



# Adlai E. Stevenson High School Student Surveys 2012-2013

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November 2013

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

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## Introduction

The purpose of the 2013 Student Surveys is to collect data that provides information about student perspectives regarding the effectiveness of and extent of participation in services and programs at Adlai E. Stevenson High School. It consists of six surveys in all, four of which are administered to all students in each grade, as well as two surveys administered to representative random samples of one-year and five-year graduates.

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

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

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

Methodology included surveying almost the entire freshman, sophomore, junior, and senior classes; seniors were surveyed in their senior English classes in the spring, while juniors, sophomores and freshmen participated in the survey during course selection where they met in very small groups. For the first time in 2012, students in grades 9-12 were surveyed using the Naviance software on iPad devices. Results are reported in percentages using the number of students who responded to the item ("n" is reported for each item) and not including those students who did not respond or who responded, "Does not apply" in calculating each percentage. Utilization of particular services and participation are also derived and reported from the numbers of students responding to particular items. In discussing results, percentages of more than 50% are reported as a majority and, using correlation statistics as a guide, percentages over 75% are reported as "large" or "strong" majorities, and, conversely, percentages under 25% are reported as "small" or "weak" minorities.

Follow-up surveys were conducted by telephone with samples of one hundred (100) 2012 Stevenson graduates, and one hundred (100) 2008 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 2013 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 = 77%</b>	<b>D = 1%</b>
<b>A = <u>22%</u></b>	<b>SD = <u>0%</u></b>
<b>99%</b>	<b>1%</b>

**N= 760**

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

<b>SA = 92%</b>	<b>D = 0%</b>
<b>A = <u>8%</u></b>	<b>SD = <u>0%</u></b>
<b>100%</b>	<b>0%</b>

**N= 804**

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

<b>SA = 35%</b>	<b>D = 13%</b>
<b>A = <u>48%</u></b>	<b>SD = <u>4%</u></b>
<b>83%</b>	<b>17%</b>

**N= 782**

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

<b>SA = 39%</b>	<b>D = 10%</b>
<b>A = <u>50%</u></b>	<b>SD = <u>1%</u></b>
<b>89%</b>	<b>11%</b>

**N=799**

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

<b>SA = 68%</b>	<b>D = 2%</b>
<b>A = <u>30%</u></b>	<b>SD = <u>0%</u></b>
<b>98%</b>	<b>2%</b>

**N= 755**

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

<b>SA</b>	<b>=</b>	<b>50%</b>	<b>D</b>	<b>=</b>	<b>10%</b>
<b>A</b>	<b>=</b>	<b><u>40%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>90%</b>			<b>10%</b>

**N= 725**

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

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

**N= 800**

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

<b>SA</b>	<b>=</b>	<b>63%</b>	<b>D</b>	<b>=</b>	<b>4%</b>
<b>A</b>	<b>=</b>	<b><u>33%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>96%</b>			<b>4%</b>

**N= 771**

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

<b>Yes</b>	<b>=</b>	<b>38%</b>
<b>No</b>	<b>=</b>	<b>62%</b>

**N= 821**

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

<b>Yes</b>	<b>=</b>	<b>35%</b>
<b>No</b>	<b>=</b>	<b>65%</b>

**N= 821**

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

<b>Yes</b>	<b>=</b>	<b>52%</b>
<b>No</b>	<b>=</b>	<b>48%</b>

**N= 821**

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

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

**N= 821**

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

**Yes = 18%**  
**No = 82%**

**N= 821**

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

**0 hours = 0%**  
**Less than 1 hour = 11%**  
**1 - 2 hours = 45%**  
**2 - 3 hours = 31%**  
**More than 3 hours = 12%**

**N=821**

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

**SA = 71%**      **D = 4%**  
**A = 24%**      **SD = 1%**  
**95%**              **5%**

**N= 78**

## **Freshman Survey Summary**

Student responses to the freshman survey indicate very positive perceptions about counselors. We are pleased to see most of the categories depict increased results from last year's survey, hence, the overwhelming majority of freshmen view their counselor in an extremely positive light. Almost every freshman feels that they are able to meet with their counselors when they need to or want to (99%). In addition, every student we surveyed (100%) believes that their counselor is friendly and easy to talk to. The Advisory program continues to be an effective conduit for freshmen to communicate with their respective counselors. This year there was a two percent increase (83%) in the number of freshmen who agree that advisory is a useful way to visit with their counselor. Two years ago 75% thought that advisory was a good way to see their counselor, so this number continues to rise. Compared to last year, 89 percent of the freshmen feel that their counselor knows them, which is a three percent decrease. Most students feel positive about the academic counseling that they receive (98%) and this remained the same from last year's results. Although some students are not comfortable discussing non academic concerns with counselors (10%), more than three quarters of the students do feel at ease talking with their counselors about personal and individual matters (90%). This constitutes a significant 6 percent increase from last year's results. Last year there was a 16 percent increase in this area, which shows that student's are continuing to feel more comfortable discussing non academic issues with counselors. The perception of Student Services' office personnel as being helpful and friendly remains high, registering at 98 percent. Both the general population (96%) and transfer students (95%) agree that their counselors are able to ease their transition and adjustment to Stevenson.

For the second year in a row, we asked new questions which focus on academic assistance, seeking out resources, and time spent on academics. We asked students to identify which resources they access for academic supports. For the second year in a row, the results indicate that students most often seek academic assistance from their fellow peers (63%). This result depicts how important programs like Peer Tutors are considering that freshman are feeling most comfortable asking their peers for help. After their peers, freshman will seek help from their parents/guardian (52%), followed closely by their classroom teachers (38%). A smaller amount of freshman (35%), seek help from the Learning Center tutors, while eighteen percent seek assistance from outside paid tutors. This information is helpful in understanding how student's access

the supports available to them. We also asked them to indicate how many hours they spend doing homework or studying during a typical school day. 11% study for less than one hour, 45% study for one to two hours, 31% study for two to three hours, and 12% study for more than three hours.

Overall, freshmen continue to view counselors in a positive light. As a counseling department, we have made a conscious effort to ensure we are finding a balance between providing academic support, while also creating meaningful relationships with our freshmen. One focus was making sure one-on-one time was built into our annual advisory curriculum. The results indicate that there was a 2% increase in the amount of freshmen who feel that advisory is a productive time to meet with their counselor (83%). For the past two years, there is a positive increase in this area. At the same time, students are feeling more comfortable accessing their counselor when dealing with non-academic issues (90%). This also constitutes a positive trend over the past two years. As we're explicitly teaching social-emotional learning lessons in our advisory curriculum, we feel that students are becoming more comfortable discussing these issues openly with their counselor. This statistic helps depict how the district's Social Emotional Learning (SEL) goal is beginning to heighten student's awareness about non-academic issues that can affect their future. It also shows how counselors can play a vital role in the SEL initiative, while fostering positive relationships with their students. As we are starting to follow the American School Counseling Association (ASCA) Model, we are taking on more social-emotional counseling responsibilities. Counselors are more often running counseling groups and meeting with students for non-academic related issues. Our roles are becoming more diverse and comprehensive.

Overall, freshman students view their counselors as friendly, accessible, and able to deliver effective and efficient transitional counseling services. Counselors are also providing both academic and non-academic counseling services in meaningful and beneficial ways to students. The Freshman Mentor Program continues to be an effective way for freshmen to access their counselors. These numbers also continue to substantiate the strategy of increasing the total number of advisories among counselors to obtain a smaller quantity of students per advisory class. Maintaining advisories with a manageable number of students provides greater opportunity for counselors to breed familiarity and to provide quality contacts. Overall, levels of reported satisfaction suggest that solid groundwork continues to be laid for long-term, beneficial relationships between freshmen and their counselors.

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

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

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

<b>SA = 76%</b>	<b>D = 2%</b>
<b>A = <u>22%</u></b>	<b>SD = <u>0%</u></b>
<b>98%</b>	<b>2%</b>

**N=821**

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

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

**N= 841**

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

<b>SA = 54%</b>	<b>D = 6%</b>
<b>A = <u>39%</u></b>	<b>SD = <u>1%</u></b>
<b>93%</b>	<b>7%</b>

**N=834**

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

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

**N= 827**

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

<b>SA = 45%</b>	<b>D = 11%</b>
<b>A = <u>42%</u></b>	<b>SD = <u>2%</u></b>
<b>87%</b>	<b>13%</b>

**N= 772**

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

**SA = 70%**      **D = 3%**  
**A = 27%**      **SD = 0%**  
**97%**              **3%**

**N= 836**

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

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

**N= 895**

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

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

**N= 853**

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

**Yes = 38%**  
**No = 62%**

**N= 853**

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

**Yes = 68%**  
**No = 32%**

**N= 853**

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

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

**N= 853**

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

<b>0 hours</b>	<b>=</b>	<b>1%</b>
<b>Less than 1 hour</b>	<b>=</b>	<b>8%</b>
<b>1 - 2 hours</b>	<b>=</b>	<b>41%</b>
<b>2 - 3 hours</b>	<b>=</b>	<b>33%</b>
<b>More than 3 hours</b>	<b>=</b>	<b>17%</b>

**N=853**

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

<b>1</b>	<b>=</b>	<b>74%</b>
<b>2</b>	<b>=</b>	<b>26%</b>
<b>3</b>	<b>=</b>	<b>0%</b>
<b>More than 3</b>	<b>=</b>	<b>0%</b>

**N= 853**

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

<b>SA = 75%</b>	<b>D = 5%</b>
<b>A = <u>20%</u></b>	<b>SD = <u>0%</u></b>
<b>95%</b>	<b>5%</b>

**N=44**

## **Sophomore Survey Summary**

Student responses to the sophomore survey indicate positive perceptions about counselors' accessibility and amiable qualities. Nearly every sophomore surveyed (98%) feels that they are able to see their counselor when they need or want to. Additionally, almost every sophomore surveyed (99%) agreed with the statement that counselors are friendly and easy to talk to. Survey results reveal that tenth graders believe their counselors know them (93%), which is a slight decrease from the previous year's survey results. Most sophomores have a positive perception of counselors as being helpful with individualized academic counseling (98%). The comfort level among students when talking with counselors about personal or non-academic concerns is also high, depicting a two percent increase from last year (87%). The perception of Student Services' office personnel as being friendly and helpful is shared among most of our students (97%). Many of the District's sophomore transfer students have described their counselor as being helpful in easing their transition and adjustment to Stevenson (91%). Seventy four percent of sophomores have had the same counselor since beginning at Stevenson and twenty six percent have had two counselors. This number went up ten percent from last year. This is not surprising considering one of the CCC counselors became a generalist counselor and two new counselors started two years ago.

For the second year in a row, we also asked the sophomores some new questions that focus on academic assistance, seeking out resources, and time spent on academics. We asked students to identify which resources they access for academic supports. Similar to the freshman survey, the results indicate that students most often seek academic assistance from their fellow peers/friends (68%). This result depicts how important programs like Peer Tutoring are, considering that sophomores are feeling most comfortable asking their peers for help. After their peers, sophomores indicated that they seek help from their parents/guardians (38%), as well as from their classroom teachers (40%). A smaller amount of sophomores (31%) seek help from the Learning Center tutors, while sixteen percent seek assistance from outside paid tutors. This information is helpful in understanding how students access the available supports available to them. We also asked them to indicate how many hours they spend doing homework or studying during a typical school day. 1% study for zero hours, 8% study for less than one hour, 41% study for one to two hours, 33% study for two to three hours, and 17% study for more than three hours.

Generally speaking, the great number of positive responses from sophomores suggests that they are satisfied with counselors and their respective services. There are a few noteworthy percentage changes from the previous school year, indicating that counselors have been able to maintain the enthusiastic perception that the previous sophomore class possessed. For example, most categories either stayed the same or went slightly up by one percentage point. There was a two percent increase in student's comfort level in discussing non-academic issues with their counselor. Two years ago, the results revealed that 97 percent of students had had the same counselor since their freshman year. This year's results show that 74% of the students have had the same counselor since their freshman year. That means 26% of the students had a counselor change in one year alone. We continue to try and maintain consistency for the students so that we may provide the best services. 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 = 78%</b>	<b>D = 2%</b>
<b>A = 19%</b>	<b>SD = 0%</b>
<b>98%</b>	<b>2%</b>

**N= 781**

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

<b>SA = 84%</b>	<b>D = 2%</b>
<b>A = 14%</b>	<b>SD = 0%</b>
<b>98%</b>	<b>2%</b>

**N=793**

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

<b>SA = 52%</b>	<b>SD = 9%</b>
<b>A = 37%</b>	<b>D = 2%</b>
<b>89%</b>	<b>11%</b>

**N=784**

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

<b>SA = 69%</b>	<b>D = 2%</b>
<b>A = 29%</b>	<b>SD = 0%</b>
<b>98%</b>	<b>2%</b>

**N= 776**

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

<b>SA = 46%</b>	<b>D = 12%</b>
<b>A = 39%</b>	<b>SD = 3%</b>
<b>85%</b>	<b>15%</b>

**N= 708**

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

<b>SA</b>	=	<b>65%</b>	<b>D</b>	=	<b>3%</b>
<b>A</b>	=	<b><u>32%</u></b>	<b>SD</b>	=	<b><u>0%</u></b>
		<b>97%</b>			<b>3%</b>

**N= 793**

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

<b>SA</b>	=	<b>49%</b>	<b>D</b>	=	<b>6%</b>
<b>A</b>	=	<b><u>44%</u></b>	<b>SD</b>	=	<b><u>1%</u></b>
		<b>93%</b>			<b>7%</b>

**N= 602**

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

<b>SA</b>	=	<b>71%</b>	<b>D</b>	=	<b>2%</b>
<b>A</b>	=	<b><u>27%</u></b>	<b>SD</b>	=	<b><u>0%</u></b>
		<b>98%</b>			<b>2%</b>

**N= 646**

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

<b>SA</b>	=	<b>57%</b>	<b>D</b>	=	<b>5%</b>
<b>A</b>	=	<b><u>37%</u></b>	<b>SD</b>	=	<b><u>1%</u></b>
		<b>94%</b>			<b>6%</b>

**N= 523**

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

<b>SA</b>	=	<b>49%</b>	<b>D</b>	=	<b>8%</b>
<b>A</b>	=	<b><u>42%</u></b>	<b>SD</b>	=	<b><u>1%</u></b>
		<b>91%</b>			<b>9%</b>

**N= 380**

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

<b>SA</b>	=	<b>42%</b>	<b>D</b>	=	<b>10%</b>
<b>A</b>	=	<b><u>46%</u></b>	<b>SD</b>	=	<b><u>2%</u></b>
		<b>88%</b>			<b>12%</b>

**N= 457**

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

**Yes = 42%**  
**No = 58%**

**N= 802**

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

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

**N= 802**

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

**Yes = 23%**  
**No = 77%**

**N= 802**

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

**Yes = 62%**  
**No = 38%**

**N= 802**

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

**Yes = 80%**  
**No = 20%**

**N= 802**

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

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

**N= 802**

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

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

**N= 802**

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

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

**N= 802**

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

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

**N= 802**

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

**Yes = 38%**  
**No = 62%**

**N= 802**

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

**Yes = 28%**  
**No = 72%**

**N= 802**

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

**Yes = 62%**  
**No = 38%**

**N= 802**

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

**Yes = 25%**  
**No = 75%**

**N= 802**

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

<b>0 hours</b>	<b>=</b>	<b>1%</b>
<b>Less than 1 hour</b>	<b>=</b>	<b>8%</b>
<b>1 - 2 hours</b>	<b>=</b>	<b>35%</b>
<b>2 - 3 hours</b>	<b>=</b>	<b>29%</b>
<b>More than 3 hours</b>	<b>=</b>	<b>27%</b>

**N=802**

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

<b>1</b>	<b>=</b>	<b>64%</b>
<b>2</b>	<b>=</b>	<b>33%</b>
<b>3</b>	<b>=</b>	<b>3%</b>
<b>More than 3</b>	<b>=</b>	<b>0%</b>

**N= 802**

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

<b>SA = 79%</b>	<b>D = 1%</b>
<b>A = 19%</b>	<b>SD = 1%</b>
<b>98%</b>	<b>2%</b>

**N= 54**

## **Junior Survey Summary**

Junior responses to the survey continue to be exceptionally positive, closely duplicating the responses of the previous years' 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 (98%), but they also find them approachable (98%). Students continue to express that their counselor knows them (93%) and find them helpful with course selections (98%). Comfort levels in discussions of a personal nature with counselors are strong (85%), while the number of juniors who are greeted in a friendly and helpful manner by Student Services office personnel is agreed upon by most (97%). Nearly all of the junior transfer students who were surveyed related that counselors were helpful with their transition and adjustment to Stevenson (98%). It was found that 36 percent of the juniors have had two or more counselors at SHS, which is a 19-point increase from last year's results.

Survey trends demonstrate that nearly all juniors are more than satisfied with general counseling services as questions continue to elicit similar results from year-to-year on the junior survey.

Even though juniors and their parents are not yet fully exposed to the series of informative college counseling programs prior to survey administration, college counseling services are viewed almost as favorably as general counseling services among respondents. Responses to college counseling-related items are similar to previous years. Specifically, juniors perceive counselors and College/Career Center (CCC) personnel as being helpful at the beginning of the college application process (93%), 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 (95%). Those juniors who avail themselves to visiting college representatives report that they find these contacts to be helpful (91%). This constitutes a three-point increase from last year's survey. Likewise, those who choose to attend evening programs that deal with college-related topics view the programs as informative (88%).

How many Stevenson students are utilizing college counseling services? Data from this section was obtained by asking a series of statements that require yes/no responses. A little less than half of the juniors (42%) have utilized the College/Career Center to obtain information about post-secondary planning. For the past two years survey results

indicate that juniors are accessing counselors (41%) more than post secondary counselors (23%) about college related information. This year there was a four-point decrease in the number of junior families (23%) who reported that they have used Stevenson post secondary counselors to obtain college information. It is important to note that surveys are conducted well before juniors have typically been able to take advantage of the department's *Narrowing Your Options* appointment. However, this group of juniors was able to attend the fall *Finding Your Fit* program. More than half of juniors (62%) claim to have accessed college information by way of college links located on Stevenson's home page. This depicts a 7-point increase. The past two years depicted decreases in this area, so it is good to see an increase in the homepage usage. This year one of our college counselors created a CCC Facebook page, so hopefully we will continue to see this area increase over the next few years. There is a decrease in the amount of students utilizing outside links like Facebook to obtain information about college (27%); this is a five-point decrease from last year's results. Though it is early in the process, more than half of the junior class (52%) report that they have visited college campuses, which is a one-point decrease in comparison to the previous year's class. A small percentage of students are seeking the services of privately hired college consultants (7%), which indicates that our junior class relies on Stevenson's resources and services when inquiring about college information. Favorable views towards college counseling and accompanying resources continue to result in utilization. Hopefully, based upon utilization and services rendered, students will become informed college consumers.

For the second year in a row, we asked the juniors some new questions that focus on academic assistance, seeking out resources, and time spent on academics. We asked students to identify which resources they access for academic supports. Similar to the freshman and sophomore survey, the results indicate that students most often seek academic assistance from their fellow peers/friends (62%). This result depicts how important programs like Peer Tutoring are considering that juniors are feeling most comfortable asking their peers for help. After their peers, juniors indicated that they seek help from their classroom teachers (40%) and then from the Learning Center (38%). For the second year in a row, this is the first age group that listed teachers and Learning Center before parents. It's interesting to note considering that as juniors they might be getting more comfortable advocating for themselves and utilizing the school resources more freely. Next, juniors (28%), seek help from their

parents/guardians, while twenty-five percent seek assistance from outside paid tutors. The usage of paid tutors did increase by four percentage points this year. This information is helpful in understanding how students access the available supports available to them.

We also asked them to indicate how many hours they spend doing homework or studying during a typical school day. One percent study for zero hours, 8% study for less than one hour, 35% study for one to two hours, 29% study for two to three hours, and 27% study for more than three hours. This is the first age group where a large percentage of students are studying for 3 or more hours per school day. This might be indicative of how important the junior year becomes for students, as well as the increasing rigor of the curriculum as more AP classes become available for students.

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

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

- Stevenson did nothing to develop my SEL skills. – 130
- The counselors and social workers are very talented and were always open to talking about any challenges. They helped me learn to manage my emotions. – 96
- We had a lot of group projects and labs in classes and this helped me to learn to work effectively with other people. – 89
- The school was so large I was able to meet new people, make new friends and keep them even though I only saw them in clubs and other social situations. – 70
- Stevenson had great teachers, counselors, social workers, and other staff members. They were positive and caring people and were great role models in this area. – 62
- The sports, clubs, and intramurals I was involved in helped me to develop these skills. – 60
- The FMP program was the perfect place for this learning. It helped me to meet new people and I learned to get along with a lot of different people. – 56
- It was taught in specific classes (including English, Art, Theater, Sociology, Applied Health, PE, Psychology, AP Psychology, Mentor Study Skills, Spanish, Public Speaking, Resource, Business, Dance, AP Macroeconomics, Film Genres, Life Management, Pool Leader, AP Biology, and Philosophy). – 54
- A World of Difference and the sophomore program taught us about diversity and showed us how to relate to different people. – 44
- Stevenson was a very friendly, safe, and positive learning environment, and I was free to be myself and learn these skills. – 34
- We were under so much stress and high pressure that we had to learn stress management techniques to survive. – 30
- Many teachers taught us compassion and we were challenged to think about others. – 24
- We were put in a variety of social situations and we needed to use these skills. – 20
- SHS did a good job with this. – 20
- SHS shouldn't worry about this. People should do this by themselves. – 19
- We were challenged academically and needed time management skills to succeed. – 16
- My training as a peer helper helped me develop these skills. – 15
- Our skills seem to get better as we get older, we are more mature and responsible. – 15
- SHS gave us a survey that asked about our SEL skills. – 13
- We were put in situations out of our comfort zone and needed to use these skills. – 13
- We were given a lot of opportunities to practice these skills. – 10
- We were taught self-awareness in our classes through reflections we would do. – 9
- Making SEL part of our grade made us focus on getting better at it. – 6
- Operation Snowball taught these skills – 7
- Social work groups were a big help during high school. – 8
- SHS taught me how to manage my emotions. –
- There were many leadership opportunities that I took advantage of and I was able to work on these skills. – 5
- My volunteer and community service activities helped me to develop these skills. – 8

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

- You are already doing a good job. – 107
- Make more time for students to meet with their counselor/social worker. – 59
- Assign more group projects and team-building activities in classes. – 49
- I don't know. – 48
- This is really up to students. The school should not do anything. – 47
- Make one of the classes that teaches SEL (philosophy, life management, study skills) mandatory. – 36
- Make SEL an everyday focus. – 35
- Make sure students connect better with teachers – 34
- Find a better way to identify people who are having issues – 32
- There should be less of an AP/ACT/grades focus and more of an SEL focus. – 29
- You should have more SEL activities that involve large groups (speakers, workshops, class assemblies), so we feel more connected to our classmates. – 28
- Teachers should spend time explicitly teaching SEL in our regular classes. – 27
- Mix kids up so they meet new people in classes and activities. – 24
- The pressure is overwhelming. We need help managing our stress. – 22
- Encourage students to get involved in a club or sport. – 20
- Teach the staff these skills so we have better adult (faculty/staff) role models. – 18
- Have more discussions about SEL – 16
- Make SEL fun and interesting to learn about – 13
- Have more SEL in advisory. – 12
- Give us more opportunities to practice these skills. – 11
- Have an SEL program for juniors and seniors – 9
- Have more social activities so we can build more of a school community. – 5

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

Joan Ackerman-Zimny	Jane Calderazzo	Patricia Duncan
Agnes Aichholzer	Laura Camastro	Debra Durham
Maureen Albert	Danielle Campanella	Griffin Dwyer
Beth Algrim	Erik Campbell	Nancy Eberhardt
Patrick Ambrose	Seamus Campion	David Eddy
Eric Anderson	Heather Cramond	Matthew Edstrom
Michael Anderson	Darlene Carlson	Sheila Edstrom
Brandi Argentar	Jason Carlson	Thomas Edwards
Daniel Argentar	Donald Carmichael	David Elbaum
Jennifer Arias	Stephen Carmody	Jim Elijah
Christopher Arnold	Amerigo Carnazzola	Stephanie Elsass
Ryan Aronoff	Sean Carney	Jeremiah Enright
Greg Augsburg	Rigoberto Carrillo	Lauren Epstein
James Barnabee	Carey Cernivec	Brett Erdmann
Marilyn Barnett	Clark Chaffee	Christina Erickson
Dean Barr	Pepe John Chavez	Kirstin Erickson
Kristin Barrett	Michael Cimmarusti	Doni Escalante
Angelica Barry	Danielle Colan	Melissa Fainman
Heather Bartos	Andrew Conneen	Patrick Fairchild
Thrisha Bautista	Valerie Consiglio	Michael Farina
Hillary Bellert	Shane Cook	Andrew Farrissey
Dorice Benedetto	Kathleen Coppin	Ryan Fedewa
Katie Bennett	Kim Covelli	Michael Feigh
Helen Berger	Melinda Criglar	Laurie Feinzimer
Joseph Bettina	Amanda Croft	Nancy Fenton
Hasham B'Hatti	Susan Crook	Cassie Fenton
Susan Biemeret	Timothy Crow	Jim Feurer
Mark Biesiada	Margaret Cucci	Samuel Figueroa
Mary Blair	Jacqueline Cullen	Ande Fine
Thomas Blasius	Michael Cullen	Bruce Fitzgerald
Patrick Block	Amanda Cummings	Miriam Fisch
Jan Bobek	Stephen Cummins	Dolores Fischer
Nancy Borenstein	Theresa D'Angelo	Nicole Fischer
Jennifer Bouchard	Victoria Davies	Justin Fisk
Andrew Bouque	Angela Dauphin	Abel Flores
Sarah Bowen	Chad Dauphin	Kelly Foley
Sheri Brady	Emma Degan	Timothy Foley
Laura Brandt Stoppek	Daniel Demarco	Robert Foltin
Tom Branick	John Deppong	Dawn Forde
Courtney Bresnen	Lisa Dettling	Denise Foster
Jenna Breuer	Graceanne Difiglio	Shelley Frain
Barbara Brown	Tom Dineen	Gerald Franklin
Laura Brown	Zara Dittman	Richard Frankowski
Jill Budden	Jorie Drucker	David Frantonius
Brian Burja	Norbert Duba	Lisa Franz
William Burroughs	Erik Duda	Lauren Frick
Sergio Cabrera	Filip Dudic	Larry Friedrichs
Sara Cahill	Melissa Dudic	

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Justin Frieman	Lucy Hoffman	Dan Larrabee
William Fritz	Matthew Hodge	Daniel Larsen
Margaret Gaier	Marissa Hollenbeck	Kenneth Latka
Michelle Gammelgaard	Kate Hoopes	Mary Layco
Robert Gammelgaard	Caroline Humes	Soo Lee
Sonia Gecker	Ryan Hutchins	Ryunghy Lee
Judy Gemperline	Jin Kyung Hwang	Maureen Levanti
Joe Geocaris	Amy Inselberger	Stephanie Levenbrook
Jenessa Gerber	Patricia Jackson	Mark Linnenburger
Jeremy Gertzfield	David Jacobson	Jill Lisius
Kevin Gimre	Darshan Jain	Tom Loch
Angela Ginnan	Leigh Jason	Matthew Lockowitz
Troy Gobble	Jennifer Jensen	Thomas Loew
Meredith Goddard	Erik Joerns	Sara Lohrmann
Theodore Goergen	Jeffery Johannsen	Abbie Leukens
Nancy Gold	Gina Johnson	Kimberly Lubecke
Rodolfo Gonzalez	Grant Johnson	Elizabeth Lucas
Abbie Goodman	Noel Johnston	Lisa Lukens
Eric Goolish	Mary Jones	Cynthia Lynch
Toni Gorman	Yuliya Kalmens	Robert Lyons
Janet Gotrik	Faina Kaminsky	Melissa Mack
Vasantha Govindarajan	Lynne Kaskela	Helen Magid
Jillian Grady	Robin Katz	Debbie Magee
Ashley Graham	Adam Kehoe	Terrance Maloney
Michelle Grassly	Martha Keller	Susan Marcus
Jori Greenhill	Sarah Kellogg	Carla Marrero
Rachel Gressel	Christina Kelly	Patricia Martin
Jonathan Grice	Thomas Kelly	Michael Martinez
Amy Grove	Mary Kenney	Roseann Masters
Mary Gruenberg	Kevin Kent	Elizabeth Maxwell
Lynda Gunther	Victoria Kieft	Paul Mazzuca
Nicholas Haan	Paul Kim	Kathleen Mccauley
Joyce Haaq	Merle Klein	Megan Mccullough
Bradley Habel	Jane Klewin	William Mcnamara
Tom Habley	Michelle Koehl	Kathrine Meinzer
Chad Hager	Harrian Kolko	Beth Merkin
Keith Hannigan	James Kollar	Judy Merola
Jennifer Harris	Michael Kolze	Karl Milkereit
Gregory Hartman	Shannon Kolze	Jennifer Miller
Ruth Hedberg	Perrie Kominsky	Sandra Millman
Kevin Heffernan	Mary Korta	Alison Miralgio
Stephen Heller	Douglas Koski	Francois Mishninger
David Hess	Jacob Kramer	Bill Mitz
Sara Hess	Allison Kulla	Allison Mocchi
Maureen Heun	Carly Lacombe	Maggie Mocchi
Roberta Hiett	Eva Lange	Dean Moran
Cristina Higgins	Barry Lapping	Brent Mork
Joshua Hjorth		Annie Morelli

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

John Mortillaro	Michael Reimer	Andrea Siwik
Colleen Mullaney	Joseph Reinmann	Jeffrey Slepak
Dimitra Mullins	Elfie Repel	Dauida Small
Christopher Mural	Linda Reusch	Brad Smeele
Angela Muresan	Victoria Reznicek	Bradley Smith
Kimberly Musolf	Michael Rice	Kelly Smith
Timothy Myers	Andrew Richardson	Nicole Smith
Lisa Nehring	Jennifer Richardt	Robert Smith
Vicky Nordhem	Manuel Rider-Sanchez	Ryan Smith
David Noskin	Brigit Riordan	Sherry Smith
Gary Novak	Kaitlin Romanchuk	Kirstin Snelten
Alice Nuteson	Lindsay Ross	Scott Sommers
Angela O'Brien	Neal Roys	Annette Sorkin
Daniel Ogborn	Timothy Roznowski	Steven Soszko
Radmila Olshansky	Kathleen Rubenstein	Todd Spangler
Scott Oliver	Maureen Rubenstein	Vincent Springer
Timothy O'Reilly	John Rueth	Thomas Stanhope
Marta Orlinska Zeglen	Julisa Ruiz	Vanessa Steinkamp
Taylor Osicek	Cristal Sabbagh	Sarah Stolzenberg
Bill Osmun	Miriam Sacksteder	Michelle Stone
Christina Palffy	Sheryl Sager	Melanie Stumpf
Suzanne Paloian	Christopher Salituro	Carlos Suaste
Jennifer Parisi	Beth Sallmann	Megan Sugrue
Mark Patton	Kathleen Sassan	M Terese Sullivan
Rebecca Paychak	Vickie Saunders	Janet Sushinski
Lindsay Perkins	David Saxe	Sheri Tabloff
Gerald Peters	Lisa Scanio	Susan Taylor
Theron Petway	Mark Schaedel	Christian Thibaudeau
Christine Pfaffinger	Mark Schartner	Barbara Thill
Ann Pfeifer	John Schauble	Jane Thomas
Brandi Phelan	Jennifer Schiavone	Lisa Thoss
Kristin Piekarski	Ryan Schipfer	Sharlene Tiagonce
Richard Pierce	David Schoenfisch	Jennifer Tierney
Joe Pine	Eileen Schopen	Dawn Timm
Robert Pinta	Sarah Schrader	Lou Ann Tollefson
Rob Plohr	Andrew Schroeder	Timothy Tomaso
Pamela Polakow	Allison Scully	Richard Tompson
Lori Polin-Silva	Tamara Sears	Jim Trottier
Jennifer Polisky	Petra Sebastian	Amy Tucker
Ken Preuss	Carol Seeger	Steven Tucker
Don Proft	Laura Shepin	Nicholas Valenziano
Christy Psihogios	Nicole Serrano	Joseph Vallone
Lynne Rabe	Gregory Sherwin	Tiffany Van Cleaf
Phil Raffelli	Caroline Shupe	Liz VanLeShout
Mary Ragusa	Todd Sikora	Hector Vazquez
Catherine Rauch-Morse	Ellen Singer	Kristen Velazquez
Lauren Rawitz	Cheryl Singley	Jodi Vignassi
Anthony Reibel		

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

Enrique Vilaseco  
Kirsten Voelker  
John Volgi  
Sarah Walker  
Daryl Wallace  
Jianhong Wang  
Kara Ward  
Robert Ward  
Deanna Warkins  
Stephanie Weiss  
Aaron Wellington  
Deborah Wiersema  
Charice Wikzynski  
John Wilkie  
Scott Williams  
Bryan Wills  
Dave Wilms  
Julie Wilson  
Sean Wimer  
Brian Wise  
Erin Wise  
Edward Wissing  
David Witson  
Christina Wood  
Steven Wood  
Bob Worthington  
Sandra Wright  
Li Ye  
Kathryn Zawacki  
Robert Zagorski  
Alden Zimlich  
Jennifer Zizzo  
Justin Zummo

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

- They cared about me and all other students. I felt comfortable and safe in their classrooms.
- They all loved what they taught.
- She came up with creative ways to teach and it helps students remember.
- I did not appreciate her as much when I had her as I do now. I realized that she really wanted to develop me into a great speaker, and it is on my shoulders that it didn't happen as well as it could have.
- They were so accommodating with my illnesses and made it possible for me to succeed.
- They really made my Stevenson experience much better.
- They each saw a potential in me and helped me learn effectively.
- I really felt like they WANTED to be there and wanted to share their knowledge.
- They were each very unique with their personalities that positively contributed to the classroom almost every day.
- These staff members all remembered that learning often extends past the curriculum, and not only worked to make us intelligent, but stronger citizens.
- I only wish my memory wasn't in such bad shape or I would list every single teacher I ever had at this school.
- They all had their own spunk about them that made the classroom experience unique.
- He made everyone interact with each other and made class feel comfortable.
- He was very welcoming in helping us understand the topics we learned and he loved what he was teaching which made class more exciting and interesting.
- He made me feel happy to be in class because he paid attention to everything and connected us all together.
- They helped mold me into the man I am.
- They're just awesome people in so many different ways!
- They all incorporated ways of teaching that were somewhat experimental, and it really benefitted the students. I appreciate that these teachers care more about knowledge than about test scores or grade books.
- He has made a huge impact on my life, teaching me how to put my ideas on paper, and opening my eyes to what really matters in the world. He is the nicest and most brilliant person that I have ever met in my life.
- They were cool.
- They made me really enjoy a subject I had never really liked that much before.
- They had an unmistakable passion for the subjects they taught which made it a lot easier to learn the material.
- What made them special is that they made ME feel special!
- I know that I am a difficult student to have, but they never let it faze them, and we got along, I feel, on a personable level.

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

- They are great role models.
- He is a teacher like I've never had before -blunt, hilarious, and very wise.
- They pushed me to challenge myself and take risks that helped me become the artist I am today.
- They challenged me to go beyond my comfort zone and work harder than I had before, and they incited a combination of fear, respect, and friendship that made them so dynamic.
- They brought passion, humor, and charisma to the class.
- He has this spirit and aura that proves his love for his students his subject.
- He helped me find my leadership abilities.
- These teachers all had a positive attitude and concrete understanding of the subject that they were teaching, and had enough communication skills to get that message across.
- She kept the classroom in a relaxed, calm mood.
- They treat us like people rather than a paycheck.
- They have a realistic view that not all students are the same and that they differ.
- They were just freaking awesome. They taught valuable life skills and really need a raise in pay.
- They were good at teaching, pleasant to be around, and helpful. (Plus, some of them are pretty funny.)
- They're down-to-earth and very compassionate.
- They make me feel special and loved in a school of 4200. One of them was always there when I needed them.
- They helped me transition into Stevenson.
- She helped me pass. She knew I could do it; I was just being lazy, so she pushed me to do well in school.
- Every time I went into a class or practice with these individuals, I felt at home and at ease.
- She is engaging, optimistic, and always willing to help her students outside and inside of class. Her dedication to teaching is inspirational and her ability to connect with her students in a positive way is evident.
- They made the class in which I would normally have some struggle in, not the usual chore it was in previous years.
- He is an extraordinary teacher who takes time to go over questions slowly and explain them completely. He is so patient and understanding from school to life issues. He really is a life role model.
- He helped me learn that in hard classes grades aren't just handed out and I think this will prepare me for college very well.
- His course was no doubt the most difficult part of my schedule this year, yet he also taught me that sometimes it's important to "stop the insanity," and regain perspective on what's truly important in life.
- As much as I hated taking notes on my own, she really teaches and prepares students for what is to come in college. I'm glad that she did because I feel greatly prepared.

5. Sports or intramural activities students would have participated in if they were added to Stevenson's programs and number of requests (activities with 15 or more requests)

<b>Ultimate Frisbee</b>	<b>47</b>
<b>Rugby</b>	<b>30</b>
<b>Quidditch</b>	<b>29</b>
<b>Crew</b>	<b>21</b>
<b>Badminton</b>	<b>20</b>
<b>Soccer</b>	<b>19</b>
<b>Curling</b>	<b>19</b>
<b>Basketball</b>	<b>16</b>
<b>Martial Arts</b>	<b>15</b>

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

<b>Strongly Agree</b>	<b>=</b>	<b>48%</b>	<b>Disagree</b>	<b>=</b>	<b>5%</b>
<b>Agree</b>	<b>=</b>	<b>56%</b>	<b>Strongly Disagree</b>	<b>=</b>	<b>1%</b>
		<b>94%</b>			<b>6%</b>

**N= 904**

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>16%</b>	<b>Disagree</b>	<b>=</b>	<b>19%</b>
<b>Agree</b>	<b>=</b>	<b>60%</b>	<b>Strongly Disagree</b>	<b>=</b>	<b>5%</b>
		<b>76%</b>			<b>24%</b>

**N= 904**

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

(Reported in percentages of student responders for each item)

**STUDENT SERVICES**

For the following questions:

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

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

<b>SA = 58%</b>	<b>D = 6%</b>
<b>A = 34%</b>	<b>SD = 2%</b>
<b>92%</b>	<b>8%</b>

**N= 863**

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

<b>SA = 74%</b>	<b>D = 4%</b>
<b>A = 21%</b>	<b>SD = 1%</b>
<b>95%</b>	<b>5%</b>

**N= 876**

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

<b>SA = 53%</b>	<b>SD = 11%</b>
<b>A = 32%</b>	<b>D = 4%</b>
<b>85%</b>	<b>15%</b>

**N= 871**

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

<b>SA = 53%</b>	<b>D = 11%</b>
<b>A = 32%</b>	<b>SD = 4%</b>
<b>85%</b>	<b>15%</b>

**N= 841**

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

<b>SA</b>	=	<b>49%</b>	<b>D</b>	=	<b>15%</b>
<b>A</b>	=	<b><u>29%</u></b>	<b>SD</b>	=	<b><u>6%</u></b>
		<b>79%</b>			<b>21%</b>

**N= 906**

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

<b>SA</b>	=	<b>49%</b>	<b>D</b>	=	<b>16%</b>
<b>A</b>	=	<b><u>29%</u></b>	<b>SD</b>	=	<b><u>6%</u></b>
		<b>78%</b>			<b>22%</b>

**N= 853**

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

<b>1</b>	=	<b>65%</b>
<b>2</b>	=	<b>30%</b>
<b>3</b>	=	<b>4%</b>
<b>More than 3</b>	=	<b>1%</b>

**N= 882**

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

<b>SA</b>	=	<b>49%</b>	<b>D</b>	=	<b>11%</b>
<b>A</b>	=	<b><u>35%</u></b>	<b>SD</b>	=	<b><u>5%</u></b>
		<b>84%</b>			<b>16%</b>

**N=122**

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

<b>SA</b>	=	<b>54%</b>	<b>D</b>	=	<b>6%</b>
<b>A</b>	=	<b><u>38%</u></b>	<b>SD</b>	=	<b><u>2%</u></b>
		<b>92%</b>			<b>8%</b>

**N=816**

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

<b>SA</b>	<b>=</b>	<b>37%</b>	<b>D</b>	<b>=</b>	<b>18%</b>
<b>A</b>	<b>=</b>	<b><u>37%</u></b>	<b>SD</b>	<b>=</b>	<b><u>8%</u></b>
		<b>74%</b>			<b>26%</b>

**N=767**

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

<b>SA</b>	<b>=</b>	<b>25%</b>	<b>D</b>	<b>=</b>	<b>21%</b>
<b>A</b>	<b>=</b>	<b><u>44%</u></b>	<b>SD</b>	<b>=</b>	<b><u>10%</u></b>
		<b>69%</b>			<b>31%</b>

**N=533**

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

<b>SA</b>	<b>=</b>	<b>35%</b>	<b>D</b>	<b>=</b>	<b>14%</b>
<b>A</b>	<b>=</b>	<b><u>45%</u></b>	<b>SD</b>	<b>=</b>	<b><u>6%</u></b>
		<b>80%</b>			<b>20%</b>

**N=634**

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

<b>SA</b>	<b>=</b>	<b>25%</b>	<b>D</b>	<b>=</b>	<b>19%</b>
<b>A</b>	<b>=</b>	<b><u>43%</u></b>	<b>SD</b>	<b>=</b>	<b><u>13%</u></b>
		<b>68%</b>			<b>32%</b>

**N=438**

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

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

**N= 882**

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

<b>Yes</b>	<b>=</b>	<b>34%</b>
<b>No</b>	<b>=</b>	<b>66%</b>

**N= 882**

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

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

**N= 882**

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

**Yes = 66%**  
**No = 34%**

**N= 882**

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

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

**N= 882**

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

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

**N= 882**

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

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

**N=882**

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

**Yes = 86%**  
**No = 14%**

**N= 882**

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

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

**N= 882**

### **ACADEMIC SUPPORT**

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

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

**N= 882**

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

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

**N= 882**

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

**Yes = 17%**  
**No = 83%**

**N= 882**

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

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

**N= 882**

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

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

**N= 882**

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

<b>SA</b>	<b>=</b>	<b>44%</b>	<b>D</b>	<b>=</b>	<b>10%</b>
<b>A</b>	<b>=</b>	<b>42%</b>	<b>SD</b>	<b>=</b>	<b>4%</b>
		<b>86%</b>			<b>14%</b>

**N= 723**

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

<b>SA</b>	<b>=</b>	<b>54%</b>	<b>D</b>	<b>=</b>	<b>10%</b>
<b>A</b>	<b>=</b>	<b>33%</b>	<b>SD</b>	<b>=</b>	<b>3%</b>
		<b>87%</b>			<b>13%</b>

**N= 813**

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

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

<b>Yes</b>	<b>=</b>	<b>96%</b>
<b>No</b>	<b>=</b>	<b>4%</b>

**N= 882**

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

<b>Extremely positive</b>	<b>=</b>	<b>38%</b>
<b>Positive</b>	<b>=</b>	<b>41%</b>
<b>Satisfactory</b>	<b>=</b>	<b>18%</b>
<b>Unsatisfactory</b>	<b>=</b>	<b>3%</b>
<b>Did not participate</b>	<b>=</b>	<b>9%</b>

**N= 802**

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

<b>Extremely positive</b>	<b>=</b>	<b>39%</b>
<b>Positive</b>	<b>=</b>	<b>36%</b>
<b>Satisfactory</b>	<b>=</b>	<b>17%</b>
<b>Unsatisfactory</b>	<b>=</b>	<b>8%</b>
<b>Did not participate</b>	<b>=</b>	<b>34%</b>

**N=583**

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

**Extremely positive = 43%**  
**Positive = 42%**  
**Satisfactory = 13%**  
**Unsatisfactory = 2%**  
**Did not participate = 32%**

**N= 598**

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

**Yes = 61%**  
**No = 39%**

**N=882**

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

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

**N=882**

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

**Yes = 75%**  
**No = 25%**

**N=882**

**ACADEMIC INFORMATION**

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

**1 = 2%**  
**2 = 2%**  
**3 = 2%**  
**4 = 94%**

**N= 882**

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

<b>Exceptional</b>	=	<b>30%</b>
<b>Above Average</b>	=	<b>45%</b>
<b>Average</b>	=	<b>22%</b>
<b>Minimal</b>	=	<b>3%</b>

**N= 882**

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

<b>SA = 56%</b>	<b>D = 4%</b>
<b>A = 39%</b>	<b>SD = 1%</b>
<b>95%</b>	<b>5%</b>

**N= 882**

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

<b>SA = 48%</b>	<b>D = 9%</b>
<b>A = 40%</b>	<b>SD = 3%</b>
<b>88%</b>	<b>12%</b>

**N= 882**

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

<b>SA = 52%</b>	<b>D = 8%</b>
<b>A = 38%</b>	<b>SD = 2%</b>
<b>90%</b>	<b>10%</b>

**N= 882**

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

<b>Extremely positive</b>	=	<b>32%</b>
<b>Positive</b>	=	<b>46%</b>
<b>Satisfactory</b>	=	<b>17%</b>
<b>Unsatisfactory</b>	=	<b>5%</b>
<b>Did not participate</b>	=	<b>9%</b>

**N= 801**

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

<b>4.00 or above</b>	<b>=</b>	<b>33%</b>
<b>3.5 - 3.99</b>	<b>=</b>	<b>28%</b>
<b>3.0 - 3.49</b>	<b>=</b>	<b>25%</b>
<b>2.5 - 2.99</b>	<b>=</b>	<b>12%</b>
<b>Less than 2.49</b>	<b>=</b>	<b>2%</b>

**N=882**

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

<b>0 hours</b>	<b>=</b>	<b>5%</b>
<b>Less than 1 hour</b>	<b>=</b>	<b>18%</b>
<b>1 - 2 hours</b>	<b>=</b>	<b>33%</b>
<b>2 - 3 hours</b>	<b>=</b>	<b>21%</b>
<b>More than 3 hours</b>	<b>=</b>	<b>23%</b>

**N=882**

## Senior Exit Survey Summary

Thoughtful and extensive responses were garnered from 12th graders by continuing the practice of having them first respond to the open-ended portion of the Senior Exit Survey. For the seventh year in a row, there is a new component to the open-ended questions, which focuses on the district's goal to increase Social Emotional Learning opportunities to ensure that all students are developing as critical thinkers, effective problem solvers, and good citizens. The first question asked respondents to assess how effective Stevenson was at developing their Social Emotional Learning, which includes being able to demonstrate responsibility, recognize and manage emotions and challenging situations effectively, and developing and maintaining positive relationships. Overall, respondents praised Stevenson's effective blend of freedom and limits along with its challenging, yet supportive, academic environment where time-management skills were developed and personal initiative was rewarded. Judging by their comments, it is apparent that many students have indeed made the connection that demanding assignments and high expectations have all served to generate positive outcomes, while forcing them to take responsibility for their own learning. However, the largest category of agreement among seniors indicates that they believe Stevenson did nothing to develop their SEL skills (130). The second most popular shared sentiment is that they have learned to manage their emotions because of the talented counselors and social workers they worked with (96 students). This is the first time this feedback was the second most popular response on the list. Next students felt that the group projects and labs helped them to work effectively with others (89) followed by the size of the school helping them to maintain friendships even though they didn't necessarily come in contact with these friends on a consistent basis (70 students). The next response gave credit to the staff members, including teachers and counselors, who were role models in this area (62). Seniors also credit sports, club, intramurals (60), and the FMP program as a catalyst in developing SEL skills and providing them with the forum to openly discuss a wide variety of topics (56). Finally, students recognize that specific classes, such as English, Theater, and Art explicitly teach these skills (54).

The second question asked for students' suggestions: "How could Stevenson better help students develop SEL skills?" For the second year in a row, the most popular shared response among recent graduates is that Stevenson is already doing a good job in this area (107). The second most popular response indicates that students feel that more time should be made for meetings with their counselor/social worker (59). Two years ago this was a response we've never seen before in the surveys and now it's jumped to the second most popular response. Followed closely was the idea of assigning more group projects and team-building activities in classes (49). There were a large

number of students who admitted they did not know what Stevenson could do to help develop SEL skills (48) and that it's really up to students to develop their own skills (47). Some students feel that we should make SEL classes mandatory (36) and focus on making it an everyday focus (35). Some students believe that the school should ensure that students connect better with their teachers (34) as well as finding a better way to identify at-risk students (32).

A large number of faculty and staff members (465) are specifically named as having a positive impact on students because of their inspirational teaching, encouragement, and personal interest. Two years ago, 406 faculty and staff were mentioned in the survey, so this year there was a significant increase in how many people were mentioned. The ubiquitous message is that students describe SHS personnel as being agents of change in their lives. These teachers impacted their student's lives by stimulating intellectual curiosity, encouraging them to reach their fullest potential, and taking their individual needs into consideration at all times. Another major theme is the fact that students were inspired by the teachers' passions for the subject matter and their ability to make learning fun. In addition, students agree that the care and support that staff members extend to them help them weather difficult times. Students consistently stressed the fact that faculty and staff believe in their potential and are capable of boosting their confidence and self-esteem. They comment that Stevenson personnel helped them achieve at a level of success that many had never believed to be obtainable. They describe staff members as being understanding, approachable, passionate, inspirational, honest, respectful, supportive, patient, entertaining, authentic, enthusiastic, and engaging.

Graduates are asked to comment on which sports or intramural activities they would have participated in if they were added to Stevenson's programs. This year Ultimate Frisbee (47) beat out Dodgeball, which wasn't even on the list, as the desired intramural program to be added. Rugby was the second most desired sport (30) followed closely by Quidditch (29). The fourth most popular request is Crew (21). Please note that Rugby has been offered over the last five years, and then has been subsequently canceled due to lack of participation.

The overwhelming majority (94%) of senior students believe that faculty members treat students fairly and without discrimination regardless of individual and cultural differences, which is a one-point decrease from last year's survey results. A small percentage of students (1%) have the impression that some teachers favor certain students and do not treat all students the same. The second question inquires about peers' ability to demonstrate respect of cultural differences. More than half of students indicate that fellow students are considerate of each other regardless of differences (76%). Over the past two years, this statistic continues to increase. This signifies a six percent increase

from last year. A number of seniors (24%) believe that their peers are inconsiderate and disrespectful of each other. 180 seniors agreed that some students are mean, rude, and disrespectful, while seventy-four seniors cited that some students are racist. More specifically, it was cited that some students are not open to individual differences including race, religion, sexual orientation, and socioeconomic status.

For the past four years, we made some minor adjustments and additions to the Student Services exit survey. Most notably, we added wording on this new form that was more inclusive, adding in social workers and SST coordinators to assess a more comprehensive view of the effectiveness and satisfaction rates of Student Services. Based on the results, seniors perceive counselors as both available (92%) and friendly on an interpersonal level (95%). Seniors indicate that their counselors know them (85%), in addition to finding them helpful with academic guidance (85%). More than three quarters of seniors feel comfortable talking to counselors, social workers, and SST coordinators about personal or non-academic issues (79%). This is the same as last year's results. This statistic continues to increase or stay the same every year. Over three quarters of students (78%) believe that the Student Services offices are "user-friendly." This constitutes a decrease of eight points. Most transfer students (84%) view their counselors, social workers, and SST coordinators as being helpful in their transition and adjustment to SHS. More than half of the class (65%) has had the same counselor for all four years. This is a 13-point decrease from last year and may indicate the change personnel in Student Services over the past few years.

Seniors respond positively about college counseling services. Generalist counselors and post-secondary counselors are depicted as being knowledgeable and helpful in the college application and selection process (92%). The College/Career Center staff is viewed as being friendly and accessible (74%). Three new questions were composed to try and capture some of the changes in the CCC curriculum and service delivery. Seniors are now attending more group guidance programs during the school day in the CCC. When asked about these guidance programs, 69 percent of seniors found them to be helpful. Over the past few years, Student Services has been introducing the seniors to an online college search program called Naviance. A large majority (80%) of seniors feel that Naviance has been an effective and informative way to research college information; this depicts a three-point decrease from last year. Another recent change reflects that post-secondary counselors are now primarily responsible for facilitating the Narrowing Your Options college appointments with families. Historically, the counselor shared the responsibility of conducting NYO meetings. Almost three-quarters of seniors (68%) felt that their NYO appointment with a post-secondary counselor was helpful and this is a four-point increase from last year.

When asked how they obtain information about colleges and scholarships, 34 percent of seniors utilize the post-secondary counselors, whereas 59 percent of seniors get help from their individual counselor. Students and parents access information about colleges from the CCC (66%) as well as using college links on Stevenson's home page (47%). This went down again this year by two points. "Other" websites continue to be a substantial source of information for many of our families (86%). When asked more specifically, more than half of students (52%) access social networking sites, such as Facebook, to obtain post-secondary information. College campus visits continue to be the most popular way families retrieve information about college and scholarships (90%). Almost half of the seniors (45%) took advantage of the college rep visits held in the CCC to obtain college information. Families that procure the services of private college consultants have stayed fairly consistent from last year's results (12%). We continue to see the trend that more students are utilizing online resources to assist them in the college application process.

Several new questions were composed to determine how students are getting their academic support. Historically, we've only asked questions pertaining to the Learning Center; however, we understand that students are most likely accessing a variety of different sources to obtain academic assistance and support. For the fourth year in a row, the most popular response shows that a large majority of students get academic support from their friends (59%). The second most popular response indicates that seniors sought out help from their teachers (33%); however, this is a two-point decrease from last year. Next, less than half (29%) receives academic support from the Learning Center tutors, followed closely by their parents (17%). This is the second year in a row that the Learning Center surpassed parents as a more desirable resource for academics. Lastly, the fewest students access academic support from paid tutors (13%). It is interesting to see that most students will go to their peers first when they are seeking academic support. More than three quarters (86%) of seniors have found the Learning Centers and their tutors to be beneficial, with almost the same number (87%) reporting the amount of help and equipment to be adequate.

A very high percentage of seniors (96%) indicate that they have participated in at least one club, activity, sport, or intramural during their high school tenure. Last year's statistic was an all-time high and this was only one point less than that. More than three quarters (79%) of the students who have participated in clubs/activities feel positive about their experience with just another 18 percent simply expressing satisfaction. About seven out of ten (75%) of the interscholastic sport participants view their experiences as positive or extremely positive, while others describe their experience as satisfactory (17%). Most seniors (85%) 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 (75%) report that they have achieved a position of leadership within the school; this constitutes a three-point increase from last year. More than half of seniors (61%) are members of a club or organization not affiliated with SHS, while a larger percentage of seniors (90%) have volunteered their time to perform school or community service. Survey responses portray Stevenson students as being highly involved in a wide variety of co-curricular and community activities.

A large majority (94%) of seniors have attended Stevenson for a full four years. In assessing their own individual effort at Stevenson, well over half of the seniors perceive their directed energy toward school as being exceptional (30%) or above average (45%), with about a quarter (22%) describing their output as average. Although this form of self-assessment is highly subjective, quantitative measures of student achievement at Stevenson; e.g., standardized test scores, results of Advanced Placement exams, widespread summer school enrichment, and the number of students choosing to attend four-year colleges, suggest their perceptions are valid.

For the sixth year in a row, we are asking three questions which are intended to gauge how well Stevenson is equipping the graduating seniors with Social Emotional Learning skills. We did some rewording of these questions to try to facilitate a better understanding as to how these SEL skills relate to their tenure at SHS. The first question depicts that more than 90 percent (95%) of seniors believe that their experiences as a student at SHS taught them to become more responsible for their own learning as they progressed through high school. This is the same as last year's results. The second question found that more than three quarters of the senior class (88%) believed that their experiences as a student at SHS helped them to recognize and manage emotions and challenging situations effectively. This went up one percentage point. Finally, the third question shows that most seniors (90%) believe that their experiences at SHS helped them to develop and maintain positive relationships in their lives. This depicts a two-point increase from last year. It is positive to see that all of the SEL results stayed the same or decreased just slightly, which lends support to the fact that we are accomplishing the school-wide district goal of ensuring that Stevenson is teaching students these positive, life-long SEL skills. When asked to rate their overall Advanced Placement experience, seven out of ten (78%) of the participants assess their experience as positive, while just under one quarter (17%) express mere satisfaction.

Upon comparing answers among seniors to the previous year's graduates, upward trends are evident in some categories, while other responses continue to elicit similar results or slight decreases. The current senior survey suggests that students continue to perceive counselors as accessible (two-point decrease),

amiable (one-point increase), helpful in selecting courses (same), and able to provide a setting whereby students feel comfortable speaking about non-academic concerns (same). Seniors continue to be highly satisfied with college counseling services. Students are continuing to utilize the resources of the College/Career Center (same). A large number of students access information from their counselors (one-point decrease) and college consultants (one-point decrease). A larger majority of seniors say that they are visiting college campuses (two-point increase). Students are reporting increased levels of satisfaction with the Learning Center's services and resources (one-point decrease). Yearly trends demonstrate that Stevenson students are participating in clubs, activities, sports, and intramurals in greater numbers. Accompanying satisfaction levels remain positive, managing to sustain healthy gains that have been noticed in the past couple of years. In the free response portion of the survey, seniors have delivered a host of positive feedback. Once more, Stevenson's administration, faculty, and staff are credited with humanizing and enriching their high school experience.

**Longitudinal Senior Exit Data**

**(Reported in percentages)**

**(Please note that year stated refers to graduation year)**

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

	<b><u>2008</u></b>	<b><u>2009</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>
1	2%	3%	2%	3%	1%	2%
2	4	3	3	4	1	2
3	3	3	4	4	3	2
4	91	91	91	89	95	94

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

	<b><u>2009</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>
exceptional	26%	26%	28%	29%	30%
above average	41	41	39	44	45
average	26	25	26	21	22
minimal	7	8	7	6	3

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

	<b><u>2009</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>
positive	87%	92%	95%	95%	95%
negative	13	8	5	5	5

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

	<b><u>2009</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>
positive	87%	88%	89%	85%	85%
negative	13	12	11	15	15

**Student perception of counselors' accessibility**

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
positive	94%	96%	97%	94%	92%
negative	6	4	3	6	8

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

<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
94%	95%	94%	95%	97%	96%

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

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Satisfactory or better	96%	96%	96%	97%	97%
N/A (did not participate)	10	9	9	9	9

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

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Positive	90%	90%	92%	92%	92%
N/A (did not participate)	31	32	33	34	34

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

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Positive	96%	96%	97%	99%	98%
N/A (did not participate)	31	28	32	34	32

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

<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
69%	68%	73%	69%	72%	75%

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

<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
60%	57%	57%	59%	63%	61%

**Participation in community service activities**

<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
84%	86%	85%	87%	91%	90%

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

<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
416	410	432	406	N/A	465

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

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
positive	87%	90%	91%	95%	94%
negative	13	10	9	5	6

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

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
positive	52%	67%	67%	70%	76%
negative	48	33	33	30	24

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

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Positive	92%	92%	94%	97%	95%
N/A (did not participate)	17	17	15	12	9

**STUDENT SERVICES SURVEYS ACROSS**

**GRADES 9-12**

	<b>FRESHMEN</b>	<b>SOPHOMORES</b>	<b>JUNIORS</b>	<b>SENIORS</b>
1. Counselor accessibility:	99%	98%	98%	92%
2. Counselor friendliness and approachability:	100%	99%	98%	95%
3. Counselor knowledge/recognition of student:	89%	93%	89%	88%
4. Counselor helpfulness with academic counseling:	98%	98%	98%	85%
5. Student comfort level discussing personal issues or nonacademic concerns:	90%	87%	85%	79%
6. Student Services Office - friendliness and helpfulness:	98%	97%	97%	78%
7. Counselors' and college consultants' knowledge about college applications and selection process:				
			98% Satisf. 81% Util.Rate*	92% Satisf. 93% Util.Rate*

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

\* - Utilization Rate

	<b>JUNIORS</b>	<b>SENIORS</b>
8. Use of the College Career Center:	42% Util. Rate*	66% Util. Rate*
9. College Career Center staff's friendliness and accessibility:	94%	74%
10. Visits from college representatives:	88% Satisf. 47% Util. Rate*	N/A 45% Util. Rate*
11. College evening programs:	88% Satisf. 52% Util. Rate*	N/A N/A
12. CCC group guidance programs:		69% Satisf. 60% Util. Rate*

#### **SOURCES OF ACADEMIC ASSISTANCE**

	<b>FRESHMEN</b>	<b>SOPHOMORES</b>	<b>JUNIORS</b>	<b>SENIORS</b>
13. Teachers	38%	40%	40%	33%
14. LC Tutors	35%	31%	38%	29%
15. Parents	52%	38%	28%	17%
16. Friends	63%	68%	62%	59%
17. Private Tutors	18%	16%	25%	13%

\*Utilization Rate

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

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

As reported by students of all four grade levels, counselor accessibility, friendliness, and approachability continue to soar above levels of 90 percent. Almost all freshmen (99%), sophomores (98%), and juniors (98%) agree that counselors are friendly and accessible, while a large majority of seniors concur (92%). Knowledge and recognition of students follow close behind in the upper eighties to nineties among freshmen (89%), sophomores (93%), juniors (89%), and seniors (88%). Counselors are also perceived to be helpful with academic counseling among freshmen (98%), sophomores (98%), juniors (98%), and seniors (85%). These numbers closely resemble trends that were illustrated the previous school year. There were some decreases in the category of knowledge/recognition of students in all grade levels. This could be attributed to the fact that we have taken on three new counselors in the last few years.

Relative to comfort levels when discussing personal issues, just about nine out of ten freshmen (90%), sophomores (87%), and juniors (85%) do feel comfortable about discussing non academic concerns with counselors. For the second year in a row, freshman results increased, this time by six percent in this category, most results stayed similar to previous years. This year, seniors (79%) stayed the same in their comfort levels. Seven years ago, over 100 polled seniors revealed that friends, and then teachers, were the preferred sources of assistance for personal problems due to the familiarity that is created by day-to-day contact.

Students are surveyed regarding the friendliness and helpfulness of Student Services personnel. The office is staffed with counselors, deans, social workers, student support team coordinators, and secretaries. Although students may visit the office on their own accord, others are summoned for various reasons (such as disciplinary infractions). Current student satisfaction rates closely resemble the previous year's percentages, with freshmen showing a one-point increase in satisfaction levels (98%). Sophomores are a bit less satisfied (97%), and nine out of ten juniors (97%) agree that the Student Services staff is helpful. All three groups' satisfaction levels have surpassed the nineties. Senior satisfaction remains lower than the other groups, which is a consistent trend (78%).

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 (92%) who choose to tap the knowledge base of counselors and college consultants. Juniors check in at a 81 percent utilization rate, while seniors log in at 93 percent. The junior's utilization rate increased by 3 percent this year; the seniors' utilization rate stayed the same. College Career Center usage by the end of first semester for juniors was 42 percent; by the conclusion of senior year, usage rose to 66 percent. These numbers are similar to last year's results. Bear in mind that some students feel confident in their choices and do not feel compelled to research further. The vast majority of juniors (94%) and seniors (74%) who have chosen to use the CCC find it to be friendly and accessible.

This year juniors (47%) slightly outpaced seniors (45%) when it came to meeting with college representatives who visit Stevenson. Compared to the previous year, the senior attendance rate dropped by four percent while the junior attendance rate increased by 7 percentage points. Based on the changing CCC curriculum and focus, we did not elicit the senior's satisfaction levels with college rep visits or college evening programs. We did find that 52 percent of juniors attended college evening programs and even more (88%) were satisfied with these programs. We did ask a new question this year to try and gauge whether students are satisfied with the ever-increasing CCC group guidance programs during the school day. About three quarters (69%) of the seniors were satisfied with these informational meetings; whereas only 60 percent claim they have utilized these programs.

For the first time, we have comparison data relating to the sources of academic assistance students choose to seek out. We asked students to identify whom they routinely seek academic assistance from. The choices included were teachers, Learning Center tutors, parents, friends, and private tutors. When we compare their answers across the grade levels, we can see some consistent trends. For the second year in a row, friends is the most popular response across all grade levels with freshmen (63%), sophomores (68%), juniors (62%), and seniors (59%) stating that they routinely use this method to obtain academic support. The second most popular response for freshmen is parents (52%) and for sophomores this year teachers (40) beat out parents as the second most popular resource. As students progress through high school, they seem to be using parents less (juniors 28%, seniors 17%) and accessing their teachers more often (freshman 38%, sophomores 40%, juniors 40%, seniors 33%). After friends, parents, and teachers, the most popular response tends to be Learning center tutors, with freshman (35%), sophomores (31%), juniors (38%), and

seniors (29%) using them as resources. This year there was a seven percent decrease in sophomores using the Learning Center, but a three percent increase in seniors seeking out this resource. The least popular method of accessing academic assistance is by hiring private tutors. Freshmen (18%), sophomores (16%), and seniors (13%) utilize them less than juniors (25%). This is the second year we've seen this trend and there was actually a four percent increase in juniors using private tutors. It is possible that tutors increase in the junior year because it is such an important academic year for ACT and classes before applying to colleges. It makes sense that seniors would access them the least because the college application process is typically over early on in senior year.

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

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

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

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

Attending college or university full time -	97%
Working full time -	1%
Military -	1%
Gap Year -	1%

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

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

Yes –	92 (95%)
No –	5 (5%)
Transferring to a four-year college –	3
Transferring to a two-year college –	3

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

Business – 19 (20%)  
General Business – 10  
Marketing – 2  
Business Management – 1  
Business Administration – 1  
Accounting – 3  
Retail – 1  
Actuarial Science – 1

Science – 14 (15%)  
Biochemistry – 1  
Biology – 9  
Chemistry – 1  
Molecular Biology – 1  
Meteorology – 1  
Zoology – 1

Engineering – 12 (12%)  
General Engineering – 4  
Chemical Engineering – 3  
Bioengineering – 1  
Electrical Engineering – 1  
Computer Engineering – 1  
Biomedical Engineering – 2

Health Sciences – 8 (8%)  
Nursing – 2  
Pharmacy – 1

Public Health – 1  
Nutritional Science – 1  
Nutrition & Dietetics – 1  
Rehab Psychology – 1  
Pre- Physicians Assistant – 1

Social Sciences – 7 (7%)  
Psychology – 5  
Philosophy – 1  
Social Work – 1

Communication Arts – 5 (5%)  
Cinema – 1  
Communications – 2  
Journalism – 1  
English – 1

Education – 3 (3%)  
Secondary Education – History – 1  
Special Education – 1  
General Education – 1

Fine Arts – 2 (2%)  
Interior Design – 1  
Dance – 1

Multiple Majors – 16 (17%)	Political Science & Economics – 1
English & Environmental Science – 1	Economics, Marketing & International Business – 1
Political Science & Journalism – 1	Communication & Public Relations – 1
Economics & Math – 1	
Biochemistry & Neuroscience – 1	Other – 11 (11%)
Psychology & Business Management – 1	Undecided – 5
Communication & History – 1	Baking & Pastry – 1
Accounting & Economics – 1	Liberal Studies – 1
Public Relations, Advertising & Relational Communication – 1	International Studies – 1
International Business & Finance – 1	Industrial Design – 1
Business & Psychology – 1	Informatics in Computers - 1
Secondary Ed(Math&Science)&Spanish– 1	Informatics in Programming and Statistics – 1
Journalism & Mass Communication – 1	
Brain & Cognitive Science & Economics – 1	

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

No – 5 (5%)  
 Yes – 92 (95%)

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

Number of credits:	0 credits -	21
	1-10 credits -	26
	11-20 credits -	22
	21-30 credits -	15
	31-40 credits -	5
	41-50 credits -	1
	51 & up -	1
	I don't know -	1

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

My score wasn't high enough – 13  
 They are not used at my college – 3  
 Didn't take the test – 4  
 I opted not to take the credit – 1

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

Yes – 21 (22%)  
 Number of credits: 1-5 credits - 9  
 6-10 credits - 10  
 11-15 credits - 2

Subjects:  
 Spanish – 10  
 Chemistry – 1  
 Comm. Arts – 2  
 Psychology – 1  
 Math – 8

No – 76 (80%)

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

	<u>Well</u>	<u>Adequately</u>	<u>Inadequately</u>	<u>N/A</u>
<b>Writing Composition/Reports</b>	79%	20%	1%	1%
<b>Mathematics</b>	75%	21%	4%	2%
<b>Social Studies</b>	69%	30%	1%	8%
<b>Science</b>	71%	26%	3%	8%
<b>Reading Comprehension</b>	79%	19%	2%	1%
<b>Foreign Language</b>	64%	36%	0%	14%
<b>Fine Arts</b>	74%	25%	1%	24%
<b>Study Skills</b>	69%	28%	3%	0%
<b>Use of Computers – Research</b>	80%	20%	0%	1%
<b>Use of Computers – Application</b>	53%	36%	8%	0%

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

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

Better than most – 70%  
 The same – 26%  
 Not as well as others – 1%

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

Shared G.P.A. – 86

Grade Point Average: 4.0 - 3.5 - 43%  
 3.4 - 3.0 - 30%  
 2.9 - 2.0 - 13%  
 1.9 - 0.0 - 0%

Did not know GPA – 6

Did not want to share GPA – 4

**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 – 49%  
 Lower – 26%

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

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

Strongly agree – 38%  
Agree – 60%  
Disagree – 1%  
Strongly disagree – 1%

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

Have more independence, less reliance on teachers – 14  
Base grades on tests, projects and papers only – 8  
Teach study skills and time management – 7  
Explain all of the differences between high school and college expectations – 1  
Give less study guides – 4  
No extra credit – 2  
More SEL focused – 1  
Teach note-taking and let them pick which one works 11<sup>th</sup> and 12<sup>th</sup> grades – 2  
Teach more practical classes – 1  
Encourage students to attempt AP classes – 1  
Encourage taking four years of language – 1  
Do more research – 1  
Teach writing in subjects outside of English classes – 2  
Stop haranguing about grades – 1  
Give more support – 1  
Make SHS harder – 1  
Have teachers available as a resource (office hours) – 2  
Better test prep for tests that are NOT the ACT – 1  
Make it easier – SHS was much harder than college – 2  
Make counselors more available – 1  
Stop helicopter parents – 1  
Teach Excel – 1  
Offer guided study to everyone – 2  
Nothing, you are doing a good job – 44

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

Yes – 82%  
No – 18%

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

Too strict – 30%  
About right – 70%  
Not strict enough – 0%

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

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

Get more involved – 17  
Try harder – 9  
Take more electives – 7  
Take freshman year seriously – 3  
Make more friends – 3  
Nicer security guards – 3  
Study more – 2  
Focus less on academics, have more fun – 2  
Take AP test – 1  
Take advantage of the opportunities – 1  
Do more community service – 1  
Have more help from a counselor – 1  
Take lower level classes and do better – 1  
Have better health – 1  
Learn to balance my time – 1  
Have less homework – 1  
Take a coding class – 1  
Take more AP classes – 1  
Less drama – 1  
Less testing – 1  
Get more involved in fewer things – 1  
Take a semester abroad – 1  
Have different friends – 1  
Have more information about APs – 1  
Not play sports – 1  
Learn different writing styles not just ACT – 1  
Go to tech campus – 1  
Take more rigorous classes – 1  
Graduate early – 1  
Have a better senior year – 1  
Take less APs – 1  
Nothing – 31

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

Teachers and staff – 35  
Opportunities – 12  
Friends – 9  
Sports – 9  
Clubs – 9  
Fine Arts/Theater department – 5  
Variety of classes – 4  
AP classes – 4  
Preparation for college – 4  
Rigor of the curriculum – 3

Plethora of Possibilities – 3  
Size of the school – 3  
Resources – 3  
Classes – 3  
Spirit Revolution – 3  
Dances – 2  
SEL – 1  
Community service opportunities– 1  
Learning time management – 1  
Tech campus – 1  
Graduating – 1  
Journalism – 1  
Engineering classes – 1  
Student Council – 1

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

Yes – 86%  
No – 14%

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

Yes – 78%  
No – 23%

## **Table A**

### **Reasons for "Inadequate" Responses in Writing Composition/Reports**

There were so many types of writing that I didn't learn - 1

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

I was not prepared for college math - 4

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

I was not prepared for the writing that I needed to do – 1

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

College science was not what I expected – 1

Lab reports were written differently – 1

College science was difficult - 1

### **Reasons for "Inadequate" Responses in Reading Comprehension**

I have always had problems in reading – 2

### **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 never learned to take good notes – 1

I was never taught this – 1

The reading was different – 1

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

I never learned how to use Excel and I needed it in college – 3

I was never taught these skills – 4

I needed Excel, database and coding skills – 1

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

Data for this year's survey was garnered from telephone interviews with 100 randomly selected 2012 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 2012 graduates declare that they are attending college full time (97%), and that depicts a three-point increase from the previous year's sample. One student is employed full-time (1%), and one student is in the military (1%). A large majority of individuals attending college plan to return to the same school in the fall (95%), while some are thinking of changing their plans by either transferring to another four-year college (3%) or transferring to a two-year college (3%). When asked about courses of study, the largest reported category is business (20%) for the third year in a row. The second most cited response was Science (15%), which constitutes a seven percent increase from last year's responses. The third most popular major is Engineering (12%), followed closely by Health Sciences (8%) and Social Sciences (7%). Communication Arts is a new category that was cited this year (5%). Multiple majors continues to be a popular route for our post graduates (17%) and results this year indicate a 2 percent increase in this area. Over the past three years, Education has dropped from 10 percent to 4 percent and this year, we are only seeing 3 percent of our students pursuing this field. These results are somewhat similar to last year's reports, with business reclaiming the number one spot once again. For the fourth year in a row, business and multiple majors were the top two responses. In addition, more students are reporting that they are in the "other" category (11%); this includes undecided, computer science, liberal studies, and international studies.

This year's sample of students cited a 16 percent increase in participation rate in AP classes as compared to last year's senior class (95%). Are students earning credit towards college graduation while in high school? The large majority (79%) of AP participants declare that they have earned credit; this is the same as last year's respondents. Out of the 79 percent of students who received credit, 53 of them earned more than ten credits. Of the 21 students who did not receive credit, 13 students said that they had earned scores that fell below the criteria set by the college, 3 students said the credits were not used at their college, and 4 students did not take the AP exam. Many respondents (22%) report earning additional credit by way of college proficiency exams. Graduates were awarded credit in world languages (10), math (8), and communication arts (2).

Recent graduates were asked to answer whether they felt that Stevenson had prepared them for college in different academic areas. Lofty satisfaction levels of 95 percent or higher were achieved in nine of the ten areas and skills polled, with the exception of use of computer applications (92%). Six subject areas reached near perfect percentages including writing composition (99%), reading comprehension (98%), foreign languages (100%), social studies (99%), fine arts (99%) and use of computers-research (100%). These areas were followed closely by science (97%), study skills (97%), and mathematics (96%). Nearly three quarters (70%) of one-year respondents said the skills and knowledge that they acquired in high school were greater than that of their college classmates. This is a nine-point decrease from the previous year. While some students consistently report that they are equally prepared (26%), it is worthwhile to note that only one stated he/she felt less prepared than his or her college peers. Of the number of one-year grads (86) that knew or were willing to share grade point average information, the majority (73%) reported college GPA's of "B" or better; however, this is a six point decrease from last year's results. A similar percentage of students (71%) indicated that their college grades were the same or better than what they had earned at Stevenson. This statistic went down two percentage points from last year.

A large majority of the sample (93%) responded affirmatively when queried whether they had become more responsible for their own learning as they advanced through high school. This statistic has been increasing over the past two years and depicts a 3 percent increase from last year's results. When asked how Stevenson could better foster responsibility, the most frequent response by far was "nothing" (44%). This depicted a nine-point decrease. Leading the list of suggestions agreed upon by three students or more are: have more independence/less reliance on teachers (14), base grades on tests, projects, and papers only (8), teach study skills and time management (7), and give less study guides (4). In comparison to the previous year's survey, there are few similarities of responses, although both groups have agreed that assigning less homework and explicitly teaching time management skills would be a viable manner to foster responsibility.

Looking back, more than three quarters (82%) of one-year graduates related that they had received assistance from their counselors with post-secondary plans. This posts an increase of 2 percent from the previous year. A little less than three quarters of respondents felt discipline was maintained at an appropriate level (70%), while a much smaller percentage described it as "too strict" (30%). This year, no respondents reported that discipline was "not strict enough." Satisfaction levels on this question have vacillated significantly over the past few years. This year, the results are very similar to last year's results. When the sample group was asked what one aspect of their high school experience they would change, the most frequent response was "nothing" (31), closely agreeing with the previous sample of graduates. The second most frequent

response was getting more involved (17). Other common responses include trying harder (9), taking more electives (7), taking freshman year more seriously (3), and making more friends (3). This is the first time taking more AP classes was not on the list. In comparison to the previous year's sample of students, the most common shared feelings among recent graduates seem to be the desire to become more involved, work harder, and take more electives. 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 seven year's sample of students. Faculty (35) garnered the most responses, followed by friends (9), sports (9) and Clubs (9). For the first time, Opportunities jumped to the second spot beating out friends and sports. Fifteen students said that the opportunities Stevenson provided were the best experience for them. 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 (86%) is registered to vote; this is an increase of twelve percentage points in comparison to last year's respondents. The current group has drastically increased from last year's respondents by 49 percent in level of voter participation in national, state, or local elections (78%). This is most likely attributed to the November 2012 Presidential Election. It is nice to see our graduates participating in the voting process.

In summary, the sample group for the Class of 2012 indicates most are attending college, their preparation for college was effective, and they earned a significant number of college credits while at Stevenson. It appears that grades earned at Stevenson might be a good predictor of success in college, as a large majority of sampled graduates (71%) are earning the same or improved grades at college. Business continues to be the top spot as the most popular college major. However, students are pursuing a variety of majors in the fields of Science, Communication Arts, Fine Arts, Engineering, Social Science, Health Sciences, and Education. In addition, a healthy number of students, or about one fifth of respondents, have reported that they are tackling double majors. One noticed message is that students believe that less emphasis on homework and direct teaching of study skills would foster the idea of being responsible for one's learning. Most students are working with counselors to crystallize post-secondary plans. Discipline was perceived as being "about right" by more than three quarters our recent graduates. Some individuals would make changes in their high school experience given the opportunity, although most related that they were pleased with their experience. Positive teacher relationships established during their tenure at Stevenson remains the highlight, being specifically mentioned by a large number of students (35), and consistently ranking a great deal higher than any other category, such as friends, clubs, or resources.

## Five-Year Follow-Up Survey Results

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

Five-year graduates interviewed – 100

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

Attended college or university full time – 96%  
Took a year off – 2%  
Joined the military – 1%  
Went to a transitions program – 1%

**Note: Questions 2-4 were asked of respondents that attended college or university at all in the last five years; therefore, 97 responses are reported.**

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

Business – 23 (24%)

Business – 5

Finance – 3

Economics – 5

Marketing – 2

Business Marketing – 1

Accounting – 4

Apparel Merchandising – 1

Management & Entrepreneurship – 1

Operations Management – 1

Social Sciences – 19 (20%)

History – 3

Psychology – 3

Sociology – 2

Political Science – 7

Criminal Justice – 1

Diplomacy – 1

International Relations – 1

International Studies – 1

Communication Arts – 12 (13%)

Communications – 6

English – 1

Journalism – 4

Film – 1

Health Fields – 10 (10%)

Nursing – 4

Health Science – 2

Exercise Science – 1

Health Information Management – 1

Health & Human Development – 1

Pre-Pharmacy – 1

Science – 8 (8%)

Biology – 4

Biochemistry – 1

Chemistry – 1

Environmental Studies – 1

Neuroscience – 1

Education – 6 (6%)

Fine Arts – 6 (6%)

Animation – 1

Audio Arts – 1

Graphic Design – 1

Music Engineering – 1

Sound Design – 1

Theater Arts – 1

Engineering – 6 (6%)

Other – 7 (7%)

Architecture – 2

Computer Science – 2

Event Management – 1

Family & Human Development – 1

Undecided – 1

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

Yes – 90 (93%)

No – 7 (7%)

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

2 years (Associates)- 1

2.5 years 1

3 years - 5

3.5 years - 4

4 years - 64

4.5 years - 9

5 years - 6

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

Changed majors – 8

Transferred schools – 1

Completed a double major – 3

Was in a 5-year program – 1

Was a Bachelors/Masters program – 2

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

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

Working – 66%

Attending Graduate School – 19%

Looking for a job – 6%

Finishing Undergraduate degree – 5%

Completing Internship – 2%

Studying for CPA exam – 1%

Americorps – 1%

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

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

Higher – 35%

The same – 48%

Lower – 17%

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

Well – 87%

Adequately – 12%

Inadequately – 1%

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

Better than most – 64%  
The same – 35%  
Not as well as others – 1%

**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 – 24%  
Agree – 75%  
Disagree – 1%  
Strongly Disagree – 0%

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

Too competitive – 6  
Too much pressure from AP classes – 1  
Bad math teacher – 1  
Too stressful – 1  
Didn't like my counselor – 1  
Had too many different counselors – 1  
It was overwhelming – 1  
Nothing – 88

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

More independent projects – 9  
On line learning – 2  
Less busy work – 2  
More long term projects – 2  
Higher academic standards – 2  
Stress self-motivation – 1  
Students should make their own study guides – 1  
Teachers should talk about real life situations – 1  
Encouraged to meet with teachers individually – 1  
Some larger classes that encourage you to work on your own – 1  
More encouraging counselor – 1  
More classes about the real world – 1  
More information about college – 1  
Student led study session – 1  
More individualized curriculum – 1  
Encourage teachers to teach outside the box – 1  
More group projects – 1  
Teachers more hands on with students – 1  
Not inflating grades – 1

- Course on what colleges are really like – 1
- Up to the student – 1
- Teach them how to study – 1
- Stop breathing down their necks – 1
- Do not accept late work – 1
- Open-ended assignments – 1
- Reduce the competitiveness – 1
- Office hours are important – 1
- Teach more responsibility – 1
- Keep encouraging extra-curricular – 1
- Offer more AP classes – 1
- More emphasis on summer reading – 1
- Less homework – more tests – 1
- Applying knowledge, not babysitting – 1
- More group work outside the classroom – 1
- Do a good job already – 3
- Don't know – 51

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

- Too strict – 45%
- About right – 52%
- Not strict enough – 3%

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

- Yes – 80%
- No – 20%

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

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

- Get more involved in clubs and activities – 12
- Studied harder – 11
- Make more friends – 6
- Smaller school – 4
- Less competitive – 3
- Taken more AP classes – 2
- Less security – 2
- Taken less hard classes – 2
- Taken advantage of some electives – 2
- Change counselor – 2
- More free time - 1
- Administration less strict – 1
- Continue with athletics – 1
- Play more sports – 1
- Take advantage of extra curricular activities – 1

Change some teachers – 1  
Be better informed about AP classes – 1  
Less stressful – 1  
Too much emphasis on grades – 1  
Worried less about grades – 1  
More lenient security – 1  
College exploration of different majors – 1  
Take calculus – 1  
Start later in the day – 1  
More options in classes – 1  
More students able to play sports – 1  
More fine arts opportunities – 1  
Take a class in entrepreneurship – 1  
Too many cliques – 1  
More personal experience – 1  
More school spirit – 1  
Take a variety of classes – 1  
More career counseling – 1  
Try harder freshman year – 1  
Make less mistakes – 1  
FMP program was too long – 1  
Wouldn't have been on drugs - 1  
Take different classes – 1  
Teachers encourage more community service – 1  
Explore different options – 1  
Don't know – 5  
Nothing – 19

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

Teachers – 18  
Friends – 15  
Co-curricular activities – 10  
College preparation – 8  
Variety of courses – 7  
Opportunities – 6  
AP classes – 5  
Large student body – 4  
Sports – 4  
Challenging curriculum – 2  
Spring fling – 2  
Diversity of student body – 2  
Put effort in, you get results – 1  
Elective classes – 1  
Chorus – 1  
Personal attention – 1  
Debate team – 1  
Open campus – 1  
Choice to do anything you wanted to do – 1  
Big school – 1  
Intramurals – 1

Special education opportunities – 1  
Bowling team – 1  
Music department – 1  
Latin program – 1  
Creative writing class – 1  
Football – 1  
Classes at all levels – 1  
Don't know – 1

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

Yes – 90%

No – 10%

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

Yes – 84%

No – 16%

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

The five-year follow-up study was conducted by telephone interview with 100 randomly selected Class of 2008 Stevenson graduates. The purpose of the follow-up study is to ascertain the activities of students five years after graduation, to gather perceptions about their high school preparation for college, and to solicit input about their overall Stevenson education after having benefited from five years of post-high school experience.

Nearly all of the polled students (96%) have responded that they attended college full-time upon leaving Stevenson. This is a one-point decrease from the previous year's survey. Two other respondents took a year off (2%), one student joined the military and one student went to a transitions program. Business (24%) remains the most popular area of concentration for the sixth year in a row among the college-bound group. Social Sciences (20%) jumped up by 7 points this year, making it the second most popular major. Communication Arts (13%), Health Fields (10%), Science (8%), Education (6%), Fine Arts (6%), and Engineering (6%) ranked in as the next most popular college majors. A large percentage of these respondents claim to have completed an undergraduate degree (90%), and this represents an increase of nine percentage points compared to 2007 graduates. Nearly three quarters (74%) of these students graduated in four years or less, while a smaller amount of graduates report taking longer to complete their degrees (15%). Ten students claimed it took 3.5 years or less to earn their degree. (Nationally, about 48.5 percent of the students graduate in five years). Among Stevenson respondents, five different reasons for taking longer than four years to complete a degree have been described. The most common reasons cited are changing majors (8), completing a double major (3), and transferring schools (1). Changing majors was not a reason listed last year and now it's the number one response. Relative to current activities, some respondents (19%) are attending graduate school, an eight-point decrease from the previous survey. In addition, a large majority (66%) entered the workforce, which constitutes an eleven-point increase from last year's results. Related to this is the fact that fewer students are claiming they are looking for jobs (6%). Some students are finishing undergraduate degrees (5%), while a small percentage is involved in an internship (2%) or AmeriCorps (1%).

More than one third of respondents (35%) who had attended a college or a university report receiving higher grades than they had earned at Stevenson, while almost half (48%) managed to earn the same grades. Lower grades prevailed for a smaller percentage (17%) of the respondents who had attended college, which is a six percent decrease from last year. When asked, "How well did Stevenson prepare you for college?" the vast majority of respondents (87%) feel "well prepared" for college. This represents an eight-point increase from last year. Other students (12%) describe being "adequately" prepared, while only one student reported feeling inadequately prepared. When asked to compare

themselves to their college peers, a large majority of students perceive themselves as “better prepared than most” (64%), a smaller percentage claim that their preparation is “the same” (35%), while only one student reported feeling “not as prepared as others” (1%). Compared to last year’s survey, there was a ten-point decrease in the amount of students who felt better prepared than their peers.

In regard to fostering student responsibility, five-year graduates were asked if they had experienced growth in this area while in high school. Most graduates agreed that they managed to become increasingly responsible for their own learning (97%), which has been a positive increase for the past two years. All 100 graduates were asked open-ended questions regarding what Stevenson did to discourage their development in the area of responsibility. Most of them could not think of anything specific the school had done to discourage them (88%). No one common topic was gleaned from the answers. However, six students thought that there was too much competition. When solicited for input as to how Stevenson could help students become more responsible for their learning, nine students agreed that Stevenson should offer more independent projects as well as more online learning and less busy work. The largest percentage of graduates (51%) 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” (52%), which is a slight decrease from the results of the previous year (53%). Compared to last year’s results, there was a one-point increase in the students who feel that discipline is “too strict” (45%). Just three students reported that discipline was “not strict enough” (3%).

Five-year graduates were asked if they have been involved in some kind of community service/volunteer work since exiting Stevenson. There continues to be a large percentage of alumni engaging in service activities (80%) since leaving Stevenson. This constitutes a six-point decrease from last year. When asked what one aspect of their high school experience they would change, 12 respondents would have been more involved in clubs, 11 students would have studied harder, and 6 students would have made more friends. For the fifth year in a row, in relation to what they considered to be the best aspects of their Stevenson experience, the most frequent responses cited were teachers (18), followed closely by friends (15), and co-curricular activities (10) which beat out sports (4) as the number three sport this year. Other popular responses include college preparation (8), variety of courses (7), and opportunities (6). Voter registration has increased by six percentage points (90%). Over three quarters (84%) of the respondents reported they had voted in an election, which is an eight percent increase from last year’s results. These increases are most likely indicative of the

November 2012 Presidential Election.

In retrospect, the vast majority of this group attended college, and almost nine out of ten students declare that they have completed an undergraduate degree. Grades earned in college were at least as good, and often better, than those received in high school. Furthermore, these former students feel exceptionally well prepared. A large majority of these students are gainfully employed, and many are attending graduate school. A large amount of graduates have learned how to take ownership of their learning and credit Stevenson for fostering that development. Most graduates evaluate Stevenson's discipline as being appropriate. Generally speaking, the responses of the Class of 2008 affirm the notion that Stevenson is preparing them for success while creating life-long learners.