

Adlai E. Stevenson High School
Student Surveys
2013-2014

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Introduction

The purpose of the 2014 Student Surveys is to collect data that provides information about student perspectives regarding the effectiveness of and extent of participation in services and programs at Adlai E. Stevenson High School. It consists of six surveys in all, four of which are administered to all students in each grade, as well as two surveys administered to representative random samples of one-year and five-year graduates.

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

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

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

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

Follow-up surveys were conducted by telephone with samples of one hundred (100) 2013 Stevenson graduates, and one hundred (100) 2009 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 2014 Student Surveys will provide some information to board members, administrators, faculty, and staff about the effectiveness of current programs and areas, which might be further examined and addressed in the future.

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

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

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

SA = 71%	D = 2%
A = <u>26%</u>	SD = <u>1%</u>
97%	3%

N= 534

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

SA = 80%	D = 1%
A = <u>18%</u>	SD = <u>1%</u>
98%	2%

N= 591

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

SA = 37%	D = 13%
A = <u>47%</u>	SD = <u>3%</u>
84%	16%

N= 586

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

SA = 34%	D = 13%
A = <u>50%</u>	SD = <u>3%</u>
84%	16%

N=599

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

SA = 60%	D = 4%
A = <u>35%</u>	SD = <u>1%</u>
95%	5%

N= 586

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

SA	=	33%	D	=	15%
A	=	<u>47%</u>	SD	=	<u>5%</u>
		80%			15%

N= 538

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

SA	=	55%	D	=	7%
A	=	<u>37%</u>	SD	=	<u>1%</u>
		92%			8%

N= 525

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

SA	=	50%	D	=	7%
A	=	<u>41%</u>	SD	=	<u>2%</u>
		91%			9%

N= 569

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

Yes	=	37%
No	=	63%

N= 603

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

Yes	=	26%
No	=	74%

N= 603

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

Yes	=	46%
No	=	54%

N= 603

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

Yes = 59%
No = 41%

N= 603

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

Yes = 18%
No = 82%

N= 603

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 = 7%
1 - 2 hours = 41%
2 - 3 hours = 38%
More than 3 hours = 14%

N= 603

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

SA = 55% **D = 12%**
A = 33% **SD = 0%**
88% **12%**

N= 67

Freshman Survey Summary

Student responses to the freshman survey indicate very positive perceptions about counselors. One thing to note is that the total number of respondents decreased from last year. Last year we received about 821 freshman responses and this year we only received about 603 freshman responses. For the first time, counselors conducted their individual course selection appointments with freshman by visiting the advisory. This new format for conducting freshman course selection could have impacted the survey administration. We are looking into this further. Submitting survey responses through the IPADs saves time and paper; however, it is more challenging to verify that all students participated. As a result, most of the categories depict slight decreases from last year's survey results. However, the overwhelming majority of freshmen still view their counselor in an extremely positive light. Nearly every freshman feels that they are able to meet with their counselors when they need to or want to (97%). In addition, most students we surveyed (98%) believe that their counselor is friendly and easy to talk to. The Advisory program continues to be an effective conduit for freshmen to communicate with their respective counselors. This year there was a one percent increase (84%) in the number of freshmen who agree that advisory is a useful way to visit with their counselor. Three years ago 75% thought that advisory was a good way to see their counselor, so this number continues to rise. Compared to last year, 84 percent of the freshmen feel that their counselor knows them, which is a five percent decrease. Most students feel positive about the academic counseling that they receive (95%) and this constitutes a three point decline from last year's results. Although some students are not comfortable discussing non academic concerns with counselors (15%), more than three quarters of the students do feel at ease talking with their counselors about personal and individual matters (80%). However, this constitutes a significant 10 percent decrease from last year's results. It is important to note that the past two years depicted huge increases in these results, so it is possible that maybe we are closer to the average this year.. The perception of Student Services' office personnel as being helpful and friendly remains high, registering at 92 percent. Both the general population (91%) and transfer students (88%) 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 third year in a row, the results indicate that students most often seek academic assistance from their fellow peers

(59%). 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 (46%), followed closely by their classroom teachers (37%). A smaller amount of freshman (26%), seek help from the Learning Center tutors, while eighteen percent seek assistance from outside paid tutors. This information is helpful in understanding how students access the supports available to them. It is important to note that the largest decline was in student's accessing the Learning Center tutors. This went down nine percentage points from last year. We also asked them to indicate how many hours they spend doing homework or studying during a typical school day. 7% study for less than one hour, 41% study for one to two hours, 38% study for two to three hours, and 14% study for more than three hours.

Overall, freshmen continue to view counselors in a positive light. As a counseling department, we have made a conscious effort to ensure we are finding a balance between providing academic support, while also creating meaningful relationships with our freshman. One focus was making sure one on one time was built into our annual advisory curriculum; however, there is also a lot of topics we are increasingly addressing with students in Advisory such as our new EPAS explanation, BAR-ON EQ survey administration & explanation of results, course selection, four year plans, etc. We will continue to find a balance between discussing these important topics but also finding time to get to know our freshman on an individual basis. The results indicate that there was a 1% increase in the amount of freshman who feel that advisory is a productive time to meet with their counselor (84%). For the past three years, there has been a positive increase in this area.

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

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

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

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

SA = 85%	D = 1%
A = <u>14%</u>	SD = <u>0%</u>
99%	1%

N=701

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

SA = 90%	D = 0%
A = <u>10%</u>	SD = <u>0%</u>
100%	0%

N= 720

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

SA = 59%	D = 4%
A = <u>37%</u>	SD = <u>0%</u>
96%	4%

N=715

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

SA = 79%	D = 1%
A = <u>20%</u>	SD = <u>0%</u>
99%	1%

N= 716

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

SA = 54%	D = 8%
A = <u>37%</u>	SD = <u>1%</u>
91%	9%

N= 661

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

SA = 72% **D = 3%**
A = 25% **SD = 0%**
97% **3%**

N= 714

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

Yes = 40%
No = 60%

N= 721

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

Yes = 33%
No = 67%

N= 721

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

Yes = 40%
No = 60%

N= 721

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

Yes = 63%
No = 37%

N= 721

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

Yes = 17%
No = 83%

N= 721

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

0 hours	=	0%
Less than 1 hour	=	8%
1 - 2 hours	=	43%
2 - 3 hours	=	33%
More than 3 hours	=	16%

N= 721

13. I have had ___ counselors at Stevenson.

1	=	92%
2	=	8%
3	=	0%
More than 3	=	0%

N= 721

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

SA = 71%	D = 6%
A = <u>21%</u>	SD = <u>2%</u>
92%	8%

N=47

Sophomore Survey Summary

Student responses to the sophomore survey indicate positive perceptions about counselors' accessibility and amiable qualities. Nearly every sophomore surveyed (99%) feels that they are able to see their counselor when they need or want to. Additionally, every sophomore surveyed (100%) agreed with the statement that counselors are friendly and easy to talk to. Survey results reveal that tenth graders believe their counselors know them (96%), which is a slight increase of three percentage points from the previous year's survey results. Most sophomores have a positive perception of counselors as being helpful with individualized academic counseling (99%). The comfort level among students when talking with counselors about personal or non-academic concerns is also high, depicting a four percent increase from last year (91%). 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 (92%). Ninety two percent of sophomores have had the same counselor since beginning at Stevenson and only eight percent have had two counselors. This number went down by eighteen percent from last year. This is not surprising considering that our counseling staff has stabilized over the past year.

For the second year in a row, we also asked the sophomores relatively new questions which focus on academic assistance, seeking out resources, and time spent on academics. We asked students to identify which resources they access for academic supports. Similar to the freshmen survey, the results indicate that students most often seek academic assistance from their fellow peers/friends (63%). This result depicts how important programs like Peer Tutors are considering that sophomores are feeling most comfortable asking their peers for help. After their peers, sophomores indicated that they seek help from their parents/guardian (40%), as well as from their classroom teachers (40%). A smaller amount of freshman (33%), seek help from the Learning Center tutors, while seventeen percent seek assistance from outside paid tutors. This information is helpful in understanding how students access the 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. 8% study for less than one hour, 43% study for one to two hours, 33% study for two to three hours, and 16% study for more than three hours.

Generally speaking, the great number of positive responses from sophomores suggests that they are satisfied with counselors and their respective services. There are a few noteworthy percentage changes from the previous school year, indicating that counselors have been able to maintain the enthusiastic perception that the previous sophomore class possessed. For example, most categories went slightly up by a few percentage points. There was a four percent increase in student's comfort level in discussing non academic issues with their counselor, as well as a three percent increase in students feeling like their counselor truly knows who they are. Three years ago, the results revealed that 97 percent of students have had the same counselor since their freshman year and we are now back to those high numbers again because of more counselor staff consistency. Overall, counselors are continuing to create an inviting atmosphere that is conducive to communication and relationship building.

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

(Reported in percentages of student responders for each item)

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

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

SA = 82%	D = 1%
A = 17%	SD = 0%
99%	1%

N= 674

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

SA = 89%	D = 1%
A = 10%	SD = 0%
99%	1%

N=681

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

SA = 61%	SD = 4%
A = 33%	D = 2%
94%	8%

N=680

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

SA = 78%	D = 2%
A = 20%	SD = 0%
98%	2%

N= 678

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

SA = 52%	D = 10%
A = 35%	SD = 3%
87%	13%

N= 632

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

SA	=	69%	D	=	3%
A	=	<u>28%</u>	SD	=	<u>0%</u>
		97%			3%

N= 672

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

SA	=	53%	D	=	4%
A	=	<u>43%</u>	SD	=	<u>0%</u>
		96%			4%

N= 544

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

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

N= 585

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

SA	=	64%	D	=	3%
A	=	<u>32%</u>	SD	=	<u>1%</u>
		96%			4%

N= 442

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

SA	=	49%	D	=	7%
A	=	<u>43%</u>	SD	=	<u>1%</u>
		92%			8%

N= 279

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

SA	=	45%	D	=	6%
A	=	<u>48%</u>	SD	=	<u>1%</u>
		93%			7%

N= 381

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

Yes = 43%
No = 57%

N= 681

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

Yes = 50%
No = 50%

N= 681

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

Yes = 31%
No = 69%

N= 681

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= 681

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

Yes = 85%
No = 15%

N= 681

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

Yes = 33%
No = 67%

N= 681

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

Yes = 58%
No = 42%

N= 681

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

Yes = 10%
No = 90%

N= 681

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

Yes = 36%
No = 64%

N= 681

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

Yes = 31%
No = 69%

N= 681

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

Yes = 24%
No = 76%

N= 681

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

Yes = 56%
No = 44%

N= 681

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

Yes = 22%
No = 78%

N= 681

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

0 hours	=	0%
Less than 1 hour	=	7%
1 - 2 hours	=	30%
2 - 3 hours	=	36%
More than 3 hours	=	27%

N= 681

26. I have had ___ counselors at Stevenson.

1	=	71%
2	=	26%
3	=	0%
More than 3	=	0%

N= 681

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

SA = 71%	D = 2%
A = <u>25%</u>	SD = <u>2%</u>
96%	4%

N= 44

Junior Survey Summary

Junior responses to the survey continue to be exceptionally positive, closely duplicating the responses of the previous year's junior class and going up in many areas as well. Overall, juniors possess affirming perceptions about counselors and the services they render. Not only do juniors feel that they are readily able to see their counselors (99%), but they also find them approachable (99%). Students continue to express that their counselor knows them (94%) and find them helpful with course selections (98%). Comfort levels in discussions of a personal nature with counselors are strong (87%), while the number of juniors who are greeted in a friendly and helpful manner by Student Services office personnel is agreed upon by most (97%). Many of the junior transfer students who were surveyed related that counselors were helpful with their transition and adjustment to Stevenson (96%). It was found that 26 percent of the juniors have had two or more counselors at SHS, which is a 7-point decrease from last year's results.

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

Even though juniors and their parents are not yet fully exposed to the series of informative college counseling programs prior to survey administration, college counseling services are viewed almost as favorably as general counseling services among respondents. Responses to college counseling-related items are similar to previous years and have gone up slightly. Specifically, juniors perceive counselors and College/Career Center (CCC) personnel as being helpful at the beginning of the college application process (96%), and even more perceive them to be knowledgeable about the selection process (98%). Juniors who visit the CCC find staff to be friendly and accessible (96%). Those juniors who avail themselves to visiting college representatives report that they find these contacts to be helpful (92%). This constitutes a one 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 (93%). This is a five percent increase from last year.

How many Stevenson students are utilizing college counseling services? Data from this section was obtained by asking a series of statements that require yes/no responses. A little less than half of the juniors (43%) have utilized the College Career Center to obtain information

about post-secondary planning. For the past three years survey results indicate that juniors are accessing counselors (50%) more than college counselors (31%) about college related information. However, this year there was a eight-point increase in the number of junior families (31%) 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 is the same as last year. There is a six percent increase in the amount of students utilizing outside links like Facebook to obtain information about college (33%). Last school year, one of our college counselors created a CCC Facebook page, so that could be what's impacting the increase in student's utilizing other social media sites to access college related information. Though it is early in the process, more than half of the junior class (58%) report that they have visited college campuses, which is a six-point increase in comparison to the previous year's class. A small percentage of students are seeking the services of privately hired college consultants (10%), which indicates that our junior class relies on Stevenson's resources and services when inquiring about college information. Favorable views towards college counseling and accompanying resources continue to result in utilization. Hopefully, based upon utilization and services rendered, students will become informed college consumers.

For the third year in a row, we asked the juniors some new questions which focus on academic assistance, seeking out resources, and time spent on academics. We asked students to identify which resources they access for academic supports. Similar to the freshman and sophomore survey, the results indicate that students most often seek academic assistance from their fellow peers/friends (56%). This result depicts how important programs like Peer Tutors are considering that juniors are feeling most comfortable asking their peers for help. After their peers, juniors indicated that they seek help from their classroom teachers (36%) and then from the Learning Center (31%). For the third 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 (24%), seek help from their parents/guardians, while twenty-two percent seek assistance from outside paid tutors. The

usage of paid tutors did decrease by three percentage points this year. This information is helpful in understanding how students access the available supports available to them.

We also asked them to indicate how many hours they spend doing homework or studying during a typical school day. 7% study for less than one hour, 30% study for one to two hours, 36% 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. – 108
- We did a lot of group activities in classes and this helped me to learn to work effectively with other people. – 67
- Stevenson had great teachers, counselors, social workers, and other staff members. They were extremely supportive. – 62
- The counselors, social workers and case managers are very talented and were always open to talking to me about things that were happening. They helped me learn to recognize and manage my emotions. – 61
- 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. – 55
- Stevenson was a very friendly, safe, and positive learning environment, and I was free to be myself and learn these skills. – 48
- The sports, clubs, and intramurals I was involved in helped me to develop these skills. – 41
- It was taught in specific classes (including English, Theater, Sociology, Applied Health, Health, Adventure Ed, PE, Psychology, AP Psychology, ELL, Mentor Study Skills, Spanish, Resource, Business, Dance, Life Management, Choir, World Religions, Teaching Young Children,). – 40
- The school was so large I was able to meet new people and make new friends everywhere I went. – 35
- A World of Difference and the sophomore program taught us about diversity and showed us how to relate to different people. – 34
- We were under so much stress and high pressure that we had to learn stress management techniques to survive. – 32
- Many teachers taught us compassion and we were challenged to think about others. – 20
- SHS shouldn't worry about this. It is not the school's job. – 19
- 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 put in a variety of social events that centered around these concepts. – 10
- SHS taught me how to manage my emotions. – 10
- We were taught self-awareness in our classes through reflections we would do. – 9
- Social work groups were a big help during high school. – 8
- My volunteer and community service activities helped me to develop these skills. – 8
- Making SEL part of our grade made us focus on getting better at it. – 6
- Operation Snowball taught these skills – 7
- There were many leadership opportunities that I took advantage of and I was able to work on these skills. – 5

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. – 61
- Our SST's do a good job of supporting us. Make more time for students to meet with them. – 58
- Assign more group projects and team-building activities in classes. – 55
- Make sure students have a good relationship with the faculty and staff. – 31
- You should have more SEL activities that involve large groups (speakers, workshops, class assemblies), so we feel more connected to our classmates. – 30
- I don't know. – 30
- Teachers should spend time explicitly teaching SEL in our regular classes. – 29
- The pressure is overwhelming. We need help managing our stress. – 25
- Make sure that all of the teachers are helpful and caring. – 23
- Find a better way to identify people who are having issues and help those who need it. – 23
- Give students advisory all four years so you can continue working on these skills. - 18
- Make one of the classes that teaches SEL (philosophy, life management, study skills) mandatory. – 16
- Teach students tolerance and respect for others. – 16
- Do something about the stress; we are all stressed out! – 16
- Teach the staff these skills so we have better adult (faculty/staff) role models. – 16
- Encourage students to get involved in a club or sport. – 15
- We are not really sure what you mean by SEL. Explain it more. – 13
- There should be less of an AP/ACT/grades focus and more of an SEL focus. – 13
- Have less homework. – 12
- Help us practice these skills in real like situations. – 11
- Mix kids up so they meet new people in classes and activities. – 10
- Encourage students to use the peer helpers. – 10
- The teachers should improve their attitude about it. – 10
- Give us more freedom to make mistakes and learn from them - 10
- Help us to meet the people in our classes each semester – 10
- Have more social activities so we can build more of a school community. – 9
- Limit the students' use of technology. – 8
- Encourage creativity. – 6
- Let us have more unstructured time. – 6
- Make community service mandatory. – 6

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

Joan Ackerman-Zimny	Lauren Brownstone	Fernando Delgado
Agnes Aichholzer	William Burroughs	Nicole Demarakis
Maureen Albert	Abby Buhrandt	Greg Diethrich
Tim Ailing	Stephanie Bush	Gracie DiFiglio
Patrick Ambrose	Carol Butcher	Megan Donohue
Kyriakos Anastasiadis	Sara Cahill	Deanna Dreyer
Eric Anderson	Jane Calderazzo	Jorie Drucker
Michael Anderson	Merle Callisher	Melissa Dudic
Peter Anderson	Laura Camastro	Timothy Filliman
Brandi Argentar	Erik Campbell	Josh Flood
Daniel Argentar	Seamus Campion	Kelly Foley
Jennifer Arias	Jean Candotti	Timothy Foley
Christopher Arnold	Darlene Carlson	Jason Ford
Ryan Aronoff	Jason Carlson	Dawn Forde
Greg Augsburg	Jennifer Carlson	Claire Forde
Michelle Backes	Donald Carmichael	Denise Foster
James Barnabee	Stephen Carmody	Gerald Franklin
Dean Barr	Amerigo Carnazzola	Richard Frankowski
Kristin Barrett	Sean Carney	David Frantonius
Thrisha Bautista	Rigoberto Carrillo	Lisa Franz
Brent Becker	John Carter	Lauren Frick
Richard Becmer	Carey Cernivec	Larry Friedrichs
Dorice Benedetto	Clark Chaffee	Justin Frieman
Katie Bennett	Jordan Cheifetz	William Fritz
Helen Berger	Michelle Cheng	Dana Fry
Joseph Bettina	Remington Clark	Michelle Gammelgaard
Trish Betthauser	Matthew Cohen	Robert Gammelgaard
Reichen Beaver	Victoria Collins	Sonia Gecker
Jeremy Beyer	Michael Coltin	Judy Gemperline
Susan Biemeret	Andrew Conneen	Joe Geocaris
Mark Biesiada	Shane Cook	Jenessa Gerber
Mary Blair	William Cooley	Jeremy Gertzfield
Derek Blanchard	Kathleen Coppin	Kevin Gimre
Thomas Blasius	Melinda Criglar	Angela Ginnan
Jeffery Blezien	Amanda Croft	Paulina Glowacka
Patrick Block	Susan Crook	Troy Gobble
Jan Bobek	Timothy Crow	Meredith Goddard
Jennifer Bouchard	Peg Cucci	Matt Godlewski
Andrew Bouque	Jacqueline Cullen	Theodore Goergen
Sarah Bowen	Amanda Cummings	Nancy Gold
Sheri Brady	Wendy Custable	Michelle Goldstein
Laura Brandt Stoppek	Theresa D'Angelo	Rodolfo Gonzalez
Rhea Braslow	Victoria Davies	Abbie Goodman
Courtney Bresnen	Kelly Dean	Eric Goolish
Jenna Breuer	Emma Degen	Rodolfo Gonzalez
Barbara Brown	Lori Degman	Anna Gorbikoff

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

Janet Gotrik	Tim Johannes	Dave Lotz
Vasantha Govindarajan	Mary Jones	Abbie Leukens
Michelle Grassly	Faina Kaminsky	Kimberly Lubecke
Richard Green	Lynne Kaskela	Elizabeth Lucas
Jori Greenhill	Adam Kehoe	Lisa Lukens
Rachel Gressel	Martha Keller	Cynthia Lynch
Jonathan Grice	Sarah Kellogg	Melissa Mack
Amy Grove	Christina Kelly	Helen Magid
Joseph Gust	Thomas Kelly	Debbie Magee
Nicholas Haan	Mary Kenney	Rowena Mak
Joyce Haaq	Kevin Kent	Terrance Maloney
Bradley Habel	Victoria Kieft	Susan Marcus
Aliceson Hackett- Rubel	Paul Kim	Patricia Martin
Caroline Haebig	Jacqueline King	Michael Martinez
Tom Habley	Jane Klewin	Roseann Masters
Chad Hager	Lisa Knauf	Elizabeth Maxwell
Debra Hanlon	Michelle Koehl	Jeff Mayer
Keith Hannigan	Harrian Kolko	Paul Mazzuca
Jim Hargesheimer	James Kollar	Kathleen McCauley
Jennifer Harris	Michael Kolze	Susan McCormick
Gregory Hartman	Shannon Kolze	Carolyn McDonough
Ruth Hedberg	Perrie Kominsky	Caitlyn McGovern
Stephen Heller	Mary Korta	Megan McCullough
David Hess	Douglas Koski	Nick Meo
Sara Hess	Jacob Kramer	Judy Merola
Maureen Heun	Jennifer Krueger	Carole Meyer
Cristina Higgins	Allison Kulla	Karl Milkereit
Joshua Hjorth	Carly Lacombe	Jay Miller
Lucy Hoffman	Eva Lange	Jennifer Miller
Matthew Hodge	Barry Lapping	Dan Miller
Cheryl Hoffman	Dan Larrabee	Sally Miller
Marissa Hollenbeck	Daniel Larsen	Sandra Millman
Kate Hoopes	Brian Larson	Jamie Miquelon
Caroline Humes	Kenneth Latka	Christina Mitz
Ryan Hutchins	Nancy Latka	Alison Miralgio
Kendra Hutchinson	Mary Layco	Francois Mishninger
Jin Kyung Hwang	Kimberly Lechner	Tracey Moffat
Patricia Ihmels	Maureen Levanti	Laura Moschel
Amy Inselberger	Stephanie Levenbrook	Dean Moran
David Jacobson	Mark Linnenburger	Kate Moran
Darshan Jain	Jill Lisius	Brent Mork
Leigh Jason	Eric Liva	Annie Morelli
Jennifer Jensen	Matthew Lockowitz	John Mortillaro
Erik Joerns	Thomas Loew	Colleen Mullaney
Grant Johnson	Emliy Loh	Dimitra Mullins
	Sara Lohrmann	Christopher Mural

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

Angela Muresan	Christy Psihogios	Stephanie Schafer
Jessica Murphy	Lynne Rabe	Andrew Schroeder
Timothy Myers	Frank Radostits	Allison Scully
Lisa Nehring	Mary Ragusa	Tamara Sears
Vicky Nordhem	Anna Raiber	Petra Sebastian
David Noskin	Catherine Rauch-Morse	Carol Seeger
Gary Novak	Lauren Rawitz	Laura Shepin
Paula Nowak	Amy Read	Nicole Serrano
Alice Nuteson	Anthony Reibel	Gregory Sherwin
Angela O'Brien	Michael Reimer	Caroline Shupe
Courtney O'Donovan	Barry Reiner	Jane Sidoti
Jean O'Mahony	Joseph Reinmann	Todd Sikora
Daniel Ogborn	Elfie Repel	Craig Sincora
Radmila Olshansky	Linda Reusch	Cheryl Singley
Timothy O'Reilly	Victoria Reznicek	Andrea Siwik
Debra Orlando	Michael Rice	Katie Slattery
Marta Orlinska Zeglen	Andrew Richardson	Jeffrey Slepak
Andrew Ortman	Jennifer Richardt	Todd Slotten
Taylor Osicek	Manuel Rider-Sanchez	Christina Snodgrass
Christina Palffy	Rebecca Rikje	David Small
Suzanne Paloian	Brigit Riordan	Kelly Smith
Jennifer Parisi	Lori Rockoff	Nicole Smith
Mark Patton	Kathlene Rodriquez	Robert Smith
Katie Ptaszynski	Jude Rodriquez	Ryan Smith
Rebecca Paychak	Kaitlin Romanchuk	Sherry Smith
Lindsay Perkins	Neal Roys	Kirstin Snelten
Gerald Peters	Timothy Roznowski	Scott Sommers
Theron Petway	Kathleen Rubenstein	Annette Sorkin
Nancy Peterson	Maureen Rubenstein	Steven Soszko
Christine Pfaffinger	Julisa Ruiz	Todd Spangler
Ann Pfeifer	Bryan Rusin	Vincent Springer
Brandi Phelan	Cristal Sabbagh	Thomas Stanhope
Kristin Piekarski	Miriam Sacksteder	Vanessa Steinkamp
Richard Pierce	Sheryl Sager	Craig Stocker
Yolanda Pilch	Christopher Salituro	Sarah Stolzenberg
Joe Pine	Beth Sallmann	Michelle Stone
Robert Pinta	Kathleen Sassan	Carlos Suaste
Rob Plohr	Vickie Saunders	Megan Sugrue
Pamela Polakow	Lisa Scanio	M Terese Sullivan
Lori Polin-Silva	Mark Schaedel	Janet Sushinski
Jennifer Polisky	John Schauble	Paul Swan
Susan Polonsky	Laura Shepin	Binnie Swislow
David Popper	Jennifer Schiavone	Kathryn Taranda
Diana Praljak	Mary Schneider	John Taylor
Megan Prange	David Schoenfisch	Susan Taylor
Ken Preuss	Eileen Schopen	Christian Thibaudeau

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

Barbara Thill	Sandra Wright
Jane Thomas	Li Ye
Jennifer Tierney	Robert Zagorski
Dawn Timm	Alden Zimlich
Lou Ann Tollefson	Gwen Zimmermann
Timothy Tomaso	Jennifer Zizzo
Valerie Tomkiel	
Richard Tompson	
Lynn Tremmel	
Jim Trottier	
Amy Tucker	
Steven Tucker	
Nicholas Valenziano	
Tiffany Van Cleaf	
Hector Vazquez	
Kristen Velazquez	
Julie Vickers	
Alex Vikartovsky	
Jodi Vignassi	
Enrique Vilaseco	
Kirsten Voelker	
John Volgi	
Katie Wagonner	
Sarah Walker	
Daryl Wallace	
Jianhong Wang	
Robert Ward	
Deanna Warkins	
Paul Weil	
Stephanie Weiss	
Carly Wells	
Aaron Wellington	
Deborah Wiersema	
John Wilkie	
Scott Williams	
Diane Willock	
Bryan Wills	
Dave Wilms	
Julie Wilson	
Jeff Wimer	
Sean Wimer	
Brian Wise	
Erin Wise	
Edward Wissing	
Christina Wood	
Steven Wood	

4. What made these staff members so special?

- Having a fun work environment and a place where you are treated as an almost equal allows me to work harder and feel better about myself.
- They truly care about the students and they recognize that we, the students, have a life outside of class.
- These teachers also took the time to understand kids and try to think from their perspective, and also went out of their way to get to know the kids outside of the classroom settings (for example, getting to know students more through a club, etc.).
- Teachers who make you WANT to work hard.
- I enjoy when they stopped me in the halls to talk to me.
- They have taught me to persevere and challenge myself. But most importantly, they taught me to believe in myself.
- They invest time and energy into their students.
- These teachers have not only influenced me academically, but also to be the person I am today. They prepare you not only for the next year, but also for life.
- They believed in my ability even when I haven't.
- They cared about more than our grades and scores. They loved their material and they loved us.
- They were enthusiastic about their courses and provided help with material whenever needed.
- I feel very prepared for college courses when I need to be more independent from teachers than in previous years in high school.
- I couldn't describe it without using at least 1000 words; these teachers mean everything to me and without them I wouldn't want to come to school some days.
- There are a lot of things I dislike at Stevenson, but my favorite part of Stevenson is easily the teachers that I've been blessed to have in my classes.
- They always expressed their open door policy and let me drop by whenever I needed to talk.
- They love what they teach and are passionate about having every student succeed.
- They made me love going to their class because I wasn't focused on what grade I was getting. I just really liked what I was learning.
- You should observe them teach sometime, amazing and talented teachers.
- They are always there to help me, and they are always there to make me laugh when I feel sad.
- His distinct and helpful style of teaching made his class enjoyable to attend and encouraged me to learn in a subject in which I used to struggle.
- They were positive role models and always made me feel at home.
- Had a strong internal sense of self, avoiding conformity in the class to give students real ideas to ponder.
- They didn't make class feel like class. They made it feel like home.
- She has the biggest heart in the entire world and cares about her students beyond schoolwork.
- He has helped me to remember my values when times were tough. I will be forever thankful for all he has given me these last four years.
- They made me feel like I was special and had potential.
- They presented opposing viewpoints that helped expand my knowledge and view the world in a more sophisticated way.

4. What made these staff members so special?

- They took the time to show what it means to be a community and used my strengths.
- The passion they had for teaching and the active role they played in my learning process.
- The security guards and lunch ladies I have always been in contact with, they never forgot me and always were just so polite and nice.
- He helped me straighten out the major details that I couldn't seem to find anywhere, and more importantly when my parents and family were too busy to help.
- He has had an infinite, miraculous amount of patience with me.
- The emotional and academic support he provided for me is incomprehensible. In short, the man deserves an award, and probably a long vacation.
- He knows the Human Geography curriculum inside out and upside down, which fosters a respect for his teaching style that is truly rare.
- The teachers treated me as a responsible, developing young adult. While high school students are still adolescents, an academic environment that encourages responsibility and maturity rather than patronizing its students is invaluable.
- She was a mentor to me and she helped me open my eyes to my abilities.
- He's also one of the most unique people I've ever met, and I'll probably never forget him.
- They stubbornly refuse to reward mediocrity (which is good) because they know we can do better.
- She helped me gain back my confidence and improve my grades.
- I have an anxiety disorder and these people have helped me cope and get through these things when I'm really struggling and just always being there and showing that they care about me.
- The staff members at Stevenson have helped sculpt me into an amazing leader. They made me confident in my skills academically, athletically, and socially.
- Their dedication and energy made going to school less of a drag and made things interesting.
- "Real talk" teachers, they didn't sugar coat things to make anyone feel warm and fuzzy.
- Made sure that everyone in the room got it and didn't let kids just fall behind.
- People always view her as intimidating, but she was the only teacher that helped me whenever I needed it.
- They were my parents away from home.
- Even though I have his class first thing in the morning, I'm wide-awake by the end of it.
- She would always be willing to help and made me feel that no question was a dumb one because she knew I struggled in math.
- They're highly invested in what they teach and are excited to come to school every day. Most importantly, they emphasized learning more than grades.

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

Ultimate Frisbee	29
Men's Badminton	23
Quidditch	21
Rugby	14

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

Strongly Agree	=	41%	Disagree	=	7%
Agree	=	51%	Strongly Disagree	=	1%
		92%			8%

N= 761

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

Strongly Agree	=	17%	Disagree	=	19%
Agree	=	58%	Strongly Disagree	=	6%
		75%			25%

N= 761

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

(Reported in percentages of student responders for each item)

STUDENT SERVICES

For the following questions:

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

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

SA = 59%	D = 6%
A = 33%	SD = 2%
92%	8%

N= 744

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

SA = 71%	D = 5%
A = 23%	SD = 1%
94%	6%

N= 748

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

SA = 48%	SD = 13%
A = 35%	D = 4%
83%	17%

N= 736

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

SA = 48%	D = 11%
A = 37%	SD = 4%
85%	15%

N= 730

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

SA	=	42%	D	=	16%
A	=	<u>35%</u>	SD	=	<u>7%</u>
		77%			23%

N= 660

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

SA	=	43%	D	=	10%
A	=	<u>44%</u>	SD	=	<u>3%</u>
		87%			13%

N= 726

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

1	=	58%
2	=	36%
3	=	5%
More than 3	=	1%

N= 755

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

SA	=	57%	D	=	9%
A	=	<u>29%</u>	SD	=	<u>5%</u>
		86%			14%

N=100

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

SA	=	50%	D	=	9%
A	=	<u>39%</u>	SD	=	<u>2%</u>
		89%			11%

N=699

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

SA	=	37%	D	=	18%
A	=	<u>40%</u>	SD	=	<u>5%</u>
		77%			23%

N=627

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

SA	=	29%	D	=	21%
A	=	<u>42%</u>	SD	=	<u>8%</u>
		71%			29%

N=424

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

SA	=	32%	D	=	13%
A	=	<u>49%</u>	SD	=	<u>6%</u>
		81%			19%

N=551

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

SA	=	22%	D	=	20%
A	=	<u>43%</u>	SD	=	<u>15%</u>
		65%			35%

N=411

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

Yes	=	55%
No	=	45%

N= 755

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

Yes	=	30%
No	=	70%

N= 755

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

Yes = 14%
No = 86%

N= 755

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

Yes = 61%
No = 39%

N= 755

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= 755

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

Yes = 45%
No = 55%

N= 755

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

Yes = 49%
No = 51%

N= 755

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

Yes = 84%
No = 16%

N= 755

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

Yes = 90%
No = 10%

N= 755

ACADEMIC SUPPORT

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

Yes = 34%
No = 66%

N= 755

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

Yes = 29%
No = 71%

N= 755

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

Yes = 16%
No = 84%

N= 755

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

Yes = 58%
No = 42%

N= 755

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

Yes = 15%
No = 85%

N= 755

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

SA	=	37%	D	=	12%
A	=	49%	SD	=	2%
		86%			14%

N= 626

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

SA	=	53%	D	=	8%
A	=	37%	SD	=	2%
		90%			10%

N= 709

CLUBS, ACTIVITIES, SPORTS AND INTRAMURALS:

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

Yes	=	97%
No	=	3%

N= 755

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

Extremely positive	=	31%
Positive	=	45%
Satisfactory	=	20%
Unsatisfactory	=	4%
Did not participate	=	6%

N= 707

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

Extremely positive	=	35%
Positive	=	33%
Satisfactory	=	21%
Unsatisfactory	=	11%
Did not participate	=	31%

N=520

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

Extremely positive = 34%
Positive = 45%
Satisfactory = 18%
Unsatisfactory = 3%
Did not participate = 35%

N= 488

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

Yes = 65%
No = 35%

N= 755

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

Yes = 91%
No = 9%

N= 755

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

Yes = 77%
No = 23%

N= 755

ACADEMIC INFORMATION

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

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

N= 755

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

Exceptional	=	29%
Above Average	=	43%
Average	=	24%
Minimal	=	4%

N= 755

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.).

SA = 51%	D = 5%
A = 43%	SD = 1%
94%	6%

N= 755

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.).

SA = 39%	D = 11%
A = 46%	SD = 4%
85%	15%

N= 755

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.).

SA = 43%	D = 8%
A = 45%	SD = 4%
88%	12%

N= 755

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

Extremely positive	=	26%
Positive	=	49%
Satisfactory	=	19%
Unsatisfactory	=	6%
Did not participate	=	8%

N= 696

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

4.00 or above	=	33%
3.5 - 3.99	=	30%
3.0 - 3.49	=	25%
2.5 - 2.99	=	10%
Less than 2.49	=	2%

N= 755

44. 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	=	3%
Less than 1 hour	=	18%
1 - 2 hours	=	32%
2 - 3 hours	=	23%
More than 3 hours	=	24%

N= 755

Senior Exit Survey Summary

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

The second question asked for students' suggestions: "How could Stevenson better help students develop SEL skills?" The most popular shared response among recent graduates is to have more SEL activities that involve large groups, such as class assemblies, to increase school connectedness (78). The second most popular response indicates that students feel that Stevenson is

already doing a good job in this area (74). This is the first year this isn't the most popular response, now falling to the second spot. The third most popular response asks for more time to meet with their counselors and social workers (65). This is a response we haven't seen before in the surveys so we will certainly take notes of this. Followed closely was the idea of making an SEL class, like study skills, mandatory for all students (61). There are also many students who believe we should make getting involved in a sport or club mandatory (58). Past surveys have demonstrated that encouraging students' independence and supporting students' self-reliance is a popular sentiment among graduates. For the third consecutive year, a popular response is that Stevenson should encourage more independence in the students so that they can display responsible behaviors, as it is ultimately up to the students to be responsible (44). Some students believe that there should be less of an AP/grades focus (55) and more group work and team building activities in class work (31), while others feel the FMP program can be improved (41), and that teachers need to be able to role model these skills (40).

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

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

due to lack of participation.

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

For the past two years, we made some minor adjustments and additions to the student services exit survey. Most notably, we added a second form which half of the students took. The wording on this new form was more inclusive, adding in social workers and SST coordinators to assess a more comprehensive view of the effectiveness and satisfaction rates of Student Services. The old form was still completed by half of the students, and this wording included only counselors when assessing utilization and satisfaction rates. Based on the results for Form B, seniors perceive counselors as both available (97%) and friendly on an interpersonal level (94%). Form A found that students also feel that their social worker (95%) and SST coordinators (89%) are accessible. To include all members of the SST, Form A asked students if they felt they are able to see their counselor, social workers, and SST coordinator. This wording elicited the highest results indicating that 98 percent of seniors feel they can access at least one member of their SST. Seniors indicate that their counselors know them (90%), in addition to finding them helpful with academic guidance (89%); the latter constitutes a slight increase from last year's results. More than three quarters of seniors feel comfortable talking to counselors about personal or non-academic issues (86%). This is a 3-point increase from last year's results. This statistic continues to increase every year. A new question found that 79 percent of seniors are comfortable talking with their social worker about non-academic issues. Another new question found that 74 percent of respondents feel comfortable talking about personal issues with their SST coordinator; however, only 98 seniors answered this question. Form A asks if students feel comfortable discussing personal issues with their counselor, social worker, and SST coordinator. Surprisingly, although this question includes all members of

the SST, the results are quite lower than when the question uses only the individual members (76%). Over three quarters of students (84%) believe that the Student Services offices are “user-friendly.” This constitutes a slight decrease of one point. Most transfer students (89%) view their counselors, social workers, and SST coordinators as being helpful in their transition and adjustment to SHS. This question is different from last year because it also includes social workers and SST coordinators. This does constitute a two-point decrease from last year’s results. More than half of the class (67%) has had the same counselor for all four years. This is an eight-point increase from last year and may indicate the more stable personnel.

Seniors respond positively about college counseling services. Counselors and college consultants are depicted as being knowledgeable and helpful in the college application and selection process (94%). The College/Career Center staff is viewed as being friendly and accessible (85%). Three new questions were composed to try and capture some of the changes in the CCC curriculum and service delivery. Seniors are now attending more group guidance programs during the school day in the CCC. When asked about these guidance programs, 75 percent of seniors found them to be helpful. Over the past few years, Student Services has been introducing the seniors to an online college search program called Naviance. A large majority (84%) of seniors feel that Naviance has been an effective and informative way to research college information; however, this does depict a six-point decrease from last year. Another recent change reflects that post-secondary counselors are now primarily responsible for facilitating the Narrowing Your Options college appointments with families. Historically, the counselor shared the responsibility of conducting NYO meetings. Almost three-quarters of seniors (74%) felt that their NYO appointment with a post-secondary counselor was helpful. When asked how they obtain information about colleges and scholarships, 29 percent of seniors utilize the post-secondary counselors, whereas 86 percent of seniors get help from their individual counselor. Students and parents access information about colleges from the CCC (73%) as well as using college links on Stevenson’s home page (59%). This went down significantly this year (11 points). “Other” websites continue to be a substantial source of information for many of our families (87%). When asked more specifically, almost three quarters of students (71%) access social networking sites, such as Facebook, to obtain post-secondary information. College campus visits continue to be the most popular way families retrieve information about college and scholarships (88%), and this decreased by three points this year. Almost half of the seniors (48%) took advantage of the college rep visits held in the CCC to obtain college information. Families that procure the services of private college consultants have stayed fairly consistent from last year’s results (8%). We continue to see the trend that more students are utilizing online resources to assist them in the college application process.

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

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

A large majority (89%) of seniors have attended Stevenson for a full four years. In assessing their own individual effort at Stevenson, well over half of the seniors perceive their directed energy toward school as being exceptional (28%) or above average (39%), with about a quarter (26%) describing their output as average. Although this form of self-assessment is highly subjective, quantitative measures of student achievement at Stevenson; e.g., standardized test scores,

results of Advanced Placement exams, widespread summer school enrichment, and the number of students choosing to attend four-year colleges suggest their perceptions are valid.

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

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

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

healthy gains that have been noticed in the past couple of years. In the free response portion of the survey, seniors have delivered a host of positive feedback. Once more, Stevenson's administration, faculty, and staff are credited with humanizing and enriching their high school experience.

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

Number of years in attendance at Stevenson High School

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
1	3%	2%	3%	1%	2%	1%
2	3	3	4	1	2	2
3	3	4	4	3	2	4
4	91	89	95	95	94	93

Student perception of own individual effort at Stevenson

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
exceptional	26%	28%	29%	30%	29%
above average	41	39	44	45	43
average	25	26	21	22	24
minimal	8	7	6	3	4

Student perception of growth in responsibility for learning through high school

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
positive	92%	95%	95%	95%	94%
negative	8	5	5	5	6

Satisfaction with academic planning and course selection assistance from counselors

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
positive	88%	89%	85%	85%	85%
negative	12	11	15	15	15

Student perception of counselors' accessibility

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
positive	96%	97%	94%	92%	92%
negative	4	3	6	8	8

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

<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
95%	94%	95%	97%	96%	97%

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

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Satisfactory or better	96%	96%	97%	97%	96%
N/A (did not participate)	9	9	9	9	6

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

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Positive	90%	92%	92%	92%	89%
N/A (did not participate)	32	33	34	34	31

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

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Positive	96%	97%	99%	98%	97%
N/A (did not participate)	28	32	34	32	32

Participation in a leadership role within the school

<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
68%	73%	69%	72%	75%	77%

Participation in clubs or organizations not affiliated with Stevenson HS

<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
57%	57%	59%	63%	61%	65%

Participation in community service activities

<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
86%	85%	87%	91%	90%	91%

Number of faculty and staff cited as having a positive impact

<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
410	432	406	N/A	465	468

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

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
positive	90%	91%	95%	94%	92%
negative	10	9	5	6	8

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

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
positive	67%	67%	70%	76%	75%
negative	33	33	30	24	25

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

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Positive	92%	94%	97%	95%	94%
N/A (did not participate)	17	15	12	9	8

Summary of Longitudinal Senior Exit Data

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

The number of seniors reporting that they have attended Stevenson for a full four years remains high, reflecting past historical trends and only decreasing one point from the previous year (93%). It should be noted that this figure does not reflect a five percent mobility rate because those students who leave before completing senior year are not included in this survey.

Stevenson students continue to feel that they are working diligently. Since 2001, more than six out of ten students have described their individual effort as being "above average" or "exceptional," echoing the current survey's data (72%). As a point of comparison, in 1993, a smaller number of seniors, or less than half of all Stevenson students, viewed their effort as "above average" (38%) or "exceptional" (11%). However, recent data has supported the belief that an ever-increasing number of students are challenging themselves academically. Just a little over one quarter of seniors (29%) described their effort level as "exceptional." The largest majority described their effort level as "above average" (43%). However, the number of students describing their effort level as exceptional and above average has decreased by two points from last year. Last year it was an all time high survey result. These increases support the continued practice of recent efforts to assess the amount of stress incurred among Stevenson students, even though since 2002, just about one third of students have consistently described their individual effort as average. Students who describe themselves as exerting minimal effort (4%), remains at a low percentage. The percentage of respondents who have described their high school effort as minimal has remained fairly constant over the years, fluctuating between 7-10 percent of the student population, but this year it continues to be the lowest it has been in awhile. Growth in responsibility for learning throughout high school has remained strong and constant over the past few years and only declined one point this year (94%). That is only one point lower than the all time high score.

Satisfaction with academic counseling, such as receiving course

selection assistance from counselors, stayed the same as last year's results (85%). Three years ago it was an all-time high. Over the past decade, counselors' caseloads have gradually increased from roughly 285 students per counselor to 315 students. However, administrative retooling within Student Services, as well as an expected decrease in enrollment, should eventually reduce the size of caseloads. Hopefully, counselors will be able to provide more individualized attention during the course selection process. Student perception of counselors' accessibility has remained high over the years and this year's results echoes last years. Ninety two percent of seniors feel that their counselor is accessible. This might also be related to our increasing caseloads. Three years ago there was all time high in this category. The current percentage also represents a vast improvement from about ten years ago (69%). These gains in accessibility are gratifying considering the significant increase in schedule change traffic at the beginning of each semester. Counselors have worked to craft ways to increase accessibility during times of high student need.

Student participation in at least one co-curricular activity has remained one of the most consistent survey statistics. This year the reported participation rate increased by one point still confirming that Stevenson students are very involved (97%). This actually ties the all time high that was achieved two years ago in this category. In contrast in 1993, only 74 percent of respondents were participating in clubs and/or activities. Predictably, this percentage of participation falls within a narrow band of four points that has ranged 90-93 percent for the past 12 years. Satisfaction levels for club and/or activities have also shown very little deviation over the years; in fact, between 2003 and 2006, or for four years, 95 percent of respondents reported that they were satisfied with their experiences in Stevenson clubs and/or activities. The current survey is similar to last year's satisfaction results (96%) only decreasing one point. Last year was an all time high percentage. Positive experiences for athletic participants have wavered from 1996's high of 95 percent to a low of 84 percent in 2001. For the past three years, this year's satisfaction level decreased three points (89%), depicting the lowest number from 2010-2014. Students' rate of participation in sports has remained high (69%). The intramural program has maintained a high rate of participation mirroring last year's results (66%). Before 2007, the level of participation in intramural programs was much lower than the past two years (2004=48%, 2005=56%, 2006=57%). The intramural program also managed to maintain almost perfect satisfaction levels, posting a one-point decrease from last year's survey (97%).

The percentage of students who identify themselves as playing a role in school leadership has remained relatively high this year, and depicts a two-point increase from the previous year's results (77%). This means that roughly seven out of ten respondents of 2014 graduates claim to have held a leadership role (77%), constituting an all time high in this category. Once again, participation in a leadership role was determined by offering students choices from a menu of school leadership activities. We should be cognizant of striving to provide leadership opportunities for students, especially in light of demonstrated interest. Furthermore, universities continue to report that students who can demonstrate leadership experience may enjoy a slight advantage in the competitive college admissions arena.

Given the extensive involvement of Stevenson students in academics and extracurricular activities, it is gratifying that so many individuals make time for community service (91%). This is a one-point increase from last year once again reaching the all time high that was achieved two years ago. The number of Stevenson seniors participating in clubs and organizations outside the school domain posted four points higher than last year (65%), and this signifies that more than six out of ten seniors are pursuing opportunities outside of the school setting. This is also an all time high in this category. These impressive statistics show that Stevenson instills in its students a dedication and desire to give back to the community.

The number of faculty and staff named as having a positive influence on students has risen dramatically from 144 individuals in 1992 to this year's number of 468, which happens to be an all time high number of faculty mentioned by senior students. Even though the composition of staff changes yearly, the number of cited teachers continues to be a large number. Genuine interest in students and inspirational teaching are themes that continually repeat themselves year after year in the student comment section of the Senior Exit Survey. Positive feedback has not been limited to teachers. Non-teaching staff who serve in a multitude of roles are named with frequency and with commensurate amounts of enthusiasm.

Relative to individual and cultural differences, respect and consideration accorded by teachers to students has historically remained steady; this year there was a two-point decrease (92%) but still five percent higher than the results in 2009. When asked the same question in terms of students treating one another with respect regardless of their

differences, current respondents report one percent lower results from last year's score (75%). However, this is four points higher than the all time high of 71 percent. In 2009 this number was at 52 percent, so we are very happy to see this positive trend. This could be due to our district wide goal of instilling Social Emotional Skills in our students.

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

In summary, graduates of 2014 surpassed milestones described by other seniors in several categories: record high participation in a leadership role within the school (77%) and record high participation in clubs or organizations not affiliated with SHS (65%). Once again, seniors reached all time highs in student participation in at least one club, activity, or sport (97%) and participation in community service activities (91%). This shows that SHS students are continually striving for excellence. Students also continue to articulate unequivocal regard and appreciation for the devotion of Stevenson faculty and staff.

STUDENT SERVICES SURVEYS ACROSS

GRADES 9-12

	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
1. Counselor accessibility:	97%	99%	99%	92%
2. Counselor friendliness and approachability:	98%	100%	99%	94%
3. Counselor knowledge/recognition of student:	84%	96%	94%	83%
4. Counselor helpfulness with academic counseling:	95%	99%	98%	85%
5. Student comfort level discussing personal issues or nonacademic concerns:	80%	91%	87%	77%
6. Student Services Office - friendliness and helpfulness:	92%	97%	97%	87%
7. Counselors' and college consultants' knowledge about college applications and selection process:			98% Satisf. 76% Util.Rate*	89% Satisf. 93% Util.Rate*

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

* - Utilization Rate

	JUNIORS	SENIORS
8. Use of the College Career Center:	43% Util. Rate*	61% Util. Rate*
9. College Career Center staff's friendliness and accessibility:	96%	77%
10. Visits from college representatives:	92% Satisf. 48% Util. Rate*	N/A 45% Util. Rate*
11. College evening programs:	93% Satisf. 65% Util. Rate*	N/A N/A
12. CCC group guidance programs:		71% Satisf.

SOURCES OF ACADEMIC ASSISTANCE

	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
13. Teachers	37%	40%	36%	34%
14. LC Tutors	26%	33%	31%	29%
15. Parents	46%	40%	24%	16%
16. Friends	59%	63%	56%	58%
17. Private Tutors	18%	17%	22%	15%

*Utilization Rate

Comparison of Student Services Survey - Grades 9-12

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

As reported by students of all four grade levels, counselor accessibility, friendliness, and approachability continue to post above levels of 90 percent. Almost all freshmen (97%), sophomores (99%), and juniors (99%) 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 mid eighties to nineties among freshmen (84%), sophomores (96%), juniors (94%), and seniors (83%). Counselors are also perceived to be helpful with academic counseling among freshmen (95%), sophomores (99%), juniors (98%), and seniors (85%). These numbers resemble trends that were illustrated the previous school year. There were some decreases in the freshman categories; however, the sophomore and junior categories saw increases in almost every category.

Relative to comfort levels when discussing personal issues, just about eight out of ten freshmen (80%), sophomores (91%), and juniors (87%) do feel comfortable about discussing non-academic concerns with counselors. Last year there was a six percent increase in the freshman's comfort level discussing non-academic issues with counselors. This year it decreased ten points. This year, sophomores (91%) went up four points and juniors (87%) went up two points.

Students are surveyed regarding the friendliness and helpfulness of Student Services personnel. The office is staffed with counselors, deans, social workers, student support team coordinators, and secretaries. Although students may visit the office on their own accord, others are summoned for various reasons (such as disciplinary infractions). Current student satisfaction rates resemble the previous year's percentages, with freshmen showing a six-point decrease in satisfaction levels (92%). Sophomores are a bit more satisfied (97%), and nine out of ten juniors (97%) agree that the Student Services staff is helpful. All three groups' satisfaction levels have surpassed the nineties. Senior satisfaction remains lower than the other groups, which is a consistent trend; however it did increase by nine points this year (87%).

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 (89%) who choose to tap the knowledge base of counselors and college consultants. Juniors check in at a 76 percent utilization rate, while seniors log in at 93 percent. The junior's utilization rate decreased by 5 percent this year; the seniors' utilization rate stayed the same. College Career Center usage by the end of first semester for juniors was 43 percent; by the conclusion of senior year, usage rose to 61 percent. These numbers are similar to last year's results, except seniors decreased by five points. Bear in mind that some students feel confident in their choices and do not feel compelled to research further. The vast majority of juniors (96%) and seniors (77%) who have chosen to use the CCC find it to be friendly and accessible.

This year juniors (48%) slightly outpaced seniors (45%) when it came to meeting with college representatives who visit Stevenson. Compared to the previous year, the senior attendance rate stayed the same while the junior attendance rate increased by 1 percentage point. 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 65 percent of juniors attended college evening programs and even more (93%) were satisfied with these programs. This is a thirteen point and five point increase respectively. We did ask a newer question this year to try and gauge whether students are satisfied with the ever-increasing CCC group guidance programs during the school day. About three quarters (71%) of the seniors were satisfied with these informational meetings.

For the second 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 third year in a row, friends is the most popular response across all grade levels with freshmen (59%), sophomores (63%), juniors (56%), and seniors (58%) stating that they routinely use this method to obtain academic support. The second most popular response for freshmen is parents (46%) and for sophomores this year teachers (40) and parents (40) tied for the second most popular resource. As students progress through high school, they seem to be using parents less (juniors 24%, seniors 16%) and accessing their teachers more often (freshman 37%, sophomores 40%, juniors 36%, seniors 34%). After friends, parents, and teachers, the most popular response tends to be Learning center tutors, with freshman (26%), sophomores (33%), juniors (31%), and seniors (29%) using them as resources. This year there was a nine percent decrease in freshman and seven percent decrease in juniors using the Learning Center, but a two percent increase in sophomores seeking out this resource. The

least popular method of accessing academic assistance is by hiring private tutors. Freshmen (18%), sophomores (17%), and seniors (15%) utilize them less than juniors (22%). This is the third year we've seen this trend even though there was a three percent decrease 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 - 99 (99%)
Gap Year - 1 (1%)

Note: Questions 2-9 were asked of respondents attending college or university; therefore, 99 responses are reported.

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

Yes – 88 (89%)
No – 11 (11%)
 Transferring to a four-year college – 5
 Transferring to a two-year college – 6

3. What is your current or anticipated major?

Business – 15 (15%)
General Business – 7
Marketing – 3
Economics – 2
Accounting – 2
Sports Management – 1

Health Sciences – 14 (14%)
Nursing – 4
Kinesiology – 1
Pharmacy – 2
Medical Imaging – 1
Health: Science, Society & Policy – 1
Health Science – 1
Community Health – 1
Exercise Science – 1
Nutrition Science – 1
Neuroscience – 1

Science – 10 (10%)
Animal Science – 1
Biology – 6
Chemistry – 1
Environmental Studies – 1
Biochemistry – 1

Engineering – 8 (8%)
Mechanical Engineering – 2
Biomedical Engineering – 2
General Engineering – 1
Materials Engineering – 1
Industrial Engineering – 1
Materials Science & Engineering – 1

Social Sciences – 7 (7%)
Psychology – 4
Human Development & Family Studies – 1
Anthropology – 1
Geography – 1

Education – 6 (5%)
Elementary Education – 2
Special Education – 2
Secondary Education-Biology – 2

Fine Arts – 4 (4%)
Interior Design – 1
Film Scoring – 1
Film Production – 1
Music Performance & Composition – 1

Communications – 2 (2%)
Communications – 1
Speech Language & Hearing Science – 1

Foods – 2 (2%)
Food Science – 1
Culinary Arts – 1

Multiple Majors – 18 (19%)
Marketing/Management – 3
Psychology/Business Management – 2
Spanish/Anthropology & Human Biology – 2
Baking & Pastry/Business – 1
Biomedical & Electrical Engineering – 1
English & Molecular/Cellular Biology – 1

Arabic/ International Affairs – 1
International Trade/Spanish – 1
Psychology/ Philosophy – 1
Psychology/Gender & Women's Studies – 1
Economics/Math – 1
Management/Accounting – 1
Marketing/Graphic Design – 1
Political Science/Economics – 1

Other – 13 (13%)
Undecided – 9
Computer Science – 1
Industrial Design – 1
International Studies – 1
3D Modeling – 1

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

No – 14 (14%)
Yes – 85 (86%)

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

Number of credits: 0 credits - 18
1-10 credits - 28
11-20 credits - 22
21-30 credits - 9
31-40 credits - 2
Over 41 credits - 6

4c. If you received no credit, why?

My score wasn't high enough – 8
They are not used at my college – 5
Didn't take the test – 4
I don't know – 1

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

Yes – 23 (23%)

Number of credits: 1-5 credits - 9
6-10 credits - 9
11-15 credits - 3
Over 16 credits - 2

Subjects:

Spanish – 10	Chinese – 1	Culinary Arts – 1
Math – 7	Physics – 1	Music - 1
Comm. Arts – 6		

No – 76 (77%)

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

	<u>Well</u>	<u>Adequately</u>	<u>Inadequately</u>	<u>N/A</u>
Writing Composition/Reports	68%	31%	1%	0%
Mathematics	68%	31%	1%	6%
Social Studies	66%	33%	1%	10%
Science	68%	31%	1%	6%
Reading Comprehension	77%	21%	2%	0%
Foreign Language	65%	33%	2%	19%
Fine Arts	76%	23%	1%	20%
Study Skills	67%	28%	5%	0%
Use of Computers—Research	66%	31%	3%	0%
Use of Computers—Applications	43%	43%	14%	1%

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

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

Better than most – 67%
 The same – 33%
 Not as well as others – 0%

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

Shared G.P.A. – 89
 Grade Point Average: 4.0 - 3.5 - 48%
 3.4 - 3.0 - 44%
 2.9 - 2.0 - 8%
 1.9 - 0.0 - 0%

Did not know G.P.A. – 4
 Did not want to share G.P.A – 6

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

Higher – 21%
 The same – 65%
 Lower – 14%

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 – 37%
Agree – 59%
Disagree – 4%
Strongly Disagree – 0%

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

Teach students to study and take notes independently – 13
Teach study skills – 11
Assign more independent long-term projects – 8
Teach time management skills – 4
Teach students how to research – 4
Teach reading for understanding – 3
Focus on learning, not grades – 2
Have less homework points and more big tests – 2
Stop giving second chances – 1
Tell students to try harder in 9th & 10th grades – 1
Give ACT help – 1
Have less pressure to take AP's – 1
Teach note taking – 1
Talk about college majors – 1
Teach street smarts – 1
Have more computer science – 1
Have more one-on-one time with your counselor – 1
Nothing, you are doing a good job – 46

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

Yes – 92%
No – 8%

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

Too strict – 19%
About right – 78%
Not strict enough – 3%

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?

Have more balance and less stress – 12
Try harder – 10
Take different classes – 7
Try harder in 9th and 10th grades – 5
Take more AP classes – 5
Get more involved – 3
Have less pressure – 2
Learned study skills – 2
Reach out to teachers – 2
Focus more on learning, less on grades – 1
Have longer lunch for AP science students – 1
Stay in Jazz Band – 1
Shorter Graduation rehearsal – 1
Have more freedom – 1
Have different friends – 1
Have less drama – 1
Talk about college majors – 1
Take AP classes – 1
Have a closer student body – 1
Have the same counselor all four years – 1
Not take AP Statistics – 1
Not stress about math and science levels – 1
Study more – 1
Take AP Chem – 1
Learn English faster as an ELL student – 1
Have a different prom date – 1
Use the CCC – 1
Spend less time on homework – 1
Take a harder English class – 1
Have more clubs – 1
Have AP sciences classes be one period long – 1
I don't know – 2
Nothing – 27

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

Teachers and Staff – 40
Preparation for college – 8
Clubs – 7
Friends – 6
Opportunities – 6
Opportunities of clubs – 6
Size of the school – 4
Diverse student body – 4

Band – 4
Wealth of Resources - 3
Sports – 3
FMP – 3
Community – 2
Variety of classes – 2
Tennis – 2
Classes – 2
Science Department – 1
Food – 1
Leadership opportunities – 1
GSA – 1
Independence – 1
Snowball – 1
Music program – 1
Peer helper lounge – 1
Fencing – 1
Fine Arts – 1
Educational opportunities – 1
Everything – 1
Technology – 1
Best Buddies – 1
Football – 1

16. Are you registered to vote?

Yes – 57%
No – 43%

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

Yes – 15%
No – 45%

Table A

Reasons for "Inadequate" Responses in Writing

The writing was different than the writing in high school – 1

Reasons for "Inadequate" Responses in Math

I never had to do homework – 1

Reason for "Inadequate" Response in Social Studies

It was hard to understand in college – 1

Reason for "Inadequate" Response in Science

High school science did not prepare me for Materials Science – 1

Reasons for "Inadequate" Responses in Reading Comprehension

The reading was different in college – 1

Reading was not a priority in high school – 1

Reasons for "Inadequate" Responses in Foreign Language

I couldn't pass the proficiency test and had to take it again – 1

Reasons for "Inadequate" Responses in Fine Arts

I didn't have to take any Fine Arts classes so I didn't – 1

Reasons for "Inadequate" Responses in Study Skills

I never learned to study – 2

I didn't know where to start – 1

I never learned to study for tests – 1

I never needed to study at SHS – 1

Reasons for "Inadequate" Responses in Computer Research

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

Reasons for "Inadequate" Responses in Computer Applications

I never learned how to use Excel and I needed it in college – 10

I never learned how to make a database and I needed it in college – 2

I was never taught these skills – 2

One-Year Follow-Up Survey Summary

Data for this year's survey was garnered from telephone interviews with 100 randomly selected 2013 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 2013 graduates declare that they are attending college full time (99%), and that depicts a two-point increase from the previous year's sample. One student is taking a gap year (1%). A large majority of individuals attending college plan to return to the same school in the fall (89%), while some are thinking of changing their plans by either transferring to another four-year college (5%) or transferring to a two-year college (6%). When asked about courses of study, the largest reported category is business (15%) for the fourth year in a row. The second most cited response was Health Sciences (14%) which constitutes a six percent increase from last year's responses. The third most popular major is Science (10%) followed closely by Engineering (8%) and Social Sciences (7%). Multiple majors continues to be a popular route for our post graduates (19%) 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 now this year we are only seeing 5 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 fifth 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 (13%); this includes undecided, computer science, industrial design, 3D modeling and international studies.

This year's sample of students cited a 7 percent increase in participation rate in AP classes as compared to last year's senior class (86%). Are students earning credit towards college graduation while in high school? The large majority (82%) of AP participants declare that they have earned credit. Out of the 82 percent of students who received credit, 57 of them earned more than ten credits. Of the 18 students who did not receive credit, 8 students said that they had earned scores that fell below the criteria set by the college, 5 students said the credits were not used at their college, and 4 students did not take the AP exam. Many respondents (23%) report earning additional credit by way of college proficiency exams. Graduates were awarded credit in world languages (11), math (7), and communication arts (6)

Recent graduates were asked to answer whether they felt that Stevenson had prepared them for college in different academic areas. Lofty satisfaction levels of 95 percent or higher were achieved in nine of the ten areas and skills

polled, with the exception of use of computer applications (86%). Seven subject areas reached near perfect percentages including writing composition (99%), math (99%), reading comprehension (98%), foreign languages (98%), social studies (99%), science (99%) and fine arts (99%). These areas were followed closely by use of computers-research (97%), study skills (95%), and use of computers-applications (86%). Nearly three quarters (67%) of one-year respondents said the skills and knowledge that they acquired in high school were greater than that of their college classmates. This is a three-point decrease from the previous year. While some students consistently report that they are equally prepared (33%), it is worthwhile to note that no one stated he/she felt less prepared than his or her college peers. Of the number of one-year grads (89) that knew or were willing to share grade point average information, the majority (92%) reported college GPA's of "B" or better; however, this is a nineteen point increase from last year's results. A similar percentage of students (86%) indicated that their college grades were the same or better than what they had earned at Stevenson. This statistic went down up fifteen percentage points from last year.

A large majority of the sample (96%) 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" (46%). This depicted a five-point increase. Leading the list of suggestions agreed upon by three students or more are: teach students to study and take notes independently (13), teach study skills (11), assign more independent long term projects (8), teach time management skills (4), teach students how to research (4), and teach reading for understanding (3). In comparison to the previous year's survey, there are few similarities of responses, although this year the responses heavily focused on teaching of specific skills such as how to study, take notes and time manage more effectively.

Looking back, more than three quarters (92%) of one-year graduates related that they had received assistance from their counselors with post-secondary plans. This posts an increase of 10 percent from the previous year. About three quarters of respondents felt discipline was maintained at an appropriate level (78%), while a much smaller percentage described it as "too strict" (19%). This year, three respondents reported that discipline was "not strict enough." Satisfaction levels on this question have vacillated significantly over the past few years. This year, there was an eleven point decline in student's feeling it was too strict and an eight point increase in students feeling it was just right. When the sample group was asked what one aspect of their high school experience they would change, the most frequent response was "nothing" (27), closely agreeing with the previous sample of graduates. The second most

frequent response was having more balance and less stress (12). This was the first time this was mentioned. Other common responses include trying harder (10), taking different classes (7), trying harder in 9th and 10th grade (5), and taking more AP classes (5). In comparison to the previous year's sample of students, the most common shared feelings among recent graduates seem to be the desire to: work harder and take advantage of the curriculum in different ways. Relative to highlights, or when asked to describe the best aspects of the Stevenson experience, people and relationships placed in the top category, however, this was the first year that friends was not closely followed by teachers as the second most popular response. Faculty and staff (40) garnered the most responses, followed by preparation for college (8), clubs (7) and friends (6). For the first time, preparation for college jumped to the second spot beating out friends and clubs. Enthusiasm and appreciation for faculty/staff mirrors the annual results from the Senior Exit Survey. Students were queried about their voting status. A little more than half of this group (57%) is registered to vote; this is a decrease of twenty-nine percentage points in comparison to last year's respondents. The current group has drastically decreased from last year's respondents by 63 percent in level of voter participation in national, state, or local elections (15%). This is most likely attributed to the fact that the year before indicated the November 2012 Presidential Election.

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 (86%) 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 (40), and consistently ranking a great deal higher than any other category, such as friends, clubs, or resources.

Five-Year Follow-Up Survey Results

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

Five-year graduates interviewed – 100

1. Upon leaving Stevenson, what did you do?

College or university full time – 97%

Work – 3%

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 – 32 (33%)

Business – 4

Finance – 5

Economics – 5

Marketing – 11

Accounting – 4

Management – 3

Social Sciences – 13 (14%)

History – 2

Psychology – 5

Sociology – 3

Political Science – 1

Criminal Justice – 1

Anthropology – 1

Communication Arts – 11 (12%)

Media Communication – 2

Photojournalism – 2

Film – 6

Speech Pathology – 1

Science – 10 (10%)

Biology – 3

Geology – 3

Environmental Science – 3

Physics – 1

Education – 8 (8%)

Special Education – 4

Education – 3

Secondary Education – 1

Engineering – 8 (8%)

Mechanical Engineering – 4

Chemical Engineering – 3

Engineering – 1

Health Fields – 3 (3%)

Nursing – 1

Physical Therapy – 1

Pre-Med – 1

Fine Arts – 3 (3%)

Graphic Design – 2

Environmental Design – 1

Other – 9 (9%)

Architecture – 2

Computer Science – 2

Hospitality – 2

Information Technology – 1

Math – 1

Undecided – 1

3. Did you complete an undergraduate degree?

Yes – 83 (86%)

No – 14 (14%)

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	2
3 years -	6
3.5 years -	2
4 years -	53
4.5 years -	10
5 years -	9

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

Transferred schools –	5
Changed majors –	4
Completed a double major –	4
Injury –	1
Went to community college –	1
Athlete –	1
Incorrect advising for major –	1
Lack of money –	1
5 year Bachelor's/Master's program -	1

Note - Question 5 was asked of all respondents.

5. What are you doing now?

Working –	67%
Working & going to college –	18%
Attending Graduate School –	11%
Completing Internship –	3%
Looking for a job –	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 –	43%
The same –	43%
Lower –	14%

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

Well –	68%
Adequately –	28%
Inadequately –	4%

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

Better than most – 66%
The same – 31%
Not as well as others – 3%

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 – 19%
Agree – 69%
Disagree – 10%
Strongly Disagree – 2%

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

Too strict – 9
Made students feel stupid – 4
Too much teacher help – 4
Too much pressure to take AP classes over other classes – 3
Not enough teacher availability – 2
Teacher to student ratio is too high – 2
Too competitive – 2
Too much group work – 2
Didn't offer classes desired – 1
Lots of review packets; they weren't helpful – 1
Not enough real life experiences – 1
Too little group work – 1
I don't know – 5
Nothing – 63

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

Help them become independent learners – 24
More group work – 7
Prepare students for college exams – 5
Encouraging students – 3
More time for teachers to help – 3
Student to teacher ratio is too high – 3
Make classes more challenging – 2
More academic type clubs – 2
More note taking – 2
Care about students – 1
Career service should inform students better – 1
Let students know they are at an academically great school – 1
Making sure students know they can ask for help – 1

More art clubs – 1
More control over drugs – 1
Provide more help with financial aid info – 1
Not sure – 42

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

Too strict – 44%
About right – 48%
Not strict enough – 7%
Not sure – 1%

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

Yes – 77%
No – 23%

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?

Getting more involved – 25
Get better grades – 16
Take more APs – 5
Chose different classes – 4
Be more outgoing – 3
Take harder classes – 3
Focus on friendships – 2
Have less bullying – 2
Have more freedom – 2
Have a smaller school – 2
Have stricter rules – 2
Go to class more often – 1
Less focus on athletics – 1
Mandatory software classes – 1
Park on campus for all 4 years – 1
Reach out to teachers – 1
Study more – 1
Take group work more seriously – 1
Talk about more career options with people – 1
Not sure – 10
Nothing – 15

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

Great teachers – 26
Making friends – 23

Clubs/sports – 22
Classes – 13
Positive learning environment – 2
School spirit – 2
Ability to graduate early – 1
Diversity of opportunities offered – 1
Diversity of students – 1
Felt prepared for college – 1
Freedom – 1
Good location – 1
Volunteering – 1
Nothing – 5

16. Are you registered to vote?

Yes – 85%
No – 15%

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

Yes – 71%
No – 29%

Five-Year Follow-Up Survey Summary

The five-year follow-up study was conducted by telephone interview with 100 randomly selected Class of 2009 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 (97%) have responded that they attended college full-time upon leaving Stevenson. This is a one-point increase from the previous year's survey. Three other respondents stated that they immediately starting working after SHS (3%). Business (33%) remains the most popular area of concentration for the seventh year in a row among the college-bound group. Social Sciences (14%) dropped 6 points this year, but still remains the second most popular major. Communication Arts (12%), Science (10%), Education (8%), and Engineering (8%) ranked in as the next most popular college majors. A large percentage of these respondents claim to have completed an undergraduate degree (86%) and this represents a decrease of seven percentage points compared to 2008 graduates. Of the eighty three respondents who answered this question, a little less than three quarters (64%) of these students graduated in four years or less, while a smaller amount of graduates report taking longer to complete their degrees (19%). 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, nine different reasons for taking longer than four years to complete a degree have been described. The most common reasons cited are transferring schools (5), changing majors (4), and completing a double major (4). Transferring schools jumped up as the most popular response this year. Relative to current activities, some respondents (11%) are attending graduate school, an eight-point decrease from the previous survey. More students are working and going to school concurrently (18%) and this was a new response this year. In addition, a large majority (67%) entered the workforce, which constitutes a one-point increase from last year's results. Related to this is the fact that fewer students are claiming they are looking for jobs (1%). Another small percentage of students are involved in an internship (3%).

More than one third of respondents (43%) who had attended a college or a university report receiving higher grades than they had earned at Stevenson, while almost half (43%) managed to earn the same grades. Lower grades prevailed for a smaller percentage (14%) of the respondents who had attended college. When asked, "How well did Stevenson prepare you for college?" more than half of respondents (68%) feel "well prepared" for college; however this represents a nineteen-point decrease from last year. Other students (28%) describe being "adequately" prepared, while only four students reported feeling

inadequately prepared. When asked to compare themselves to their college peers, a large majority of students perceive themselves as “better prepared than most” (66%), a smaller percentage claim that their preparation is “the same” (31%), while only three students reported feeling “not as prepared as others” (3%). These are similar to the previous year’s results.

In regard to fostering student responsibility, five-year graduates were asked if they had experienced growth in this area while in high school. Most graduates agreed that they managed to become increasingly responsible for their own learning (88%) For the past two years, this number had been increasing; however this year it did decrease by eleven points. 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 (63%). Nine students thought that Stevenson was too strict (9) along with making students feel stupid (4). These are both new responses we haven’t seen on the five year survey yet. A few other students stated there was too much teacher help (4) and too much pressure to take AP classes (3). When solicited for input as to how Stevenson could help students become more responsible for their learning, twenty-four students agreed that Stevenson should help them/teach them how to become independent learners. This was a large number of the respondents along with a new answer we haven’t previously seen before. Seven other students recommended offering more group work, preparing students for college exams (5), encouraging students (3), and offering more time for teachers to help (3). The largest percentage of graduates (42%) agreed they did not know what SHS could do to enhance responsibility. By and large, no common themes have been noticed from survey to survey, except that a large portion of respondents state that they cannot articulate what SHS could do to help students become responsible for their own learning. Graduates were asked to reflect upon Stevenson’s disciplinary policies and practices. Most graduates agreed that discipline was “just right” (48%), which is a slight decrease from the results of the previous year (52%). Compared to last year’s results, there was a one-point decrease in the students who feel that discipline is “too strict” (44%). Just seven students reported that discipline was “not strict enough” (7%).

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 (77%) since leaving Stevenson. This constitutes a three-point decrease from last year. When asked what one aspect of their high school experience they would change, 25 respondents would have gotten more involved, 16 students would have gotten better grades, and 5 students would have taken more AP classes. For the sixth 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 (26), followed closely by friends (23), and clubs/sports (22). Other popular responses

include classes (13), positive learning environment (2), and school spirit (2). Voter registration has decreased by five percentage points (85%). A little less than three quarters (71%) of the respondents reported they had voted in an election, which is a thirteen percent decrease from last year's results.

In retrospect, the vast majority of this group attended college, and almost nine out of ten students declare that they have completed an undergraduate degree. Grades earned in college were at least as good, and often better, than those received in high school. Furthermore, these former students feel exceptionally well prepared. A large majority of these students are gainfully employed, and many are attending graduate school. A large amount of graduates have learned how to take ownership of their learning and credit Stevenson for fostering that development. Most graduates evaluate Stevenson's discipline as being appropriate. Generally speaking, the responses of the Class of 2009 affirm the notion that Stevenson is preparing them for success while creating life-long learners.