Did not participate** = **32%**

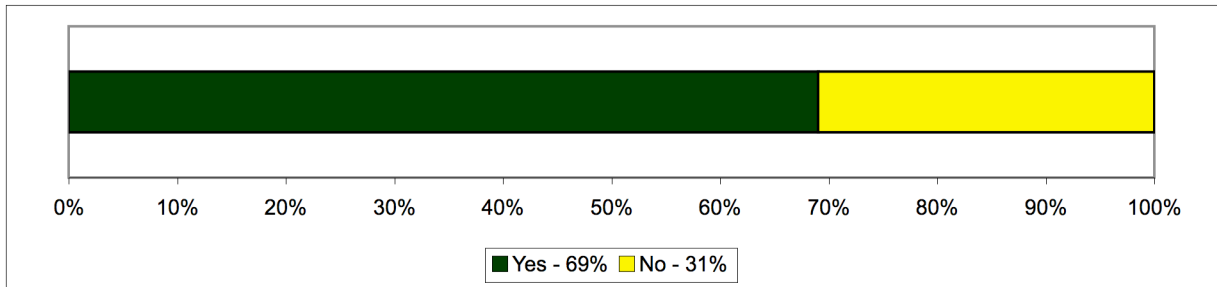
**N= 733**



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

**Yes = 69%**  
**No = 31%**

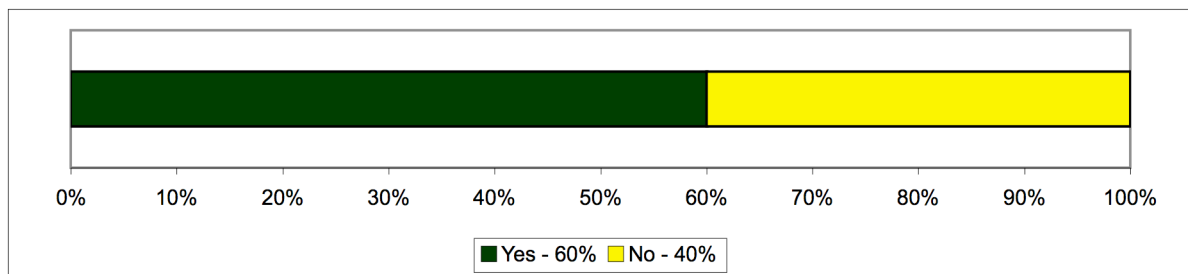
**N= 1085**



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

**Yes = 60%**  
**No = 40%**

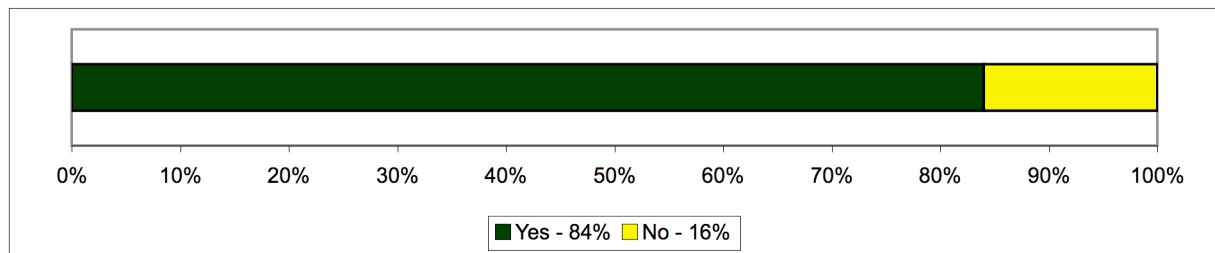
**N= 1070**



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

**Yes = 84%**  
**No = 16%**

**N=1070**



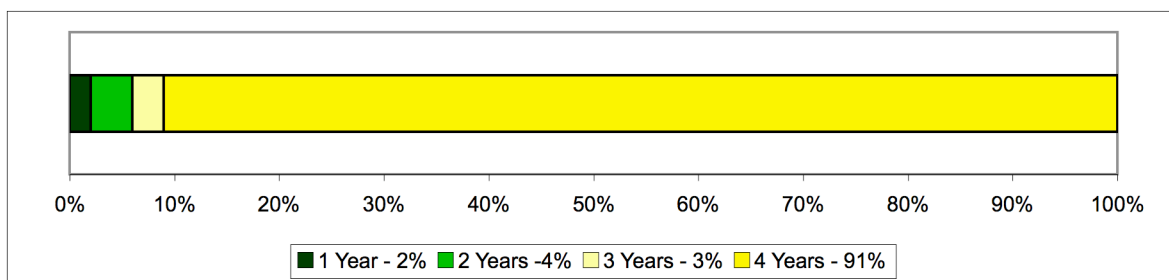


## ACADEMIC INFORMATION

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

1	=	2%
2	=	4%
3	=	3%
4	=	91%

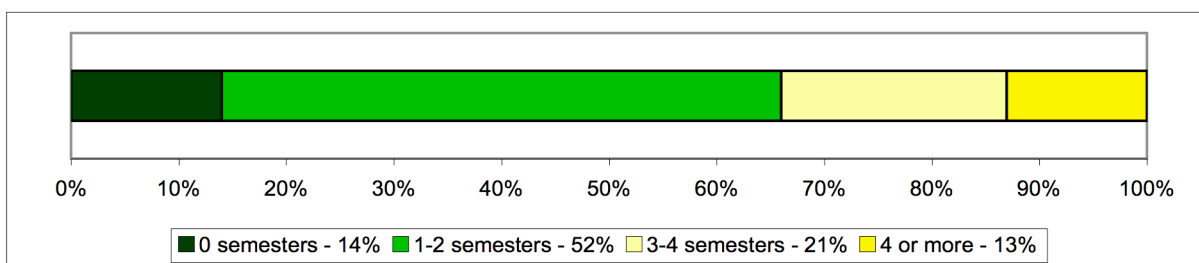
N= 1082



34. How many semesters of credit have you earned in Stevenson's summer school program?

0	=	14%
1-2	=	52%
3-4	=	21%
More than 4	=	13%

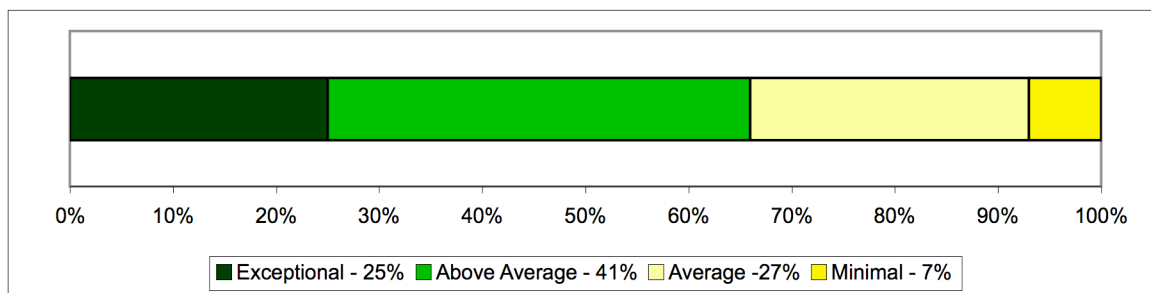
N= 1079



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

Exceptional	=	25%
Above Average	=	41%
Average	=	27%
Minimal	=	7%

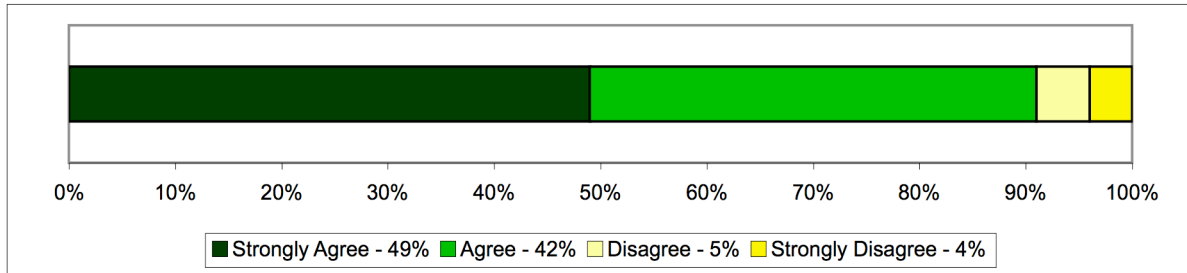
N= 1085



36. My experiences as a student at Stevenson High School (through classes, extracurriculars, etc) taught me to be more responsible for my own learning as I advanced through high school.

SA = 45%      D = 7%  
 A = 45%      SD = 3%  
                  90%                   10%

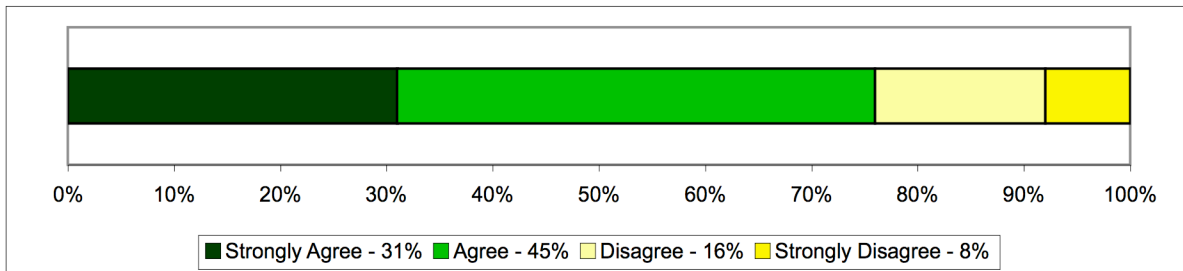
N= 1048



37. My experiences as a student at Stevenson High School (through classes, extracurriculars, etc) ) taught me to recognize and manage emotions and challenging situations effectively.

SA = 31%      D = 16%  
 A = 45%      SD = 8%  
                  76%                   24%

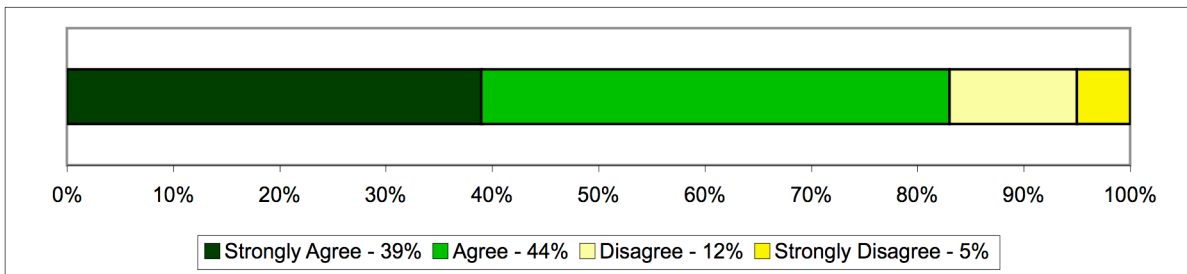
N= 1050



38. My experiences as a student at Stevenson High School (through classes, extracurriculars, etc) taught me to develop and maintain positive relationships.

SA = 39%      D = 12%  
 A = 44%      SD = 5%  
              83%      17%

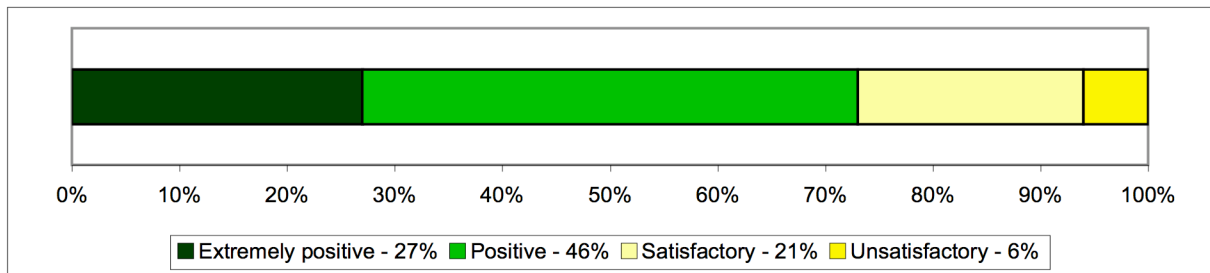
**N= 1045**



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

Extremely positive = 27%  
 Positive = 46%  
 Satisfactory = 21%  
 Unsatisfactory = 6%  
 Did not participate = 16%

**N= 904**



## **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. There is a new component to the open ended questions this year, 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 develop and maintain 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. However, the largest category of agreement among seniors indicates that they believe Stevenson did nothing to develop their SEL skills (149 students). From the next most popular responses, it seems that students believe that they develop these skills as a result of their own personal experiences or from the support they receive from friends, faculty, or Stevenson programs. The second most popular shared sentiment is that they have learned SEL skills from their involvement in Stevenson's extracurricular activities, sports, and clubs (118 students). The next response gave credit to the talented and dedicated staff members who served as role models in the area of SEL (82). Other students believe that having to balance the demands of a busy life forced them to learn time management, while developing these skills naturally as they matured (64). Graduating seniors also thought that Stevenson's challenging courses and high expectations led them to find ways to cope and manage their workload, as well as their emotions (50). Specific programs and departments such as the FMP program (50) and Student Services (41) were credited with helping students develop their SEL skills.

The second question asked for students' suggestions: "How could Stevenson better help students develop SEL skills?" The most popular shared response among recent graduates is to continue what Stevenson is doing (72). The second most popular response is that these skills could be developed more effectively if there was not so much pressure and stress placed on them (66). The third most popular response indicates that 53 students do not know how Stevenson can help students develop better SEL skills. Past surveys have demonstrated that encouraging students' independence and supporting students' self-reliance is a popular sentiment among graduates. For the third consecutive

year, a popular response is that Stevenson should loosen their control over the students (40), as it is ultimately up to the students to be responsible (38). Some students believe that if they were awarded more freedom they would have the opportunity to display that they can be responsible (34). Several students believe that there should be an SEL/life skills class (34) or program (29) built into the curriculum. Similarly, some students believe that focusing less on AP classes, competition, and grades will help to foster the development of SEL skills (33).

A record number of faculty and staff members (416) is specifically named as having a positive impact on students because of their inspirational teaching, encouragement, and personal interest. The ubiquitous message is that students describe SHS personnel as being agents of change in their lives. These teachers impacted their students' lives by stimulating intellectual curiosity, encouraging them to reach their fullest potential, and taking their individual needs into consideration at all times. In addition, students agree that the care and support that staff members extend to them helps 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 have helped them achieve at a level of success that many had never believed to be obtainable. They describe staff members as being understanding, cooperative, patient, helpful, insightful, incredible, inspiring, hip, supportive, generous, thought-provoking, kind, accepting, full of integrity, positive role models, and motivational.

Graduates are asked to comment on which sports or intramural activities they would have participated in if they were added to Stevenson's programs. Since the inception of girl's flag football, rugby (40) leads for the second year in a row in suggested intramurals, followed closely by soccer (37). The third most popular request is softball (33). Basketball (30) and Ultimate Frisbee (30) follow close behind, tying for the fourth most popular desired intramural activity. Please note that rugby and Ultimate Frisbee have all been offered over the last five years but have been subsequently canceled due to lack of participation.

The overwhelming majority (94%) of senior students believe that faculty members treat students fairly and without discrimination regardless of individual and cultural differences, which is a 6% increase from last year's survey results. A small percentage of students (4%) 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. The majority of students indicate that fellow students are considerate of each other regardless of differences (71%), a five-point improvement from last year, and a twelve-point increase since 2003 (59%). A number of seniors (29%) believe that their peers are inconsiderate and disrespectful of each other. 83 seniors agreed that some students are mean, rude, and disrespectful, while 19 students cited that some students are racist. Another popular response is that cliques are mean to other cliques (15), while some respond that different cultural groups rarely

interact.

In the Student Services' area of the exit survey, roughly three quarters of the class (68%) has had the same counselor for all four years; however, that is an eight-point decrease from last year's results. Due to personnel changes and retirements, we expected to see this decrease. Seniors perceive counselors as both available (92%) and accessible on an interpersonal level (95%). Seniors also indicate that their counselors know them (88%) in addition to finding them helpful with academic guidance (84%). Roughly two thirds of seniors feel comfortable talking to counselors about personal or nonacademic issues (65%). Even though over ninety percent of this group annually finds their counselor to be "friendly and easy to talk to," seniors say that friends, and then teachers, become their preferred sources of assistance for personal problems because of the familiarity that is established from day-to-day contact. There was a four-point increase in the percentage of students (79%) who believe that the Student Services Offices are "user-friendly." Another significant increase was in the percentage of transfer students who describe their counselor as being helpful in their transition and adjustment to SHS (90%). This signifies a six-point increase from last year's transfer student results.

Seniors respond positively about college counseling services. Counselors and post-secondary counselors are depicted as being knowledgeable and helpful in the college application and selection process (91%). The College/Career Center staff is viewed as being friendly and accessible (85%). Visits from college representatives are construed as being helpful (88%), as are college evening programs (83%). Approximately three out of four seniors (78%) utilize the CCC to obtain college-related information, and even more students and parents take advantage of seeking the help of their individual counselors (94%). Students and parents access information by seeking the expertise of our post-secondary counselors (47%) and by accessing college links on Stevenson's Home Page (67%). "Other" web sites continue to be a substantial source of information for many of our families (90%), along with college campus visits (88%). A new question found that 76% of students access social networking sites, such as MySpace, to obtain post-secondary information. The number of families that procure the services of private college consultants has stayed the same from last year's results (7%). The proliferation of computer usage to facilitate the college application process continues to increase, with 92% of seniors downloading applications online and 90% completing their applications online. These statistics are both four-point increases from last year's results, which suggests that more students are utilizing online resources to assist them in the college application process.

When polled about academic support, nearly six out of ten seniors utilize Learning Centers for tutoring at some point during high school (59%). About three quarters (78%) of those students have found the Learning Centers and their tutors to be beneficial, with almost the same number (74%) reporting the

amount of help and equipment to be adequate.

An all-time high percentage of seniors (94%) indicate that they have participated in at least one club, activity, sport, or intramural during their high school tenure. Over three quarters (76%) of the students who have participated in clubs/activities feel positively about their experience, with just about another twenty percent (21%) simply expressing satisfaction. About seven out of ten (70%) of the interscholastic sport participants view their experiences as positive or extremely positive, while others describe their experience as satisfactory (21%). Most seniors (84%) express that their intramural experience has been positive, while nearly the rest (13%) find some satisfaction in these activities. About seven out of ten of seniors (69%) report that they have achieved a position of leadership within the school. The majority of seniors (60%) are members of a club or organization affiliated with SHS, while an all-time high amount of seniors (84%) have volunteered their time to school or community-based organizations. Survey responses portray Stevenson students as being highly involved in a wide variety of co-curricular and community activities.

More than ninety percent (91%) of seniors have attended Stevenson for a full four years. More than fifty percent (52%) indicate that they earned at least one or two credits in summer school during their tenure, while roughly another fifth of students (21%) claim to have accrued three to four credits, and another 13% claim to have earned more than four credits. In assessing their own individual effort at Stevenson, well over half of the seniors perceive their directed energy toward school as being exceptional (25%) or above average (41%), with about a quarter (27%) 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, the number of students choosing to attend four-year colleges) suggest their perceptions are valid.

Three new questions were created for this year's survey that are intended to gauge how well Stevenson equipped the graduating seniors with Social Emotional Learning skills. The first question depicts that ninety percent (90%) 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. The second question found that about three quarters of the senior class (76%) viewed their experiences as a student at SHS helped them to recognize and manage emotions and challenging situations effectively. Finally, the third new question shows that more than eighty percent of seniors (83%) believe that their experiences at SHS helped them to develop and maintain positive relationships in their lives. These high percentages lend support to the fact that students believe that Stevenson helps to instill in them positive life-long SEL skills.

When asked to rate their overall Advanced Placement experience, about

seven out of ten (73%) 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 many categories, while other responses continue to elicit similar results. The current Senior Survey suggests that students continue to perceive counselors as accessible (one-point decrease), amiable (two-point increase), helpful in selecting courses (two-point increase) and able to provide a setting whereby students feel comfortable speaking about non-academic concerns (one-point increase). Students are highly satisfied with college counseling services; moreover, seniors have reported an upward trend of satisfaction levels and usage. Students are utilizing the resources of the College/Career Center with more frequency (two-point increase). A large number of students access information from their counselors (one-point increase) and college consultants (one-point increase). A larger majority of seniors say that they are visiting college campuses (one-point increase). The college application process continues to suggest that the demise of paper applications may be imminent, as nearly nine out of ten students have utilized the online application process (four-point decrease). Students are accessing the academic support from the Learning Centers at the same rate as last year; however, students are reporting lower levels of satisfaction with the Learning Centers' services and resources (five-point decrease). Yearly trends demonstrate that Stevenson students are participating in clubs, activities, sports, and intramurals in greater numbers, and this year participation reached an all-time high of 94% of students claiming they are a member of at least one club/activity/sport. 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 students' 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**

	<b><u>2003</u></b>	<b><u>2004</u></b>	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2008</u></b>
<b>1</b>	<b>3%</b>	<b>2%</b>	<b>2%</b>	<b>3%</b>	<b>4%</b>	<b>2%</b>
<b>2</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>4</b>
<b>3</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>3</b>
<b>4</b>	<b>89</b>	<b>90</b>	<b>90</b>	<b>88</b>	<b>89</b>	<b>91</b>

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

	<b><u>2004</u></b>	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2008</u></b>
<b>exceptional</b>	<b>24%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>above average</b>	<b>39</b>	<b>36</b>	<b>38</b>	<b>42</b>	<b>41</b>
<b>average</b>	<b>27</b>	<b>30</b>	<b>29</b>	<b>26</b>	<b>27</b>
<b>minimal</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>7</b>

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

	<b><u>2004</u></b>	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2008</u></b>
<b>positive</b>	<b>89%</b>	<b>89%</b>	<b>88%</b>	<b>91%</b>	<b>90%</b>
<b>negative</b>	<b>11</b>	<b>11</b>	<b>12</b>	<b>9</b>	<b>10</b>

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

	<b><u>2004</u></b>	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2008</u></b>
<b>positive</b>	<b>86%</b>	<b>82%</b>	<b>81%</b>	<b>86%</b>	<b>84%</b>
<b>negative</b>	<b>14</b>	<b>18</b>	<b>19</b>	<b>14</b>	<b>16</b>

**Satisfaction with college counseling**

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
90%	91%	91%	90%	91%	91%

**Student perception of counselors' accessibility**

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
positive	94%	94%	94%	93%	92%
negative	6	6	6	7	8

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

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
91%	92%	91%	92%	93%	94%

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

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Satisfactory or better	95%	95%	95%	97%	97%
N/A (did not participate)	8	12	11	9	9

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

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Positive	89%	87%	90%	93%	91%
N/A (did not participate)	35	32	32	30	34

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

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Positive	96%	96%	95%	97%	97%
N/A (did not participate)	52	44	43	31	32

**Participation in credit courses in summer school, earning one or more credits**

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
80%	79%	81%	86%	86%	86%

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

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
63%	67%	65%	77%	70%	69%

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

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
59%	56%	56%	59%	62%	60%

**Participation in community service activities**

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
75%	73%	73%	74%	80%	84%

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

<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
379	386	391	407	410	416

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

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
positive	84%	87%	87%	88%	94%
negative	16	13	13	12	6

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

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
positive	59%	61%	64%	66%	71%
negative	41	39	36	34	29

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

Senior exit data has been collected and recorded for over fifteen 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 six years.

The number of seniors reporting that they have attended Stevenson for a full four years remains high, reflecting past historical trends, inching up two points from the previous year (91%). It should be noted that this figure does not reflect a 9% 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 (66%). As a point of comparison, in 1993, a smaller number of seniors, or less than half of all of 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. For four consecutive years, one quarter of seniors (25%) has described their effort level as "exceptional," while the largest majority has described their effort level as "above average." Moreover, the number of students describing their effort level as "above average" remained similar to last year's results (41%). 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, current data depicts a slight decline from previous years, with just over one quarter of students describing their effort as average (27%). For the second year in a row, students who describe themselves as exerting a minimal effort (7%), represent the lowest percentage posted in the past five years. The percentage of respondents who have described their high school effort as minimal has remained fairly constant over the years, fluctuating between seven to ten percent of the student population. Growth in responsibility for learning throughout high school has remained strong and constant over the past few years, but did increase by two points since the previous year's survey (90%).

Satisfaction with academic counseling, such as receiving course selection assistance from counselors, remained about the same and only deviated two points from the previous year (84%). Over the past decade, counselors' caseloads have gradually increased from roughly 285 students per counselor to 315 students. However, administrative retooling within

Student Services as well as an expected decrease in enrollment should eventually reduce the size of caseloads. Hopefully, counselors will be able to provide more individualized attention during the course selection process. Student satisfaction with college counseling has remained affirmative and constant over the years. For the past decade, at least nine out of ten students have responded that they are satisfied with college counseling. In comparison to last year, the number of satisfied students remained exactly the same (91%). Most importantly, satisfaction levels remain considerably higher than those experienced early in the 1990's (84%-77%). The high level of satisfaction with college counseling likely reflects an extensive, thorough, and varied college counseling program that is constantly endeavoring to evaluate current trends and to improve its services. The perception of counselor accessibility has remained constant, barely changing over the past five years. The current survey reveals a decline of one percentage point since last year (92%), again falling short of achieving the highest number posted in 1999 (96%), but still indicative of sustaining an upward trend since 2000. The current percentage also represents a vast improvement from ten years ago (69%). These gains in accessibility are gratifying considering the significant increase in schedule change traffic at the beginning of each semester. Counselors have worked to craft ways to increase accessibility during times of high student need.

Student participation in at least one co-curricular activity has remained one of the most consistent survey statistics. This year the reported participation rate has reached an all time high (93%). In contrast, in 1993, only seventy-four 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 between ninety and ninety-three percent for the past twelve 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, ninety-five percent of respondents reported that they were satisfied with their experiences in Stevenson clubs and/or activities. The current survey respondents mirror last year's increase in satisfaction (97%), surpassing the highest reported percentage of any survey. Positive experiences for athletic participants have wavered from 1996's high of ninety-five percent to a low of eighty-four percent in 2001. This year's satisfaction level posted a two-point decline (91%), however, still sustaining a healthy trend of improvement. Students' rate of participation in sports has decreased by four points (66%), which represents the lowest score recorded since 2004. The intramural program has maintained a high rate of participation (68%) and only declined one percentage point from last year's impressive results. Before 2007, the level of participation in intramural programs was much

lower than the previous three years (2004=48%; 2005=56%; 2006=57%). The intramural program also managed to maintain lofty satisfaction levels, posting the same results as last year's survey (97%).

For the past two years, a record number of students reported that they had earned credit in summer school courses (86%), and this year, respondents have reported the same rate of participation (86%), sustaining a trend of increased attendance in summer since the 1990's. The participation rate in summer school credit courses has more than doubled since 1993 (37%) and has steadily increased, only once posting a decline of one percent between 2003 and 2004. Summer school continues to serve as an effective transitional bridge for incoming freshmen. In addition, it provides all students with a useful tool to create curricular options for themselves during the traditional school year.

The percentage of students who identify themselves as playing a role in school leadership has remained relatively high this year, but still displays a one point decrease from last year's results (69%). This means that close to seven out of ten respondents of 2008 graduates claim to have held a leadership role (69%), which is the third highest percentage ever reported. 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; moreover, the rate of participation is higher than ever. The number of Stevenson seniors participating in clubs and organizations outside the school domain posted a slight decline of two percentage points (60%), but still signifies that six out of ten seniors are pursuing opportunities outside of the school setting. In addition, students raised their level of participation of volunteering time and talent in the community by four points (84%), a number that represents the highest rate of participation in the past six years. This impressive statistic shows 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 record number (416), surpassing last year's number by six individuals. Even though the composition of staff changes yearly, the number of cited teachers continues to increase. 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; however, this year, a six-point improvement is noted (94%), which indicates that an all time high percentage of teachers are respecting students with differences. When asked the same question in terms of students treating one another with respect regardless of their differences, current respondents report the highest percentage of respect and consideration ever posted (71%), a number that is five percentage points higher than the previous year (66%).

In summary, graduates of 2008 surpassed milestones described by other seniors in six categories: years in attendance at SHS (91% attending all four years); record high degree of participation in SHS clubs, activities, or sports (94%); record high participation rate in community service activities (84%); record high number of faculty and staff cited as having a positive impact on student's lives (416); record high in student perception of respect and consideration accorded to them by teachers relative to individual and cultural differences (94%); and record high in student perception of respect accorded them by their peers relative to individual and cultural differences (71%). As cited above, in this current survey there were four categories that reached all-time high percentages, which lends evidence to the fact that SHS students are continually striving for excellence. Also, students continue to articulate unequivocal regard and appreciation for the devotion of Stevenson faculty and staff. While there were five categories that showed slight declines, this year's senior class either reported very similar responses to the previous year's group or reported record numbers of satisfaction and participation.



## **STUDENT SERVICES SURVEYS ACROSS**

### **GRADES 9-12**

	<b>FRESHMEN</b>	<b>SOPHOMORES</b>	<b>JUNIORS</b>	<b>SENIORS</b>
1. Counselor accessibility:				
	99%	100%	99%	92%
2. Counselor friendliness and approachability:				
	100%	100%	100%	95%
3. Counselor knowledge/recognition of student:				
	89%	97%	96%	88%
4. Counselor helpfulness with academic counseling:				
	96%	99%	97%	84%
5. Student comfort level discussing personal issues or non-academic concerns:				
	80%	86%	86%	65%
6. Student Services Office - friendliness and helpfulness:				
	91%	93%	91%	79%
7. Counselors' and college consultants' knowledge about college applications and selection process:				
			98% Satisf. 88% Util.Rate*	91% Satisf. 96% Util.Rate

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

\* - Utilization Rate

	<b>JUNIORS</b>	<b>SENIORS</b>
8. Use of the College Career Center:	67% Util. Rate*	78% Util. Rate
9. College Career Center staff's friendliness and accessibility:	96%	85%
10. Visits from college representatives:	93% Satisf. 36% Util. Rate	88% Satisf. 61% Util. Rate
11. College evening programs:	92% Satisf. 35% Util. Rate	83% Satisf. 33% Util. Rate

\* -Utilization Rate

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

Once again, there is little variation between this year's survey results and data from previous years when comparing responses of freshmen, sophomores, juniors, and seniors in regard to satisfaction with counselors and their accompanying services. In most cases, numbers remained the same or deviated by one or two percentage points. Students in each class overwhelmingly view counselors as available, friendly, and open to interaction with students.

As reported by students of all four grade levels, counselor accessibility, friendliness, and approachability continue to soar above levels of ninety percent. Almost all freshmen (99%), sophomores (100%), and juniors (99%) agree that counselors are friendly and accessible, while a large majority of seniors concur (92%). Knowledge and recognition of students follows close behind in the upper eighties to mid-nineties among freshmen (89%), sophomores (97%), juniors (96%), and seniors (88%). Also, counselors are perceived to be helpful with academic counseling among freshmen (96%), sophomores (99%), juniors (97%), and seniors (84%). These numbers closely resemble trends that were illustrated the previous school year.

Relative to comfort levels when discussing personal issues, just about eight out of ten freshmen (80%), sophomores (86%), and juniors (88%) do feel comfortable about discussing non-academic concerns with counselors. These results are similar to the previous year, with the comfort level of freshmen posting an increase of two percentage points, while the comfort level of sophomores and juniors has declined by one or two percentage points. Seniors (65%) are the least inclined to discuss non-academic concerns, as discovered in previous surveys. Four years ago, over one hundred polled seniors revealed that friends, and then teachers, become the preferred sources of assistance for personal problems due to the familiarity that is created by day-to-day contact.

Students are surveyed regarding the friendliness and helpfulness of Student Service personnel. The office is staffed with counselors, deans, social workers, secretaries and volunteers. Although students may visit the office on their own accord, others are summoned for various reasons (such as disciplinary infractions). Current student satisfaction rates closely resemble the previous year's percentages, almost maintaining last year's improved scores. Freshmen and juniors have reported the same satisfaction level (91%), with sophomores remaining the same as last year (93%), and seniors' satisfaction level improving by four points in comparison to the previous year (79%). All three groups' satisfaction have surpassed the nineties. Senior satisfaction remains lower than the other groups, which is a consistent trend.

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 (91%) who choose to tap the knowledge base of counselors and post-secondary counselors. Juniors check in at an eighty-eight percent utilization rate, while seniors log in at ninety-six percent, closely resembling the previous year's rate of usage. Sixty-seven percent of juniors indicate that they had used the College/Career Center by the end of first semester; by the conclusion of senior year, usage rose to seventy-eight percent. These numbers illustrate an increase in the percentage of students who are utilizing services of the College/Career Center, improving three points and two points, respectively. The year before that there was also an increase in the utilization rate of the CCC; hence, Stevenson students are taking the initiative to access our resources more often. Bear in mind that some students feel confident in their choices and do not feel compelled to research further. The vast majority of juniors (96%) and seniors (85%) who have chosen to use the CCC find it to be friendly and accessible. This satisfaction rate depicts a slight increase from the previous year's survey.

Seniors (61%) outpace juniors (36%) when it comes to meeting with college representatives who are visiting Stevenson. Compared to the previous year, the senior attendance rate has increased six percentage points while junior attendance rate has decreased one percentage point. Satisfaction rates are eighty-eight percent and ninety-three percent, respectively, when assessing the effectiveness of visits from college representatives. Generally, juniors are less apt to meet with college representatives any earlier than February because their college searches have not yet begun in earnest. The number of juniors (35%) and seniors (33%) who have attended college evening programs has decreased. In the past, the participation rate closely hovered at about fifty percent. It is also interesting to note that based on this survey, juniors are attending more frequently than seniors, which might indicate that students are beginning their college search process sooner. However, those who do attend programs continue to express healthy satisfaction rates, with juniors reporting a higher satisfaction (92%) than seniors who do not fall far behind (83%). Also, it should be noted that personnel of the College/Career Center are offering more programs during the school day in the hopes of increasing attendance patterns.

In addition to soliciting input from students via surveys, personnel of Student Services internally evaluates 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 -	94 (94%)
Attending college or university part time	1 (1%)
Working full time -	4 (4%)
Military -	1 (1%)

**Note: Questions 2-9 were asked of respondents attending college or university; therefore, 95 responses are reported.**

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

Yes –	88 (93%)
No –	7 (7%)
Transferring to a four-year college –	6
Transferring to a two-year college –	1

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

<u>Education</u> – 17 (18%)	<u>Science</u> – 8 (8%)
Elementary Education – 6	Biology – 5
Special Education – 2	Chemistry – 2
Early Childhood Education – 2	Fire Science Technologies – 1
Secondary Education – 2	
Secondary Education- Social Studies – 2	<u>Health Sciences</u> – 8 (8%)
Learning Behavior Specialist- Elementary Education – 1	Nursing – 1
Theater Education – 1	Health Promotion & Disease Prevention Studies – 1
Art Education – 1	Medical Microbiology/Immunology – 1
	Health Science – 1
<u>Business</u> – 14 (15%)	Nutrition – 1
General Business – 4	Kinesiology – 1
Accounting – 4	Physical Therapy – 1
Finance – 3	Pre-Veterinary Medicine – 1
Actuary Science – 1	
Business Marketing – 1	<u>Social Sciences</u> – 7 (7%)
Agricultural Business – 1	Political Science – 2
	Psychology – 2
<u>Engineering</u> – 9 (10%)	Sociology – 1
General Engineering – 2	International Relations – 1
Chemical Engineering – 2	History – 1
Electrical Engineering – 1	
Civil Engineering – 1	<u>Communication Arts</u> – 6 (6%)
Mechanical Engineering – 1	Communication Studies – 1
Systems Engineering – 1	Communication Disorders – 1
Material Science Engineering – 1	

Broadcast Journalism – 1  
Film Studies – 1  
English – 1  
Journalism – 1

Fine Arts – 2 (2%)  
Theater – 1  
Media Arts – 1

Double Majors – 14 (15%)  
Accounting & Finance – 1  
History & Political Science – 1  
Elementary Education & Communications  
– 1  
Music & Geography – 1  
Political Science & Spanish – 1  
Advertising & Public Relations – 1  
Business & Sociology – 1

Economics & International Development  
– 1  
Finance & Economics – 1  
Biology & Psychology – 1  
Communication & Culture – 1  
Economics & Business Law – 1  
Economics & Spanish – 1  
Apparel Merchandising & Public  
Relations – 1

Other – 10 (11%)  
Undecided – 7  
Architecture – 1  
Math – 1  
Japanese – 1

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

No – 27 (28%)  
Yes – 68 (72%)

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

Number of credits:	0 credits -	10
	1-10 credits -	22
	11-20 credits -	14
	21-30 credits -	7
	31-40 credits -	9
	41-50 credits -	3
	51-80 credits -	3

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

My score wasn't high enough – 8  
I don't know why, I never asked – 2

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

Yes – 20 (21%)

Number of credits:     1-5 credits - 8  
                                      6-10 credits - 8  
                                      11-15 credits - 3  
                                      16-20 credits - 1

Subjects:                World Languages – 12  
                                  Communication Arts – 4  
                                  Math – 4  
                                  Science – 1

No – 75 (79%)

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

	<u>Well</u>	<u>Adequately</u>	<u>Inadequately</u>	<u>N/A</u>
<b>Writing Composition/Reports</b>	69%	28%	3%	0%
<b>Mathematics</b>	72%	23%	5%	5%
<b>Social Studies</b>	69%	29%	2%	7%
<b>Science</b>	71%	27%	2%	2%
<b>Reading Comprehension</b>	70%	30%	0%	0%
<b>Foreign Language</b>	49%	46%	5%	14%
<b>Fine Arts</b>	68%	31%	1%	21%
<b>Study Skills</b>	59%	37%	4%	0%
<b>Use of Computers - Research</b>	58%	39%	3%	0%
<b>Use of Computers - Applications</b>	62%	31%	7%	0%

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

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

Better than most – 73%  
 The same – 26%  
 Not as well as others – 1%

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

Shared G.P.A. – 87

Grade Point Average:	4.0 - 3.5 -	44%
	3.4 - 3.0 -	40%
	2.9 - 2.0 -	16%
	1.9 - 0.0 -	0%

Did not know G.P.A. – 8

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

Higher – 22%  
The same – 46%  
Lower – 32%

**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 – 39%  
Agree – 55%  
Disagree – 6%  
Strongly Disagree – 0%

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

Have less handholding by the teachers – 6  
Assign less busywork and more independent projects – 5  
Give deadlines and no reminders-don't take work after the due date – 5  
Teach time management – 4  
Get rid of study guides for tests – 3  
Give students more freedom – 3  
Teach study skills – 3  
Offer a forum for seniors where they can talk to current college students – 3  
Give students information that they need to learn on their own – 2  
Make homework optional – 2  
Have more tests based on text reading alone – 2  
Assign more writing – 2  
Don't let average students fall through the cracks – 2  
Teach students how to advocate for themselves – 1  
Assign more projects that are worth many points – 1  
Offer more help – 1  
Teach students that learning is more important than G.P.A. – 1  
I don't know – 4  
Nothing, you are doing a good job – 51



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

Yes – 77%

No – 23%

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

Too strict – 50%

About right – 49%

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?**

Study more/try harder – 11

Get more involved – 8

Have less pressure to take AP's – 6

Take more AP's – 5

Have a less strict environment – 5

Have more parking – 3

Have less busywork – 2

Be more social – not so shy – 2

Have smaller classes – 2

Take more Art classes – 2

Get to use cell phones and iPods during lunch – 2

Take different classes – 2

Get higher grades – 2

Less competition – 2

Learn more study skills – 1

More independence – 1

Realize that you can have a good college experience even if you don't get into an Ivy League school – 1

Go to Tech Campus – 1

Change graduation requirements – 1

Go to the resource center more – 1

Study more for tests – 1

Have less stress – 1

Change people's attitudes – 1

Be more tenacious – 1

Slow things down – 1

Have a more diverse population – 1

Take Physics – 1

I don't know – 3

Nothing – 30

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

Teachers and Staff – 27  
Friends – 24  
Fine Arts/Theater department – 7  
Preparation for college – 7  
Classes – 5  
Graduating – 4  
Meeting new people – 4  
Little Patriots – 3  
Opportunities – 3  
Sports – 3  
Educational opportunities – 3  
Intramurals – 2  
Resources – 2  
AP classes – 2  
Size of the school – 2  
Freedom – 1  
Dances – 1  
Tech Campus – 1  
Special Education – 1  
Extracurricular opportunities – 1  
ACT Prep – 1  
Food Prep – 1  
Everything – 1

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

Yes – 78%  
No – 22%

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

Yes – 53%  
No – 47%

## **Table A**

### **Reason for "Inadequate" Response in Writing Composition/Reports**

I didn't have to write a lot at SHS – 1

We were given very vague assignments at SHS and we are given specific assignments in college. – 1

College was much more difficult in assignments and grading – 1

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

AP Calculus AB didn't prepare me for College Calculus – 1

I was not prepared for college math – 1

Finite Math didn't prepare me for college math – 2

### **Reason for "Inadequate" Response in Social Studies**

I didn't have any SHS classes like the ones I have to take in college – 2

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

SHS chemistry was nothing like college-level chemistry – 2

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

I only took two years and I was not prepared for college Spanish – 3

I wanted to take Japanese and couldn't – 1

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

I didn't have to take any fine arts classes so I didn't – 1

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

I learned study skills on my own – 2

I never had to study at SHS after 10<sup>th</sup> grade – 1

Learning study skills wasn't really stressed and I didn't know much about it – 1

### **Reasons for "Inadequate" Responses in Computer Research & Telecommunication**

I was not taught everything I needed – 1

I never had to do computer research in high school – 2

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

I never learned how to make databases or spreadsheets – 7

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

Data for this year's survey was garnered from telephone interviews with one hundred randomly selected 2007 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 2007 graduates declare that they are attending college full time (94%), which is actually a three point decrease from the previous year's sample. Four students are employed full time (4%) while one student is in the military (1%). A large majority of individuals attending college plan to return to the same school in the fall (92%), while some are thinking of changing their plans by either transferring to another four-year college (6%) or transferring to a two-year college (1%). When asked about courses of study, the largest reported major now appears to be education (16%), which is a shift from last year's popular business degree response. After education, the identified majors in order of popularity are: business (15%), engineering (10%), science (8%), social sciences (8%), health sciences (8%), and communication arts (6%). Majoring in education is the most dramatic reported change, increasing from 2 to 16%. Incidentally, many students report that they are declaring double majors (15%).

This year's sample of students cited a similar increase in participation rate (72%) in Advanced Placement classes as last year's senior class (71%). Are students earning credit towards college graduation while in high school? The large majority (85%) of AP participants declare that they have earned credit, 36 of them earning more than 10 credits. Of the ten students who did not receive credit, eight students said that they had earned scores that fell below the criteria set by the college and two students said they did not know why they had not received credit. Many respondents (21%) report earning additional credit by way of college proficiency exams, a two-point decline from last year's survey. Graduates were awarded credit in world language (12), communication arts (4), math (4), and science (1).

Recent graduates were asked to answer the question if they felt that Stevenson had prepared them for college. Lofty satisfaction levels of ninety-five percent or higher were achieved in nine of the ten areas and skills polled, with the exception of use of computer applications. Especially noteworthy is that all respondents feel well or adequately prepared in reading comprehension (100%), while social studies (98%), fine arts (99%), and science (98%) reached near perfect percentages, followed closely by use of computer research and writing compositions (97%). Just about three quarters (73%) of one-year respondents said the skills and knowledge that they acquired in high school were greater than that of their college classmates, a three-point decline from the previous year. While some students consistently report that they are equally prepared (26%), for the first time in several years, one recent graduate has reported feeling less prepared than his or her college peers. Of the number of one-year grads (87) that

knew or were willing to share grade point average information, the majority (83%) reported college G.P.A.'s of "B" or better. A slightly smaller percentage of students (78%) indicated that their college grades were the same or better than what they had earned at Stevenson.

A large majority of the sample (94%) responded affirmatively when queried whether they had become more responsible for their own learning as they advanced through high school. When asked how Stevenson could better foster responsibility, the most frequent response by far was "nothing, you are doing a good job" (51%). Leading the list of suggestions agreed upon by three students or more are: having less "handholding" by the teachers (6); assigning less busy work and more independent projects (5); give deadlines, no reminders, and don't accept work after due date (5); teach time management (4); get rid of study guides for tests (3); give students more freedom (3); teach study skills (3); and offer an opportunity for seniors to talk to current college students for advice/feedback (3). In comparison to the previous year's survey, there are few similarities of responses, although both groups have agreed that "teaching more study skills" is a viable manner to foster responsibility.

Looking back, more than three quarters (77%) of one-year graduates related that they had received assistance from their counselors with post-secondary plans. This posts a decrease of four percentage points from the previous year. A little less than half of respondents felt discipline was maintained at an appropriate level (49%) while a similar percentage described it as "too strict" (50%). One student reported that discipline is "not strict enough" (1%). Satisfaction levels on this question have vacillated significantly over the past few years. Current results show a 6-point increase in describing discipline as being "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" (30), closely agreeing with the previous sample of graduates. The second most frequent response was studying more and trying harder (11). Other common responses include: getting more involved (8); having less pressure to take AP's (6); taking more AP classes (5); enjoying a less strict environment (5); and having more parking freedoms (3). In comparison to the previous year's sample of students, the most common shared feelings among recent graduates seem to be the desire to become more involved, work harder, feel less pressure to take AP classes, and suffer less parking hassles. Relative to highlights, or when asked to describe the best aspects of the Stevenson experience, people and relationships placed in two of the top three spots, echoing the sentiments of the past two year's sample of students. Faculty (27) garnered the most responses, followed by friends (24), which is a 16-point increase from last year's responses. The fine arts department (7), preparation for college (7), and classes (5) were other favorable aspects of student's experiences in high school. Enthusiasm and appreciation for faculty/staff mirrors the annual results from the Senior Exit Survey. Students were queried about their voting status. A large majority of this group (78%) is registered to vote; however, this is a decline of 8 percentage points in comparison to last year's respondents (86%), while the current group

has surpassed last year's respondents by ten percent in level of voter participation in national, state, or local elections (53%). On the other hand, this is a much lower participation rate than 2003 graduates had posted (77%). We expect next year's participation rate to increase as a result of the upcoming presidential election.

In summary, the sample group for the Class of 2007 indicates that most are attending college, that their preparation for college was effective, and that 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 (83%) are earning the same or improved grades at college. Education has surpassed business this year 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 business. 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 teacher handholding and more independent work would foster the idea of being responsible for one's learning. Most students are working with counselors to crystallize post-secondary plans. Voter registration is improving, but not matching all time highs at Stevenson. Discipline was perceived as being "about right" by about half of our recent graduates. Some individuals would make changes in their high school experience given the opportunity, although most related that they were pleased with their experience. Positive teacher relationships established during their tenure at Stevenson remains the highlight, being specifically mentioned by a large number of students (27) and consistently ranking a great deal higher than any other category, such as friends, opportunities, or resources.

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

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

**Five-year graduates interviewed – 100**

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

Attended college or university full time – 92 (92%)

Work – 4 (4%)

Military – 2 (2%)

Travel – 2 (2%)

**Note: Questions 2-4 were asked of respondents that attended college or university upon leaving Stevenson; therefore, 92 responses are reported.**

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

Business – 26 (28%)

Business – 10

Finance – 5

Economics – 2

Accounting – 2

Advertising – 1

Marketing – 4

Industrial Management – 1

Sports Management – 1

Social Sciences – 13 (14%)

Psychology – 5

History – 5

Political Science – 1

Human Development – 1

Social Work – 1

Communication Arts – 13 (14%)

English – 6

Communications – 6

Film – 1

Science – 8 (9%)

Biology – 5

Biochemistry – 1

Chemistry – 1

Applied Science – 1

Education – 8 (9%)

General Education – 7

Special Education – 1

Health Fields – 7 (8%)

Kinesiology – 1

Nursing – 1

Nutrition – 2

Pharmacy – 1

Community Health – 1

Health Management – 1

Engineering – 5 (5%)

Fine Arts – 2 (2%)

Art – 1

Music – 1

Other – 10 (11%)

Graphic Design – 2

Architecture – 1

Child Development – 1

Culinary Arts – 1

Automotive Mechanics – 1

General Studies – 1

Legal Studies – 2

Math – 1

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

Yes – 81 (88%)

No – 11 (12%)

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

2 years (Associates) –	2
3 years -	1
3.5 years -	4
4 years -	61
4.5 years -	2
5 years -	11

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

Changed majors – 6  
Transferred schools – 2  
Completed a double major – 2  
Was in a 5-year program – 1  
Wanted to have a life – 1  
Took more classes – 1

**Note: Question 5 was asked of all respondents.**

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

Working – 62 (62%)  
Attending Graduate School – 22 (22%)  
Looking for a job – 8 (8%)  
Finishing Undergraduate degree – 5 (5%)  
Military service – 2 (2%)  
Fellowship – 1 (1%)

**Note: Questions 6-8 were asked of respondents who attended college or university in the last five years; therefore, 96 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 – 36 (37%)  
The same – 37 (39%)  
Lower – 23 (24%)

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

Well – 77 (80%)  
Adequately – 18 (19%)  
Inadequately – 1 (1%)

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

Better than most – 69 (72%)  
The same – 25 (26%)  
Not as well as others – 2 (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 – 27%  
Agree – 71%  
Disagree – 1%  
Strongly Disagree – 1%

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

Some students fell through the cracks – 1  
There was too much pressure – 5  
My LD issues placed me in certain classes that did not help – 1  
There was not enough independent work – 1  
Too many math classes – 1  
I should have had to learn more on my own – 1  
Some classes had too much busywork; I didn't have enough time to finish it – 2  
I felt like a number at times – 1  
Too much emphasis was placed on the curriculum – 1  
Not enough help for the average student – 1  
Nothing – 85

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

Stop the handholding – 1  
Give more flexibility in what students learn – 4  
Have more independent study opportunities – 11  
Have an online message board – 1  
Less emphasis on homework – 2  
Have more out-of-class studying, no review packets – 2  
More take-home projects, assignments – 2  
Less structure in classes, more interactive, less lecture – 2  
More group study sessions – 2  
More teacher help – 1  
Don't remind students about due dates – 3  
Test more on homework assignments – 1  
Have more parent responsibility – 1  
More freedom in class selection – 1  
More student guided programs – 2  
Hold students accountable for their own learning – 1  
More long-term projects – 1  
Get parents more involved – 1  
More emphasis on starting new clubs – 1  
Get parents less involved – 1  
Assign more reading – 1  
Have groups run by students – 1  
More interaction between students and teachers – 1  
I don't know – 56

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

Too strict – 23%  
About right – 75%  
Not strict enough – 2%

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

Yes – 69%  
No – 31%

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

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

Be more involved – 15  
Attend a smaller school – 10  
Work harder – 6  
Take more AP classes – 4  
Take different classes – 4  
Parking – 3  
More fun, less pressure – 3  
Play sports – 2  
Take advantage of the resources – 1  
Teachers – 1  
Get more help – 1  
Different activities – 1  
Less strict – 2  
Less security – 1  
Athletics – 1  
Make it last longer – 1  
Have a better grasp on the language – 1  
Less emphasis on money – 1  
Have less confidence – 1  
Socialize more – 1  
I don't know – 9  
Nothing – 31

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

Friends – 17  
Teachers – 16  
Activities – 10  
Preparation for college – 9  
Sports – 8  
Opportunities – 8  
Academics – 8  
Quality of education – 3  
Electives – 3

AP classes – 2  
Size – 2  
Art department – 2  
Competition – 2  
Water polo – 1  
Everything – 1  
Diversity of students – 1  
Marching Band – 1  
Dance Program – 1  
An abundance of resources – 1  
School spirit – 1  
A flexible schedule so I could figure skate – 1  
Football Games – 1  
Atmosphere – 1

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

Yes – 92%  
No – 8%

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

Yes – 79%  
No – 21%

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

The five-year follow-up study was conducted by telephone interview with one hundred randomly selected Class of 2003 Stevenson graduates. The purpose of the follow up 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 (92%) have responded that they attended college full-time upon leaving Stevenson; however, it is a 4 point decrease from the previous year's survey. Four respondents immediately entered the work force upon graduation (4%); two respondents joined the military (2%); and two respondents took time off to travel (2%). Business (28%) remained the most popular area of concentration among the college-bound group, showing a five-point increase in popularity from the previous year. Social science (14%) and communication arts (14%) followed in second place. Science (9%) and education (9%) ranked in as the third most popular college majors. This year education seemed to have the largest decrease in popularity characterized by five percentage points. Health fields (8%), engineering (5%), and fine arts (2%) followed in popularity. A large percentage of this group claim to have completed an undergraduate degree (88%); however, this represents a decline of two percentage points compared to 2001 graduates (90%). Three-quarters (75%) of these students graduated in four years, while a considerable amount of graduates report taking longer to complete their degrees (16%). Less than 1 percent of students claimed it took 3.5 years or less to earn their degree. (Nationally, about 48.5% of students graduate in 5 years). Among Stevenson respondents, six different reasons for taking longer than four years to complete a degree have been described. The most common reasons cited are: changing majors (6); completing double majors (2); and transferring schools (2), which duplicate last year's most popular reasons. Relative to current activities, some respondents (22%) are attending graduate school, a one-point increase from the previous survey. In addition, a large majority (62%) has entered the workforce, another one-point increase from last year's results. Some students are finishing undergraduate degrees (5%), while a small percentage is involved in military service (2%) and fellowship (1%). Last year six percent of respondents were currently looking for work, whereas in this year's survey no one even reported that as an option.

More than one-third of respondents (37%) who had attended a college or a university report receiving higher grades than they had earned at Stevenson, while almost forty percent (39%) managed to earn the same grades. Lower grades prevailed for twenty four percent (24%) of the respondents who had attended college, a fourteen-point increase from last year's respondents (10%). When asked, "How well did Stevenson prepare you for college?", the vast majority of respondents (80%) feel "well prepared" for college; however, this represents a four-point decrease from last year. Other students (19%) describe

being “adequately” prepared, while just one student (1%) reports feeling inadequately prepared. When asked to compare themselves to their college peers, a large majority of students perceives themselves as “better prepared than most” (72%), almost one-third describe their preparation to be “the same” (26%), while only two students report feeling “not as prepared as others” (2%). These numbers closely mimic the last two years of survey 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 (98%), which is a two point decrease from last year’s perfect results. All one hundred 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 (85%). No one common topic was gleaned from the answers; however, five students indicated there was too much pressure to perform well and two students described their classes as containing too much busywork and not allowing enough time to complete assignments. Others common themes that stood out were that the average students are overlooked, too much emphasis is placed on the curriculum, and there are not enough opportunities to partake in independent work. When solicited for input as to how Stevenson could help students become more responsible for their learning, eleven students agreed that Stevenson should offer more independent study opportunities, which was also last year’s most popular suggestion. Four students agreed that SHS should give students more flexibility in what they learn. The largest percentage of graduates (56%) 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” (75%), closely replicating results of the previous year (74%). Also similar to last year’s results were the respondents who feel that discipline is “too strict” (23%) Just two students reported that discipline was “not strict enough” (2%).

A large portion of five-year graduates continue to report being involved in some kind of community service/volunteer work since exiting Stevenson, sustaining gains in improvement noticed over the past few years (69%). This percentage is slightly lower than last year’s findings depicting an eight-point decrease. When asked what one aspect of their high school experience they would change, fifteen respondents would have become more involved, duplicating the most common response cited by the previous graduates. Ten students mentioned that they would have attended a smaller school, six students would have worked harder, and four students would have taken more AP classes or taken different classes. Thirty-one students would change “nothing.” For the second year in a row, in relation to what they considered to be the best aspects of their Stevenson experience, two of the most frequent responses were cited:

friends (17) and teachers (16). Activities (10) followed closely as the third most popular response, followed by preparation for college (8), sports (8), opportunities (8), and academics (8). Voter registration has inched up two percentage points (92%), and is sustaining a trend of increased participation that has been occurring over the last six years. However, a smaller percentage of students (79%) report that they have voted in an election in comparison to the 2002 graduates (83%).

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. Almost seven out ten students continue to find a place in their hearts for volunteerism, and the majority of graduates have exercised their constitutional right to vote. Generally speaking, the responses of the Class of 2002 affirm the notion that Stevenson is preparing them for success while creating life-long learners.