



**Adlai E. Stevenson  
High School  
Student Surveys  
2008-2009**

# Adlai E. Stevenson High School Student Surveys 2008-2009

Compiled and submitted by  
Patricia Martin and Lindsay Perkins

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

Dr. Eric Twadell, Superintendent

David Saxe, Director of Student Services

The Administrative Team

The Counseling Department

Sherry Smith

Reichen Beaver

Suzanne Paloian

Tracey Moffat

Pat Geils

Jan Colburn

Janet Gotrik

Chris Nack

Todd Slotten

Steve Diver

Nancy Wagner

Charlene Chausis

Pat Guillette

Jacqueline Gray

Liz Combs

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## **Introduction**

The purpose of the 2009 Student Surveys is to collect data that provides information about student perspectives regarding the effectiveness of and extent of participation in services and programs at Adlai E. Stevenson High School. It consists of six surveys in all, four of which are administered to all students in each grade, as well as two surveys administered to representative random samples of one-year and five-year graduates.

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

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

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

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

Follow-up surveys were conducted by telephone with samples of one hundred (100) 2008 Stevenson graduates, and one hundred (100) 2004 graduates. Results are reported in both raw numbers and percentages. These individuals were selected at random from their respective classes. The follow-up surveys intend to provide perspectives from a vantage point that expands information derived from current students. Open-ended questions that encouraged qualitative, rather than quantitative, responses continue to be expanded to give individuals the opportunity to respond from their own

perspectives. As in the previous year, students were asked to complete these qualitative questions at the beginning, rather than the end of the survey in order to maximize student effort and sincerity.

It is hoped that the 2009 Student Surveys will provide some information to board members, administrators, faculty, and staff about the effectiveness of current programs and areas, which might be further, examined and addressed in the future.

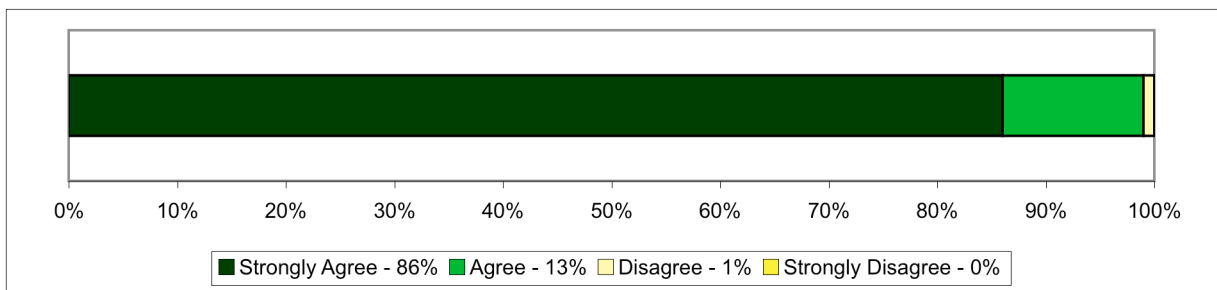
**Adlai E. Stevenson High School**  
**FRESHMAN SURVEY RESPONSES**  
 (Reported in percentages of student responders for each item)

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

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

<b>SA = 86%</b>	<b>D = 1%</b>
<b>A = <u>13%</u></b>	<b>SD = <u>0%</u></b>
<b>99%</b>	<b>1%</b>

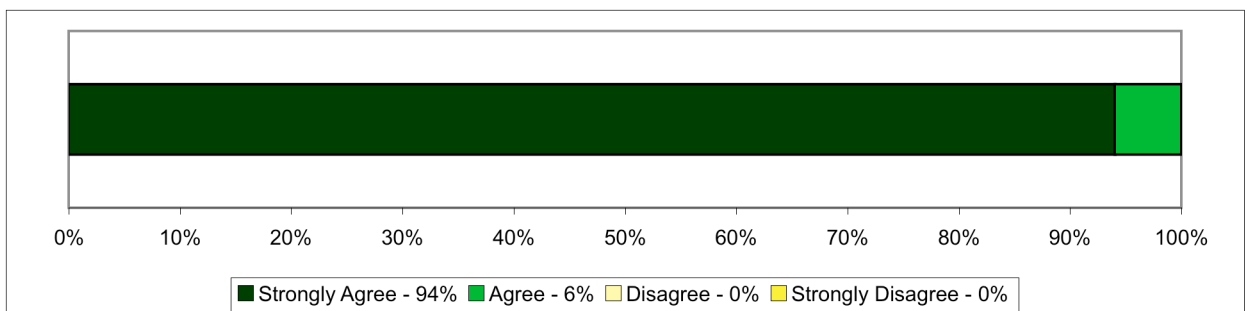
**N= 909**



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

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

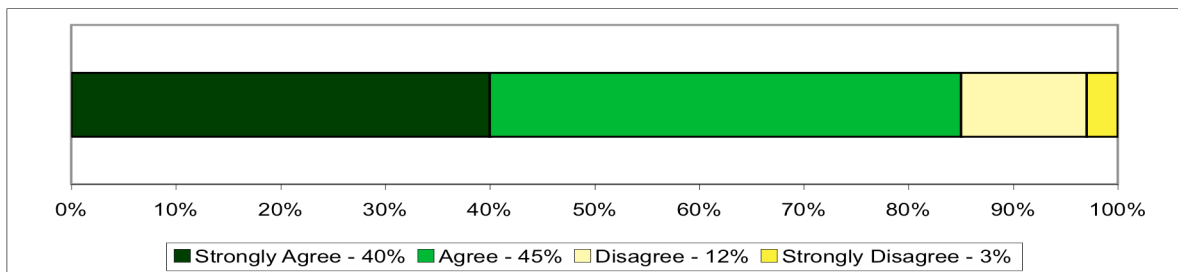
**N= 954**



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

<b>SA</b>	<b>=</b>	<b>40%</b>	<b>D</b>	<b>=</b>	<b>12%</b>
<b>A</b>	<b>=</b>	<b><u>45%</u></b>	<b>SD</b>	<b>=</b>	<b><u>3%</u></b>
		<b>85%</b>			<b>15%</b>

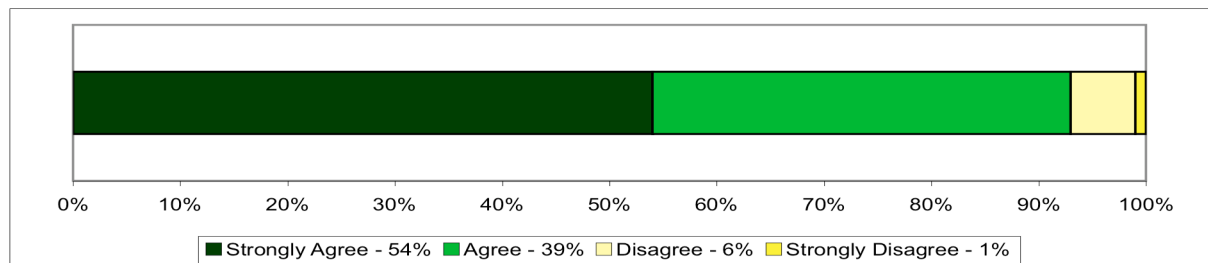
**N= 904**



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

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

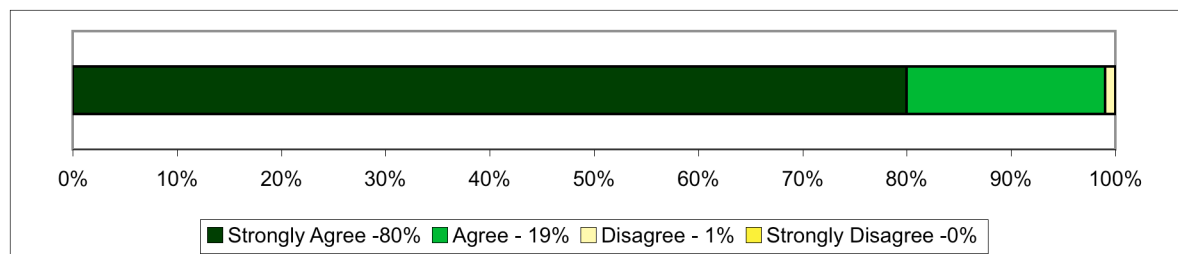
**N=947**



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

<b>SA</b>	<b>=</b>	<b>80%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>19%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>99%</b>			<b>1%</b>

**N= 930**

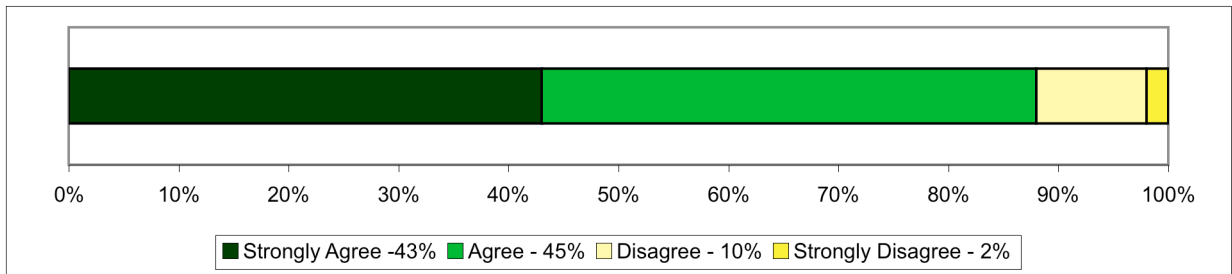




6. I feel comfortable talking with my counselor about personal or non-academic concerns.

**SA = 43%**      **D = 10%**  
**A = 45%**      **SD = 2%**  
**88%**              **12%**

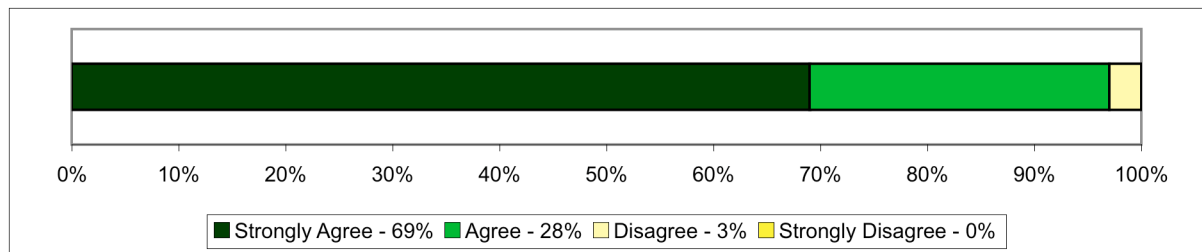
**N= 873**



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

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

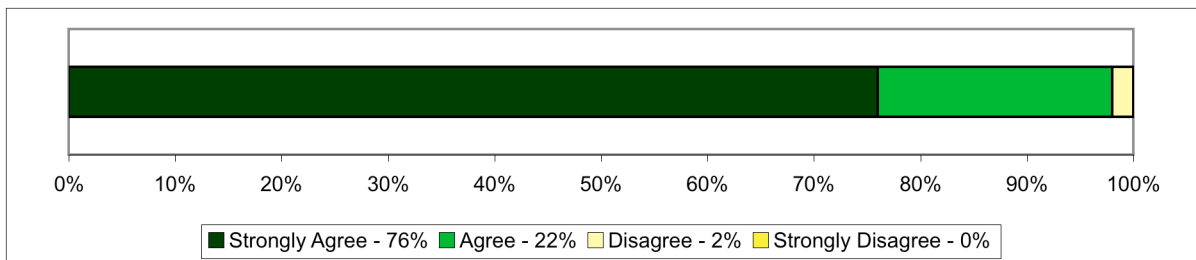
**N= 931**



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

**SA = 76%**      **D = 2%**  
**A = 22%**      **SD = 0%**  
**98%**              **2%**

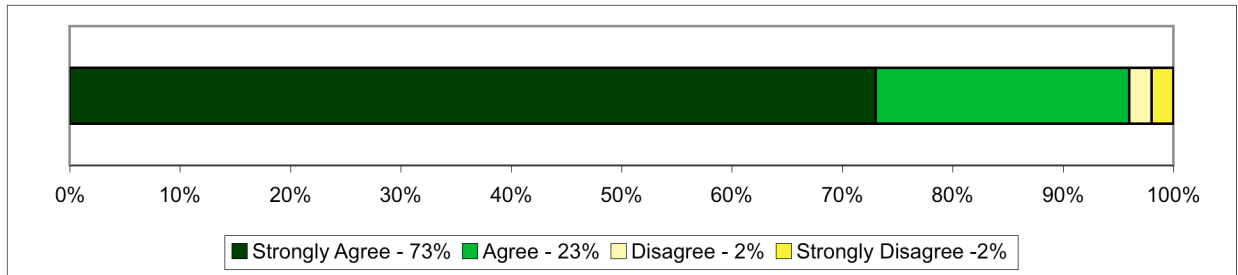
**N= 914**



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

<b>SA</b>	<b>=</b>	<b>73%</b>	<b>D</b>	<b>=</b>	<b>2%</b>
<b>A</b>	<b>=</b>	<b><u>23%</u></b>	<b>SD</b>	<b>=</b>	<b><u>2%</u></b>
		<b>96%</b>			<b>4%</b>

**N= 48**



## **Freshman Survey Summary**

Student responses to the freshman survey indicate very positive perceptions about counselors. Overall, most of the categories depict increased results from last year's survey. Not only do nearly all freshmen overwhelmingly feel that they are able to meet with their counselors when they need to or want to (99%), but for the tenth year in a row, at least 99 percent of students have agreed that counselors are accessible. For the second year in a row, virtually 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 3 percent increase (85%) in the number of freshmen who agree that Advisory is a useful way to visit with their counselor. Compared to last year, 93 percent of the freshmen feel that their counselor knows them, which is a 4 percent increase. An overwhelming majority of students feel positive about the academic counseling that they receive (99%) and this depicts a 3 percent increase from last year's results. Although some students are not comfortable discussing non-academic concerns with counselors (12%), a large majority of students do feel at ease about speaking with counselors about personal and individual matters (88%) and this constitutes an 8 percent increase from last year's results. The perception of Student Services' office personnel as being helpful and friendly has increased by six points registering at 97 percent (97%). Both the general population (98%) and transfer students (96%) have nearly the same opinion, saying counselors are able to ease their transition and adjustment to Stevenson, reaching satisfaction levels in the nineties.

Freshmen continue to view counselors in a positive light and seven of the nine categories depict favorable increases from the previous school year's results. Two categories remained the same and the other seven categories depicted increases ranging from one to eight percentage points. Most impressive is the fact that 88 percent of freshmen feel comfortable discussing personal or non-academic issues with their counselors which is an all-time high result and an 8 percent increase. 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 are increasingly viewing their counselors as friendly, accessible, and delivering effective and efficient transitional

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

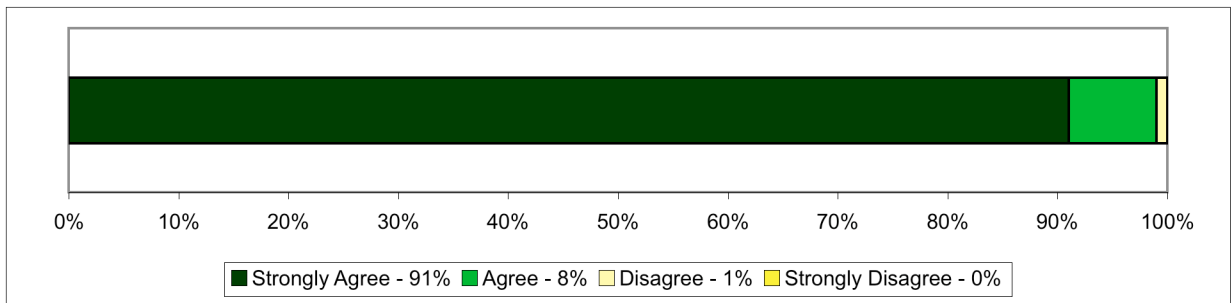
**Adlai E. Stevenson High School**  
**SOPHOMORE SURVEY RESPONSES**  
(Reported in percentages of student responders for each item)

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

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

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

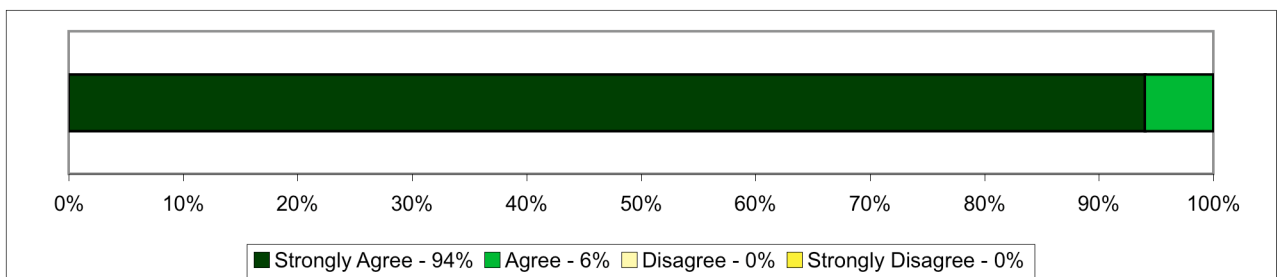
**N=974**



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

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

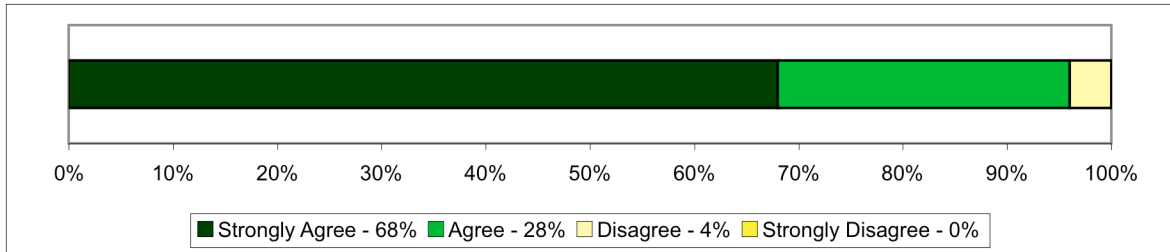
**N= 990**



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

SA = 68%      D = 4%  
 A = 28%      SD = 0%  
                  96%                   4%

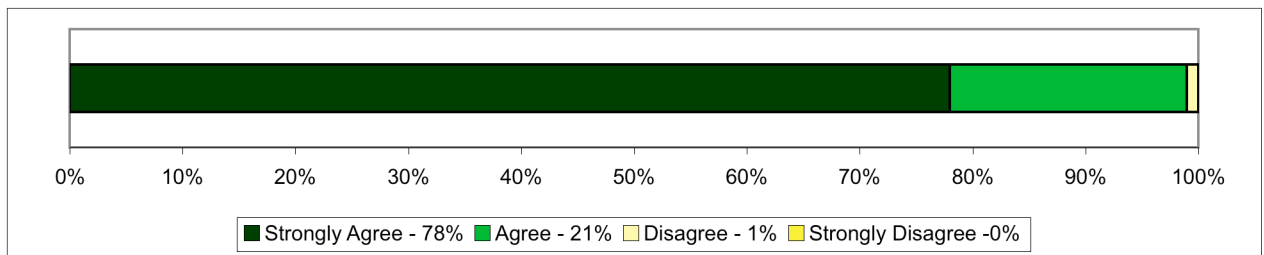
**N=979**



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

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

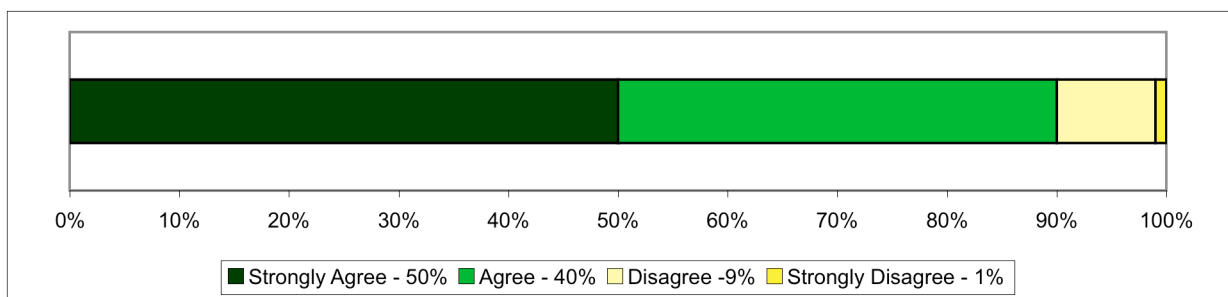
**N= 977**



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

SA = 50%      D = 9%  
 A = 40%      SD = 1%  
                  90%                   10%

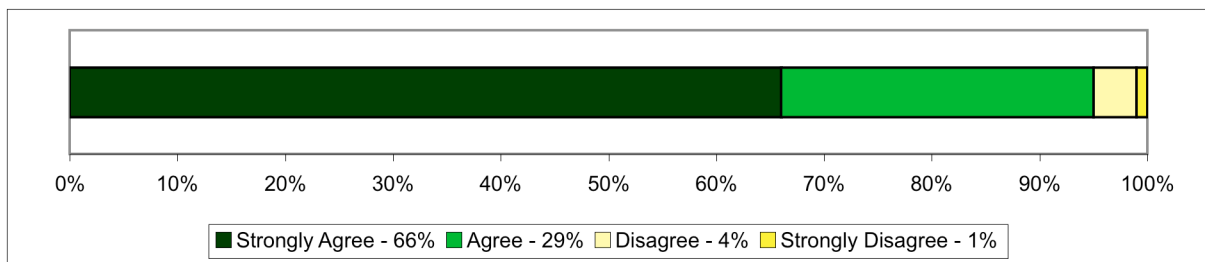
**N= 930**



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

SA = 66%      D = 4%  
 A = 29%      SD = 1%  
                  95%                   5%

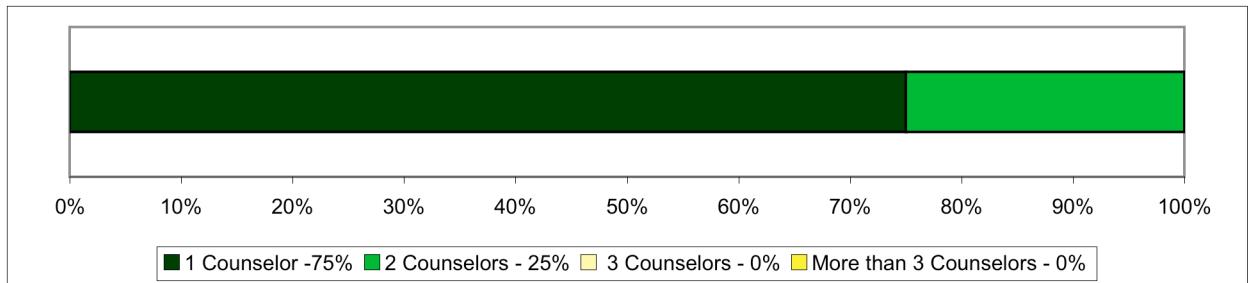
N= 985



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

1 = 75%  
 2 = 25%  
 3 = 0%  
 More than 3 = 0%

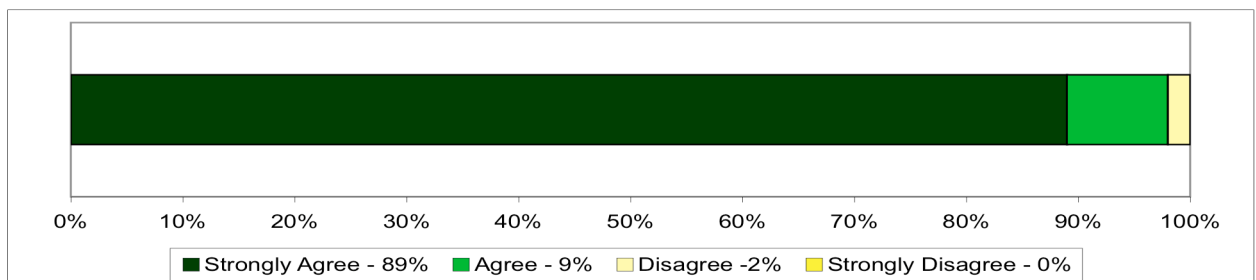
N= 975



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

SA = 89%      D = 2%  
 A = 9%      SD = 0%  
                  98%                   2%

N=45



## **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 (100%) agreed with the statement that counselors are friendly and easy to talk to. Survey results reveal that tenth graders believe their counselors know them (96%), which is a slight decrease from the previous year's survey results. Virtually all sophomores have a positive perception of counselors as being helpful with individualized academic counseling (99%). Comfort levels among students when talking with counselors about personal or non-academic concerns is also high, and depicts a four-point increase from last year (90%). The perception of Student Services' office personnel as being friendly and helpful is shared among most of our students (95%), and this increased two points from last year's survey. Almost each and every of the District's sophomore transfer students have described their counselor as being helpful in easing their transition and adjustment to Stevenson (98%), however this was a decrease from last year's results. Finally, compared to last year's results, there was an 11 percent increase in the number of sophomores who have had a change of counselors since beginning their education at Stevenson (25%).

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 down by one percentage point. One category went up by four percentage points and this reflects that students are beginning to feel more comfortable talking about non-academic, personal issues with their counselors. This is consistent with the freshman survey results, which also showed increases in this category. An increased positive perception of the Student Services office as a whole is reported in this year's survey, depicting a two-point increase. For the second year in a row, the most impressive results are the fact that 100 percent of the students surveyed continue to feel that their counselors are friendly, accessible, and easy to talk to as they transition into their sophomore year. Also, for the past three years, a new trend has been sustaining itself. Students are changing counselors more often. The 2004-05 survey demonstrated that a slim



percentage of tenth graders had at least two counselors at Stevenson (2%). The 2005-06 survey revealed a six-point increase of counselor change. Finally, the current survey has consistently revealed the greatest change thus far for the second year in a row. We expected to see an increase in student's changing counselors as a result of the personnel changes, which included the hiring of four new counselors this school year. In light of these changes, we are accommodating, adjusting, and putting the proper resources in place in order to maintain the high satisfaction and utilization rates. Overall, counselors are continuing to create an inviting atmosphere that is conducive to communication and relationship building.

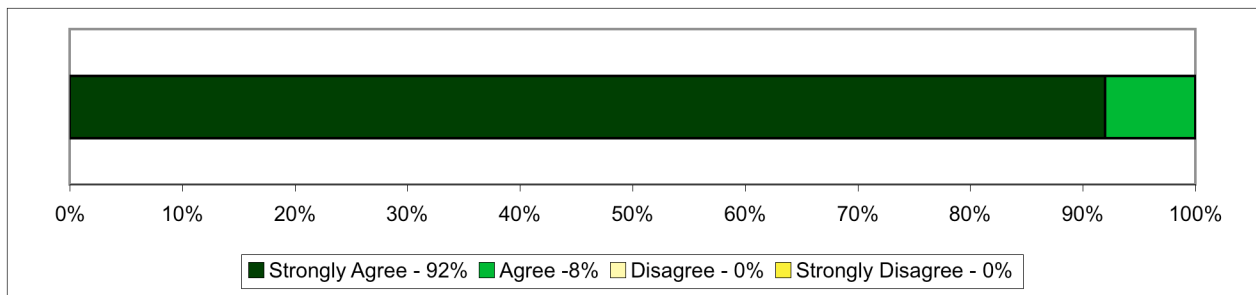
**Adlai E. Stevenson High School**  
**JUNIOR SURVEY RESPONSES**  
 (Reported in percentages of student responders for each item)

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

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

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

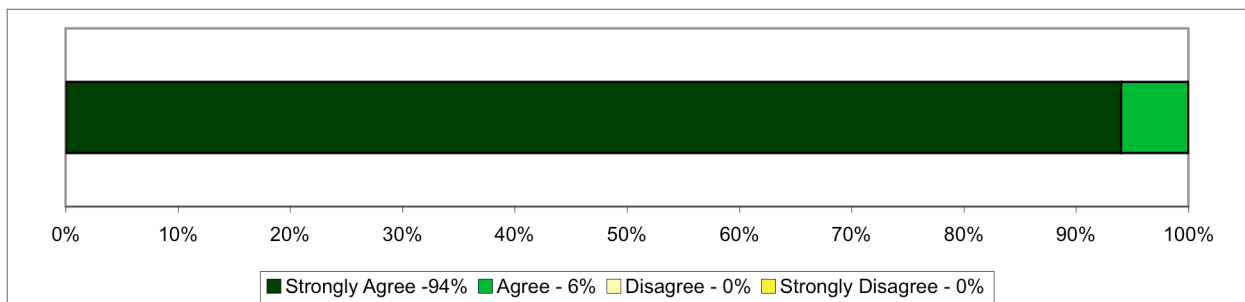
**N= 694**



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

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

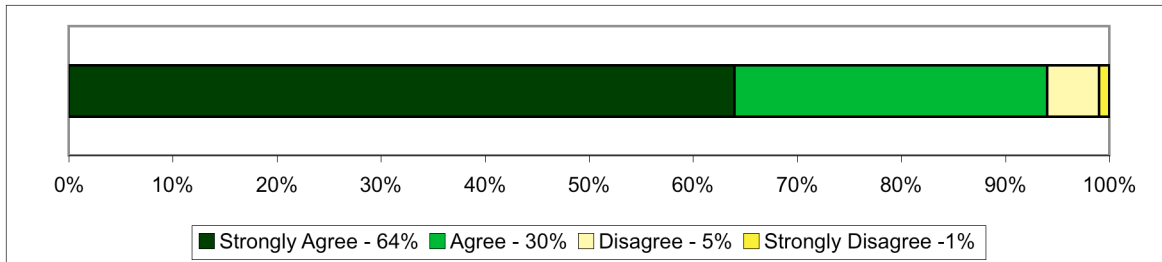
**N= 693**



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

<b>SA</b>	<b>=</b>	<b>64%</b>	<b>SD</b>	<b>=</b>	<b>5%</b>
<b>A</b>	<b>=</b>	<b><u>30%</u></b>	<b>D</b>	<b>=</b>	<b><u>1%</u></b>
		<b>94%</b>			<b>6%</b>

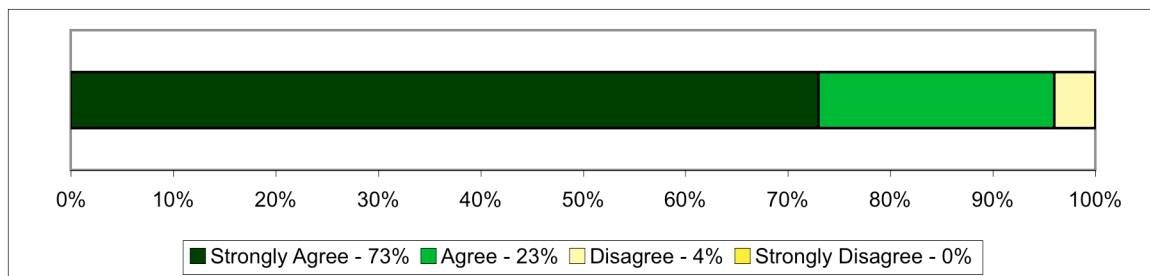
**N=697**



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

<b>SA</b>	<b>=</b>	<b>73%</b>	<b>D</b>	<b>=</b>	<b>4%</b>
<b>A</b>	<b>=</b>	<b><u>23%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>96%</b>			<b>4%</b>

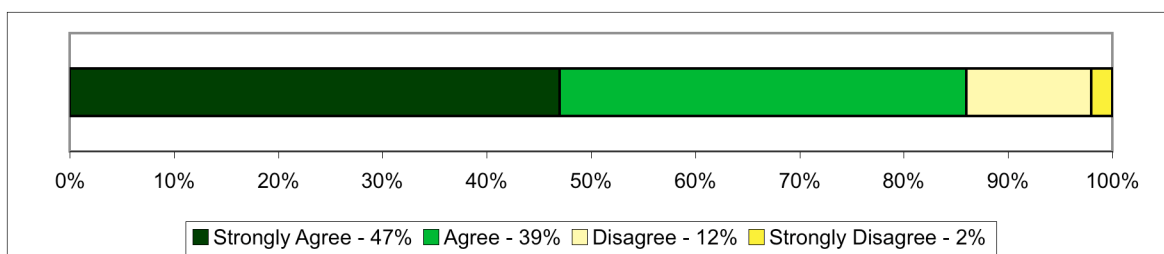
**N= 693**



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

<b>SA</b>	<b>=</b>	<b>47%</b>	<b>D</b>	<b>=</b>	<b>12%</b>
<b>A</b>	<b>=</b>	<b><u>39%</u></b>	<b>SD</b>	<b>=</b>	<b><u>2%</u></b>
		<b>86%</b>			<b>14%</b>

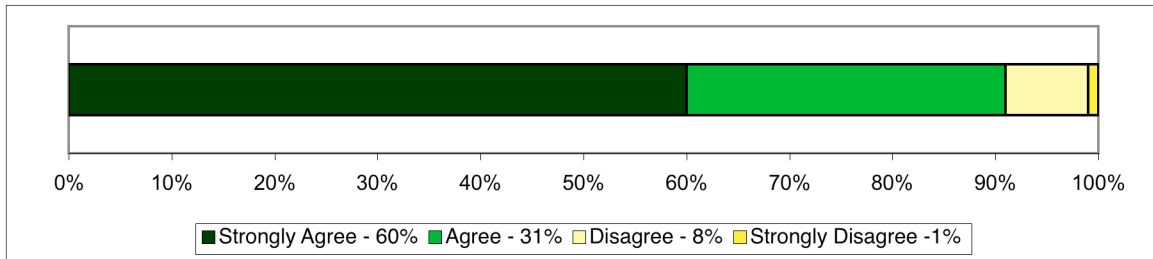
**N= 651**



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

SA = 60%      D = 8%  
 A = 31%      SD = 1%  
                  91%                   9%

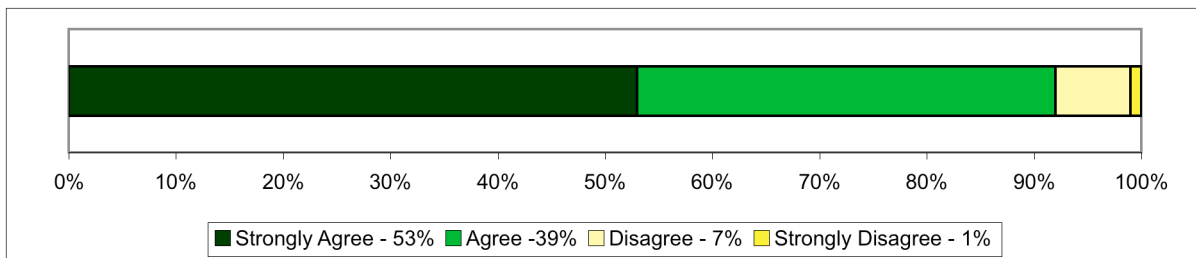
**N= 694**



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

SA = 53%      D = 7%  
 A = 39%      SD = 1%  
                  92%                   8%

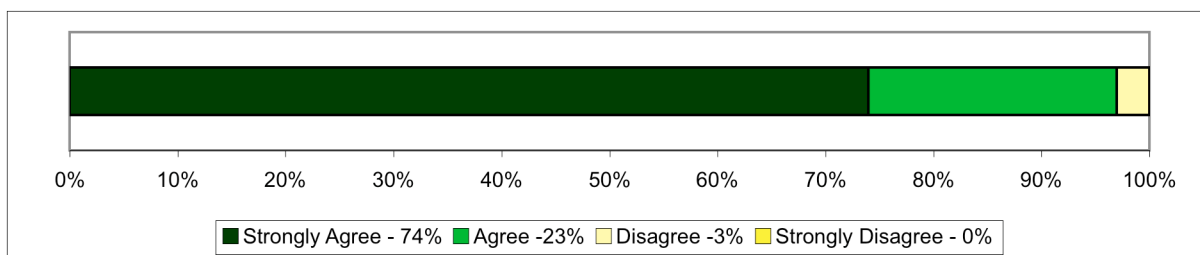
**N= 588**



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

SA = 74%      D = 3%  
 A = 23%      SD = 0%  
                  97%                   3%

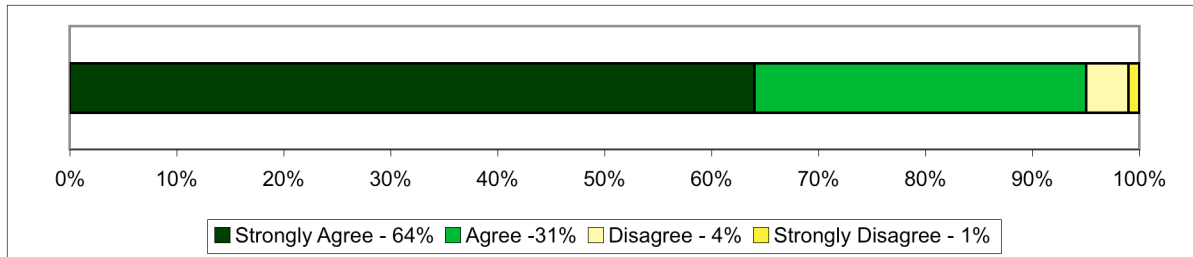
**N= 609**



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

**SA = 64%**      **D = 4%**  
**A = 31%**      **SD = 1%**  
**95%**              **5%**

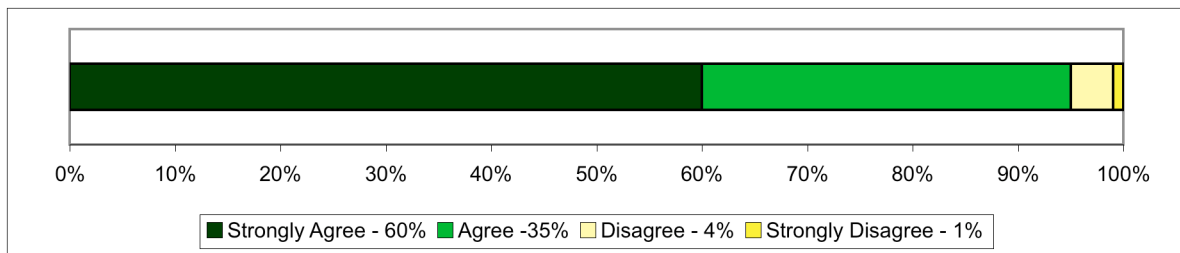
**N= 614**



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

**SA = 60%**      **D = 4%**  
**A = 35%**      **SD = 1%**  
**95%**              **5%**

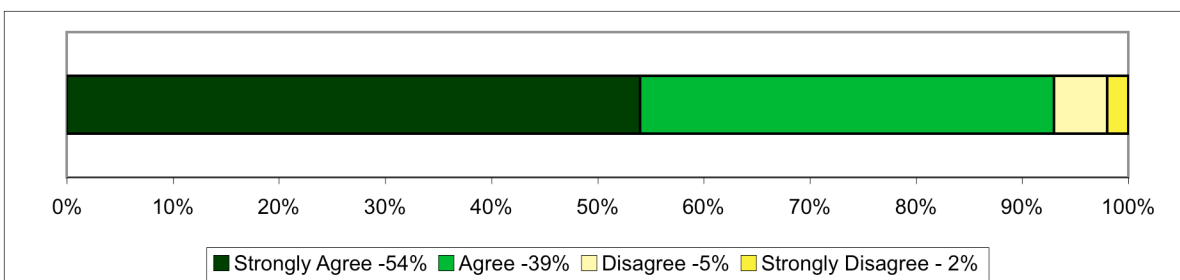
**N= 291**



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

**SA = 54%**      **D = 5%**  
**A = 39%**      **SD = 2%**  
**93%**              **7%**

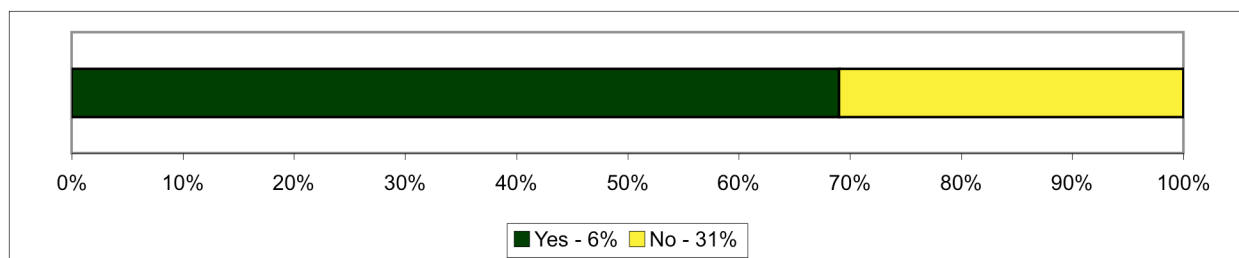
**N= 235**



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

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

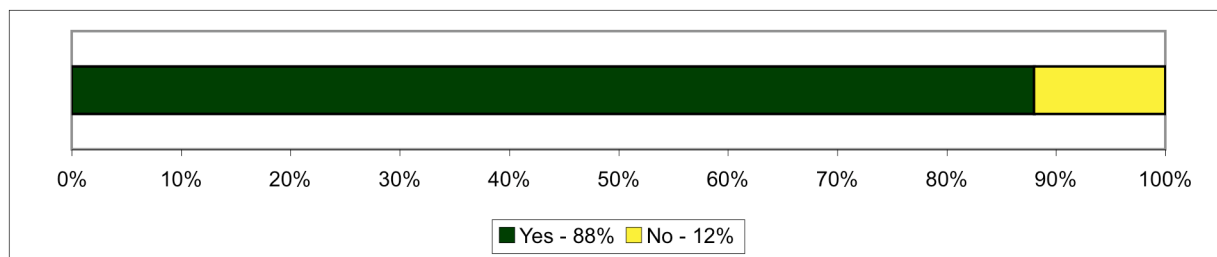
**N= 655**



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

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

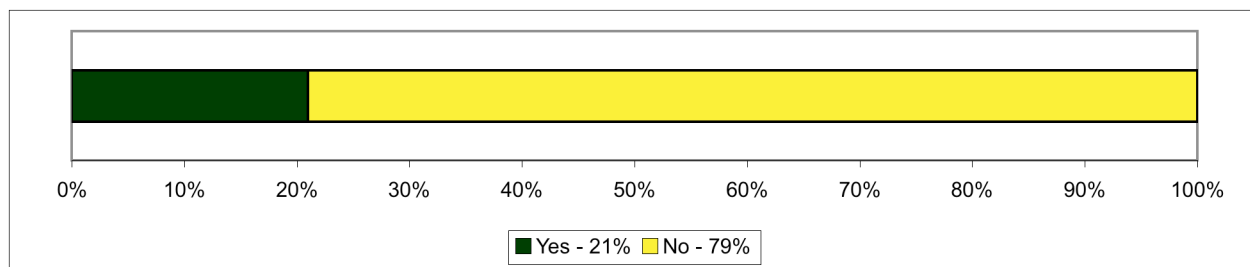
**N= 656**



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

**Yes = 21%**  
**No = 79%**

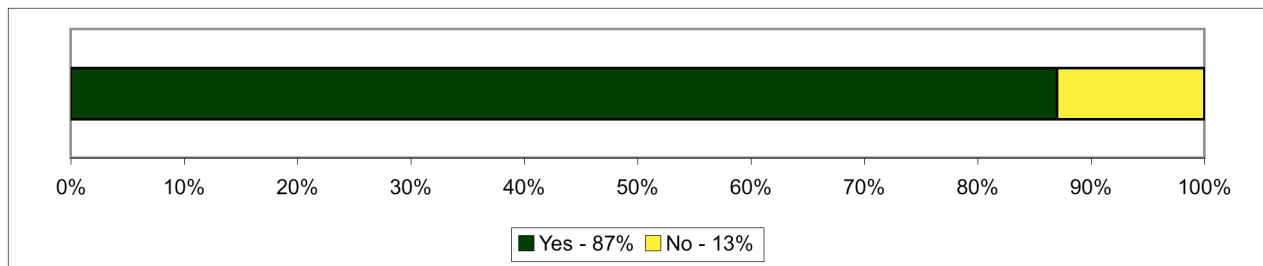
**N= 653**



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

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

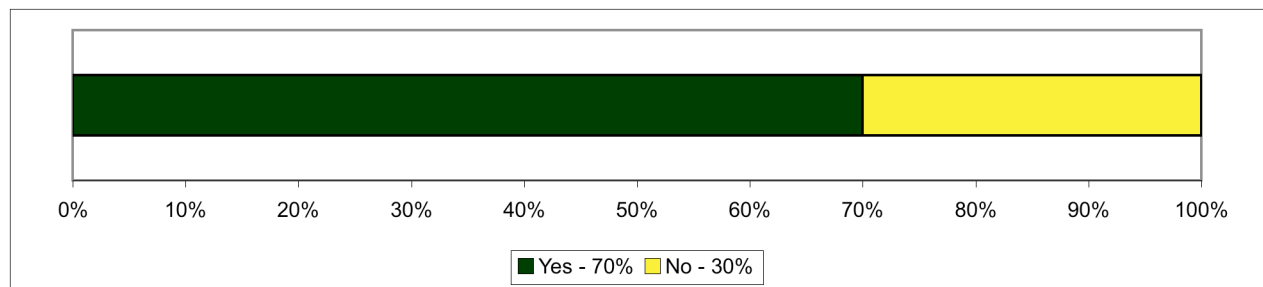
**N= 656**



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

**Yes = 70%**  
**No = 30%**

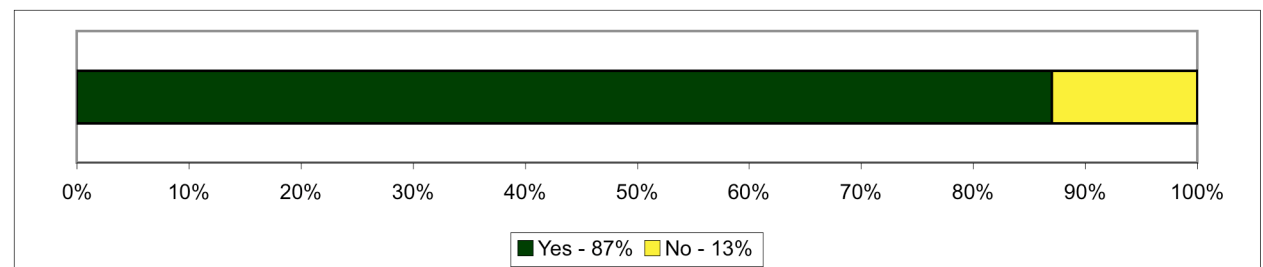
**N= 655**



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

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

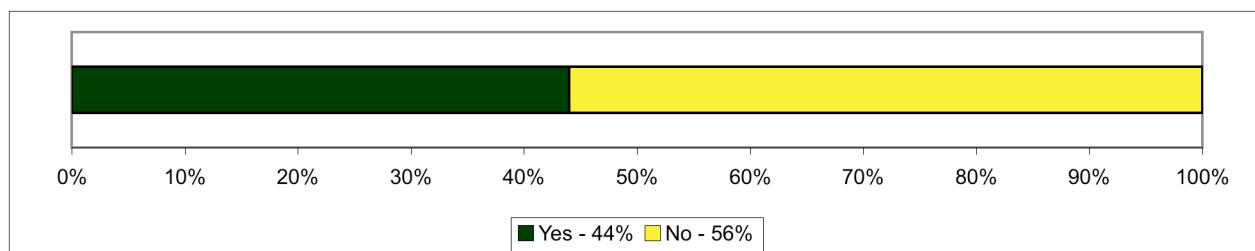
**N=657**



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

**Yes = 44%**  
**No = 56%**

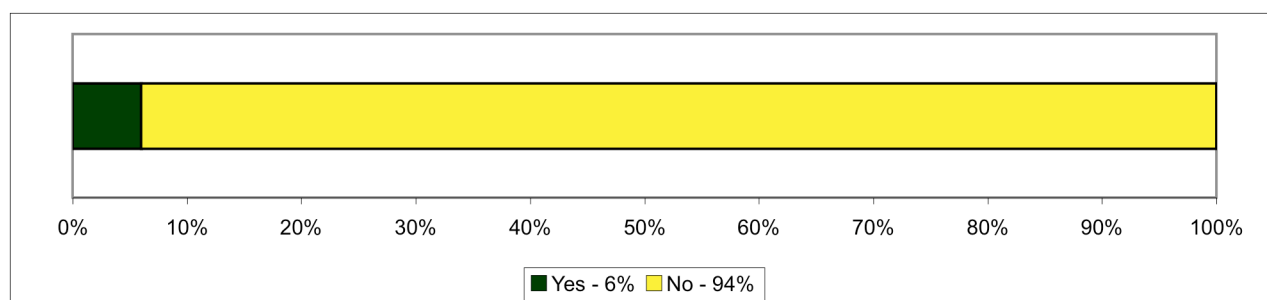
**N= 656**



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

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

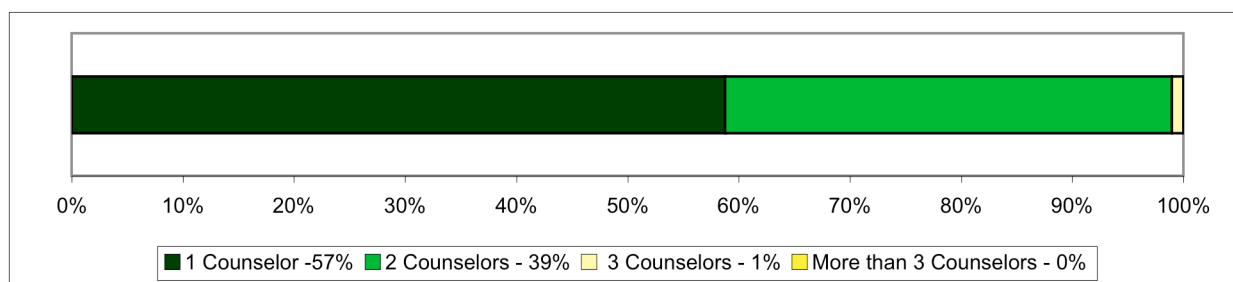
**N= 653**



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

**1 = 57%**  
**2 = 39%**  
**3 = 4%**  
**More than 3 = 0%**

**N= 640**

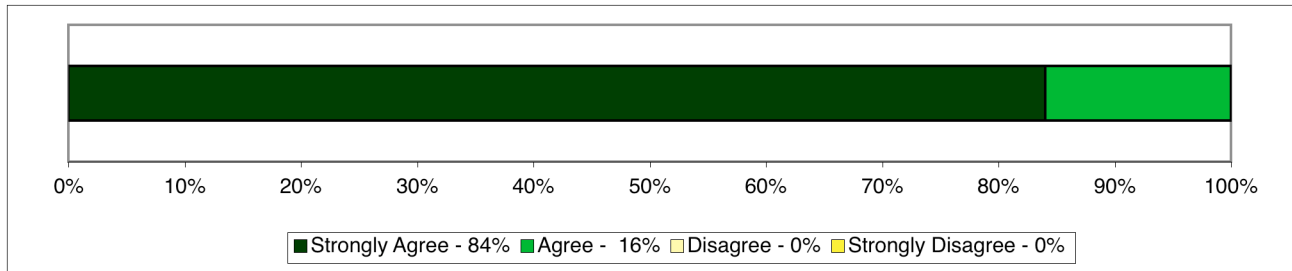




21. TRANSFER STUDENTS ONLY: My counselor has been helpful in my transition and adjustment to Stevenson High School.

**SA = 84%**      **D = 0%**  
**A =  $\frac{16\%}{100\%}$**       **SD =  $\frac{0\%}{0\%}$**

**N= 44**



## **Junior Survey Summary**

Junior responses to the survey continue to be exceptionally positive, closely duplicating the responses of the previous year's junior class. Overall, juniors possess affirming perceptions about counselors and the services they render. Not only do juniors feel that they are readily able to see their counselors (100%), but everyone finds them approachable (100%). Students continue to express that their counselor knows them (94%) in addition to finding them helpful with course selections (96%). Comfort levels in discussions of a personal nature with counselors is strong (86%), while the number of juniors who are greeted in a friendly and helpful manner by Student Services office personnel is agreed upon by most (91%). All the junior transfer students who were surveyed related that counselors were helpful with their transition and adjustment to Stevenson (100%). Consistent with the freshman and sophomore surveys, it was found that 43 percent of the juniors have had two or more counselors at SHS. Once again we would expect to see this 19 percent increase in counselor changes given the four additions to the counseling staff.

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 two categories have increased by a few points, three categories have remained the same, and two responses have decreased by one or two points. Another noteworthy statistic is that 100 percent of juniors feel that their counselor is friendly and easy to talk to, as well as accessible when making appointments or dropping in, which is an increase from last year's results.

Even though juniors and their parents are not yet fully exposed to the series of informative college counseling programs prior to survey administration, college counseling services are viewed just as favorably as general counseling services among respondents. Responses to college counseling-related items are similar to previous years. For example, six categories have increased by several points and six categories have dipped by insignificant levels (one to four 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 (97%). 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 (95%). Likewise, those who choose to attend evening programs that deal with college-related topics view the programs as informative (93%). These two statistics constitute increases from last year's results.

How many Stevenson students are utilizing college counseling services?

In a series of statements that require yes/no responses, almost two-thirds (69%) of our juniors and their families have utilized the CCC, while a much higher percentage (88%) turn to their own counselors for college-related information, a two and three point increase, respectively. A little less than one quarter of junior families (21%) has reported that they have used Stevenson college consultants to obtain information, although surveys are conducted well before juniors have typically been able to take advantage of the department's *Narrowing Your Options* appointment. However, this group of juniors was able to attend the fall *Finding Your Fit* program. A large majority of juniors (87%) claim to have accessed college information by way of college links located on Stevenson's home page. This constitutes a 16-point increase from last year's results. There is still a large population of students utilizing outside links to obtain information about college (70%); however, this is an 11 percent decrease from last year's respondents. Most notably, last year students were found to be using outside links more readily to research colleges. This year they are strongly favoring the Stevenson website to access college information. Though it is early in the process, almost half of the junior class (44%) report that they have visited college campuses, which is a slight 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.

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

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

- Stevenson did nothing to develop my SEL skills. – 165
- The sports, clubs, and intermural I was involved in helped me to develop these skills. – 143
- Stevenson had great teachers, counselors, social workers and other staff members. They were great role models in this area. – 121
- 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. – 88
- The school was so large that I was able to make new friends and I was able to keep them even when I didn't see them in classes every year. – 81
- The FMP program helped me to meet new people and learn to talk about things that were bothering me. – 69
- The classes were very challenging and we learned to cope with them and succeed. – 45
- The diversity of the student body was very helpful in learning to get along with others. – 38
- SHS didn't do much; I learned these skills on my own and had them before I got here. – 36
- Stevenson was a very friendly, safe, and positive learning environment and I was free to be myself. – 27
- We had a lot of group work in classes and this helped me to learn to work effectively with other people. – 26
- We were under so much stress and had so much homework that we had to figure out how to get through to survive. – 25
- Stevenson provided a lot of social opportunities to meet new people and make new friends. – 25
- World of Difference showed us how to relate to different people. – 21
- My friends were always available when I needed help. – 17
- I was involved in so many things that I was forced to learn time management. – 16
- My volunteer and community service activities helped me to develop these skills. – 11
- All of the rules were laid out for us and we knew what would happen if we broke them. – 10

- There were many leadership opportunities available and I was able to learn a lot in these positions. – 7
- The fine arts department helped me to develop these skills. – 6
- Social work groups were a big help during high school. – 6

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

- You are already doing a good job. – 48
- There should be a mandatory SEL/life skills class. – 41
- This is really up to students. The school should not do anything. – 37
- The workload is overwhelming. We could develop these skills if there wasn't so much pressure and stress. – 32
- Assign more group work and team building activities in classes. – 29
- You should have more activities that involve the whole school so we feel more connected. – 29
- Discuss SEL in our regular classes. – 29
- Check in with students on a regular basis to make sure they are doing OK. – 28
- You should encourage students to get more involved. – 27
- Get the teachers and staff to have a better attitude about SEL. – 24
- I don't know. – 21
- Give students more independence so that we can show that we are responsible. – 20
- There should be less of an AP/ACT/grades focus and more of an SEL focus. – 20
- Teachers/counselors/social workers should be more accessible. – 19
- There should be a better FMP program – 15
- Be more sensitive and offer students more support. – 14
- There should be fewer rules & punishments. – 12
- Offer more clubs. – 11
- Have less security guards and get rid of the cameras. Trust us to be good. – 10
- Ask students for their input about decisions and listen to what they have to say. – 6
- Create a safer environment to focus on SEL. – 8
- Offer more diversity training, World of difference is not enough. - 6

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

Joan Ackerman-Zimny	Darlene Carlson	David Elbaum
Elizabeth Ahlgrim	Jason Carlson	Jim Elijah
Agnes Aichholzer	Don Carmichael	Janette Ellfield
Maureen Albert	Stephen Carmody	Jeremiah Enright
Patrick Ambrose	Amerigo Carnazzola	Brett Erdmann
Dan Argentar	Sean Carney	Christina Erickson
Jennifer Arias	Carey Cernivec	Donielle Escalante
Steve Armstrong	Marla Ceaser	Melissa Fainman
Ryan Arnoff	Clark Chaffee	Patrick Fairchild
Jeremy Babel	Jordan Cheifetz	Mike Farina
James Barnabee	Mary Christel	Andrew Farrissey
Dean Barr	Mike Cimmarusti	Marissa Ferrandino
Kristen Barrett	Ryan Clarin	Jim Feurer
Thrisha Bautista	Rick Coakley	Allison Fink
Hillary Bellert	Danielle Mall-Colan	Mary Finlay
Dorice Benedetto	Geraldine Comeaux	Miriam Fisch
Melissa Benedict	Andrew Conneen	Dolores Fischer
Katie Bennett	Joye Connor	Nicole Fischer
Julie Bentle	Valerie Consiglio	Jane Fish
Helen Berger	Shane Cook	Bree Fisher
Trisha Betthausen	Melinda Crigler	Bruce Fitzgerald
Joe Bettina	Don Croft	Patrick Fitzgibbons
Susan Biemeret	Sue Crook	Josh Flood
Mark Biesiada	Tim Crow	Tim Foley
Teresa Blair	Jacqueline Cullen	Bob Foltin
Tom Blasius	Kelly Cuporo	Denise Foster
Pat Block	Emily Curtis	Caroline Frank
John Bolger	Cynthia D'Amico	Jerry Franklin
Jennifer Bouchard	Angela Dauphin	David Frantonius
Sarah Bowen	David Delgado	Lisa Franz
Todd Bowen	Fernando Delgado	Bill Fritz
Barry Bradford	Yvonne DeLongchamp	Robert Gammelgaard
Laura Brandt	John Deppong	Gordon Gandy
Jenna Breuer	Laurie Dickinson	Eileen Gaughan
Dave Brosio	Rebecca Dolan	Sonia Gecker
Debbie Brown	Jennifer Donovan	Judy Gemperline
Laura Brown	Deanna Dreyer	Joseph Geocariss
Brian Bucciarelli	Clayton Duba	Jenessa Gerber
Diane Buchman	Filip Dudic	Jeremy Gertzfield
Trisha Cadiz	Patricia Duncan	Matt Godlewski
Sara Cahill	Debbie Durham	Ted Goergen
Janie Calderazzo	Nancy Eberhardt	Nancy Gold
Brad Callard	Dave Eddy	Michelle Goldstein
Erik Campbell	Matt Edstrom	Janet Gonzalez
Sean Campion	Shelia Edstrom	Eric Goolish

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

Mary Goosman	Sarah Kellogg	Kathleen McCauley
Bill Gorski	Chris Kelly	William McNamara
Jillian Grady	Tom Kelly	Melissa Mack
Rachel Gressel	Elizabeth Kenney	Bob Mackey
Lawrence Grimm	Victoria Kieft	Amy Madej
Amy Grove	John Kim	Deborah Magee
Lynda Gunther	Paul Kim	Helen Magid
Joe Gust	Greg Kirchoff	Rowena Mak
Toni Gzehoviak	Jane Klewin	Danielle Mall
Nick Haan	Jessica Knoll	Terry Malloney
Tom Habley	Michelle Koehl	Gerry Malone
Chad Hager	Cherie Kolder	Susan Marcus
Joyce Haqq	James Kollar	John Martin
Ilene Hamilton	Shannon Kolze	Patricia Martin
Jim Hargesheimer	Mary Korta	Lino Martinez
Greg Hartman	Doug Koski	Michael Martinez
Judy Harwood	Meredith Kottmeyer	Frank Mattucci
Chris Heckel Oliver	Kosta Kougias	Elizabeth Maxwell
Steve Heller	Traci Krawczyk	Jeff Mayer
Amyra Henry	Tracy Kuhn	Paul Mazzuca
Maureen Heun	Michelle LaCognata	Megan McCullough
Donna Hickman	Eva Ladenburger	Rich Meltzer
Cristina Higgins	Vanessa Lal	Judy Merola
Josh Hjorth	Barry Lapping	Dave Meyer
Lacey Hoffman	Dan Larsen	Charles Milbert
Marissa Hollenbeck	Ken Latka	Cynthia Miller
Kathryn Hoopes	Allison Lawton	Sandy Millman
Caroline Humes	Mary Layco	Rick Mitchell
Gloria Huntoon	Amanda LeBrun	Bill Mitz
Steve Ikenn	Rich Lee	Christie Mitz
Amy Inselberger	Soo Lee	Tim Moore
Dave Jacobson	Barb Lettecci	Dino Moran
Darshan Jain	Carol Levin	Brent Mork
Jennifer Jensen	Stephanie Levenbrook	John Mortillaro
Erik Joerns	Dana Levy	Dimitra Mullins
Joshua Johns	Mark Linnenburger	Marie Mulvey
Britta Johnson	Jill Lisius	Chris Mural
Gina Johnson	Tom Loch	Angela Muresan
Grant Johnson	Matt Lockowitz	Elizabeth Murphy
Joel Johnson	Tom Loew	Tim Myers
Noel Johnston	Sara Lohrmann	Lisa Nehring
Anastasia Kaltakis	Kimberly Lubecke	David Noskin
Lynne Kaskela	Abbie Lueken	Alice Nuteson
Robin Katz	Lisa Lukens	Dan Ogborn
Adam Kehoe	Cindy Lynch	Scott Oliver
Martha Keller	Robert Lyons	Mark Onuscheck



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

Tim O' Reilly	Julisa Ruiz	Dawn Timm
Bill Osmun	Cristal Sabbagh	Louann Tollefson
Lynn Owens	Angela Sacchitello	Tim Tomaso
Jennifer Parisi	Miriam Sacksteder	Chip Tompson
Rebecca Patchak	Sheryl Sager	Katie Transon
Lucia Pedraja	Chris Salituro	Steve Tucker
Lindsay Perkins	Beth Sallman	Fran Turkel
Kristin Perry	Abraham Santiago	Mike Ulrich
Dan Peso	Kerry Santoro	Nick Valenziano
Susan Petschow	Jori Saunders	Joe Vallone
Gerry Peters	Vickie Saunders	Tiffany Van Cleaf
Christine Pfaffinger	John Schauble	Elizabeth Vanlieshout
Ann Pfeifer	Jennifer Schiavone	Jennifer Vavrek Miller
Brandy Phelan	Mary Schneider	Hector Vazquez
Richard Pierce	David Schoenfisch	Jodi Vignassi
Yolanda Pilch	Eileen Schopen	Paul Vincent
Kristin Piekarski	Tamara Sears	Lindsey Vizvary
Margaret Pinnow	Petra Sebastian	Laura Vladika
Robert Pinta	Carol Seeger	Kristen Voelker
Pam Polakow	Greg Sherwin	Kathleen Wallis
Christy Psihogios	Todd Sikora	Janet Wang
Jennifer Polisky	Craig Sincora	Bob Ward
Lori Polin-Silva	Cheryl Singley	Deanna Warkins
Michelle Pope	Jeff Slepak	Narkius Warteins
David Popper	Dee Dee Small	Pete Weber
Brittany Possley	Jill Smiley	Paul Weil
Lucia Quevedo	Brad Smith	Aaron Wellington
Lynne Rabe	Ralph Smith	Carly Wells
Kathie Rauch Morse	Sherry Smith	Deb Wiersma
Amy Read	Barri Sollomann	Scott Williams
Anthony Reibel	Scott Sommers	Bryan Wills
Mike Reimer	Annette Sorkin	Dave Wilms
Joe Reinmann	Sharon Sossin	Sean Wimer
Vered Resnick	Steve Soszko	Brian Wise
Linda Reusch	Stavroula Sparagis	Marla Wolf
John Reuth	Vincent Springer	Christina Wood
Andy Richardson	Jason Stacy	Steve Wood
Manuel Rider	Tom Stanhope	Bob Worthington
Laura Rosen	Eric Stoller	Sandra Wright
Jennifer Rosenzweig	Michelle Stone	Kim Young
Mark Royce	Megan Sugrue	Jennifer Young
Neal Roys	Janet Sushinski	Robert Zagorski
Tim Roznowski	Christian Thibaudeau	Kathryn Zawacki
Kathy Rubenstein	Barbara Thill	Alden Zimlich
Maureen Rubenstein	Jennifer Tierney	Jennifer Zizzo
Fran Ruffalo	Mary Tierney	

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

- They inspired me to work harder, put 110% into everything and have confidence in what I do.
- They pushed me to actually care about school and not goof off all of the time.
- They were really concerned and understanding about the issues I was dealing with. They were very supportive and made sure I stayed in school.
- They helped me in my goals and were able to see when I had outside pressures that were making me struggle.
- They told me to never give up and they believed in me.
- These people treated me as an adult. They didn't BS me, they told me when I was wrong and were always helpful.
- They are very intelligent and passionate about their subject. They made me strive for the best.
- They all told me that I have potential. They helped me feel positive about myself.
- They really took the time and effort to better my academic skills and my social skills.
- They showed patience, understanding and concern for the students interests
- They all made me realize that I have a lot to look forward to.
- They were always there for me to talk and helped me through hard times.
- They taught in unique and interesting ways. They made me excited to go to class everyday.
- They showed interest in our personal lives and how we learned best. I love them!
- They work hard to make everyone feel important.
- Whenever I was having problems whether it was in school or outside of school, I could always turn to them for help.
- I always put my 100% effort into doing what I could for these adults. I earned the positive experience through their ability to teach coach and mentor.
- She motivated me everyday, helped me with all of my college things and prepared me for the future.
- Their authenticity, understanding for others, entertaining styles of teaching and genuine concern for helping their students made them exceptional.
- They helped me make important decisions involving my high school career choices and guided me by helping me explore my career options after school.
- They made learning enjoyable, were easy to talk to, get help from and they inspired me to want to become a teacher.

- They emphasized character more than academics and served as examples themselves.
- They encouraged me to reach my potential and set high goals for myself.
- They made school something worth going to.
- They were really nice and welcoming. They were just brilliant people.
- During hard times, these individuals were always easy to approach and offered wonderful support.
- They inspired me to work harder, put 110% into everything and have confidence in what I do.
- They stressed the importance of learning and utilizing our scholar selves in order to be better citizens, friends and people in general.
- They opened my eyes about what it means to be a knowledgeable and aware human being.
- She was always there for me and I can't imagine my high school experience without her.
- They were very enthusiastic and interested in teaching their students. They were attentive, fun and taught me the most.
- They treated me with respect.
- They made the subjects that I struggled with more engaging and interesting.
- They taught me some strange but meaningful things about life.
- They love what they do and they inspired me, a lazy man, to take interest in studying and learning.
- They brightened my day by a simple hello in the hallways. They are socially aware teachers setting a great example.
- They made learning fun and are genuinely nice people and should be recognized for their performance.
- They all took time to make sure I could achieve to my fullest potential and I thank them dearly.
- They all saw my true potential and wouldn't let me give up on myself.
- There are no words to describe them; they were just amazing!
- They were funny and influential, they made me think and view the world differently.
- They were able to keep the wild kids calm.
- They helped me meet people, to live with people who don't speak the same language as me. They helped me feel good at school.

- She helped me foster and develop a passion that I believe to be a rare priority at Stevenson.
- They pushed me outside of my comfort zones and helped me develop into the person I am today.
- They made students participate in Ninja learning (we didn't know we were learning when we actually were).
- They held meaningful discussions, introduced me to ideas and literature that have helped shape my ideologies on life.

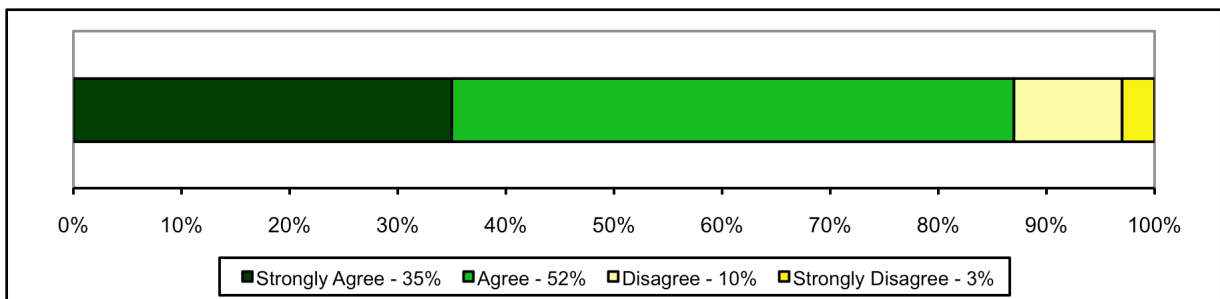
**5. Sports or intramural activities students would have participated in if they were added to Stevenson's programs and number of requests (activities with 10 or more requests)**

Soccer – 27  
Ultimate Frisbee – 27  
Powderpuff/Flag Football – 30  
Softball – 22  
Basketball – 22  
Frisbee Golf – 20  
Dodgeball – 19  
Martial Arts (various) – 18  
Volleyball – 14  
Cricket – 14  
Rugby – 13  
Lacrosse – 13  
Equestrian – 11  
Swimming – 11  
Dancing – 10  
Boxing – 10  
Baseball – 10  
Kickboxing – 10

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

<b>Strongly Agree</b>	<b>=</b>	<b>35%</b>	<b>Disagree</b>	<b>=</b>	<b>10%</b>
<b>Agree</b>	<b>=</b>	<b><u>52%</u></b>	<b>Strongly Disagree</b>	<b>=</b>	<b><u>3%</u></b>
		<b>87%</b>			<b>13%</b>

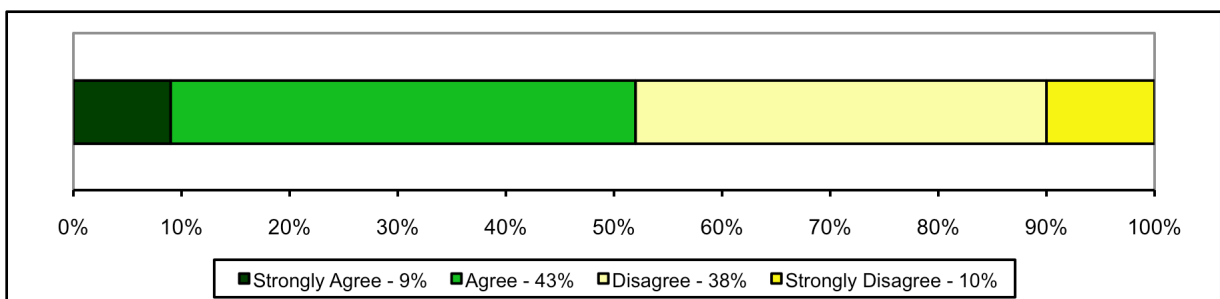
**N= 987**



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

<b>Strongly Agree</b>	<b>=</b>	<b>9%</b>	<b>Disagree</b>	<b>=</b>	<b>38%</b>
<b>Agree</b>	<b>=</b>	<b><u>43%</u></b>	<b>Strongly Disagree</b>	<b>=</b>	<b><u>10%</u></b>
		<b>52%</b>			<b>48%</b>

**N= 982**



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

(Reported in percentages of student responders for each item)

**STUDENT SERVICES**

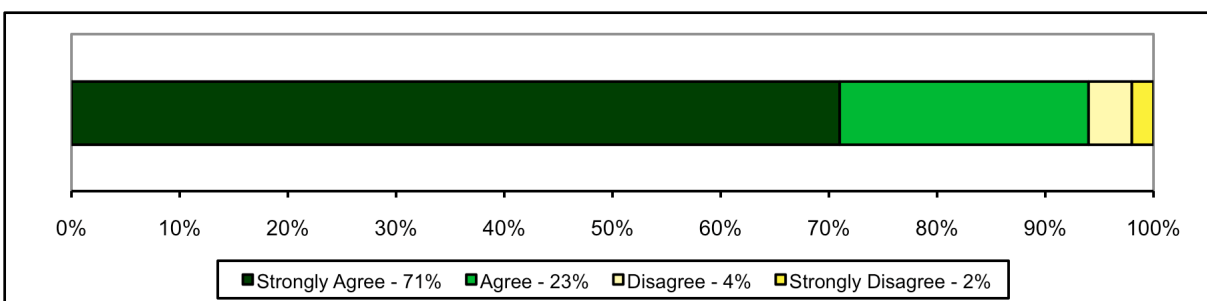
For the following questions:

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

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

<b>SA = 71%</b>	<b>D = 4%</b>
<b>A = <u>23%</u></b>	<b>SD = <u>2%</u></b>
<b>94%</b>	<b>6%</b>

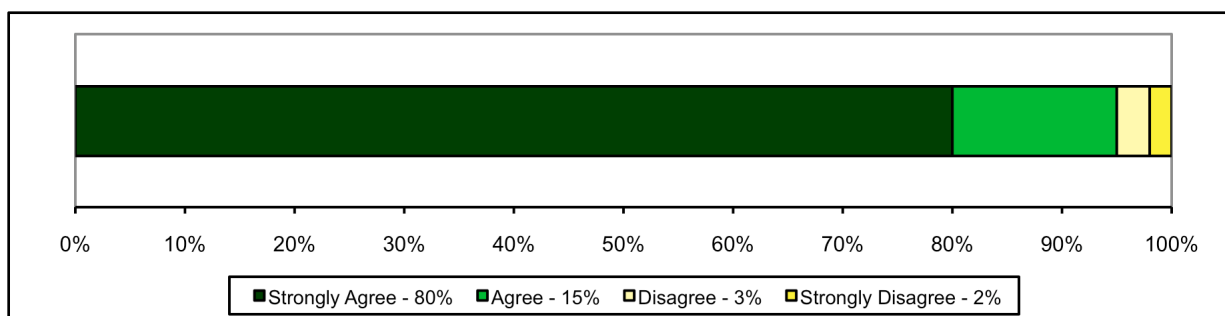
**N= 975**



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

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

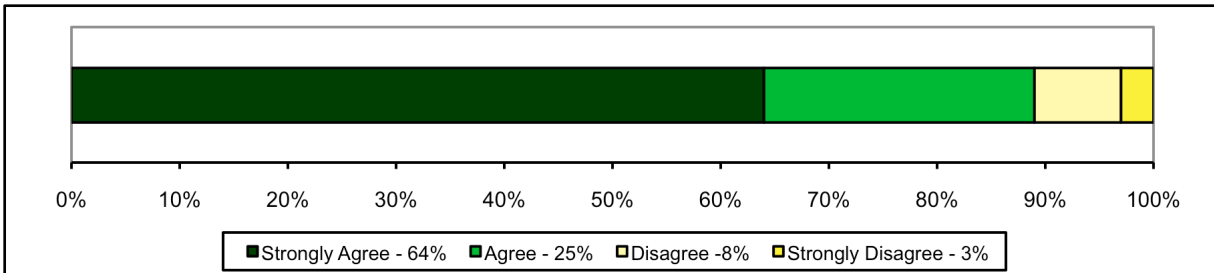
**N= 981**



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

**SA = 64%**      **SD = 8%**  
**A = 25%**      **D = 3%**  
                         **89%**                      **11%**

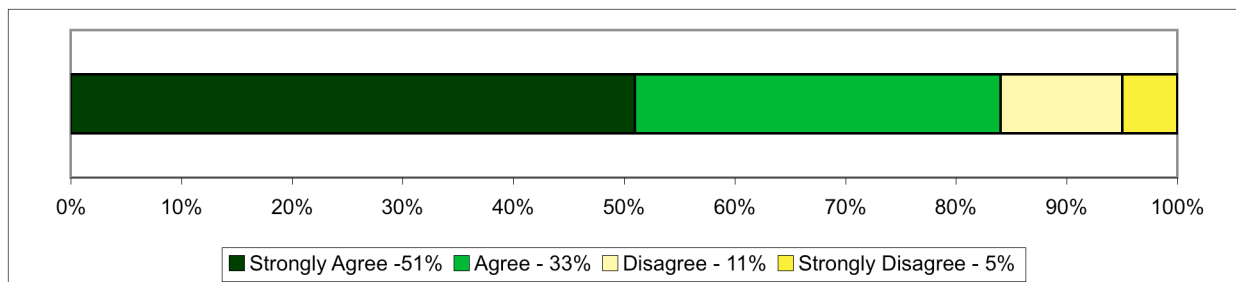
**N= 970**



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

**SA = 52%**      **D = 9%**  
**A = 35%**      **SD = 4%**  
                         **87%**                      **13%**

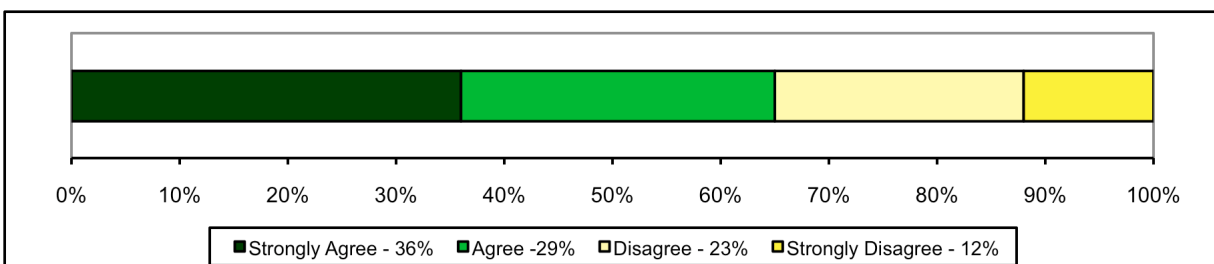
**N= 942**



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

**SA = 36%**      **D = 23%**  
**A = 29%**      **SD = 12%**  
                         **65%**                      **35%**

**N= 876**

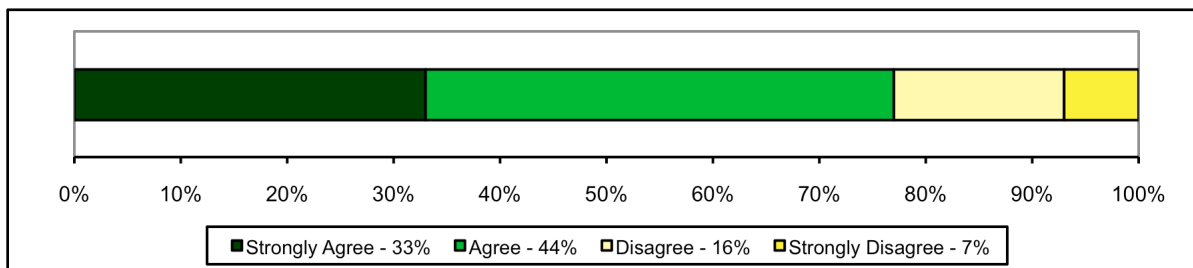




6. When I go to my Student Services Office, I am greeted in a friendly and helpful manner.

SA = 33%      D = 16%  
 A = 44%      SD = 7%  
                  77%                   23%

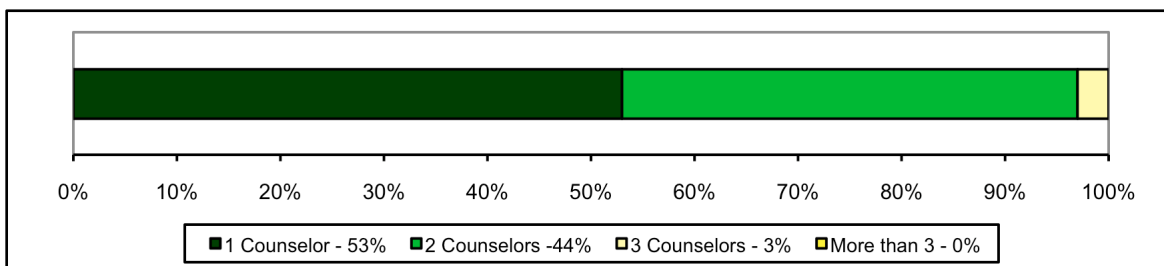
N= 957



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

1 = 53%  
 2 = 44%  
 3 = 3%  
 More than 3 = 0%

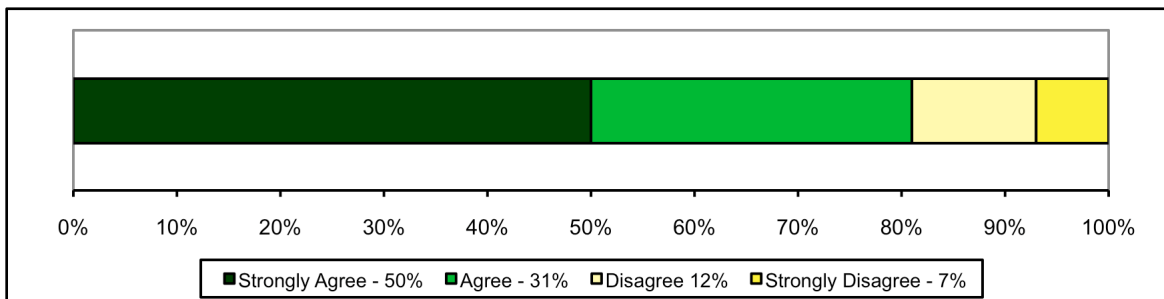
N= 973



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

SA = 50%      D = 12%  
 A = 31%      SD = 7%  
                  81%                   19%

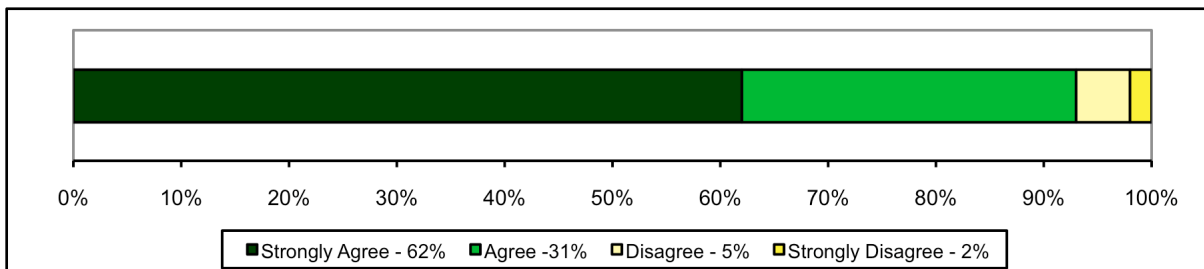
N=121



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

SA = 62%      D = 5%  
 A =  $\frac{31\%}{93\%}$       SD =  $\frac{2\%}{7\%}$

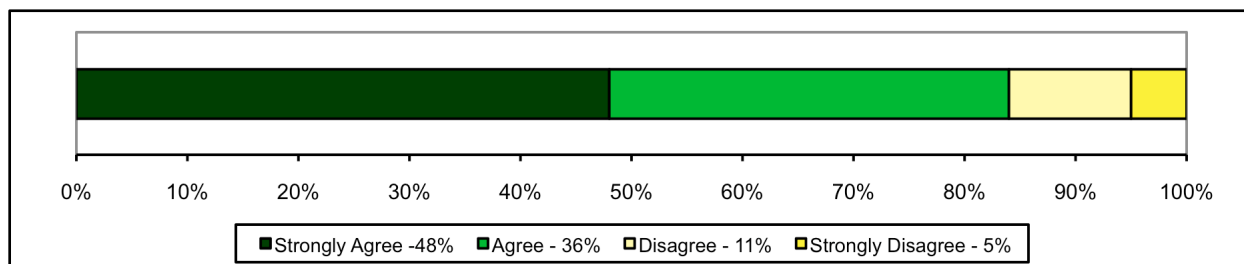
N= 932



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

SA = 48%      D = 11%  
 A =  $\frac{36\%}{84\%}$       SD =  $\frac{5\%}{16\%}$

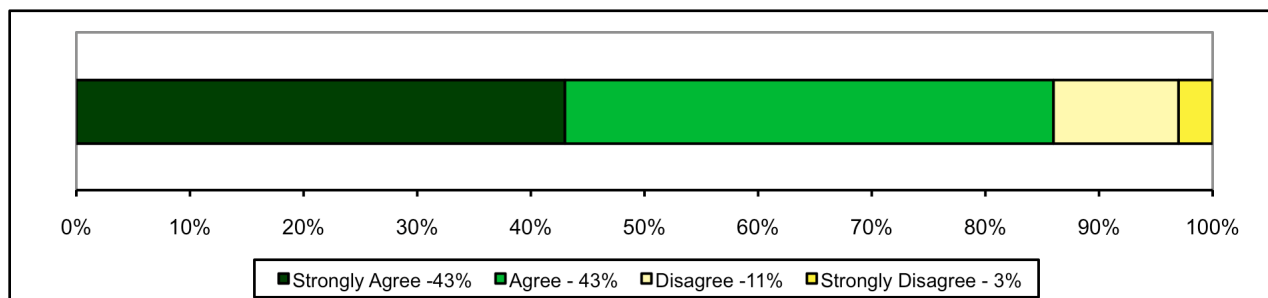
N= 741



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

SA = 43%      D = 11%  
 A =  $\frac{43\%}{86\%}$       SD =  $\frac{3\%}{14\%}$

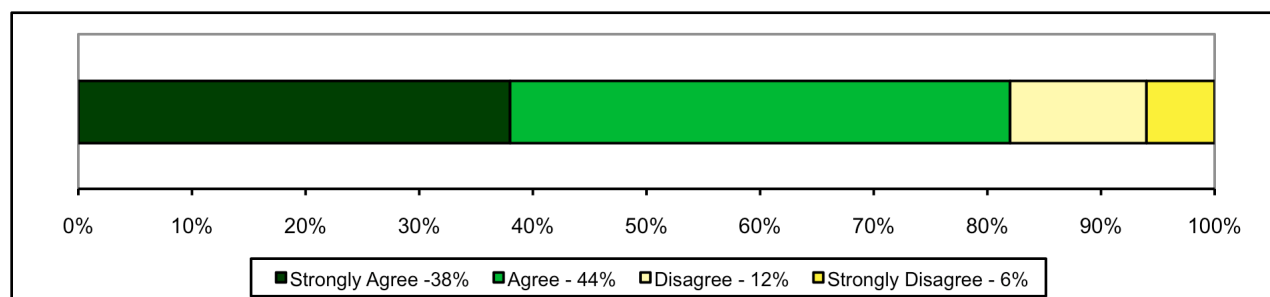
N=496



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

**SA = 38%**      **D = 12%**  
**A = 44%**      **SD = 6%**  
**82%**              **18%**

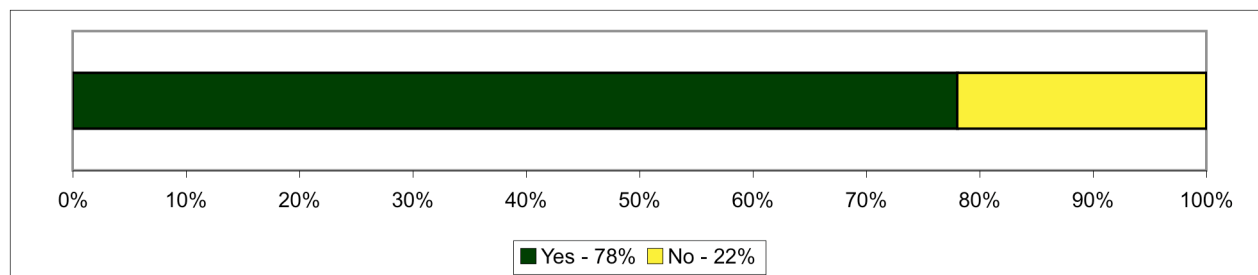
**N= 319**



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

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

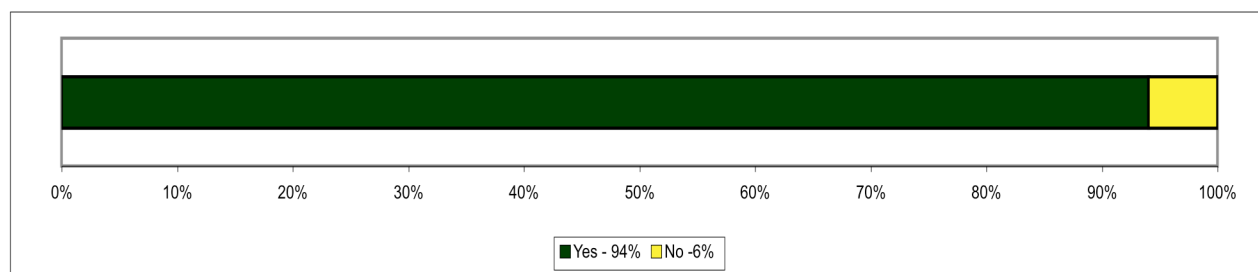
**N= 973**



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

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

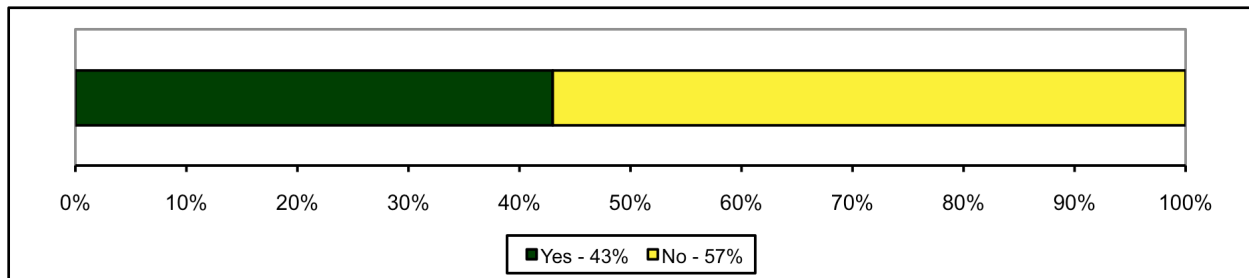
**N= 977**



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

**Yes = 43%**  
**No = 57%**

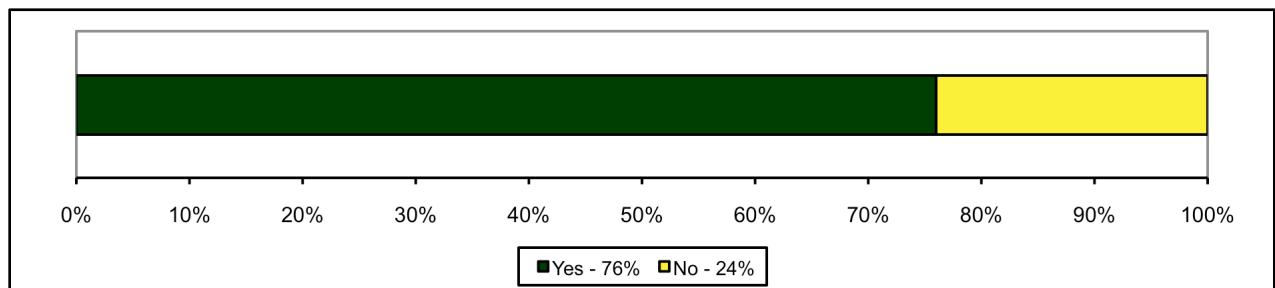
**N= 975**



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

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

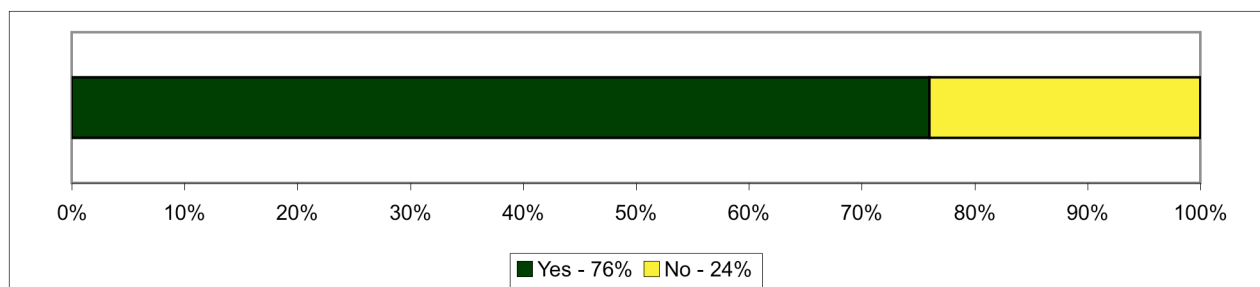
**N= 975**



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

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

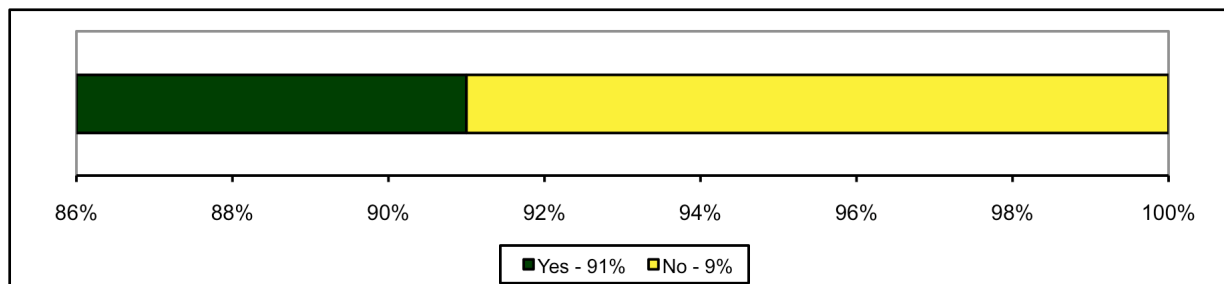
**N= 975**



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

**Yes = 91%**  
**No = 9%**

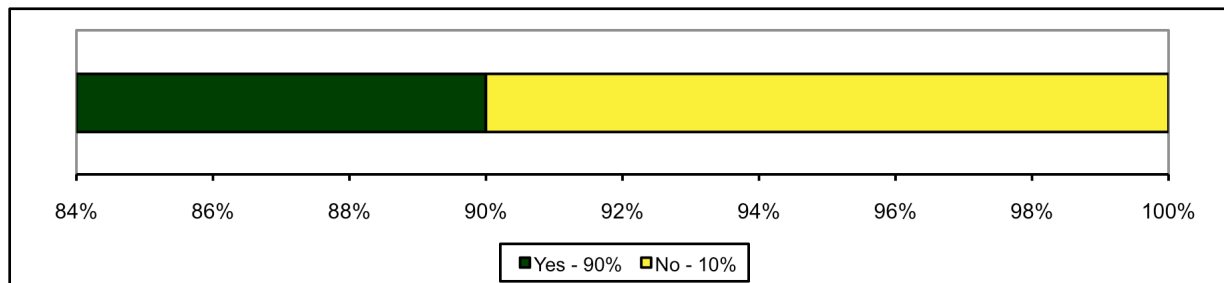
**N= 975**



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

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

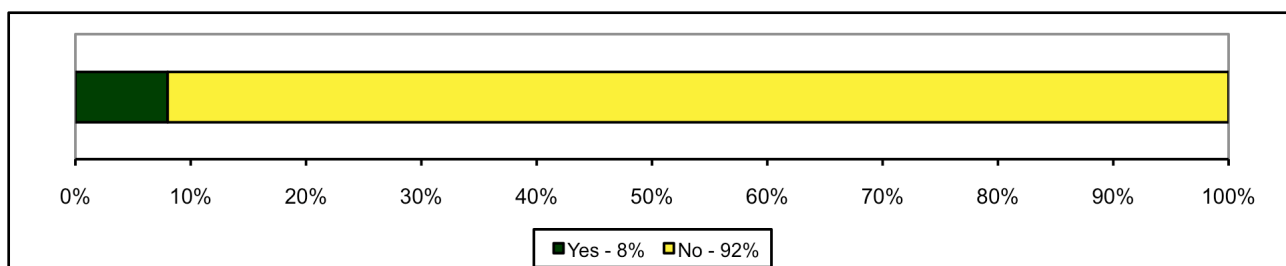
**N= 975**



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

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

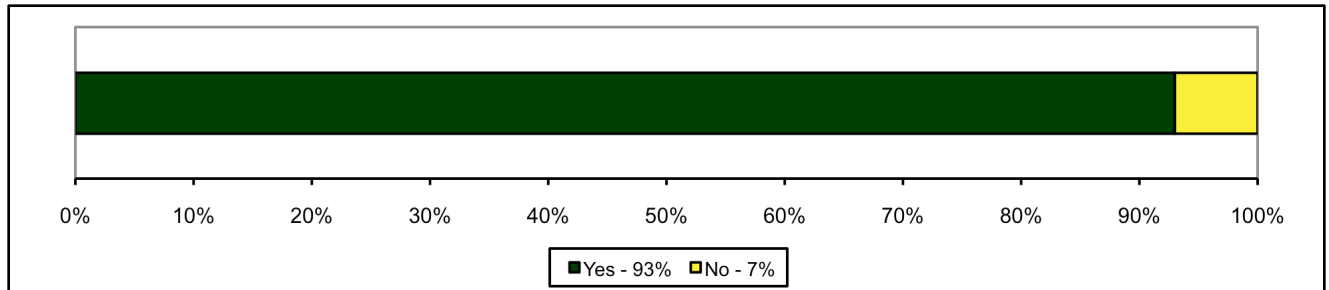
**N=975**



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

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

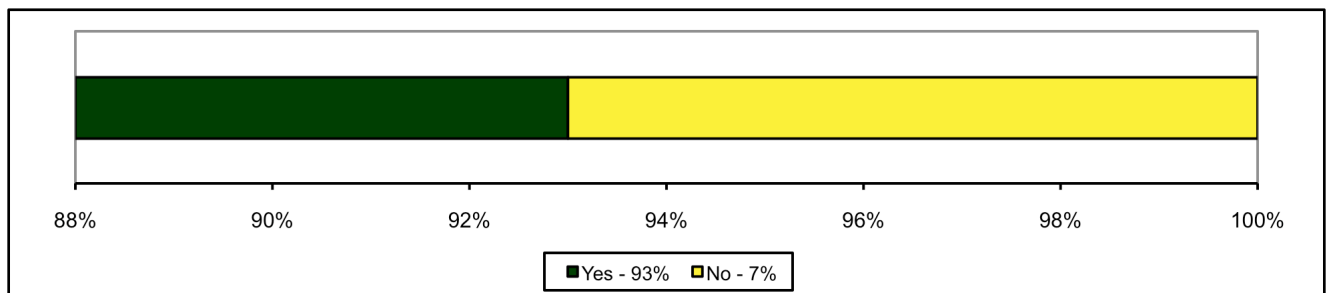
**N= 976**



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

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

**N= 976**

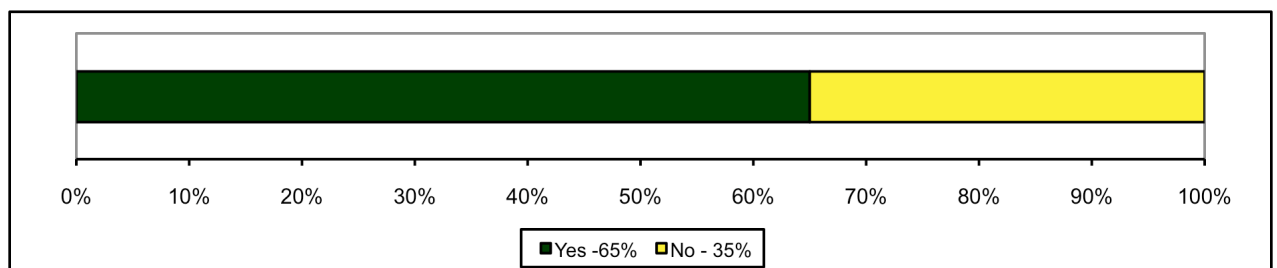


### **ACADEMIC SUPPORT**

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

**Yes = 65%**  
**No = 35%**

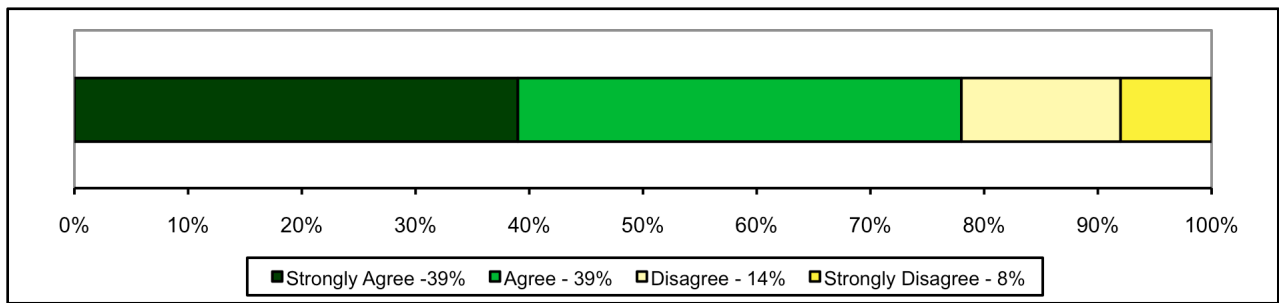
**N= 965**



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

SA = 39%      D = 14%  
 A = 39%      SD = 8%  
              78%               22%

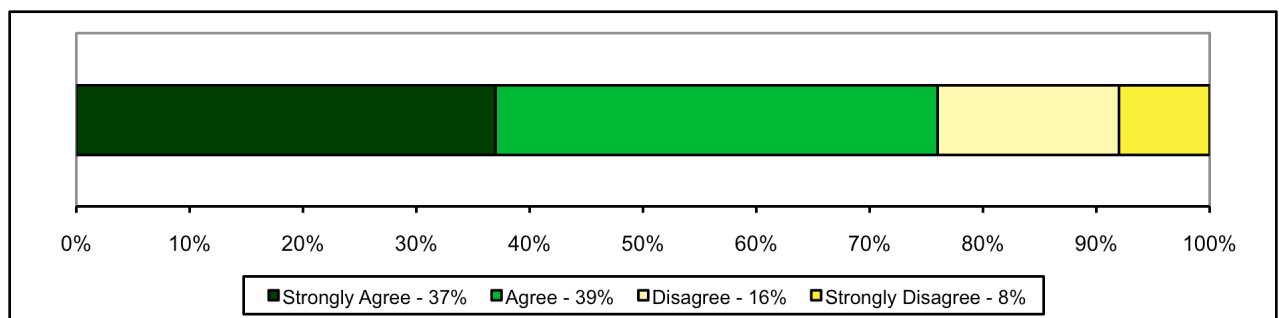
N= 911



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

SA = 37%      D = 16%  
 A = 39%      SD = 8%  
              76%               24%

N= 899

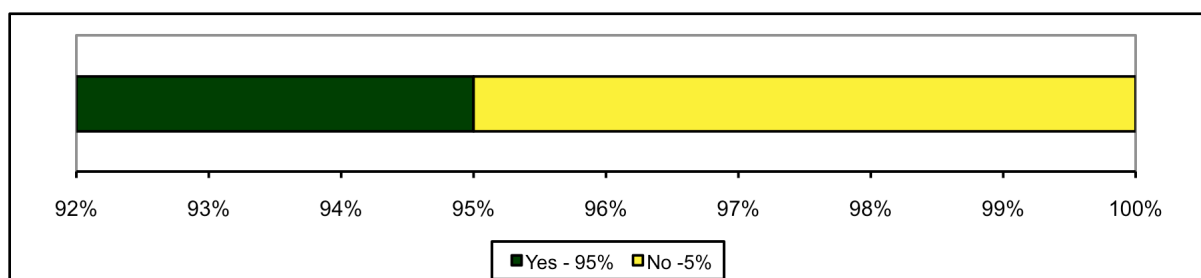


### **CLUBS, ACTIVITIES, SPORTS AND INTRAMURALS:**

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

Yes = 95%  
 No = 5%

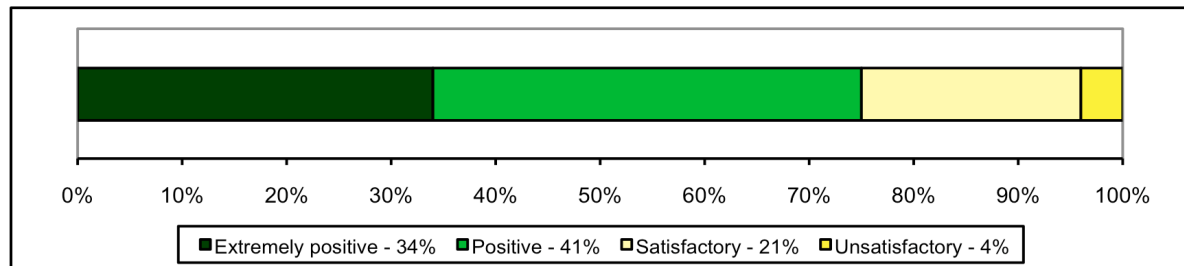
N= 964



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

**Extremely positive** = **34%**  
**Positive** = **41%**  
**Satisfactory** = **21%**  
**Unsatisfactory** = **4%**  
**Did not participate** = **10%**

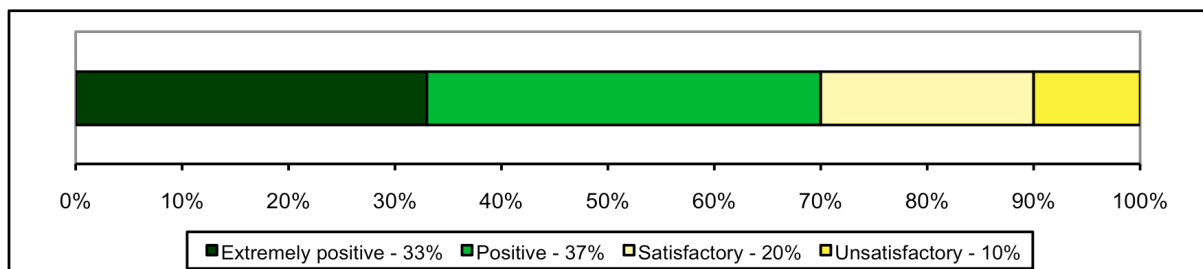
**N= 880**



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

**Extremely positive** = **33%**  
**Positive** = **37%**  
**Satisfactory** = **20%**  
**Unsatisfactory** = **10%**  
**Did not participate** = **31%**

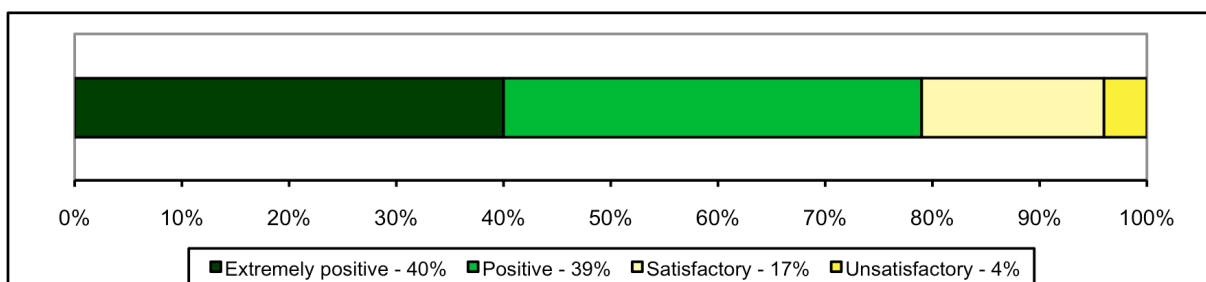
**N=673**



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

**Extremely positive** = **40%**  
**Positive** = **39%**  
**Satisfactory** = **17%**  
**Unsatisfactory** = **4%**  
**Did not participate** = **31%**

**N= 670**

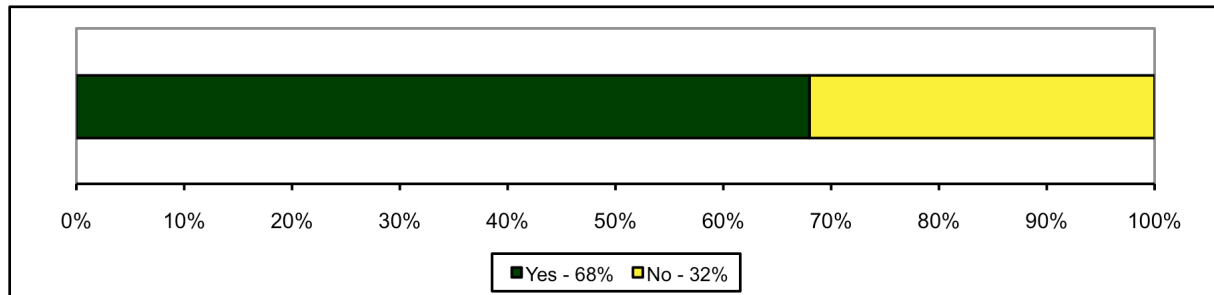




30. While at Stevenson, did you participate in any leadership role within the school?

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

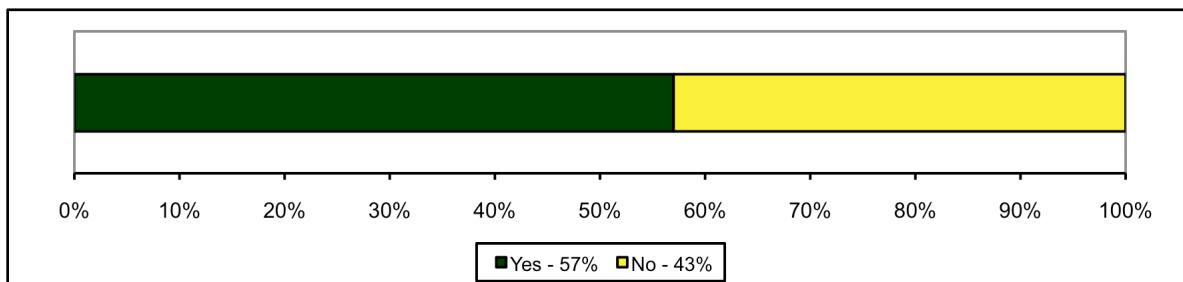
**N= 975**



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

**Yes = 57%**  
**No = 43%**

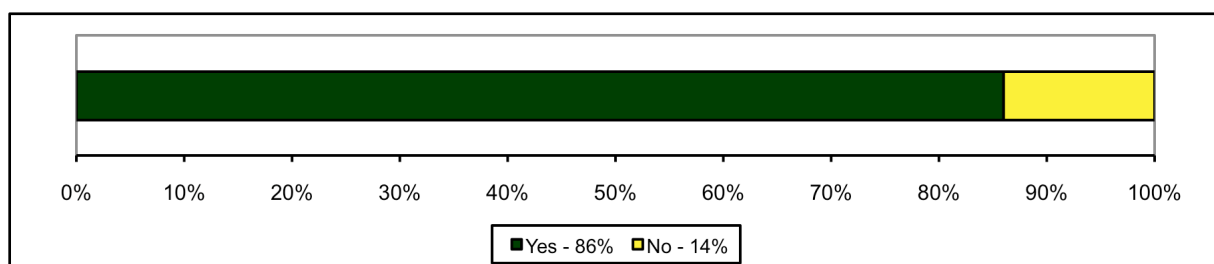
**N= 975**



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

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

**N=976**

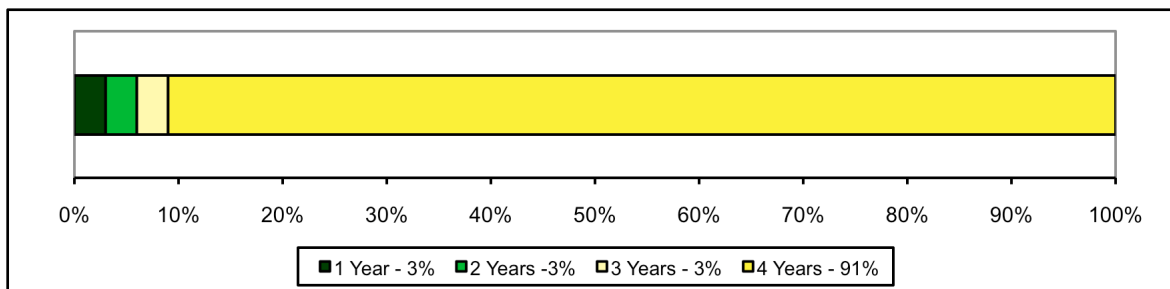


## ACADEMIC INFORMATION

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

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

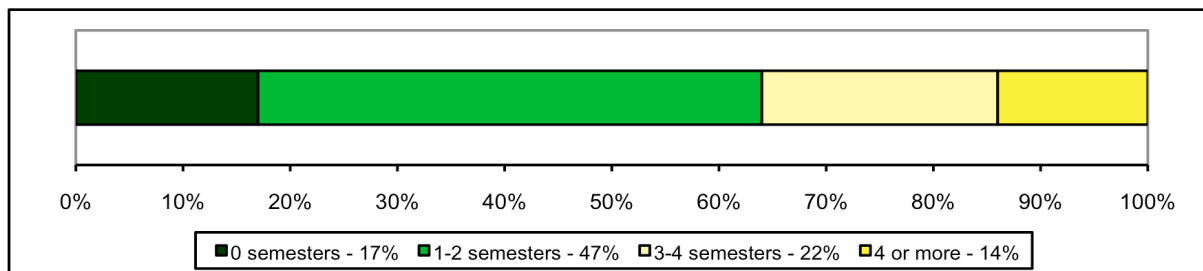
N= 977



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

0	=	17%
1-2	=	47%
3-4	=	22%
More than 4	=	14%

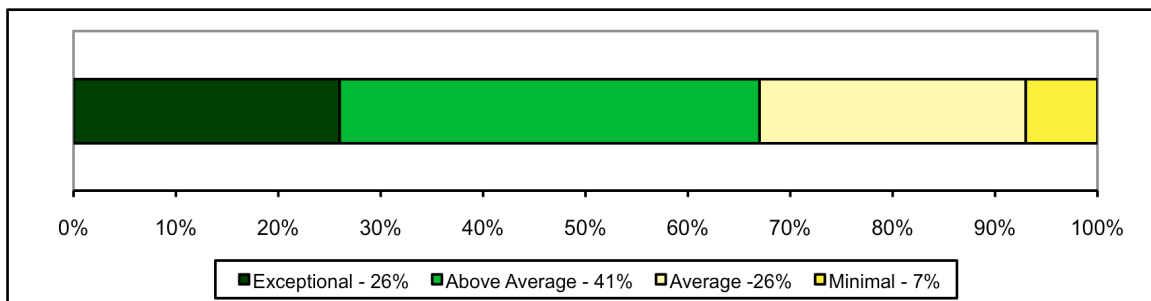
N= 976



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

Exceptional	=	26%
Above Average	=	41%
Average	=	26%
Minimal	=	7%

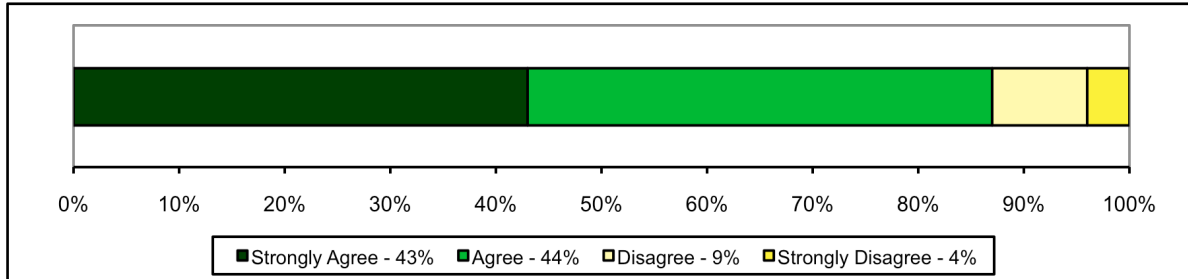
N= 975



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

**SA = 43%**      **D = 9%**  
**A = 44%**      **SD = 4%**  
                     **87%**                      **13%**

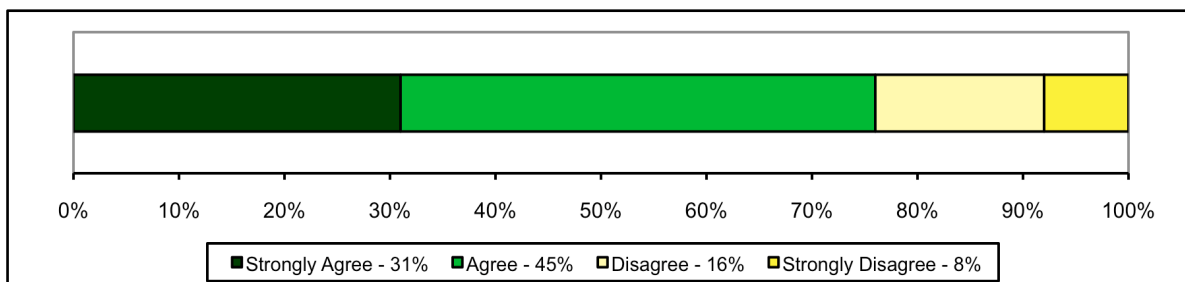
**N= 974**



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

**SA = 26%**      **D = 19%**  
**A = 47%**      **SD = 8%**  
                     **73%**                      **27%**

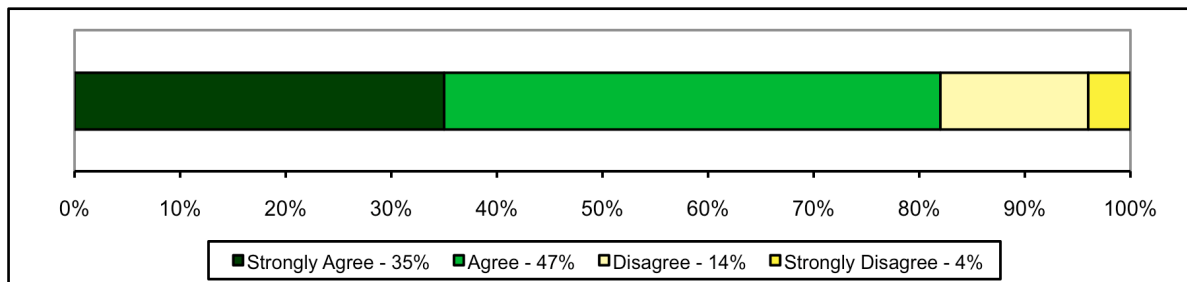
**N= 973**



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

SA = 35%      D = 14%  
 A = 47%      SD = 4%  
              82%      18%

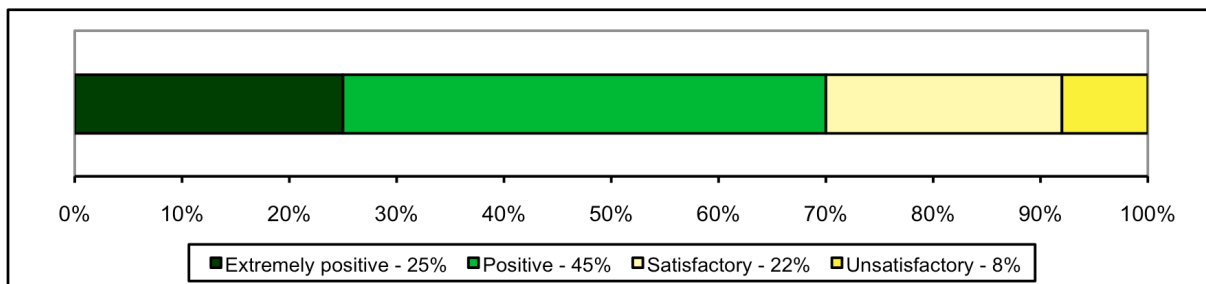
N= 973



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

Extremely positive = 25%  
 Positive = 45%  
 Satisfactory = 22%  
 Unsatisfactory = 8%  
 Did not participate = 17%

N= 803



## **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 second year in a row there is a new component to the open-ended questions this year, which focuses on the district's goal to increase Social Emotional Learning opportunities to ensure that all students are developing as critical thinkers, effective problem solvers, and good citizens. The first question asked respondents to assess how effective Stevenson was at developing their Social Emotional Learning, which includes being able to demonstrate responsibility, recognize and manage emotions and challenging situations effectively, and 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 (165 students). From the next most popular responses, it seems that students believe that they develop these skills as a result of their own personal experiences or from the support they receive from friends, faculty or Stevenson programs. The second most popular shared sentiment is that they have learned SEL skills from their involvement in Stevenson's extracurricular activities, sports, and clubs (143 students). The next response gave credit to the talented and dedicated staff members who served as role models in the area of SEL (121). These are the top three most popular responses for the second year in a row. Other students believe that the size of the school forced them to make new friends and develop these skills on their own (81). 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 (69). Graduating seniors also thought that Stevenson's challenging courses and high expectations led them to find ways to cope and manage their work load, as well as their emotions (45). Some seniors claim that the diversity of the school forced them to become sensitive and aware of differences (38).

The second question asked for students' suggestions: "How could Stevenson better help students develop SEL skills?" The most popular shared response among recent graduates is to continue what Stevenson is doing (48). The second most popular response is that these skills could be developed more effectively if there was not so much pressure and stress placed on them (32). The third most popular response indicates that 21 students do not know how

Stevenson can help students develop better SEL skills. Past surveys have demonstrated that encouraging students' independence and supporting students' self-reliance is a popular sentiment among graduates. For the third consecutive year, a popular response is that Stevenson should encourage more independence in the students so that they can display responsible behaviors, as it is ultimately up to the students to be responsible (37). Several students believe that there should be an SEL/life skills class (41), while others believe there should be less focus on AP/ACT/grades (20).

A large number of faculty and staff members (400) are specifically named as having a positive impact on students because of their inspirational teaching, encouragement, and personal interest. The ubiquitous message is that students describe SHS personnel as being agents of change in their lives. These teachers impacted their student's lives by stimulating intellectual curiosity, encouraging them to reach their fullest potential, and taking their individual needs into consideration at all times. Another major theme is the fact that students were inspired by the teacher's passion for the subject matter and their ability to make learning fun. In addition, students agree that the care and support that staff members extend to them helps them weather difficult times. Students consistently stressed the fact that faculty and staff believe in their potential, and are capable of boosting their confidence and self-esteem. They comment that Stevenson personnel have helped them achieve at a level of success that many had never believed to be obtainable. They describe staff members as being understanding, concerned, intelligent, passionate, supportive, patient, entertaining, authentic, enthusiastic, engaging, socially aware, funny, influential, and genuine.

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 Powder-puff/Flag Football (30) took the top spot beating out Rugby, which was the most popular request for the past two years. The second most popular request was both Soccer (27) and Ultimate Frisbee (27). The third most popular request is Softball (22) and Basketball (22) followed closely by Frisbee Golf (20). Please note that Rugby and Ultimate Frisbee have all been offered over the last five years, and then have been subsequently canceled due to lack of participation.

The overwhelming majority (87%) of senior students believe that faculty members treat students fairly and without discrimination regardless of individual and cultural differences, which is a 6 percent increase from last year's survey results. A small percentage of students (3%) 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. A little more than half of students indicate that fellow students are

considerate of each other regardless of differences (52%); however this is a 19-point decrease from last year's results and an all time low statistic for this question. A number of seniors (48%) believe that their peers are inconsiderate and disrespectful of each other. Eight-three seniors agreed that some students are mean, rude, and disrespectful, while 19 students cited that some students are racist. Another popular response is that cliques are mean to other cliques (15), while some respond that different cultural groups rarely interact.

In the Student Services' area of the exit survey, a little more than half of the class (53%) has had the same counselor for all four years. That is a 15-point decrease from last year's results. Due to personnel changes and retirements, we expected to see this decrease, as four new counselors were hired. Seniors perceive counselors as both available (94%) and accessible on an interpersonal level (95%). Seniors also indicate that their counselors know them (89%), in addition to finding them helpful with academic guidance (87%); these both constitute slight increases from last year's results. Roughly two thirds of seniors feel comfortable talking to counselors about personal or non-academic issues (65%). Even though over 90 percent of this group annually finds their counselor to be "friendly and easy to talk to," seniors say that friends, and then teachers, become their preferred sources of assistance for personal problems because of the familiarity that is established from day-to-day contact. Over three-quarters of students (77%) believe that the Student Services Offices are "user-friendly."

Most transfer students (81%) view their counselors as being helpful in their transition and adjustment to SHS; however, this depicts a nine-point decrease from last year's transfer students.

Seniors respond positively about college counseling services. Counselors and college consultants are depicted as being knowledgeable and helpful in the college application and selection process (93%). The College/Career Center staff is viewed as being friendly and accessible (84%). Visits from college representatives are construed as being helpful (86%), as are college evening programs (82%). Approximately three out of four seniors (78%) utilize the CCC to obtain college-related information, and even more students and parents take advantage of seeking the help of their individual counselors (94%). Students and parents access information by seeking the expertise of our college consultants (43%) and by accessing college links on Stevenson's Home Page (76%). This is a significant 11-point increase and is consistent with the results from the junior survey. It is apparent that students and families are accessing the SHS website for information at an increasing rate. "Other" websites continue to be a substantial source of information for many of our families (91%). When asked more specifically, more than three quarters of students (76%) access social networking sites such as Facebook to obtain post-secondary information. College campus visits continue to be the most popular way families retrieve

information about college and scholarships (90%) and this increased by two points this year. Families that procure the services of private college consultants has increased by one point from last year's results (8%). The proliferation of computer usage to facilitate the college application process continues to increase, with 93 percent of seniors downloading applications online and 93 percent completing their applications online. Last year's results increased by four points and this year these statistics constitute a one- and three- point increase, which suggests that more students are utilizing online resources to assist them in the college application process.

When polled about academic support, there was a 6 percent increase in the amount of seniors who utilize the Resource Centers for tutoring at some point during high school (65%). About three quarters (78%) of those students have found the Resource Centers and their tutors to be beneficial, with almost the same number (76%) reporting the amount of help and equipment to be adequate.

An all-time high percentage of seniors (95%) indicate that they have participated in at least one club, activity, sport or intramural during their high school tenure. Three quarters (75%) of the students who have participated in clubs/activities feel positive about their experience with just about another 20 percent (21%) simply expressing satisfaction. About seven out of ten (70%) of the interscholastic sport participants view their experiences as positive or extremely positive, while others describe their experience as satisfactory (20%).

Most seniors (79%) express that their intramural experience has been positive, while nearly the rest (17%) find some satisfaction in these activities. About seven out of ten of seniors (68%) report that they have achieved a position of leadership within the school. The majority of seniors (57%) are members of a club or organization affiliated with SHS, while an all time high amount of seniors (86%) have volunteered their time to school or community-based organizations. Survey responses portray Stevenson students as being highly involved in a wide variety of co-curricular and community activities.

More than ninety percent (91%) of seniors have attended Stevenson for a full four years. A little less than half of the seniors (47%) indicate that they earned at least one or two credits in summer school during their tenure, while roughly another fifth of students (22%) claim to have accrued three to four credits and another 14 percent claim to have earned more than four credits. In assessing their own individual effort at Stevenson, well over half of the seniors perceive their directed energy toward school as being exceptional (26%) or above average (41%), with about a quarter (26%) describing their output as average. Although this form of self-assessment is highly subjective, quantitative measures of student achievement at Stevenson; e.g., standardized test scores, results of



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

Last year there were three new questions created for the survey which were intended to gauge how well Stevenson equipped the graduating seniors with Social Emotional Learning skills. The first question depicts that nearly 90 percent (87%) of seniors believe that their experiences as a student at SHS taught them to become more responsible for their own learning as they progressed through high school. This constitutes a 3 percent decrease from last year's results. The second question found that about three quarters of the senior class (73%) believed that their experiences as a student at SHS helped them to recognize and manage emotions and challenging situations effectively. This also depicts a 3 percent decrease from last year's respondents. Finally, the third question shows that more than 80 percent of seniors (82%) believe that their experiences at SHS helped them to develop and maintain positive relationships in their lives. This depicts only a slight one point decrease from last year. Although all three questions elicited decreased responses, the statistics are still high percentages which lend support to the fact that students believe that Stevenson helps to instill in them positive, life-long SEL skills.

When asked to rate their overall Advanced Placement experience, seven out of ten (70%) of the participants assess their experience as positive, while just under one quarter (22%) express mere satisfaction.

Upon comparing answers among seniors to the previous year's graduates, upward trends are evident in some categories, while other responses continue to elicit similar results or slight decreases. The current senior survey suggests that students continue to perceive counselors as accessible (two-point increase), amiable (same), helpful in selecting courses (three-point increase) and able to provide a setting whereby students feel comfortable speaking about non-academic concerns (same). Seniors continue to be highly satisfied with college counseling services. Students are continuing to utilize the resources of the College/Career Center (two-point decrease). A large number of students access information from their counselors (same) and college consultants (same). A larger majority of seniors say that they are visiting college campuses (two-point increase). The college application process continues to suggest that the demise of paper applications is here, as nearly nine out of ten students have utilized the online application process (three-point increase). Students are accessing the academic support from the Resource Centers at an increased rate from last year (six-point increase) as well as reporting increased levels of satisfaction with their services and resources (two-point increase). Yearly trends demonstrate that Stevenson students are participating in clubs, activities, sports and intramurals in

greater numbers and this year participation reached an all time high of 95 percent of students claiming they are a member of at least one club/activity/sport. Accompanying satisfaction levels remain positive, managing to sustain healthy gains that have been noticed in the past couple of years. In the free response portion of the survey, seniors have delivered a host of positive feedback. Once more, Stevenson's administration, faculty and staff are credited with humanizing and enriching their high school experience.

**Longitudinal Senior Exit Data**  
**(Reported in percentages)**

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

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

	<b><u>2004</u></b>	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2008</u></b>	<b><u>2009</u></b>
<b>1</b>	<b>2%</b>	<b>2%</b>	<b>3%</b>	<b>4%</b>	<b>2%</b>	<b>3%</b>
<b>2</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>3</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>4</b>	<b>90</b>	<b>90</b>	<b>88</b>	<b>89</b>	<b>91</b>	<b>91</b>

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

	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2008</u></b>	<b><u>2009</u></b>
<b>exceptional</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>26%</b>
<b>above average</b>	<b>36</b>	<b>38</b>	<b>42</b>	<b>41</b>	<b>41</b>
<b>average</b>	<b>30</b>	<b>29</b>	<b>26</b>	<b>27</b>	<b>26</b>
<b>minimal</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>7</b>

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

	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2008</u></b>	<b><u>2009</u></b>
<b>positive</b>	<b>89%</b>	<b>88%</b>	<b>91%</b>	<b>90%</b>	<b>87%</b>
<b>negative</b>	<b>11</b>	<b>12</b>	<b>9</b>	<b>10</b>	<b>13</b>

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

	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2008</u></b>	<b><u>2009</u></b>
<b>positive</b>	<b>82%</b>	<b>81%</b>	<b>86%</b>	<b>84%</b>	<b>87%</b>
<b>negative</b>	<b>18</b>	<b>19</b>	<b>14</b>	<b>16</b>	<b>13</b>

**Satisfaction with college counseling**

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
91%	91%	90%	91%	91%	93%

**Student perception of counselors' accessibility**

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
positive	94%	94%	93%	92%	94%
negative	6	6	7	8	6

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

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
92%	91%	92%	93%	94%	95%

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

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Satisfactory or better	95%	95%	97%	97%	96%
N/A (did not participate)	12	11	9	9	10

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

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Positive	87%	90%	93%	91%	90%
N/A (did not participate)	32	32	30	34	31

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

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Positive	96%	95%	97%	97%	96%
N/A (did not participate)	44	43	31	32	31

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

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
79%	81%	86%	86%	86%	83%

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

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
67%	65%	77%	70%	69%	68%

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

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
56%	56%	59%	62%	60%	57%

**Participation in community service activities**

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
73%	73%	74%	80%	84%	86%

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

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
386	391	407	410	416	410

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

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
positive	87%	87%	88%	94%	87%
negative	13	13	12	6	13

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

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
positive	61%	64%	66%	71%	52%
negative	39	36	34	29	48

## **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 staying the same as the previous year (91%). It should be noted that this figure does not reflect a 9 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 (67%). 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. For four consecutive years, one quarter of seniors (25%) described their effort level as "exceptional." This year that statistic increased to 26 percent of seniors claiming their effort is "exceptional." The largest majority has described their effort level as "above average" (41%). Moreover, the number of students describing their effort level as "above average" remained the same compared to last year's results (41%). These increases support the continued practice of recent efforts to assess the amount of stress incurred among Stevenson students even though, since 2002, just about one third of students have consistently described their individual effort as average. Current data depicts a slight decline from previous years, with just over one quarter of students describing their effort as average (26%). For the third year in a row, students who describe themselves as exerting a minimal effort (7%), represent the lowest percentage posted in the past five years. The percentage of respondents who have described their high school effort as minimal has remained fairly constant over the years, fluctuating between 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, but did decrease by three points since the previous year's survey (87%).

Satisfaction with academic counseling, such as receiving course selection assistance from counselors, increased by three points from the previous year (87%). 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 increased by two points (93%). Most importantly, satisfaction levels remain considerably higher than those experienced early in the 1990's (84%-77%). The high level of satisfaction with college counseling likely reflects an extensive, thorough and varied college counseling program that is constantly endeavoring to evaluate current trends and to improve their services. The perception of counselor accessibility has remained constant, barely changing over the past five years. The current survey reveals an increase of two percentage point since last year (94%), but still falling short of achieving the highest number posted in 1999 (96%). This is still indicative of sustaining an upward trend since 2000. The current percentage also represents a vast improvement from ten years ago (69%). These gains in accessibility are gratifying considering the significant increase in schedule change traffic at the beginning of each semester. Counselors have worked to craft ways to increase accessibility during times of high student need.

Student participation in at least one co-curricular activity has remained one of the most consistent survey statistics. This year the reported participation rate has reached an all time high (95%). 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 twelve years. Satisfaction levels for club and/or activities have also shown very little deviation over the years; in fact, between 2003 and 2006, or for four years, 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 (96%). For the past two years the satisfaction level was at 97percent, which was, the highest reported percentage of any survey; so a one-point decrease is still close to the all-time high. Positive experiences for athletic participants have



wavered from 1996's high of 95 percent to a low of 84 percent in 2001. This year's satisfaction level posted a one-point decline (90%), however, still sustaining a healthy trend of improvement. Students' rate of participation in sports has increased by three points (69%). The intramural program has maintained a high rate of participation (69%) and even increased one percentage point from last year's results. 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 lofty satisfaction levels, posting only a one-point decline from last year's survey (9%).

For the past three years, a record number of students reported that they had earned credit in summer school courses (86%), and this year there was a slight decline in respondents reporting their participation (83%). However, this is still depicting a trend of increased attendance in summer school since the 1990's. The participation rate in summer school credit courses has more than doubled since 1993 (37%) and has steadily increased, only once posting a decline of 1 percent between 2003 and 2004. Summer school continues to serve as an effective transitional bridge for incoming freshmen. In addition, it provides all students with a useful tool to create curricular options for themselves during the traditional school year.

The percentage of students who identify themselves as playing a role in school leadership has remained relatively high this year, but still displays a one-point decrease from last year's results (68%). This means that close to seven out of ten respondents of 2009 graduates claim to have held a leadership role (68%), which is the fourth highest percentage ever reported. Once again, participation in a leadership role was determined by offering students choices from a menu of school leadership activities. We should be cognizant of striving to provide leadership opportunities for students, especially in light of demonstrated interest. Furthermore, universities continue to report that students who can demonstrate leadership experience may enjoy a slight advantage in the competitive college admissions arena.

Given the extensive involvement of Stevenson students in academics and extracurricular activities, it is gratifying that so many individuals make time for community service; moreover, the rate of participation is higher than ever. The number of Stevenson seniors participating in clubs and organizations outside the school domain posted a slight decline of three percentage points (57%), but still signifies that

almost six out of ten seniors are pursuing opportunities outside of the school setting. In addition, students raised their level of participation of volunteering time and talent in the community by two points (86%), a number that represents the highest rate of participation in the past seven years. This signifies a 12 percent increase since 2006 and a 6 percent increase since 2007. This impressive statistic shows that Stevenson instills in its students a dedication and desire to give back to the community.

The number of faculty and staff named as having a positive influence on students has risen dramatically from 144 individuals in 1992 to this year's number (410), which happens to be six individuals fewer than last year's record number of faculty listed. Even though the composition of staff changes yearly, the number of cited teachers continues to increase. Genuine interest in students and inspirational teaching are themes that continually repeat themselves year after year in the student comment section of the Senior Exit Survey. Positive feedback has not been limited to teachers. Non-teaching staff who serve in a multitude of roles are named with frequency and with commensurate amounts of enthusiasm.

Relative to individual and cultural differences, respect and consideration accorded by teachers to students has historically remained steady; however, this year, a seven-point decline is noted (87%). Besides last year's all-time high of 94 percent, this year's statistic is similar to the results from the past four years, all ranging 87-88 percent. When asked the same question in terms of students treating one another with respect regardless of their differences, current respondents report one of the lowest percentage of respect and consideration ever posted (52%), a number that is 19 percentage points lower than the previous year's all-time high (71%). This is something to take note of because it is even nine points lower than the results from 2005, which came in at 61 percent.

In summary, graduates of 2008 surpassed milestones described by other seniors in five categories: record high satisfaction levels with academic planning and course assistance from counselors (87%); record high satisfaction with college counseling (93%); student's perception of counselor's accessibility (94%); record high student participation in at least one club, activity, or sport (95%); and record high participation in community service activities (86%). As cited above, in this current survey there were four categories that reached all-time high percentages, which leads evidence to the fact that SHS students are continually striving for excellence. Also, students continue to articulate unequivocal regard and

appreciation for the devotion of Stevenson faculty and staff. While there were five categories that showed slight declines, this year's senior class either reported very similar responses to the year's previous group, or reported record numbers of satisfaction and participation.

## **STUDENT SERVICES SURVEYS ACROSS**

### **GRADES 9-12**

	<b>FRESHMEN</b>	<b>SOPHOMORES</b>	<b>JUNIORS</b>	<b>SENIORS</b>
1. Counselor accessibility:				
	99%	99%	100%	94%
2. Counselor friendliness and approachability:				
	100%	100%	100%	95%
3. Counselor knowledge/recognition of student:				
	93%	96%	94%	89%
4. Counselor helpfulness with academic counseling:				
	99%	99%	96%	87%
5. Student comfort level discussing personal issues or non-academic concerns:				
	88%	90%	86%	65%
6. Student Services Office - friendliness and helpfulness:				
	97%	95%	91%	77%
7. Counselors' and college consultants' knowledge about college applications and selection process:				
			97% Satisf. 88% Util.Rate*	93% Satisf. 95% Util.Rate

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

\* - Utilization Rate

	<b>JUNIORS</b>	<b>SENIORS</b>
8. Use of the College Career Center:	69% Util. Rate*	78% Util. Rate
9. College Career Center staff's friendliness and accessibility:	95%	84%
10. Visits from college representatives:	95% Satisf. 42% Util. Rate	86% Satisf. 51% Util. Rate
11. College evening programs:	93% Satisf. 34% Util. Rate	82% Satisf. 33% Util. Rate

\* -Utilization Rate

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

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

As reported by students of all four grade levels, counselor accessibility, friendliness and approachability continue to soar above levels of 90 percent. Almost all freshmen (99%), sophomores (99%), and juniors (100%) agree that counselors are friendly and accessible, while a large majority of seniors concur (94%). Knowledge and recognition of students follows close behind in the upper eighties to mid-nineties among freshmen (93%), sophomores (96%), juniors (94%), and seniors (89%). Also, counselors are perceived to be helpful with academic counseling among freshmen (99%), sophomores (99%), juniors (96%), and seniors (87%). These numbers closely resemble trends that were illustrated the previous school year.

Relative to comfort levels when discussing personal issues, just about eight out of ten freshmen (88%), sophomores (90%) and juniors (86%) do feel comfortable about discussing non-academic concerns with counselors. These results are somewhat higher than the previous year, with the comfort level of freshmen posting an increase of eight percentage points and sophomores posting an increase of four percentage points. Seniors (65%) are the least inclined to discuss non-academic concerns, as discovered in previous surveys. Five years ago, over 100 polled seniors revealed that friends, and then teachers, become the preferred sources of assistance for personal problems due to the familiarity that is created by day-to-day contact.

Students are surveyed regarding the friendliness and helpfulness of Student Service personnel. The office is staffed with counselors, deans, social workers 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 freshman showing a six-point increase in satisfaction levels (97%). Sophomores follow close behind (95%) and nine out of ten juniors (91%) agree that the Student Services staff is helpful. All three groups' satisfaction has surpassed the nineties. Senior satisfaction remains lower than the other groups, which is a consistent trend (77%).

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 (97%) and seniors (93%) who choose to tap the knowledge base of counselors and college consultants. Juniors check in at an 88 percent utilization rate, while seniors log in at 95 percent, closely resembling the previous year's rate of usage. Sixty-nine percent of juniors indicate that they had used the College/Career Center by the end of first semester; by the conclusion of senior year, usage rose to 78 percent. These numbers illustrate a slight increase in the percentage of junior students who are utilizing services of the College/Career Center, improving two points. The year before there was also an increase in the utilization rate of the CCC; hence, Stevenson students are taking the initiative to access our resources more often. Bear in mind that some students feel confident in their choices and do not feel compelled to research further. The vast majority of juniors (95%) and seniors (84%) who have chosen to use the CCC find it to be friendly and accessible. This satisfaction rate depicts a slight decrease from the previous year's survey.

Seniors (51%) outpace juniors (42%) when it comes to meeting with college representatives who are visiting Stevenson. Compared to the previous year, senior attendance rate has decreased ten percentage points while junior attendance rate has increased six percentage points. Satisfaction rates are 95 percent and 86 percent, respectively, when assessing the effectiveness of visits from college representatives. Generally, juniors are less apt to meet with college representatives any earlier than February because their college searches have not yet begun in earnest. The number of juniors (34%) and seniors (33%) who have attended college evening programs has stayed about the same as last year, but overall has decreased. In the past, the participation rate closely hovered at about 50 percent. It is also interesting to note that based on this survey, juniors are attending more frequently than seniors, which might indicate that students are beginning their college search process sooner. However, those who do attend programs continue to express healthy satisfaction rates, with juniors reporting a higher satisfaction (93%) than seniors who do not fall far behind (82%). Also, it should be noted that personnel of the College/Career Center are offering more programs during the school day in the hopes of increasing attendance patterns.

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

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

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

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

Attending college or university full time -	97 (97%)
Working full time -	2 (2%)
Military -	1 (1%)

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

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

Yes –	85 (93%)
No –	12 (7%)
Transferring to a four-year college –	7
Transferring to a two-year college –	5

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

Education – 10 (11%)  
Special Education – 3  
Elementary Education – 2  
Secondary Education – 1  
Secondary Education- Social Studies – 1  
Music Education – 1  
Business Education – 1  
Physical Education – 1

Business – 27 (28%)  
General Business – 10  
Business Marketing – 5  
Marketing – 3  
Accounting – 2  
Finance – 2  
Business Management – 1  
Consumer Science – 1  
Economics – 1  
Entrepreneurship – 1  
Sports Management – 1

Engineering – 6 (6%)  
General Engineering – 2  
Chemical Engineering – 1  
Audio Engineering – 1  
Civil Engineering – 1  
Mechanical Engineering – 1

Science – 9 (9%)  
Biology – 2  
Chemistry – 2  
Neuroscience – 1  
Sport Sciences – 1  
Environmental Science Policy – 1  
Environmental Management – 1  
Neuro & Cognitive Science – 1

Health Sciences – 8 (8%)  
Pre-Pharmacy – 3  
Nursing – 1  
Human Development and Family Studies – 1  
Kinesiology – 1  
Global Health – 1  
Sports Medicine – 1

Social Sciences – 7 (7%)  
Psychology – 4  
Political Science – 2  
History – 1

Communication Arts – 6 (6%)  
Communication Studies – 2  
Media Studies – 1  
English – 1  
Speech and Hearing Science – 1  
Communication and Culture – 1



Fine Arts – 6 (6%)  
 Graphic Design – 1  
 Fashion Design – 1  
 Tattooing – 1  
 Art – 1  
 Media Arts – 1  
 Music Production – 1

Multiple Majors – 10 (11%)  
 Sociology & Anthropology – 1  
 Math & Economics – 1  
 Graphic Design & Advertising – 1  
 Political Science & Business – 1  
 Communication & Sports Management – 1

Business & Psychology – 1  
 Marketing, Chinese & Business – 1  
 Broadcasting & Electronic  
 Communications – 1  
 Biochemistry & Diplomacy – 1  
 Political Science & Pre-Law – 1

Other – 8 (8%)  
 Undecided – 3  
 Architecture – 2  
 Computer Science – 1  
 Math – 1  
 Social Work – 1

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

No – 18 (28%)  
 Yes – 79 (72%)

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

Number of credits: I don't know - 6  
 0 credits - 19  
 1-10 credits - 25  
 11-20 credits - 16  
 21-30 credits - 7  
 31-40 credits - 4  
 41-50 credits - 1  
 51-80 credits - 1

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

My score wasn't high enough – 18  
 Didn't take the test – 1

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

Yes – 25 (21%)

Number of credits: 1-5 credits - 11  
 6-10 credits - 12  
 11-15 credits - 2

**Subjects:**

Spanish – 3	French – 2	Comm. Arts – 5	Science – 2
Latin – 1	Chinese – 1	Math – 7	

No – 72 (79%)

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

	<u>Well</u>	<u>Adequately</u>	<u>Inadequately</u>	<u>N/A</u>
<b>Writing Composition/Reports</b>	74%	25%	1%	2%
<b>Mathematics</b>	73%	25%	2%	5%
<b>Social Studies</b>	65%	34%	1%	11%
<b>Science</b>	67%	32%	1%	7%
<b>Reading Comprehension</b>	71%	26%	3%	2%
<b>Foreign Language</b>	61%	33%	6%	14%
<b>Fine Arts</b>	70%	22%	8%	19%
<b>Study Skills</b>	71%	24%	5%	1%
<b>Use of Computers - Research</b>	79%	21%	0%	2%
<b>Use of Computers - Applications</b>	74%	23%	3%	2%

**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 – 66%  
The same – 34%  
Not as well as others – 0%

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

Shared G.P.A. – 85

Grade Point Average: 4.0 - 3.5 - 48%  
3.4 - 3.0 - 43%  
2.9 - 2.0 - 9%  
1.9 - 0.0 - 0%

Did not know G.P.A. – 8

Did not want to share G.P.A – 4

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

Higher – 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 – 37%  
Agree – 62%  
Disagree – 1%  
Strongly Disagree – 0%

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

Don't grade homework – 7  
Give less homework and more exams and papers – 5  
Assign more long-term projects – 4  
Stop spoonfeeding the students – 2  
Take students on college field trips – 2  
Require more writing – 2  
Motivate us more – 1  
Teach time management – 1  
Give students more freedom – 1  
Concentrate more on finding the best fit for colleges – 1  
Encourage well-roundedness – 1  
Stop the cheating – 1  
Concentrate on things that are more important in college- test taking, essays and research – 1  
Have better foreign language programs – 1  
Teach public speaking – 1  
Help students meet new people – 1  
Give more support for regular kids – 1  
Offer more study skills classes – 1  
Be more objective about grades – 1  
Prepare students for college life – 1  
I don't know – 4  
Nothing, you are doing a good job – 60

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

Yes – 81%  
No – 19%

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

Too strict – 53%  
About right – 46%  
Not strict enough – 1%

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

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

Get more involved – 15  
Try harder – 8  
Less rules and consequences – 7  
Take AP classes – 6  
Take Art classes – 4  
Have less of an academic focus – 4  
Less competition – 3  
Have more fun – 2  
Change teachers – 2  
Be more social – 2  
Get rid of cliques – 1  
Be less involved – 1  
Have more college guidance – 1  
Take different classes – 1  
Take more electives – 1  
Participate in more GIVE events – 1  
Go to a different school – 1  
Be more social – 1  
Not concentrate on college as much – 1  
Play another sport – 1  
Take a different date to prom – 1  
Have a different administration – 1  
Improve my time management – 1  
Be more of a leader – 1  
Have more school spirit – 1  
Be healthier – 1  
The math department - 1  
I don't know – 1  
Nothing – 29

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

Teachers and Staff – 25  
Clubs – 12  
Friends – 11  
Classes – 10  
Sports – 6  
Fine Arts/Theater department – 5  
Preparation for college – 4

Social Events – 4  
Little Patriots – 4  
Diversity – 4  
Educational opportunities – 3  
FMP – 3  
Everything – 3  
Size of the school – 2  
Academic challenge – 2  
Patriettes – 2  
Resources – 1  
AP classes – 1  
Leadership opportunities – 1  
Support Staff – 1  
Hip Hop club – 1  
Managing Basketball – 1  
Volleyball – 1  
P/E Leaders – 1  
Tennis – 1  
Senior year – 1  
Privilege system – 1  
Study skills – 1  
Opportunities – 1  
Variety of classes – 1  
Nothing – 1  
I don't know – 1

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

Yes – 89%  
No – 11%

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

Yes – 85%  
No – 15%

## **Table A**

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

I didn't learn how to write at SHS – 1

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

Pre-calculus didn't prepare me for College Calculus – 1

Finite Math didn't prepare me for college math – 1

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

I didn't have any SHS classes like the ones I have to take in college – 1

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

College science classes were much harder than SHS science – 1

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

I still don't read well – 1

Literary analysis is much harder in college – 1

I never learned how to read fast/ skim for content – 1

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

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

After 3 ½ years of SHS Spanish I didn't do well on the college placement exam – 1

I didn't get credit for the Spanish I took at SHS when I went to college – 1

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

I didn't have to take any fine arts classes so I didn't – 4

There was no emphasis on fine arts at SHS – 1

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

I didn't know how to study – 2

I never had to study at SHS – 1

It was too easy to get help – 1

Homework doesn't raise my grades anymore – 1

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

I never learned how to make databases or spreadsheets – 1

I was never taught these skills – 1

I never used this at SHS – 1

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

Data for this year's survey was garnered from telephone interviews with 100 randomly selected 2008 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 2008 graduates declare that they are attending college full time (97%), which is actually 3 percent higher than the previous year's sample. Two students are employed full time (2%) while one student is in the military (1%). A large majority of individuals attending college plan to return to the same school in the fall (93%), while some are thinking of changing their plans by either transferring to another four-year college (7%) or transferring to a two-year college (5%). When asked about courses of study, the largest reported major is now business (28%). The popularity in business increased by 13 percent this year, beating out education, which was the most popular major the past two years. After business, the identified majors in order of popularity are: education (11%), science (9%), health sciences (8%), social sciences (7%), engineering (6%), communication arts (6%) and fine arts (6%). These results are somewhat similar to last year's reports; with the exception of engineering which dropped from third most popular major (10%) to sixth most popular major (6%). In addition, several students report that they are declaring double majors (11%).

This year's sample of students cited the exact same participation rate in AP classes as last year's senior class (72%). Are students earning credit towards college graduation while in high school? The large majority (81%) of AP participants declare that they have earned credit; however, this is a 9 percent decrease from last year's respondents. Out of the 81 percent of students who received credit, 29 of them earned more than ten credits. Of the 19 students who did not receive credit, 18 students said that they had earned scores that fell below the criteria set by the college and one student didn't take the test. There were also six other students who were not sure if they received credit toward college graduation. Many respondents (21%) report earning additional credit by way of college proficiency exams. Graduates were awarded credit in world languages (7), math (7), communication arts (5) and science (2).

Recent graduates were asked to answer the question if they felt that Stevenson had prepared them for college in different academic areas. Lofty satisfaction levels of 95 percent or higher were achieved in eight of the ten areas and skills polled, with the exception of use of fine arts and foreign language. Especially noteworthy is that all respondents feel well or adequately prepared in use of computer-research (100%), while writing composition/reports (99%), social

studies (99%) and science (99%) reached near perfect percentages, followed closely by mathematics (98%), reading comprehension (97%) and use of computers-applications (97%). More than half (66%) of one-year respondents said the skills and knowledge that they acquired in high school were greater than that of their college classmates, a seven-point decline from the previous year. While some students consistently report that they are equally prepared (34%), it is worthwhile to note that no one stated they felt less prepared than his or her college peers. Of the number of one-year grads (85) that knew or were willing to share grade point average information, the majority (91%) reported college G.P.A.'s of "B" or better. This constitutes a 7 percent increase from last year's results. A slightly smaller percentage of students (73%) indicated that their college grades were the same or better than what they had earned at Stevenson.

A large majority of the sample (99%) responded affirmatively when queried whether they had become more responsible for their own learning as they advanced through high school. This statistic increased 5 percent from last year's results. When asked how Stevenson could better foster responsibility, the most frequent response by far was "nothing, you are doing a good job" (60%); depicting a nine-point increase. Leading the list of suggestions agreed upon by three students or more are: don't grade homework (7), give less homework and more exams and papers (5), and assign more long-term projects (4). In comparison to the previous year's survey, there are few similarities of responses, although both groups have agreed that assigning less homework and busywork would be a viable manner to foster responsibility.

Looking back, more than three quarters (81%) of one-year graduates related that they had received assistance from their counselors with post-secondary plans. This posts an increase of four percentage points from the previous year. A little less than half of respondents felt discipline was maintained at an appropriate level (46%) while a similar percentage described it as "too strict" (53%). One student reported that discipline is "not strict enough" (1%). Satisfaction levels on this question have vacillated significantly over the past few years. Current results show a three-point increase in describing discipline as being "too strict." This statistic continues to rise, as last year it posted a six-point increase. 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 (15). Other common responses include trying harder (8), less rules and consequences (7), taking AP classes (6), taking art classes (4), having less of an academic focus (4), and less competition (3). In comparison to the previous year's sample of students, the most common shared feelings among recent graduates seem to be the desire to: become more involved, work harder, 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 three year's sample of students. Faculty (25) garnered the most responses, followed by clubs (12), and friends (11). Friends dropped to the third place spot depicting a 13-point decrease from last year's responses. Classes (10), sports (6), and fine arts (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 (89%) is registered to vote; this is an increase of 11 percentage points in comparison to last year's respondents (78%). The current group has exceedingly surpassed last year's respondents by 33 percent in level of voter participation in national, state, or local elections (85%). These statistics were obviously influenced by the most recent 2008 presidential election. It is reassuring to see graduates actively practicing their right to vote as citizens of this nation.

In summary, the sample group for the Class of 2008 indicates that most are attending college, that their preparation for college was effective, and that they earned a significant number of college credits while at Stevenson. It appears that grades earned at Stevenson might be a good predictor of success in college, as a large majority of sampled graduates (73%) are earning the same or improved grades at college. Business has surpassed education this year as the most popular college major. However, students are pursuing a variety of majors in the fields of science, communication arts, fine arts, engineering, social science, health sciences and 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 more independent, long-term projects would foster the idea of being responsible for one's learning. Most students are working with counselors to crystallize post-secondary plans. Voter registration has drastically improved as a result of the most recent presidential election. Discipline was perceived as being "about right" by about half of our recent graduates. Some individuals would make changes in their high school experience given the opportunity, although most related that they were pleased with their experience. Positive teacher relationships established during their tenure at Stevenson remains the highlight, being specifically mentioned by a large number of students (25), and consistently ranking a great deal higher than any other category, such as friends, clubs or resources.

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

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

**Five-year graduates interviewed – 100**

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

Attended college or university full time – 96 (96%)  
Military – 2 (2%)  
Work – 1 (1%)  
Year Off – 1 (1%)

**Note: Questions 2-4 were asked of respondents that attended college or university at all in the last five years; therefore, 99 responses are reported.**

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

Business – 25 (26%)

Business – 6

Accounting – 5

Marketing – 5

Finance – 4

Economics – 2

Sports Management – 2

Advertising – 1

Social Sciences – 17 (17%)

Psychology – 10

History – 3

Sociology – 2

Political Science – 1

Government – 1

Education – 11 (11%)

Communication Arts – 9 (9%)

Communications – 4

English – 3

Film – 1

Journalism – 1

Science – 9 (9%)

Biology – 8

Biochemistry – 1

Health Fields – 8 (8%)

Nutrition – 2

Kinesiology – 1

Nursing – 1

Pharmacy – 1

Community Health – 1

Physical Therapy – 1

Health Science – 1

Engineering – 6 (6%)

Fine Arts – 2 (2%)

Art – 1

Music – 1

Other – 12 (12%)

Hospitality – 3

Architecture – 2

Math – 2

Industrial Design – 1

Urban Planning – 1

Culinary Arts – 1

General Studies – 1

LAS – 1

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

Yes – 87 (88%)

No – 12 (12%)

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

2 years (Associates) –	1
3 years -	3
3.5 years -	4
4 years -	60
4.5 years -	4
5 years -	15

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

Changed majors – 6  
Transferred schools – 2  
Completed a double major – 5  
Was in a 5-year program – 1  
Took less classes – 1  
Transferred schools – 3  
Repeated classes – 1  
Changed majors and switched schools – 1  
Completed a triple major – 1

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

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

Working – 51 (51%)  
Attending Graduate School – 28 (28%)  
Looking for a job – 13 (13%)  
Finishing Undergraduate degree – 7 (7%)  
Military service – 1 (1%)

**Note: Questions 6-8 were asked of respondents who attended college or university in the last five years; therefore, 99 responses are reported.**

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

Higher – 32 (32%)  
The same – 48 (49%)  
Lower – 19 (19%)

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

Well – 83 (84%)  
Adequately – 16 (16%)  
Inadequately – 0 (0%)

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

Better than most – 78 (79%)  
The same – 18 (18%)  
Not as well as others – 3 (3%)

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

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

Strongly Agree – 26%  
Agree – 70%  
Disagree – 4%  
Strongly Disagree – 0%

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

Too much pressure with AP classes – 2  
Didn't allow flexibility and freedom – 1  
Security guards – 1  
Some teachers were negative – 1  
Too much handholding – 1  
Too much bureaucracy – 1  
Too competitive – 1  
Not enough subjectivity in English classes – 1  
Had to take AP classes instead of classes you wanted to keep your GPA up – 1  
Teacher gave too many study guides – 1  
Was eligible for extended time but wasn't given it – 1  
Not enough attention for the average students – 1  
Nothing – 87

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

Let students fail – 6  
Doing a great job – 4  
Offer more group projects – 3  
It is the student's responsibility – 3  
Assign more research projects – 2  
Assign more long-term projects – 2  
Have more independent study – 2  
Stop accepting late assignments – 2  
Organize student study groups – 2  
Help students learn without study guides – 1  
Offer online classes – 1  
Look more at student's interests – 1  
Encourage volunteer work – 1  
Involve parents more – 1

Treat students like adults – 1  
 Assign less busy work – 1  
 Encourage parents to be stricter – 1  
 Have students take more responsibility – 1  
 Assign more challenging homework – 1  
 Use technology more – 1  
 More student-led discussions – 1  
 Have students set goals – 1  
 Make students more independent – 1  
 Give more creative assignments – 1  
 Have more choices in classes and books – 1  
 More projects with less guidelines – 1  
 Have higher expectations – 1  
 Give students more freedom – 1  
 More cooperative learning experiences – 1  
 Check homework randomly – 1  
 Encourage AP classes – 1  
 Make them work harder for grades – 1  
 Have better relationships with the students – 1  
 I don't know – 48

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

Too strict – 30%  
 About right – 68%  
 Not strict enough – 2%

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

Yes – 75%  
 No – 25%

**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?**

Work harder – 15  
 Be more involved – 11  
 Attend a smaller school – 5  
 Take more AP classes – 4  
 Play more sports – 4  
 Less competitive – 2  
 Meet more people – 2  
 Learn better study habits – 2  
 Less strict – 2  
 Take different classes – 1  
 Have less homework – 1  
 Parking – 1  
 Play football – 1

Be more myself – 1  
Start school later in the day – 1  
Make the FMP program more effective – 1  
Win state football championship – 1  
Challenge myself more – 1  
Less pressure – 1  
Have more class choices – 1  
Take more art classes – 1  
Take more electives – 1  
More relaxed – 1  
I don't know – 19  
Nothing – 20

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

Teachers – 24  
Friends – 21  
Opportunities – 13  
Preparation for college – 11  
Size – 6  
Sports – 6  
AP classes – 3  
Activities – 2  
Diversity – 2  
Education – 2  
Resources available – 1  
Graduating early – 1  
Overall atmosphere – 1  
Hockey – 1  
Curriculum – 1  
Dance program – 1  
Pom squad – 1  
Debate team – 1  
Work study program – 1  
I don't know – 1

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

Yes – 95%  
No – 5%

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

Yes – 93%  
No – 7%

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

The five-year follow-up study was conducted by telephone interview with one hundred randomly selected Class of 2004 Stevenson graduates. The purpose of the follow up study is to ascertain the activities of students five years after graduation, to gather perceptions about their high school preparation for college, and to solicit input about their overall Stevenson education after having benefited from five years of post-high school experience.

Nearly all of the polled students (96%) have responded that they attended college full-time upon leaving Stevenson. This is a four-point increase from the previous year's survey. One respondent immediately entered the work force upon graduation (1%); two respondents joined the military (2%); and one respondent took a year off (1%). Business (26%) remained the most popular area of concentration for the second year in a row among the college-bound group. Social science (17%) was the second most popular major, followed by education (11%). Science (9%) and communication arts (9%) ranked in as the fourth most popular college majors. This year communication arts seemed to have the largest decrease in popularity characterized by five percentage points. Health fields (8%), engineering (6%), and fine arts (2%) followed in popularity. A large percentage of this group claim to have completed an undergraduate degree (88%); however, this represents a decline of two percentage points compared to 2001 graduates (90%). Over three quarters (78%) of these students graduated in four years or less, while a considerable amount of graduates report taking longer to complete their degrees (22%). Less than 1 percent of students claimed it took 3.5 years or less to earn their degree. (Nationally, about 48.5 percent of the students graduate in five years). Among Stevenson respondents, nine different reasons for taking longer than four years to complete a degree have been described. The most common reasons cited are: changing majors (6), completing double majors (5), and transferring schools (3), which duplicate last year's most popular reasons. Relative to current activities, some respondents (28%) are attending graduate school, a six-point increase from the previous survey. In addition, a large majority (51%) has entered the workforce; however, this is an 11-point decrease from last year's results. Another increase was in the amount of students looking for jobs (13%); this went up by five points. These last three statistics may be indicative of the changing economic landscape. Some students are finishing undergraduate degrees (7%), while a small percentage is involved in military service (1%).

More than one third of respondents (32%) who had attended a college or a university report receiving higher grades than they had earned at Stevenson, while almost half (49%) managed to earn the same grades. Lower grades prevailed for 24 percent (19%) of the respondents who had attended college, a five-point decrease from last year's respondents (24%). When asked, "How well did Stevenson prepare you for college?" the vast majority of respondents (84%)

feel “well prepared” for college, and this represents a four-point increase from last year. Other students (16%) describe being “adequately” prepared, while no 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” (79%), a smaller percentage claim that their preparation is “the same” (18%), while only three students report feeling “not as prepared as others” (3%). Compared to last year’s survey, there was a seven-point increase 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 two point decrease 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 (87%). No one common topic was gleaned from the answers. However, two students indicated there was too much pressure with AP classes. Other common themes that stood out were that the average students were overlooked, there was not enough flexibility and freedom, too competitive, and too much handholding/rule enforcement. When solicited for input as to how Stevenson could help students become more responsible for their learning, six students have agreed that Stevenson should allow students to fail. Four students agreed that SHS was already doing a great job in this area. The largest percentage of graduates (48%) 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” (68%), which is a decline from the results of the previous year (75%). Compared to last year’s results, there was a seven-point increase in the students who feel that discipline is “too strict” (30%). Just two students reported that discipline was “not strict enough” (2%).

A large portion of five-year graduates continue to report being involved in some kind of community service/volunteer work since exiting Stevenson, sustaining gains in improvement noticed over the past few years (75%). This percentage is six points higher than last year’s findings. When asked what one aspect of their high school experience they would change, 15 respondents would have worked harder. Eleven students mentioned that they would have been more involved (which was the most popular response in 2007 & 2006), five students would have attended a smaller school, and four students would have taken more AP classes or played more sports. Twenty students would change



“nothing.” For the second year in a row, in relation to what they considered to be the best aspects of their Stevenson experience, two of the most frequent responses cited were: teachers (24) and friends (21); however, teachers beat out friends this year for the number one spot. Opportunities (13) followed closely as the third most popular response, followed by preparation for college (11), sports (6), and size (6). Voter registration has increased by three percentage points (95%), and is sustaining a trend of increased participation that has been occurring over the last seven years. This year, most likely because of the 2008 presidential elections there was a huge increase in the percentage of students (93%) who reported they had voted in an election. It is a 14 percent increase from last year’s respondents who claimed they voted in an election (69%).

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. Seven out of ten students continue to find a place in their hearts for volunteerism, and the majority of graduates have exercised their constitutional right to vote. Generally speaking, the responses of the Class of 2004 affirm the notion that Stevenson is preparing them for success while creating life-long learners.