



**Adlai E. Stevenson
High School
Student Surveys
2011-2012**

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

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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 = 78%	D = 1%
A = 21%	SD = 0%
99%	1%

N= 871

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

SA = 91%	D = 0%
A = 9%	SD = 0%
100%	0%

N= 928

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

SA = 33%	D = 15%
A = 48%	SD = 4%
81%	19%

N= 916

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

SA = 42%	D = 6%
A = 50%	SD = 2%
92%	8%

N=921

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

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

N= 915

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

SA	=	41%	D	=	13%
A	=	<u>43%</u>	SD	=	<u>3%</u>
		84%			16%

N= 817

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

SA	=	68%	D	=	3%
A	=	<u>29%</u>	SD	=	<u>0%</u>
		97%			3%

N= 918

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

SA	=	61%	D	=	4%
A	=	<u>35%</u>	SD	=	<u>0%</u>
		96%			4%

N= 885

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

Yes	=	40%
No	=	60%

N= 948

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

Yes	=	33%
No	=	67%

N= 948

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

Yes = 52%
No = 48%

N= 948

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

Yes = 63%
No = 37%

N= 948

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

Yes = 15%
No = 85%

N= 948

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 = 10%
1 - 2 hours = 39%
2 - 3 hours = 35%
More than 3 hours = 16%

N=948

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

SA = 69% **D = 3%**
A = 28% **SD = 0%**
97% **3%**

N= 94

Freshman Survey Summary

Student responses to the freshman survey indicate very positive perceptions about counselors. We are pleased to see that all of the categories depict increased results from last year's survey, hence, the overwhelming majority of freshmen view their counselor in an extremely positive light. Almost every freshman feels that they are able to meet with their counselors when they need to or want to (99%). In addition, every student we surveyed (100%) believes that their counselor is friendly and easy to talk to. The Advisory program continues to be an effective conduit for freshmen to communicate with their respective counselors. This year there was a six percent increase (81%) in the number of freshmen who agree that advisory is a useful way to visit with their counselor. Compared to last year, 92 percent of the freshmen feel that their counselor knows them, which is an 8 percent increase. Most students feel positive about the academic counseling that they receive (98%) and this depicts a 6 percent increase from last year's results. Although some students are not comfortable discussing non academic concerns with counselors (16%), more than three quarters of the students do feel at ease talking with their counselors about personal and individual matters (84%). This constitutes a significant 16 percent increase from last year's results. The perception of Student Services' office personnel as being helpful and friendly remains high, registering at 97 percent. Both the general population (96%) and transfer students (97%) agree that their counselors are able to ease their transition and adjustment to Stevenson.

We asked some new questions this year 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. The results indicate that students most often seek academic assistance from their fellow peers (70%). This result depicts how important programs like Peer Tutors are considering that freshman are feeling most comfortable asking their peers for help. After their peers, freshman will seek help from their parents/guardian (52%), followed closely by their classroom teachers (40%). A smaller amount of freshman (33%), seek help from the Learning Center tutors, while fifteen percent seek assistance from outside paid tutors. This information is helpful in understanding how student's 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. 10% study for less than one hour, 39% study for one to two hours, 35% study for two to three hours, and 16% study for more than three hours.

Overall, freshmen continue to view counselors in a positive light. As a result of last year's freshman survey results, which showed slight decreases in eight of the nine categories, we made a conscious effort to ensure we were 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. The results indicate that there was a 6% increase in the amount of freshman who feel that advisory is a productive time to meet with their counselor (81%). At the same time, students are feeling more comfortable accessing their counselor when dealing with non-academic issues (84%). As we're explicitly teaching social-emotional learning lessons in our advisory curriculum, we feel that students are becoming more comfortable discussing these issues openly with their counselor. This statistic helps depict how the district's Social Emotional Learning (SEL) goal is beginning to heighten student's awareness about non-academic issues that can affect their future. It also shows how counselors can play a vital role in the SEL initiative, while fostering positive relationships with their students. 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 = 81%	D = 1%
A = 18%	SD = 0%
99%	1%

N=876

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

SA = 88%	D = 1%
A = 11%	SD = 0%
99%	1%

N= 893

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

SA = 50%	D = 5%
A = 44%	SD = 1%
94%	6%

N=882

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

SA = 69%	D = 2%
A = 29%	SD = 0%
98%	2%

N= 887

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

SA	=	44%	D	=	12%
A	=	41%	SD	=	3%
		85%			15%

N= 780

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

SA	=	66%	D	=	4%
A	=	30%	SD	=	0%
		96%			4%

N= 892

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

Yes	=	40%
No	=	60%

N= 895

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

Yes	=	38%
No	=	62%

N= 895

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

Yes	=	40%
No	=	60%

N= 895

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

Yes	=	71%
No	=	29%

N= 895

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

Yes = 19%
No = 81%

N= 895

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 = 9%
1 - 2 hours = 40%
2 - 3 hours = 33%
More than 3 hours = 18%

N=895

13. I have had ___ counselors at Stevenson.

1 = 84%
2 = 15%
3 = 1%
More than 3 = 0%

N= 895

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

SA = 73% **D = 0%**
A = 21% **SD = 6%**
94% **6%**

N=52

Sophomore Survey Summary

Student responses to the sophomore survey indicate positive perceptions about counselors' accessibility and amiable qualities. Nearly every sophomore surveyed (99%) feels that they are able to see their counselor when they need or want to. Additionally, almost every sophomore surveyed (99%) agreed with the statement that counselors are friendly and easy to talk to. Survey results reveal that tenth graders believe their counselors know them (94%), which is a slight decrease from the previous year's survey results. Most sophomores have a positive perception of counselors as being helpful with individualized academic counseling (98%). The comfort level among students when talking with counselors about personal or non-academic concerns is also high, depicting the same results from last year (85%). The perception of Student Services' office personnel as being friendly and helpful is shared among most of our students (96%). Many of the District's sophomore transfer students have described their counselor as being helpful in easing their transition and adjustment to Stevenson (94%); however, this was a four point decrease from last year's results. Finally, the results decreased by thirteen points in the category which asks sophomores if they've had a change of counselors since beginning their education at Stevenson (84%). This is not surprising considering one of the CCC counselors became a generalist counselor and another counselor left Stevenson.

We also asked the sophomores some new questions this year 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 survey, the results indicate that students most often seek academic assistance from their fellow peers/friends (71%). 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 (38%), seek help from the Learning Center tutors, while nineteen percent seek assistance from outside paid tutors. This information is helpful in understanding how students access the available supports available to them. We also asked them to indicate how many hours they spend doing homework or studying during a typical school day. 9% study for less than one hour, 40% study for one to two hours, 33% study for two to three hours, and 18% study for more than three hours.

Generally speaking, the great number of positive responses from sophomores suggests that they are satisfied with counselors and their respective services. There are a few noteworthy percentage changes from the previous school year, indicating that counselors have been able to maintain the enthusiastic perception that the previous sophomore class possessed. For

example, most categories either stayed the same or went slightly up by one percentage point. There was a one percent increase in student's viewing their counselor as knowing who they are and assisting them in selecting courses that fit their needs. Last year's results revealed that 97 percent of students have had the same counselor since their freshman year. This year's results show that 84% of the students have had the same counselor since their freshman year. That means 16% of the students had a counselor change in one year alone. We continue to try and maintain consistency for the students so that we may provide the best services. Overall, counselors are continuing to create an inviting atmosphere that is conducive to communication and relationship building.

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

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

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

SA = 84%	D = 1%
A = 15%	SD = 0%
99%	1%

N= 972

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

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

N=982

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

SA = 58%	SD = 6%
A = 35%	D = 1%
93%	7%

N=972

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

SA = 70%	D = 2%
A = 28%	SD = 0%
98%	2%

N= 967

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

SA = 44%	D = 11%
A = 42%	SD = 3%
86%	14%

N= 870

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

SA	=	66%	D	=	3%
A	=	<u>30%</u>	SD	=	<u>1%</u>
		96%			4%

N= 975

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

SA	=	50%	D	=	6%
A	=	<u>42%</u>	SD	=	<u>2%</u>
		92%			8%

N= 722

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

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

N= 775

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

SA	=	61%	D	=	4%
A	=	<u>34%</u>	SD	=	<u>1%</u>
		95%			5%

N= 687

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

SA	=	46%	D	=	11%
A	=	<u>42%</u>	SD	=	<u>1%</u>
		88%			12%

N= 399

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

SA	=	43%	D	=	11%
A	=	<u>45%</u>	SD	=	<u>1%</u>
		88%			12%

N= 432

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

Yes = 42%
No = 58%

N= 989

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

Yes = 41%
No = 59%

N= 989

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

Yes = 27%
No = 73%

N= 989

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

Yes = 55%
No = 45%

N= 989

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

Yes = 77%
No = 23%

N= 989

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

Yes = 32%
No = 68%

N= 989

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

Yes = 53%
No = 47%

N= 989

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

Yes = 6%
No = 94%

N= 989

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

Yes = 40%
No = 60%

N= 984

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

Yes = 38%
No = 62%

N= 984

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

Yes = 24%
No = 76%

N= 984

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

Yes = 64%
No = 36%

N= 984

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

Yes = 21%
No = 79%

N= 984

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	=	10%
1 - 2 hours	=	34%
2 - 3 hours	=	26%
More than 3 hours	=	30%

N=984

26. I have had ___ counselors at Stevenson.

1	=	83%
2	=	14%
3	=	3%
More than 3	=	0%

N= 989

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

SA = 68%	D = 0%
A = 32%	SD = 0%
100%	0%

N= 75

Junior Survey Summary

Junior responses to the survey continue to be exceptionally positive, closely duplicating the responses of the previous year's junior class. Overall, juniors possess affirming perceptions about counselors and the services they render. Not only do juniors feel that they are readily able to see their counselors (99%), but they also find them approachable (99%). Students continue to express that their counselor knows them (93%) and find them helpful with course selections (98%). Comfort levels in discussions of a personal nature with counselors are strong (86%), while the number of juniors who are greeted in a friendly and helpful manner by Student Services office personnel is agreed upon by most (96%). Nearly all of the junior transfer students who were surveyed related that counselors were helpful with their transition and adjustment to Stevenson (100%). It was found that 17 percent of the juniors have had two or more counselors at SHS, which is a 8-point increase from last year's results.

Survey trends demonstrate that nearly all juniors are more than satisfied with general counseling services as questions continue to elicit similar results from year-to-year on the junior survey. The current survey reveals that one category increased by a few points, three categories have remained the same, four categories have decreased by only a few points..

Even though juniors and their parents are not yet fully exposed to the series of informative college counseling programs prior to survey administration, college counseling services are viewed just as favorably as general counseling services among respondents. Responses to college counseling-related items are similar to previous years. However, nine categories have dipped by varying levels (one to 49 points). Specifically, juniors perceive counselors and College/Career Center (CCC) personnel as being helpful at the beginning of the college application process (92%), and even more perceive them to be knowledgeable about the selection process (98%). Juniors who visit the CCC find staff to be friendly and accessible (95%). Those juniors who avail themselves to visiting college representatives report that they find these contacts to be helpful (88%). This does constitute a five point decrease from last year's survey. Likewise, those who choose to attend evening programs that deal with college-related topics view the programs as informative (88%).

How many Stevenson students are utilizing college counseling services? Data from this section was obtained by asking a series of statements that require yes/no responses. Last year's survey results showed that juniors were obtaining college-related information at a higher rate from the CCC as opposed to going directly to their counselor. However, this year it appears that juniors are accessing college counselors (42%) and counselors (41%) about college related information at almost the same exact rate. This year there was a ten-point decrease in the number of junior families (27%) 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 (55%) claim to have accessed college information by way of college links located on Stevenson's home page; however, this depicts a 10-point decrease. The year before depicted a 21-point decrease; hence a 31% decrease in the last two years. There is an increase in the amount of students utilizing outside links like Facebook to obtain information about college (32%); this is a six-point increase from last year's results. Though it is early in the process, more than half of the junior class (53%) report that they have visited college campuses, which is a six-point decrease in comparison to the previous year's class. A small percentage of students are seeking the services of privately hired college consultants (6%), 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.

We also asked the juniors some new questions this year 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 (64%). 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 (40%) and then from the Learning Center (38%). 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-one 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. 10% study for less than one hour, 34% study for one to two hours, 26% study for two to three hours, and 30% 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. – 132
- The sports, clubs, and intramurals I was involved in helped me to develop these skills. – 94
- The school was so large and there were so many new people that I was able to make new friends and keep them even when I didn't see them in classes every year. – 86
- The counselors/social workers/case managers helped learn to manage my emotions and they were available to help me deal with situations at home and in school. – 85
- The FMP program helped me to meet new people and I learned to get along with people that weren't my friends yet. – 75
- A World of Difference showed us how to relate to different people. – 67
- It was taught in specific classes (including English, theater, choir, band, sociology, applied health, PE, psychology, study skills, teaching young children, resource, world religions, engineering/architecture, life management and philosophy). – 65
- We had a lot of group projects and labs in classes and this helped me to learn to work effectively with other people. – 53
- Stevenson had great teachers, counselors, social workers, and other staff members. We were able to have relationships with them and they were great role models in this area. – 49
- The sophomore program taught us about these skills. – 40
- Stevenson was a very friendly, safe, and positive learning environment, and I was free to be myself and learn these skills. – 37
- As we grew and matured, we learned these skills through new situations we were put in. – 33
- We were under so much stress and had so much homework that we had to figure out how to get through to survive. – 30
- I met a diverse group of people when I came to SHS and they helped me. – 30
- SHS shouldn't worry about this. People should do this by themselves. – 23
- We were put in a variety of social situations and we needed to use these skills. – 21
- My training as a peer helper helped me develop these skills. – 16
- The classes were very challenging and we learned to cope with them and succeed. – 16
- SHS offered us academic help which allowed me to develop these skills - 13
- SHS gave us a survey that asked about our SEL skills. – 12
- Social work groups were a big help during high school. – 11
- SHS taught me how to manage my emotions. – 11
- The morning announcements raised awareness of issues in the school. – 9
- There were many leadership opportunities that I took advantage of and I was able to work on these skills. – 9
- My volunteer and community service activities helped me to develop these skills. – 8

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

- You are already doing a good job. – 153
- Teachers should spend time teaching SEL in our regular classes. – 71
- Make more time for students to meet with their counselor/social worker. – 59
- Assign more group projects and team-building activities in classes. – 57
- You should have more SEL activities that involve large groups (speakers, workshops, class assemblies), so we feel more connected to our classmates. – 52
- Make one of the classes that teaches SEL (philosophy, life management, study skills) mandatory. – 44
- I don't know. – 44
- This is really up to students. The school should not do anything. – 41
- Have an SEL program for juniors and seniors – 39
- Find a better way to identify people who are having issues – 32
- There should be less of an AP/ACT/grades focus and more of an SEL focus. – 31
- Teach the staff these skills so we have better adult (faculty/staff) role models. – 30
- Give us more opportunities to practice these skills. – 27
- Have more clubs and activities so everyone can find a place they fit in. – 26
- Make getting involved in a club or sport mandatory for all students. – 26
- Give students more independence so that we can show that we are responsible. – 21
- Increase awareness of the SEL focus. – 17
- Encourage students to meet new people in classes and activities. – 16
- Have more social activities so we can build more of a school community. – 16
- Make SEL fun and interesting to learn about – 14
- The pressure is overwhelming. We need help managing our stress. – 14
- Emphasize having a good relationship with staff members – 10
- Offer more social work groups. – 10
- Encourage students to have better SEL skills. – 10
- Make Peer Helpers bigger and advertise it more. – 10
- Ask the students what they think would be helpful. – 9
- Have getting to know you activities in each class. – 7
- Assign less homework – 7
- Have smaller class sizes. – 7
- Build more school spirit – 6
- Hire more counselors – 6

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

Dodgeball	28
Ultimate Frisbee	27
Quidditch	25
Rugby	24
Basketball	20
Soccer	20
Track	18
Football	16
Volleyball	16
Archery	15
Lacrosse	15
Baseball	15

4. 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	=	45%	Disagree	=	4%
Agree	=	50%	Strongly Disagree	=	1%
		95%			5%

N= 1012

5. 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	=	12%	Disagree	=	23%
Agree	=	58%	Strongly Disagree	=	7%
		70%			30%

N= 1012

6. What made the staff members at Stevenson High School so special?

- They helped me learn different ways of seeing things, and they taught me it's okay to seek help if you want to do well.
- They made a connection with every student, and you could really tell they wanted the best for me.
- You can tell that they aren't teaching because of the pay, but because they're passionate about teens.
- They shared their life experiences and wisdom.
- They truly care about what happens to you after you walk out of their classroom at the end of the year.
- These were the teachers that made me WANT to come to class and try my hardest.
- She introduced me to helping out my community or others in need. I've always been interested in volunteering, but it wasn't until I met her that I truly saw the world through different eyes.
- I learned a lot, got extensive help when needed, and most importantly laughed, joked around, was never taken too seriously, had fun, and felt I could be myself.
- They all just inspired me to be the best me I could be.
- All of them connected with the students, got everyone involved, and made class enjoyable and fun.
- They made me consider teaching when I get out of college.
- They truly showed a faith in my abilities and encouraged me in all different areas.
- If the school was burning down and I could only save one person, I'd save him.
- Nooo! This is terrible! I have too many nice things to say!
- Many of these people have seen me at my highest high and lowest low and were always there to support me every step of the way.
- I feel like I had special relationships with these staff members; they made me feel special in a school of 4500 kids, and that's a great feeling.
- Her objectiveness and fairness that she shows her students is one of a kind.
- They love us.
- These staff members are some of the most intelligent, compassionate, and well-liked individuals I have ever met.

- They all helped me to find myself in such a huge school. The support system they've built for me has made me a stronger and better person.
- They made me who I am today.
- They supported me and made positive influences on my life. I thank them from the bottom of my heart.
- They allowed for a collegiate educational atmosphere, but also made sure we weren't too overwhelmed.
- They were freakin' amazing!
- Some of the classes that I took at Stevenson were very challenging, but I never thought about dropping to a lower level because these teachers encouraged me.
- They set really good examples and just really demonstrated how to live more maturely and smarter.
- Acceptance and support of the LGBTQ community, and dedication to the art of teaching.
- They all criticized and complimented me at appropriate times, and I enjoyed learning from each of them.
- They actually took the time out of their busy day to help me, e-mail me, and communicate with me.
- They cared about what was going on in my life, were understanding, and made efforts to help me navigate my schoolwork when I was sick and missed school.
- Her teachings helped me feel special and intelligent, reaching out to all of the students in the same way.
- They helped me veer through some very tough times.
- I wasn't scared to talk in class, and I was thrilled to come to their class each day.
- They all have the ability to connect with me on a personal level, and each of them has made me a stronger, better, and smarter person.
- I will always remember these people.
- They helped me as coaches to push myself to work harder.
- They all had a sense of humor and understood the students' perspective when it came to workload.
- Just the little things: saying hi in the hallways, asking how I am, and just remembering me after the years.
- She is considered so special because although at times I could be a nuisance, she put up with me and was extremely kind.

- These teachers are the teachers I will remember the rest of my life because I feel as if I took a little part of them and kept it in my back pocket.
- They presented philosophies and morals I found admirable and helped me interact better with the rest of the world.
- It is very true that people feed off of another's attitude. Because all these teachers showed such love and dedication toward their work, their ambition was magnified through the effort I put in to doing well in their classes.
- They handled my outgoing (often too outgoing) personality, and were always very helpful in anything I ever needed.
- He is the most humble man I know. He sharpened my skills as a writer and made me view society through a broadened perspective.
- Basically, they are quirky and kind, and most of the time they know what they're talking about. When they don't know, they won't make up an answer—they'll tell you they don't know, and if they can, they'll refer you to a source that does know.
- I feel they have given me the tools to succeed at everything I do in life.
- There are a lot of very, very smart students at SHS and these teachers made me feel like I was smart too.
- He was very helpful in helping me make good lifestyle changes.
- To varying degrees, they became my second family.
- They truly care about their students and help to create a safe learning atmosphere within Stevenson by being both friendly and in control of their classrooms.
- His lessons not only touched on the curriculum, but he taught many life lessons that I will take with me forever.
- They are interesting, understand that students are people and not projects to work on, that school doesn't have to be about grades (learning can happen even in an unconventional setting), and they have a passion for their subject.
- If I could, I would give her an award for the teacher of the year.
- When they talk about the structure of a eukaryotic cell, or *The Sound and the Fury*, or valence electrons, you can hear the passion that makes them wake up everyday to a classroom full of crazy children.

**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 = 66%	D = 5%
A = 28%	SD = 1%
94%	6%

N= 985

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

SA = 73%	D = 5%
A = 21%	SD = 1%
94%	6%

N= 990

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

SA = 57%	SD = 8%
A = 31%	D = 4%
88%	12%

N= 989

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

SA = 53%	D = 11%
A = 32%	SD = 4%
85%	15%

N= 974

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

SA = 46%	D = 15%
A = <u>33%</u>	SD = <u>6%</u>
79%	21%

N= 906

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

SA = 45%	D = 11%
A = <u>41%</u>	SD = <u>3%</u>
86%	14%

N= 964

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

1	= 78%
2	= 19%
3	= 3%
More than 3	= 0%

N= 1004

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

SA = 54%	D = 7%
A = <u>35%</u>	SD = <u>4%</u>
89%	11%

N=125

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

SA = 54%	D = 9%
A = <u>35%</u>	SD = <u>2%</u>
89%	11%

N=932

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

SA =	40%	D =	16%
A =	37%	SD =	7%
	77%		23%

N=873

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

SA =	28%	D =	20%
A =	41%	SD =	11%
	69%		31%

N=626

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

SA =	38%	D =	12%
A =	45%	SD =	5%
	83%		17%

N=681

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

SA =	25%	D =	20%
A =	39%	SD =	16%
	64%		36%

N=470

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

Yes =	60%
No =	40%

N= 1004

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

Yes =	35%
No =	65%

N= 1004

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

Yes = 10%
No = 90%

N= 1004

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

Yes = 66%
No = 34%

N= 1004

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

Yes = 49%
No = 51%

N= 1004

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

Yes = 49%
No = 51%

N= 1004

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

Yes = 53%
No = 47%

N=1004

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

Yes = 86%
No = 14%

N= 1004

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

Yes = 88%
No = 12%

N= 1004

ACADEMIC SUPPORT

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

Yes = 35%
No = 65%

N= 1004

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

Yes = 26%
No = 74%

N= 1004

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

Yes = 16%
No = 84%

N= 1004

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

Yes = 61%
No = 39%

N= 1004

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

Yes = 13%
No = 87%

N= 1004

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

SA	=	43%	D	=	10%
A	=	44%	SD	=	3%
		87%			13%

N= 850

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

SA	=	49%	D	=	11%
A	=	37%	SD	=	3%
		86%			14%

N= 944

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= 1093

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

Extremely positive	=	36%
Positive	=	41%
Satisfactory	=	20%
Unsatisfactory	=	3%
Did not participate	=	9%

N= 917

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

Extremely positive	=	33%
Positive	=	37%
Satisfactory	=	22%
Unsatisfactory	=	8%
Did not participate	=	34%

N=666

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

Extremely positive = 44%
Positive = 40%
Satisfactory = 15%
Unsatisfactory = 1%
Did not participate = 34%

N= 663

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

Yes = 63%
No = 37%

N=1004

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

Yes = 91%
No = 9%

N=1004

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

Yes = 72%
No = 28%

N=1004

ACADEMIC INFORMATION

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

1 = 1%
2 = 1%
3 = 3%
4 = 95%

N= 1004

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

Exceptional	=	29%
Above Average	=	44%
Average	=	21%
Minimal	=	6%

N= 1004

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 = 53%	D = 4%
A = 42%	SD = 1%
95%	5%

N= 1004

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 = 45%	D = 10%
A = 42%	SD = 3%
87%	13%

N= 1004

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 = 50%	D = 9%
A = 38%	SD = 3%
88%	12%

N= 1004

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

Extremely positive	=	33%
Positive	=	48%
Satisfactory	=	16%
Unsatisfactory	=	3%
Did not participate	=	12%

N= 886

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

4.00 or above	=	31%
3.5 - 3.99	=	26%
3.0 - 3.49	=	29%
2.5 - 2.99	=	12%
Less than 2.49	=	2%

N=1004

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	=	4%
Less than 1 hour	=	19%
1 - 2 hours	=	34%
2 - 3 hours	=	23%
More than 3 hours	=	20%

N=1004

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 sixth year in a row, there is a new component to the open-ended questions, which focuses on the district's goal to increase Social Emotional Learning opportunities to ensure that all students are developing as critical thinkers, effective problem solvers, and good citizens. The first question asked respondents to assess how effective Stevenson was at developing their Social Emotional Learning, which includes being able to demonstrate responsibility, recognize and manage emotions and challenging situations effectively, and developing and maintaining positive relationships. Overall, respondents praised Stevenson's effective blend of freedom and limits along with its challenging, yet supportive, academic environment where time-management skills were developed and personal initiative was rewarded. Judging by their comments, it is apparent that many students have indeed made the connection that demanding assignments and high expectations have all served to generate positive outcomes, while forcing them to take responsibility for their own learning. However, the largest category of agreement among seniors indicates that they believe Stevenson did nothing to develop their SEL skills (132). The second most popular shared sentiment is that they have learned SEL skills from their involvement in Stevenson's extracurricular activities, sports, and clubs (94 students). Next students felt that 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 (86 students). 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 FMP program as a catalyst in developing SEL skills and providing them with the forum to openly discuss a wide variety of topics (75). Some seniors credit A World of Difference as equipping them with the skills necessary to relate to a variety of people (67). Finally students recognize that specific classes, such as theater, psychology, and life management, explicitly teach these skills (65).

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 that Stevenson is already doing a good job in this area (153). The second most popular response indicates that students feel that teachers should be spending more time teaching SEL in regular classes (71). For the second year in a row, the third most popular response asks for more time to meet with their counselors and social workers (59). Two years ago this was a response we've never seen before in the surveys so we will certainly take note of this. Followed closely was the idea of assigning more group projects and team building activities in classes (57). There are also many students who believe we should have more SEL activities that involve large groups so they feel connected to their classmates (52). Some students feel that we should make SEL classes mandatory (44). 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 (41). Some students believe that there should be an SEL program for juniors and seniors (39) as well as finding a better way to identify at risk students (32).

Graduates are asked to comment on which sports or intramural activities they would have participated in if they were added to Stevenson's programs. This year Dodgeball (28) beat out Quidditch (25) as the desired intramural program to be added. There is a dodgeball club that currently exists at Stevenson. Ultimate Frisbee was the second most desired sport (27) followed closely by Quidditch (25). The fourth most popular request is Rugby (24). 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 (95%) of senior students believe that faculty members treat students fairly and without discrimination regardless of individual and cultural differences, which is a four-point increase from last year's survey results. A small percentage of students (5%) 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 (70%). For the past two years this statistic has been improving. Two years ago this went up fifteen points and this year signifies a 3 point increase. However, there is still room for improvement because a number of seniors (30%) believe that their peers are inconsiderate and disrespectful of each other.

For the past three years, we made some minor adjustments and additions to the student services exit survey. Most notably, we added wording on this new form which was more inclusive, adding in social workers and SST coordinators to assess a more comprehensive view of the effectiveness and satisfaction rates of Student Services. Based on the results, seniors perceive counselors as both available (94%) and friendly on an interpersonal level (94%). Seniors indicate that their counselors know them (88%), in addition to finding them helpful with academic guidance (85%); the latter constitutes a slight increase from last year's results. More than three quarters of seniors feel comfortable talking to counselors, social workers, and SST coordinators about personal or non-academic issues (79%). This is a 3-point increase from last year's results. This statistic continues to increase every year. Over three quarters of students (86%) believe that the Student Services offices are "user-friendly." This constitutes a slight increase of two points. Most transfer students (89%) view their counselors, social workers, and SST coordinators as being helpful in their transition and adjustment to SHS. More than half of the class (78%) has had the same counselor for all four years. This is an eleven-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 (89%). The College/Career Center staff is viewed as being friendly and accessible (77%). Three new questions were composed to try and

capture some of the changes in the CCC curriculum and service delivery. Seniors are now attending more group guidance programs during the school day in the CCC. When asked about these guidance programs, 69 percent of seniors found them to be helpful. Over the past few years, Student Services has been introducing the seniors to an online college search program called Naviance. A large majority (83%) of seniors feel that Naviance has been an effective and informative way to research college information, this depicts a one-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 (64%) felt that their NYO appointment with a post-secondary counselor was helpful; however this is a ten point decrease from last year. When asked how they obtain information about colleges and scholarships, 35 percent of seniors utilize the post-secondary counselors, whereas 60 percent of seniors get help from their individual counselor. Students and parents access information about colleges from the CCC (66%) as well as using college links on Stevenson's home page (49%). This went down significantly this year (10 points). "Other" websites continue to be a substantial source of information for many of our families (86%). When asked more specifically, more than half of students (53%) access social networking sites, such as Facebook, to obtain post-secondary information. College campus visits continue to be the most popular way families retrieve information about college and scholarships (88%). Almost half of the seniors (49%) took advantage of the college rep visits held in the CCC to obtain college information. Families that procure the services of private college consultants have stayed fairly consistent from last year's results (10%). 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 third year in a row, the most popular response shows that a large majority of students get academic support from their friends (61%). The second most popular response indicates that seniors sought out help from their teachers (35%), however, this is a 43-point decrease from last year. Next, less than half (26%) receive academic support from the Learning Center tutors, followed closely by their parents (16%). This is the second year in a row that the Learning Center surpassed parents as a more desirable resource for academics. Lastly, the fewest students access academic support from paid tutors (13%). It is interesting to see that most students will go to their peers first when they are seeking academic support. More than three quarters (87%) of seniors have found the Learning Centers and their tutors to be beneficial, with almost the same number (86%) reporting the amount of help and equipment to be adequate.

A very high percentage of seniors (97%) indicate that they have participated in at least one club, activity, sport, or intramural during their high school tenure. This statistic is an all time high. More than three quarters (77%) of the students who have

participated in clubs/activities feel positive about their experience with just another 20 percent simply expressing satisfaction. About seven out of ten (70%) of the interscholastic sport participants view their experiences as positive or extremely positive, while others describe their experience as satisfactory (22%). Most seniors (84%) express that their intramural experience has been positive, while nearly the rest (15%) find some satisfaction in these activities. About seven out of ten of seniors (72%) report that they have achieved a position of leadership within the school; this constitutes a three-point increase from last year. More than half of seniors (63%) are members of a club or organization not affiliated with SHS, while a larger percentage of seniors (91%) 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 (96%) 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 (29%) or above average (44%), with about a quarter (21%) describing their output as average. Although this form of self-assessment is highly subjective, quantitative measures of student achievement at Stevenson; e.g., standardized test scores, results of Advanced Placement exams, widespread summer school enrichment, and the number of students choosing to attend four-year colleges suggest their perceptions are valid.

For the fifth year in a row, we are asking three questions which are intended to gauge how well Stevenson is equipping the graduating seniors with Social Emotional Learning skills. We did some rewording of these questions to try to facilitate a better understanding as to how these SEL skills relate to their tenure at SHS. The first question depicts that more than 90 percent (95%) of seniors believe that their experiences as a student at SHS taught them to become more responsible for their own learning as they progressed through high school. This is the same as last year's results. The second question found that more than three quarters of the senior class (87%) believed that their experiences as a student at SHS helped them to recognize and manage emotions and challenging situations effectively. This also stayed the same as last year's respondents. Finally, the third question shows that most seniors (88%) believe that their experiences at SHS helped them to develop and maintain positive relationships in their lives. This depicts a two-point decrease from last year. It is positive to see that all of the SEL results stayed the same or depicted just slightly, which lends support to the fact that we are accomplishing the school-wide district goal of ensuring that Stevenson is teaching students these positive, life-long SEL skills.

When asked to rate their overall Advanced Placement experience, seven out of ten (81%) of the participants assess their experience as positive, while just under one quarter (16%) 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 (four-point decrease), amiable (same), helpful in selecting courses (four-point decrease), 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 (seven-point decrease). A large number of students access information from their counselors (26-point decrease) and college consultants (six-point increase). A larger majority of seniors say that they are visiting college campuses (same). Students are reporting increased levels of satisfaction with the Learning Center's services and resources (two-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>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
1	4%	2%	3%	2%	3%	1%
2	3	4	3	3	4	1
3	4	3	3	4	4	3
4	89	91	91	91	89	95

Student perception of own individual effort at Stevenson

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
exceptional	25%	26%	26%	28%	29%
above average	41	41	41	39	44
average	27	26	25	26	21
minimal	7	7	8	7	6

Student perception of growth in responsibility for learning through high school

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
positive	90%	87%	92%	95%	95%
negative	10	13	8	5	5

Satisfaction with academic planning and course selection assistance from counselors

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
positive	84%	87%	88%	89%	85%
negative	16	13	12	11	15

Student perception of counselors' accessibility

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
positive	92%	94%	96%	97%	94%
negative	8	6	4	3	6

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

<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
93%	94%	95%	94%	95%	97%

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

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Satisfactory or better	97%	96%	96%	96%	97%
N/A (did not participate)	9	10	9	9	9

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

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Positive	91%	90%	90%	92%	92%
N/A (did not participate)	34	31	32	33	34

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

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Positive	97%	96%	96%	97%	99%
N/A (did not participate)	32	31	28	32	34

Participation in a leadership role within the school

<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
70%	69%	68%	73%	69%	72%

Participation in clubs or organizations not affiliated with Stevenson HS

<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
62%	60%	57%	57%	59%	63%

Participation in community service activities

<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
80%	84%	86%	85%	87%	91%

Number of faculty and staff cited as having a positive impact

<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
410	416	410	432	406	N/A

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

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
positive	94%	87%	90%	91%	95%
negative	6	13	10	9	5

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

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
positive	71%	52%	67%	67%	70%
negative	29	48	33	33	30

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

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Positive	94%	92%	92%	94%	97%
N/A (did not participate)	16	17	17	15	12

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 increasing six points from the previous year (95%). It should be noted that this figure does not reflect a 5-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 (73%). 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" (44%). Moreover, the number of students describing their effort level as "above average" increased by five points from the previous year (44%). These increases support the continued practice of recent efforts to assess the amount of stress incurred among Stevenson students, even though since 2002, just about one third of students have consistently described their individual effort as average. Current data depicts a slight decrease from last year, with a little less than one quarter of students describing their effort as average (21%). Students who describe themselves as exerting minimal effort (6%), remains at a low percentage. The percentage of respondents who have described their high school effort as minimal has remained fairly constant over the years, fluctuating between 7-10 percent of the student population. Growth in responsibility for learning throughout high school has remained strong and constant over the past few years and stayed the same since the previous year's survey (95%). This is the second year in a row that this category reached an all-time high score.

Satisfaction with academic counseling, such as receiving course selection assistance from counselors, decreased by four points from the previous year (85%). Last year 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 satisfaction with college counseling has remained affirmative and constant over the years. For the past decade, at least nine out of ten students have responded that they are satisfied with college counseling. In comparison to last year, the number of satisfied students decreased by three points (94%). Last year's results constituted an all-time high. Most importantly, satisfaction levels remain considerably higher than those experienced early in the 1990s (77-84%). The high level of satisfaction with college counseling likely reflects an extensive, thorough and varied college counseling program that is constantly endeavoring to evaluate current trends and to improve their services. The perception of counselor accessibility has remained constant, barely changing over the past five years. The current survey reveals a decrease of three percentage points since last year (94%). Last year constituted another all-time high in this category. The current percentage also represents a vast improvement from ten years ago (69%). These gains in accessibility are gratifying considering the significant increase in schedule change traffic at the beginning of each semester. Counselors have worked to craft ways to increase accessibility during times of high student need.

Student participation in at least one co-curricular activity has remained one of the most consistent survey statistics. This year the reported participation rate increased by two points confirming that Stevenson students are very involved (97%). This constitutes an all-time high. In contrast, in 1993, only 74 percent of respondents were participating in clubs and/or activities. Predictably, this percentage of participation falls within a narrow band of four points that has ranged 90-93 percent for the past 12 years. Satisfaction levels for club and/or activities have also shown very little deviation over the years; in fact, between 2003 and 2006, or for four years, 95 percent of respondents reported that they were satisfied with their experiences in Stevenson clubs and/or activities. The current survey closely mirrors last year's satisfaction results (97%). From 2007-2008, the satisfaction level was at 97 percent, which was the highest reported percentage of any survey, so we once again hit that 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. This year's satisfaction level stayed the same as last year (92%), depicting a healthy trend of improvement. Students' rate of participation in sports has increased by one point (68%). The intramural program has also maintained a high rate of participation (68%). 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 two-point increase from last year's survey (99%).

The percentage of students who identify themselves as playing a role in school leadership has remained relatively high this year and depicts a three-point increase from the previous year's results (72%). This means that roughly seven out of ten respondents of 2012 graduates claim to have held a leadership role (72%). 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 four-point increase from last year and also represents an all-time high number of students engaging in service activities. The number of Stevenson seniors participating in clubs and organizations outside the school domain posted four points higher than last year (63%), and this signifies that more than six out of ten seniors are pursuing opportunities outside of the school setting. These impressive statistics show that Stevenson instills in its students a dedication and desire to give back to the community.

Relative to individual and cultural differences, respect and consideration accorded by teachers to students has historically remained steady; this year there was a four-point increase (95%). When asked the same question in terms of students treating one another with respect regardless of their differences, current respondents report similar results from last year's score (70%). This is only one point lower than the all-time high of 71 percent.

Student's reporting of positive experiences in Stevenson's Advanced

Placement program remains high, depicting a three-point increase from last year (97%). This also depicts an all-time high satisfaction rate for those participating in our AP program.

In summary, graduates of 2012 surpassed milestones described by other seniors in six categories: record high perception of own individual effort at Stevenson (73%); student participation in at least one club, activity, or sport (97%); students' positive experiences in SHS intramurals (99%); participation in community service (91%); student perception of respect and consideration accorded them by teachers relative to individual and cultural differences (95%); and students' reporting of positive experiences in Stevenson's AP program. As cited above, in this current survey there were six categories that reached all-time high percentages. This shows that SHS students are continually striving for excellence. Students also continue to articulate unequivocal regard and appreciation for the devotion of Stevenson faculty and staff.

STUDENT SERVICES SURVEYS ACROSS

GRADES 9-12

	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
1. Counselor accessibility:	99%	99%	99%	94%
2. Counselor friendliness and approachability:	100%	99%	99%	94%
3. Counselor knowledge/recognition of student:	92%	94%	93%	88%
4. Counselor helpfulness with academic counseling:	98%	98%	98%	85%
5. Student comfort level discussing personal issues or nonacademic concerns:	84%	85%	86%	79%
6. Student Services Office - friendliness and helpfulness:	97%	96%	96%	86%
7. Counselors' and college consultants' knowledge about college applications and selection process:			98% Satisf. 78% 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:	42% Util. Rate*	66% Util. Rate*
9. College Career Center staff's friendliness and accessibility:	95%	77%
10. Visits from college representatives:	88% Satisf. 40% Util. Rate*	N/A 49% Util. Rate*
11. College evening programs:	88% Satisf. 44% Util. Rate*	N/A N/A
12. CCC group guidance programs:		69% Satisf. 62% Util. Rate*

SOURCES OF ACADEMIC ASSISTANCE

	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
13. Teachers	40%	40%	40%	35%
14. LC Tutors	33%	38%	38%	26%
15. Parents	52%	40%	24%	16%
16. Friends	63%	71%	64%	61%
17. Private Tutors	15%	19%	21%	13%

*Utilization Rate

Comparison of Student Services Survey - Grades 9-12

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

As reported by students of all four grade levels, counselor accessibility, friendliness, and approachability continue to soar above levels of 90 percent. Almost all freshmen (99%), sophomores (99%), and juniors (99%) agree that counselors are friendly and accessible, while a large majority of seniors concur (94%). Knowledge and recognition of students follow close behind in the upper eighties to nineties among freshmen (92%), sophomores (94%), juniors (93%), and seniors (88%). Counselors are also perceived to be helpful with academic counseling among freshmen (98%), sophomores (98%), juniors (98%), and seniors (85%). These numbers closely resemble trends that were illustrated the previous school year. There were some increases in the freshmen perceptions of counselors' recognition of student and counselor helpfulness with academic counseling.

Relative to comfort levels when discussing personal issues, just eight out of ten freshmen (84%), sophomores (85%), and juniors (86%) do feel comfortable about discussing non academic concerns with counselors. With the exception of freshmen, whose results increased by 16 percent in this category, most results stayed similar to previous years. This year, seniors (79%) went down four points in their comfort levels. Six years ago, over 100 polled seniors revealed that friends, and then teachers, were the preferred sources of assistance for personal problems due to the familiarity that is created by day-to-day contact.

Students are surveyed regarding the friendliness and helpfulness of Student Services personnel. The office is staffed with counselors, deans, social workers, student support team coordinators, and secretaries. Although students may visit the office on their own accord, others are summoned for various reasons (such as disciplinary infractions). Current student satisfaction rates closely resemble the previous year's percentages, with freshmen showing a five-point increase in satisfaction levels (97%). Sophomores are a bit more less satisfied (96%), and nine out of ten juniors (96%) 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 (86%).

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 78 percent utilization rate, while seniors log in at 93 percent. The junior's utilization rate decreased by 10 percent this year; the seniors' utilization rate increased by 1 percent. College Career Center usage by the end of first semester for juniors was 49 percent; by the conclusion of senior year, usage rose to 66 percent. These numbers are decreased compared to last year's results; 13 percent and 7 percent respectively. Bear in mind that some students feel confident in their choices and do not feel compelled to research further. The vast majority of juniors (95%) and seniors (77%) who have chosen to use the CCC find it to be friendly and accessible.

This year seniors (49%) outpaced juniors (40%) when it came to meeting with college representatives who visit Stevenson. Compared to the previous year, the senior attendance rate has remained fairly consistent while the junior attendance rate has decreased by 16 percentage points. Based on the changing CCC curriculum and focus, we did not elicit the senior's satisfaction levels with college rep visits or college evening programs. We did find that 44 percent of juniors attended college evening programs and even more (88%) were satisfied with these programs. We did ask a new question this year to try and gauge whether students are satisfied with the ever-increasing CCC group guidance programs during the school day. About three quarters (69%) of the seniors were satisfied with these informational meetings; whereas only 62 percent claim they have utilized these programs.

For the first time, we have 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 teachers, Learning Center tutors, parents, friends, and private tutors. When we compare their answers across the grade levels, we can see some consistent trends. Friends is the most popular response across all grade levels with freshmen (63%), sophomores (71%), juniors (64%), and seniors (61%) stating that they routinely use this method to obtain academic support. The second most popular response for freshmen and sophomores is parents, with freshman (52%) and sophomores (40%) utilizing them as resources. As students progress through high school, they seem to be using parents less (juniors 24%, seniors 16%) and accessing their teachers more often (freshman 40%, sophomores 40%, juniors 40%, seniors 35%). After friends, parents, and teachers, the most popular response tends to be Learning center tutors, with freshman (33%), sophomores (38%), juniors (38%), and seniors (26%) using them as resources. The least

popular method of accessing academic assistance is by hiring private tutors. Freshmen (15%), sophomores (19%), and seniors (13%) utilize them less than juniors (21%). 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 -	95%
Working full time -	1%
Military -	1%
Gap Year -	1%
Internship -	1%
Military -	1%

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

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

Yes –	83 (87%)
No –	12 (13%)
Transferring to a four-year college –	5
Transferring to a two-year college –	6
Study abroad –	1

3. What is your current or anticipated major?

<u>Business</u> – 17 (20%)	<u>Science</u> – 8 (8%)
General Business – 7	Animal Science – 3
Finance – 3	Biology – 2
Marketing – 2	Physics – 1
Business Management – 2	Molecular & Cellular Biology – 1
Quantitative Economics – 1	Neurobiology – 1
Advertising – 1	
Accounting – 1	<u>Fine Arts</u> – 8 (8%)
	Interior Design – 2
<u>Health Sciences</u> – 14 (15%)	Illustration – 2
Nursing – 3	Dance – 1
Kinesiology – 3	Musical Theater – 1
Pharmacy – 2	Tech Theater & Design – 1
Pre-Medicine – 1	Visual Arts – 1
Health & Human Physiology – 1	
Microbiology – 1	<u>Social Sciences</u> – 7 (7%)
Medicine (7 year) – 1	Psychology – 4
Medical Imaging – 1	Human & Family Development – 1
Movement & Sports Science – 1	Sociology – 1
	Criminal Justice – 1
<u>Education</u> – 4 (4%)	
Elementary Education – 1	<u>Engineering</u> – 12 (12%)
Early Childhood Education – 1	Mechanical Engineering – 6
Secondary Education – Science – 1	General Engineering – 2
Secondary Education – Social Studies – 1	Chemical Engineering – 1

Bioengineering – 1
Electrical Engineering – 1
Computer Engineering – 1

Multiple Majors – 14 (15%)

Psychology & Communication Arts – 1
Finance & Marketing – 1
Management & Theater – 1
Nutrition & Family Consumer Sciences – 1
Film & English – 1
Business & Engineering – 1
Creative Writing, Spanish & Linguistics – 1
American History & Political Science – 1
Accounting & Finance – 1

Political Science, Food & Nutrition &
Business – 1
Business & Theater – 1
Journalism & Marketing – 1
Computer Science & Psychology – 1
History & Public Communication – 1

Other – 11 (11%)

Undecided – 5
Computer Science – 2
Mathematics – 1
Architecture – 1
Environmental Law – 1
Film – 1

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

No – 18 (19%)
Yes – 77 (79%)

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

Number of credits:	0 credits -	16
	1-10 credits -	31
	11-20 credits -	15
	21-30 credits -	10
	31-40 credits -	2
	41-50 credits -	3

4c. If you received no credit, why?

My score wasn't high enough – 4
They are not used at my college – 5
Didn't take the test – 6
I opted not to take the credit – 1

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

Yes – 19 (20%)

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

Subjects:

Spanish – 12
French – 1
Writing – 1

Chemistry – 1
German – 1
Comm. Arts – 3

Psychology – 1
Math – 5
Art History – 1

No – 76 (80%)

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

	<u>Well</u>	<u>Adequately</u>	<u>Inadequately</u>	<u>N/A</u>
Writing Composition/Reports	75%	25%	0%	3%
Mathematics	72%	22%	6%	1%
Social Studies	70%	28%	2%	5%
Science	75%	23%	2%	3%
Reading Comprehension	78%	21%	1%	0%
Foreign Language	58%	41%	1%	23%
Fine Arts	67%	30%	3%	23%
Study Skills	64%	29%	7%	1%
Use of Computers – Research	77%	22%	1%	2%
Use of Computers – Application	62%	32%	6%	3%

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 – 79%
 The same – 21%
 Not as well as others – 0%

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

Shared G.P.A. – 82

Grade Point Average: 4.0 - 3.5 - 45%
 3.4 - 3.0 - 34%
 2.9 - 2.0 - 21%
 1.9 - 0.0 - 0%

Did not know GPA – 8
 Did not want to share GPA – 4
 Did not have a GPA – 1

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

Higher – 25%
The same – 48%
Lower – 27%

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 – 41%
Agree – 54%
Disagree – 4%
Strongly disagree – 1%

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

Less handholding – 4
Base grades on tests and projects only – 4
Teach study skills – 4
Explain all of the differences between high school and college – 3
Give less study guides – 3
Don't accept late work – 3
Assign homework that doesn't count – 3
Talk about what the 'real world' is like – 2
Assign more independent research papers – 2
Teach time management – 2
Have more ACT prep – 1
Teach notetaking – 1
Give students more freedom – 1
Focus less on grades, more on learning – 1
Use online homework options so people can't cheat – 1
Teach money management – 1
Assign less group projects – 1
Help students concentrate on their strengths – 1
Have more help for non-AP kids – 1
Teach students how to read for understanding – 1
Have study sessions – 1
Stress the importance of keeping up with work – 1
Hire better teachers – 1
Give more college help – 1
Assign more long-term projects – 1
Encourage students to attempt AP classes – 1
Give more essay tests – 1
Nothing, you are doing a good job – 53

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

Yes – 80%

No – 20%

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

Too strict – 28%

About right – 70%

Not strict enough – 2%

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

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

Get more involved – 13

Try harder – 10

Take more AP classes – 10

Take more electives – 5

Have more freedom – 4

Have less pressure – 3

Focus less on academics, have more fun – 3

Join my club earlier – 2

Go to a smaller school – 2

Talk about college majors – 2

Focus more on my classes – 2

Planned earlier for college – 1

Take more classes that would have helped in college – 1

Have a more receptive administration – 1

Take freshman year seriously – 1

Do more reading – 1

Not have cliques in the school – 1

Take AP classes – 1

Have better grades – 1

Take a writing class – 1

Not take PE – 1

Be at SHS all four years – 1

Have a different counselor – 1

Take advantage of the opportunities – 1

Have more late arrival days – 1

Have smaller class sizes – 1

Make friends faster – 1

Less security guards – 1

Be more motivated – 1

Attend school more – 1

Continue in my sport – 1

Let smaller clubs exist – 1

Nothing – 29

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

Teachers and staff – 40
Friends – 14
Sports – 8
Clubs – 8
Fine Arts/Theater department – 8
Opportunities – 5
Variety of classes – 4
Safe, positive climate – 3
Educational opportunities – 3
AP classes – 3
Variety of classes – 3
Preparation for college – 2
Wealth of resources - 2
Size of the school – 2
Everything – 1
Electives – 1
Dances – 1
English department – 1
Opportunities to mature – 1
CAD Classes – 1
Small class sizes – 1
Graduating – 1
Journalism – 1
Engineering classes – 1
Student Council – 1

16. Are you registered to vote?

Yes – 74%
No – 26%

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

Yes – 29%
No – 45%

Table A

Reasons for "Inadequate" Responses in Math

- Math makes me mad – 1
- I didn't learn what I needed – 1
- I never had to do homework – 1
- AP Calc didn't prepare me for college – 1
- Everyone knew more than I did – 1

Reason for "Inadequate" Response in Social Studies

- Not my favorite subject – 1
- Needed more note-taking practice – 1

Reason for "Inadequate" Response in Science

- Natural Science/Bio/Chem did not prepare me for college science – 1
- I didn't understand science – 1

Reasons for "Inadequate" Responses in Foreign Language

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

Reasons for "Inadequate" Responses in Fine Arts

- I didn't have to take any Fine Arts classes so I didn't – 2

Reasons for "Inadequate" Responses in Study Skills

- I never learned to take good notes – 1
- I learned this on my own – 1
- I never needed to study at SHS – 5

Reasons for "Inadequate" Responses in Computer Applications

- I never learned how to use Excel and I needed it in college – 4
- 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 2011 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 2011 graduates declare that they are attending college full time (95%), and that depicts a one-point decrease from the previous year's sample. One student is employed full-time (1%), and one student is in the military (1%). A large majority of individuals attending college plan to return to the same school in the fall (83%), 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 (20%) for the second year in a row. The second most cited response was Health Sciences (16%) followed closely by multiple majors (15%). The fourth is engineering (12%) which jumped up by 7 percent based on last year's respondents. Science (8%) and Fine Arts (8%) tie for the next most popular major, followed closely by social sciences (7%). Education dropped from 10 percent to 4 percent this past year. These results are somewhat similar to last year's reports, with business reclaiming the number one spot once again. For the third year in a row, business and multiple majors were the top two responses. In addition, more students are reporting that they are in the "other" category (11%); this includes undecided, computer science, architecture, and film.

This year's sample of students cited an 8 percent increase in participation rate in AP classes as compared to last year's senior class (79%). Are students earning credit towards college graduation while in high school? The large majority (79%) of AP participants declare that they have earned credit; this is a 2 percent decrease from last year's respondents. Out of the 79 percent of students who received credit, 30 of them earned more than ten credits. Of the 16 students who did not receive credit, 4 students said that they had earned scores that fell below the criteria set by the college and 5 students said the credits were not used at their college. Many respondents (20%) report earning additional credit by way of college proficiency exams. Graduates were awarded credit in world languages (12), math (5), and communication arts (3)

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 seven of the ten areas and skills polled, with the exception of mathematics, study skills, and use of computer applications. Six subject areas reached near perfect percentages including writing composition (100%), reading comprehension (99%), foreign languages

(99%), science (98%), social studies (98%), and use of computers-research (99%). These areas were followed closely by fine arts (97%), and mathematics (94%). More than three quarters (79%) of one-year respondents said the skills and knowledge that they acquired in high school were greater than that of their college classmates. This is a nine-point increase from the previous year. While some students consistently report that they are equally prepared (21%), 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 (82) that knew or were willing to share grade point average information, the majority (79%) reported college GPA's of "B" or better; however, this is the same as last year's results. A similar percentage of students (73%) indicated that their college grades were the same or better than what they had earned at Stevenson. This statistic went down six percentage points from last year.

A large majority of the sample (95%) responded affirmatively when queried whether they had become more responsible for their own learning as they advanced through high school. This statistic increased 7 percent from last year's results. When asked how Stevenson could better foster responsibility, the most frequent response by far was "nothing" (52%). This depicted an five-point increase. Leading the list of suggestions agreed upon by three students or more are: base grades on tests and projects only (4), less handholding (4), teach study skills (4), explain difference between high school and college (3), give less study guides (3), and don't accept late work (3). In comparison to the previous year's survey, there are few similarities of responses, although both groups have agreed that assigning less homework and explicitly teaching time management skills would be a viable manner to foster responsibility.

Looking back, more than three quarters (80%) of one-year graduates related that they had received assistance from their counselors with post-secondary plans. This posts a decrease of 8 percent from the previous year. A little less than three quarters of respondents felt discipline was maintained at an appropriate level (70%), while a much smaller percentage described it as "too strict" (28%). This year, two respondents reported that discipline was "not strict enough." Satisfaction levels on this question have vacillated significantly over the past few years. Current results show a 13-point increase in describing discipline as being just right, and a 15-point decrease in discipline being too strict. This is the third year in a row this statistic has dropped. When the sample group was asked what one aspect of their high school experience they would change, the most frequent response was "nothing" (29), closely agreeing with the previous sample of graduates. The second most frequent response was getting more involved (13). Other common responses include trying harder (10), taking more APs (10), taking more electives (5), and have more freedom (4). In comparison to the previous year's sample of students, the most common shared feelings among recent graduates seem to be the desire to: become more involved, work harder, and take more AP classes. Relative to highlights, or when asked to

describe the best aspects of the Stevenson experience, people and relationships placed in two of the top three spots, echoing the sentiments of the past six year's sample of students. Faculty (40) garnered the most responses, followed by friends (14), and sports (8). Clubs (8), fine arts (8), and opportunities (5) were other favorable aspects of student's experiences in high school. Enthusiasm and appreciation for faculty/staff mirrors the annual results from the Senior Exit Survey. Students were queried about their voting status. A large majority of this group (74%) is registered to vote; this is an increase of seven percentage points in comparison to last year's respondents (64%). The current group has also dropped from last year's respondents by 2 percent in level of voter participation in national, state, or local elections (29%).

In summary, the sample group for the Class of 2011 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 (100%) 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?

Attended college or university full time – 97%

Year Off – 2%

Military – 1%

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

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

Business – 26 (26%)

Economics – 6

Finance – 5

Business – 4

Marketing – 4

Public Relations – 2

Advertising – 2

Accounting – 2

Entrepreneurship – 1

Science – 18 (18%)

Biology – 7

Science – 5

Biochemistry – 2

Environmental Studies – 1

Genetics – 1

Geology – 1

Microbiology – 1

Social Sciences – 13 (13%)

Psychology – 7

Sociology – 3

Political Science – 2

Criminal Justice – 1

Communication Arts – 11 (11%)

Communications – 3

English – 3

Film – 2

Journalism – 1

Speech/ Language Pathology – 1

Sports Communication – 1

Engineering – 5 (5%)

Education – 5 (5%)

Education – 4

Special Education – 1

Health Fields – 4 (4%)

Nursing – 2

Pre-Med – 1

Kinesiology – 1

Fine Arts – 4 (4%)

Art – 3

Fine Art – 1

Other – 14 (14%)

Human Development – 4

Architecture – 2

Hospitality & Tourism – 1

Computer Science – 1

Social Work – 1

Information Systems – 1

Network Administration – 1

Recreation – 1

Sustainability – 1

Undecided – 1

3. Did you complete an undergraduate degree?

Yes – 84%

No – 16%

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

2 years (Associates) – 1

3 years – 8

3.5 years – 7

4 years – 56

4.5 years – 8

5 years – 5

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

Completed a double major – 5

Transferred schools – 2

Was in a 5-year program – 1

Illness – 1

Schedule of classes – 1

Took time off – 1

Too busy having fun – 1

Played tennis – 1

5. What are you doing now?

Working – 55%

Attending Graduate School – 27%

Looking for a job – 5%

Finishing Undergraduate Degree – 11%

AmeriCorps – 1%

Professional Athlete – 1%

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

Higher – 33%

The same – 44%

Lower – 23%

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

Well – 79%

Adequately – 19%

Inadequately – 2%

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

Better than most – 74%
The same – 24%
Not as well as others – 2%

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

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

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

Nothing – 83
Too strict – 3
Too much pressure – 2
Certain teachers didn't do a good job – 1
Rules were childish – 1
Socially not as programmed as academics – 1
Everything was too controlled – 1
Tracking – 1
Counselor told her she wasn't smart enough to take accelerated classes – 1
Wouldn't let her be an FMP – 1
Counselor discouraged her – 1
Hold students more accountable – 1
Class rank – 1
Mandatory tutoring – 1
Pushed into AP classes – 1

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

Don't know – 46
Online classes and learning – 4
Independent study – 4
Good job – 4
More long-term projects – 3
More college-mode classes – 3
More self-learning – 2
Less emphasis on learning than grades – 2
More strict on late homework – 2
More community service experiences – 2
More group learning – 2
Help students apply themselves – 2
More practical experiences – 2
Testing for understanding of material – 1

Help students find a passion – 1
Less extra credit – 1
More electives – 1
IPADS – 1
More self-study – 1
More use of technology – 1
Less testing/more reading – 1
Jr/Sr teachers let go a little – 1
More freedom to complete assignments – 1
More flexibility – 1
Offer more specialized classes – 1
Teachers don't inflate grades – 1
Choose books in English – 1
Stricter discipline – 1
More feedback to parents – 1
More classes on professions – 1
Don't hold hands as much – 1
Homework not required – 1
Hold accountable for studying – 1
AP lesson plans – 1
More outside resources – 1

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

Too strict – 44%
About right – 53%
Not strict enough – 3%

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

Yes – 86%
No – 14%

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?

Participate in more clubs and activities – 20
Try harder – 7
Have less pressure – 5
Take more AP classes – 4
GPA-too competitive – 4
Too much security – 3
Participate in more sports – 2
Smaller size – 2
Focus more on social life – 2
Take art class sooner – 1
Less homework – 1
More business opportunities – 1

More volunteer experiences at hospitals – 1
Go to SHS for four years-was transfer student – 1
Get more sleep – 1
More elective opportunities – 1
No swimming – 1
Cost -- too expensive – 1
Park all senior year – 1
Smaller class size – 1
Take different classes – 1
More parking privileges – 1
School starting later – 1
Done more community service – 1
It was great – 1
Get help from the tutoring center earlier – 1
Less superficial – 1
Too strict – 1
Go to school more – 1
Think more about career – 1
Cell phone policy – 1
More flexibility in schedules – 1
Not get into trouble freshman year – 1
Enjoy it more – 1
Keep playing sports – 1
Get more tutoring support – 1
Don't know – 9
Nothing – 15

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

Teachers – 26
Friends – 10
Sports – 9
Opportunities – 8
Extra-curriculars – 8
Size – 8
Academics – 6
Well prepared for college – 4
Diversity – 4
AP classes – 3
Facilities – 3
Variety of classes – 2
Help received – 1
Nice campus – 1
High level of expectations – 1
Art Department – 1
Good relationship with counselor and dean – 1
Off-campus privileges – 1
Orchestra program – 1
Debate club – 1
Don't know – 1

16. Are you registered to vote?

Yes – 84%

No – 16%

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

Yes – 76%

No – 24%

Five-Year Follow-Up Survey Summary

The five-year follow-up study was conducted by telephone interview with 100 randomly selected Class of 2007 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 two-point decrease from the previous year's survey. Two other respondents took a year off (2%). Business (26%) remains the most popular area of concentration for the fifth year in a row among the college-bound group. Science (18%) jumped up by 13 points this year, making it the second most popular major. Social sciences (13%), Communication Arts (11%), Engineering (5%), Education (5%), and health fields (4%) ranked in as the next most popular college majors. A large percentage of these respondents claim to have completed an undergraduate degree (84%), and this represents a decrease of three percentage points compared to 2006 graduates (87%). Nearly three quarters (71%) of these students graduated in four years or less, while a smaller amount of graduates report taking longer to complete their degrees (13%). Seven 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, eight different reasons for taking longer than four years to complete a degree have been described. The most common reasons cited are completing a double major (5) and transferring schools (2), which duplicate last year's most popular reasons with the exception of changing majors not being on the list. Relative to current activities, some respondents (27%) are attending graduate school, a ten-point increase from the previous survey. In addition, a large majority (55%) entered the workforce, which constitutes a seven-point decrease from last year's results. Related to this is the fact that fewer students are claiming they are looking for jobs (5%). Some students are finishing undergraduate degrees (11%), while a small percentage is involved in AmeriCorps (1%).

More than one third of respondents (33%) who had attended a college or a university report receiving higher grades than they had earned at Stevenson, while almost half (44%) managed to earn the same grades. Lower grades prevailed for a smaller percentage (23%) of the respondents who had attended college, which is the same result as last year. When asked, "How well did Stevenson prepare you for college?" the vast majority of respondents (79%) feel "well prepared" for college. This represents a four-point decrease from last year. Other students (19%) describe being "adequately" prepared, while two students reported feeling inadequately prepared. When asked to compare themselves to their college peers, a large majority of students perceive themselves as "better

prepared than most" (74%), a smaller percentage claim that their preparation is "the same" (24%), while only two students report feeling "not as prepared as others" (2%). Compared to last year's survey, there was a two-point decrease in the amount of students who felt better prepared than their peers.

In regard to fostering student responsibility, five-year graduates were asked if they had experienced growth in this area while in high school. Most graduates agreed that they managed to become increasingly responsible for their own learning (96%), which is a nine-point increase from last year's results. All 100 graduates were asked open-ended questions regarding what Stevenson did to discourage their development in the area of responsibility. Most of them could not think of anything specific the school had done to discourage them (83%). No one common topic was gleaned from the answers. However, three students thought that the school was too strict, and two students thought there was too much pressure. When solicited for input as to how Stevenson could help students become more responsible for their learning, four students agreed that Stevenson should offer more online classes and learning as well as more independent study options. Four students agreed that SHS is already doing a good job in this area, while three other students thought that long-term, project-based work could foster these skills. The largest percentage of graduates (46%) agreed they did not know what SHS could do to enhance responsibility. By and large, no common themes have been noticed from survey to survey, except that a large portion of respondents state that they cannot articulate what SHS could do to help students become responsible for their own learning. Graduates were asked to reflect upon Stevenson's disciplinary policies and practices. Most graduates agreed that discipline was "just right" (53%), which is a slight decrease from the results of the previous year (62%). Compared to last year's results, there was a seven-point increase in the students who feel that discipline is "too strict" (44%). Just three students reported that discipline was "not strict enough" (3%).

Five-year graduates were asked if they have been involved in some kind of community service/volunteer work since exiting Stevenson. This year there was a much larger percentage of alumni engaging in service activities (86%) since leaving Stevenson. This constitutes a 19-point increase from last year. When asked what one aspect of their high school experience they would change, 20 respondents would have been more involved in clubs, 4 students would have taken more AP classes, and 7 students would have given more effort. For the fourth 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 (10), and sports (9). Other popular responses include extracurriculars (8), opportunities (8), and size (8). Voter registration has decreased by eight percentage points (84%). Over three quarters (76%) of the respondents reported they had voted in an election, which is similar to last year's results.

In retrospect, the vast majority of this group attended college, and almost nine out of ten students declare that they have completed an undergraduate degree. Grades earned in college were at least as good, and often better, than those received in high school. Furthermore, these former students feel exceptionally well prepared. A large majority of these students are gainfully employed, and many are attending graduate school. A large amount of graduates have learned how to take ownership of their learning and credit Stevenson for fostering that development. Most graduates evaluate Stevenson's discipline as being appropriate. Generally speaking, the responses of the Class of 2007 affirm the notion that Stevenson is preparing them for success while creating life-long learners.