



# **Adlai E. Stevenson High School Student Surveys 2016-2017**



# Adlai E. Stevenson High School Student Surveys 2016-2017

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## **Introduction**

The purpose of the 2017 Student Surveys is to collect data that provides information about student perspectives regarding the effectiveness of and extent of participation in services and programs at Adlai E. Stevenson High School. It consists of six surveys in all, four of which are administered to all students in each grade, as well as two surveys administered to representative random samples of one-year and five-year graduates.

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

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

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

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

Follow-up surveys were conducted by telephone with samples of one hundred (100) 2016 Stevenson graduates, and one hundred (100) 2012 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 2017 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 = 81%</b>	<b>D = 1%</b>
<b>A = <u>18%</u></b>	<b>SD = <u>0%</u></b>
<b>99%</b>	<b>1%</b>

**N=813**

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

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

**N= 858**

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

<b>SA = 40%</b>	<b>D = 11%</b>
<b>A = <u>46%</u></b>	<b>SD = <u>3%</u></b>
<b>86%</b>	<b>14%</b>

**N= 824**

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

<b>SA = 47%</b>	<b>D = 7%</b>
<b>A = <u>45%</u></b>	<b>SD = <u>1%</u></b>
<b>82%</b>	<b>8%</b>

**N=854**

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

<b>SA = 77%</b>	<b>D = 1%</b>
<b>A = <u>22%</u></b>	<b>SD = <u>0%</u></b>
<b>99%</b>	<b>1%</b>

**N= 838**

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

<b>SA</b>	<b>=</b>	<b>52%</b>	<b>D</b>	<b>=</b>	<b>7%</b>
<b>A</b>	<b>=</b>	<b><u>39%</u></b>	<b>SD</b>	<b>=</b>	<b><u>2%</u></b>
		<b>91%</b>			<b>9%</b>

**N= 793**

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

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

**N= 831**

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

<b>SA</b>	<b>=</b>	<b>63%</b>	<b>D</b>	<b>=</b>	<b>3%</b>
<b>A</b>	<b>=</b>	<b><u>34%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>97%</b>			<b>3%</b>

**N= 826**

9. Did you and your family participate in the coursebook evening discussion on October 25th?

<b>Yes</b>	<b>=</b>	<b>69%</b>
<b>No</b>	<b>=</b>	<b>31%</b>

**N= 870**

10. If you did participate, did the discussion help to inform your course selection choices?

<b>Yes</b>	<b>=</b>	<b>78%</b>
<b>No</b>	<b>=</b>	<b>22%</b>

**N= 698**

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

<b>Yes</b>	<b>=</b>	<b>40%</b>
<b>No</b>	<b>=</b>	<b>60%</b>

**N= 870**



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

**N= 870**

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

**N= 870**

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

**N= 870**

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

**N= 870**

<b>0 hours</b>	<b>=</b>	<b>0%</b>
<b>Less than 1 hour</b>	<b>=</b>	<b>9%</b>
<b>1 - 2 hours</b>	<b>=</b>	<b>52%</b>
<b>2 - 3 hours</b>	<b>=</b>	<b>29%</b>
<b>More than 3 hours</b>	<b>=</b>	<b>10%</b>

**N= 870**

SA =	72%	D =	3%
A =	<u>25%</u>	SD =	<u>0%</u>
	97%		3%

**N= 156**

## Freshman Survey Summary

Student responses to the Freshman Survey indicate very positive perceptions about counselors. For the past three years, counselors went back to meeting with freshman in their office, instead of meeting with their advisory classes as a whole, for individual sophomore course selection appointments. This environment change may have contributed to us seeing increases in many categories of the Freshman Survey. The overwhelming majority of freshman view their counselor in an extremely positive light. 99% of freshman feel that they are able to meet with their counselors when they need or want to. In addition, all students we surveyed (100%) believe that counselors are friendly and easy to talk to. The Freshman Mentor Program Advisory period continues to be an effective conduit for freshman to communicate with their respective counselors. This year, there was a one percent increase (86%) in the number of freshman who agree that advisory is a useful way to visit with their counselor. Six years ago, this percentage was at 75%, so the number and value of these interactions continues to rise. Compared to last year, eighty-two percent of the freshman feel that their counselor knows them personally. Most student feel positive about the academic counseling that they receive (99%), reflecting stability from last year's results. Although some students are not comfortable discussing non-academic concerns with counselors, more than three quarters of the students do feel at ease talking with their counselors about personal and individual matters (91%). The perception of the Student Services' office personnel as being helpful and friendly remains high, registering at ninety-eight percent. Both the general population (97%) and transfer (97%) freshman students agree that their counselors are able to ease their transition and adjustment to Stevenson High School.

For the fifth year in a row, we asked new survey questions that focus on academic assistance, seeking out resources, and time spent on academics. We asked freshman students to identify which school resources they access for academic supports. Results from the past five years indicate that students most often seek academic assistance from their fellow peers the most (58%). This result reflects how important programs like Peer Tutors are, indicative of how comfortable freshman are perceived to ask fellow classmates for help. After seeking assistance from peers, freshman will seek help from their parents and/or guardians (45%), followed closely by their classroom teachers (37%), a percentage that has increased over the past year. A smaller amount of freshman (34%) seek help from the Learning Center tutors, while sixteen percent seek assistance from outside, paid tutors. Students have recorded a nine percent increase in seeking academic assistance from the Learning Center tutors, potentially reflective of programs such as Mandatory Targeted Tutoring. All of the above information is helping in understanding how students access the supports available to them. It is important to note that all areas of sought out resources have increased except for seeking assistance from peers and paid tutors.

We also asked freshman to indicate how many hours they spend doing homework or studying during and/or outside of a typical school day. Nine percent of freshman report studying for less than one hour, fifty-two percent for one to two hours, twenty-nine percent for two to three hours, and ten percent study for more than three hours. These are very similar findings to last year's results, except the last category which resulted in a four percent increase.

The past two years at SHS, the Student Services Department adjusted and implemented our October 25<sup>th</sup> Let's Talk About Your Future night. LTAYF is a designated night for our students to be sent home with the upcoming SHS course book instead of homework. Students and parents/guardians are encouraged to utilize the course book and their time to foster communication about a student's academic passions and course selections. Our freshman reported a 69% participation rate of LTAYF, where 78% believe these discussions were very beneficial for their sophomore course selection.

Freshman continue to view counselors in a positive light. As a counseling department, we have made a conscious effort to ensure we are finding a balance between providing academic support and creating meaningful relationships with our freshman. One of our department's focuses was making sure one on one time was built into our annual advisory curriculum. However, there are also a lot of topics we are increasingly addressing with students in advisory, such as explaining grade procedures, four-year plans, Panorama survey administration, SEL concepts, and SOS program implementation. We will continue to prioritize this time with our freshman on both a collective and individual basis.

Overall, freshman students view their counselors as friendly, accessible, and able to deliver effective and efficient transitional counseling services. Counselors are also providing both academic and non-academic counseling services in meaningful and beneficial ways to students. The Freshman Mentor Program continues to be an effective way for freshman 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 freshman 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 = 84%</b>	<b>D = 1%</b>
<b>A = <u>15%</u></b>	<b>SD = <u>0%</u></b>
<b>99%</b>	<b>1%</b>

**N=852**

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

<b>SA = 91%</b>	<b>D = 0%</b>
<b>A = <u>9%</u></b>	<b>SD = <u>0%</u></b>
<b>100%</b>	<b>0%</b>

**N= 871**

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

<b>SA = 57%</b>	<b>D = 4%</b>
<b>A = <u>39%</u></b>	<b>SD = <u>0%</u></b>
<b>96%</b>	<b>4%</b>

**N=860**

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

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

**N= 869**

5. Did you and your family participate in the coursebook evening discussion on October 25th?

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

**N= 763**

6. If you did participate, did the discussion help to inform your course selection choices?

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

**N= 666**

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

**SA = 62%      D = 6%**  
**A = 32%      SD = 0%**  
**94%              6%**

**N= 820**

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

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

**N= 863**

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

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

**N= 874**

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

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

**N= 874**

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

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

**N= 874**

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

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

**N= 874**

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

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

**N= 874**

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

**0 hours = 0%**  
**Less than 1 hour = 8%**  
**1 - 2 hours = 41%**  
**2 - 3 hours = 36%**  
**More than 3 hours = 15%**

**N= 874**

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

**1 = 95%**  
**2 = 5%**  
**3 = 0%**  
**More than 3 = 0%**

**N= 874**

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

**SA = 74%**      **D = 0%**  
**A = 26%**      **SD = 0%**  
**100%**              **0%**

**N=89**

## Sophomore Survey Summary

Student responses to the sophomore survey indicate positive perceptions about counselors' accessibility and amiable qualities. Almost every sophomore surveyed (99%) feels that they are able to see their counselor when they need or want to. Additionally, every sophomore surveyed (100%) agreed with the statement that counselors are friendly and easy to talk to and that students believe their counselors know them personally (97%). Most sophomores have a positive perception of counselors as being helpful with individualized academic counseling (99%) supporting their needs, goals, and interests. The comfort level among students when talking with counselors about personal or non-academic concerns is also very high, reflecting a two percent decrease from last year (94%). The perception of Student Services' office personnel as being friendly and helpful is shared among most of our students (99%). Every District 125 sophomore transfer student described their counselor as being helpful in earring their transition and adjustment to Stevenson (100%), depicting a five-point increase from last year. Ninety-five percent of sophomores have had the same counselor since beginning at Stevenson and only five percent have had two counselors. Compares to last year's data results, there was a four-percent increase in students maintaining the same counselor for their SHS experience.

For the fourth year in a row, we also asked the sophomores questions that focus on academic assistance, seeking out resources, and time spent on academics. We asked students to identify which resources they access for academics supports. Similar to the freshman survey, the results indicate that students most often seek academic assistance form their fellow peers/friends (62%); this percentage has decreased by six percent compared to the previous year's results. These data points display how important programs like Peer Tutors are, considering that sophomores feel most comfortable asking their classmates for help. After their peer, sophomores indicated a five-percent increase of seeking help from their teachers (45%), a ten-percent range difference from seeking help from their parents (35%). A small amount of sophomores (30%) seek help from the Learning Center tutors, while nineteen percent still seek assistance from outside, paid tutors. This information is helpful in understanding how students access the resources and supports available to them inside and outside of Stevenson High School. We also asked sophomores to indicate how many hours they spend doing homework or studying during a typical school day. Eight percent of students study for less than one hour, forty-one percent study for one to two hours, thirty-six percent study for two to three hours, and fifteen percent study for more than three hours regularly.

The past two years at SHS, the Student Services Department adjusted and implemented our October 25<sup>th</sup> Let's Talk About Your Future night. LTAYF is a designated night for our students to be sent home with the upcoming SHS course book instead of homework. Students and parents/guardians are encouraged to utilize the course book and their time to foster communication about a student's academic passions and course selections. Our sophomores reported a 65% participation rate of LTAYF, where 73% believe these discussions were very beneficial for their junior course selection.

Generally speaking, the great number of positive responses from sophomores suggest that students are very happy with SHS counselors and their respective services; there are a few noteworthy percentage changes from the previous school year in data results, indicating that counselors have been able to maintain the support and connection that the previous sophomore

class felt. Most categories went up slightly by a few percentage points. Counselors are continuing to create an inviting atmosphere that is conducive to communication and relationship building for SHS tenth grade students.



**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 = 86%</b>	<b>D = 0%</b>
<b>A = <u>14%</u></b>	<b>SD = <u>0%</u></b>
<b>100%</b>	<b>0%</b>

**N= 741**

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

<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=743**

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

<b>SA = 64%</b>	<b>SD = 4%</b>
<b>A = <u>32%</u></b>	<b>D = <u>0%</u></b>
<b>96%</b>	<b>4%</b>

**N=742**

4. Did you and your family participate in the coursebook evening discussion on October 25th?

<b>Yes = 42%</b>
<b>No = 58%</b>

**N= 737**

5. If you did participate, did the discussion help to inform your course selection choices?

<b>Yes = 61%</b>
<b>No = 39%</b>

**N= 527**

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

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

**N= 741**

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

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

**N= 712**

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

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

**N= 731**

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

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

**N= 641**

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

<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= 672**

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

<b>SA</b>	<b>=</b>	<b>75%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>24%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>99%</b>			<b>1%</b>

**N= 530**

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

<b>SA</b>	<b>=</b>	<b>55%</b>	<b>D</b>	<b>=</b>	<b>5%</b>
<b>A</b>	<b>=</b>	<b><u>40%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>95%</b>			<b>5%</b>

**N= 419**

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

<b>SA</b>	<b>=</b>	<b>48%</b>	<b>D</b>	<b>=</b>	<b>7%</b>
<b>A</b>	<b>=</b>	<b><u>44%</u></b>	<b>SD</b>	<b>=</b>	<b><u>1%</u></b>
		<b>92%</b>			<b>8%</b>

**N= 431**

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

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

**N= 743**

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

<b>Yes</b>	<b>=</b>	<b>57%</b>
<b>No</b>	<b>=</b>	<b>43%</b>

**N= 743**

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

<b>Yes</b>	<b>=</b>	<b>26%</b>
<b>No</b>	<b>=</b>	<b>74%</b>

**N= 743**

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

<b>Yes</b>	<b>=</b>	<b>55%</b>
<b>No</b>	<b>=</b>	<b>45%</b>

**N= 743**

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

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

**N= 743**

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

**Yes = 49%**  
**No = 51%**

**N= 743**

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

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

**N= 743**

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

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

**N= 743**

22. A first generation college student is a student whose parents and/or guardians did not graduate from a 4-year college or university in the United States. Please let us know what best describes you.

<b>Yes, I believe I qualify as a first generation student</b>	<b>26%</b>
<b>No, I do not qualify as a first generation student</b>	<b>67%</b>
<b>I am unsure</b>	<b>4%</b>
<b>I prefer not to respond</b>	<b>3%</b>

23. I have a parent &/or guardian who earned a degree from a 4 year college/ university NOT in the United States.

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

**N= 743**

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

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

**N= 743**

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

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

**N= 743**

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

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

**N= 743**

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

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

**N= 743**

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

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

**N= 743**

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

**0 hours = 0%**  
**Less than 1 hour = 6%**  
**1 - 2 hours = 36%**  
**2 - 3 hours = 35%**  
**More than 3 hours = 23%**

**N= 743**

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

1	=	89%
2	=	11%
3	=	0%
More than 3	=	0%

**N= 743**

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

<b>SA</b>	<b>=</b>	<b>72%</b>	<b>D</b>	<b>=</b>	<b>2%</b>
<b>A</b>	<b>=</b>	<b><u>26%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>98%</b>			<b>2%</b>

**N= 88**

## Junior Survey Summary

Junior responses to the survey continue to be exceptionally positive, closely duplicating the responses of the previous year's junior class and going up in many areas, as well. Overall, juniors possess affirming perceptions about counselors and the services they render. Not only do all juniors feel that they are readily able to see their counselors (100%), but they also find them approachable (99%). Students continue to express that their counselor knows them (96%) and find them helpful with course selections (99%). Comfort levels in discussions of a personal nature with counselors remain strong (93%), while the number of juniors who are greeted in a friendly and helpful manner by Student Services office personnel is agreed upon by most all juniors (99%). Many of the junior transfer students who were surveyed related that counselors were helpful with their transition and adjustment to Stevenson (98%), increasing from last year's data. It was found that eleven percent of the juniors have had two or more counselors at SHS, which is a one-point decrease from last year's data results (89% of juniors have had the same counselor).

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, exemplifying strong relationships and services being provided.

Even though juniors and their parents are not yet fully exposed to the series of informative college counseling programs prior to survey administration, college counseling services are viewed almost as favorably as general counseling services among respondents. Responses to college counseling-related items are paralleled to previous years. Juniors perceive counselors and College/Career Center (CCC) personnel as being helpful at the beginning of the college application process (97%), and even more perceive them to be knowledgeable about the selection process (99%). Juniors who visit the CCC find staff to be friendly and accessible (99%). Those juniors who take advantage of the visiting college representatives report that they find these contacts to be extremely helpful (95%), a two-percent jump from last year's data results. Likewise, those who choose to attend evening programs that deal with college-related topics view the programs as informative (92%). All of these areas remained consistent or increased from last year's survey results.

How many Stevenson students are utilizing college counseling services? Data from this section was obtained by asking a series of statements that require yes/no responses. Less than half of the juniors (38%) have utilized the College Career Center to obtain information about post-secondary planning. For the past six years, survey results indicate that juniors are accessing counselors (57%) more than college counselors (26%) about college related information. It is very important to note that surveys are conducted well before juniors have typically been able to take advantage of the college and career counseling department's *Narrowing Your Options* appointment. However, this group of juniors was able to attend the fall *Finding Your Fit* program. More than half of juniors (55%) claim to have accessed college information by way of college links located on Stevenson's home page; this is consistent with last year's results. There is a nine-percent increase in the amount of students utilizing outside links like Facebook to obtain information about college (49%). In the past few years, our college counselors created a CCC Facebook page, so that could be what's impacting the increase in student's utilization of social media sites to access college related information. Though it is early in the process, more than half

of the junior class (62%) consistently report that they have visited college campuses, which is the same result as previous year's class. A small percentage of students are seeking the services of privately hired college consultants (13%), which indicates that our junior class heavily 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.

For the sixth year in a row, we asked the juniors questions which focus on academic assistance, seeking out resources, and time spent on academics. We asked students to identify which resources they access for academic supports. Similar to the freshman and sophomore surveys, the results indicate that students most often seek academic assistance from their fellow peers/friends (66%). This result depicts how important programs like Peer Tutors are considering that juniors are feeling most comfortable asking their peers for help. After their peers, juniors indicated that they seek help from their classroom teachers (44%) and then from the Learning Center (33%). For the sixth year in a row, this is the first age group that listed support from teachers and the Learning Center before parents. It's interesting to note considering that as juniors, students might be more comfortable advocating for themselves and utilizing the school resources more consistently. Twenty-five percent of juniors seek help from their parents/guardians and from outside, paid tutors. This information is helpful in understanding how students access the available supports available to them to be successful.

The past two years at SHS, the Student Services Department adjusted and implemented our October 25<sup>th</sup> Let's Talk About Your Future night. LTAYF is a designated night for our students to be sent home with the upcoming SHS course book instead of homework. Students and parents/guardians are encouraged to utilize the course book and their time to foster communication about a student's academic passions and course selections. Our juniors reported a 42% participation rate of LTAYF, where 61% believe these discussions were very beneficial for their junior course selection.

Juniors were also asked to indicate how many hours they spend doing homework or studying outside of a typical school day. Six percent of juniors report studying for less than one hour, thirty-six percent study for one to two hours, thirty-five percent study for two to three hours, and twenty-three percent study for more than three hours. Juniors reported as first age group where a large percentage of students are studying for three or more hours per school day. This might be indicative of how important the junior year becomes for students, as well as the increasing rigor of the curriculum as more AP class opportunities become available for students.

For the second year, we asked two new questions to try and gather information about first generation students. Our goal was to determine whose parents and/or guardians did not graduate from a four year college or university in the United States. Twenty-six percent of the juniors surveyed report they qualify as a first-generation student, while sixty-seven percent do not qualify. Four percent were not sure and three percent of Stevenson High School juniors chose not to respond. This information is important for us to identify so we can consider developing certain programs for this demographic and determine potential referrals for our newer Stevenson to College mentoring program.



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

1. **Social Emotional Learning (SEL) is the process of developing the ability to demonstrate responsibility, recognize and manage emotions and challenging situations effectively, and develop and maintain positive relationships. What did Stevenson High School do, in your experience, to develop your skills in these areas? (most representative responses mentioned more than five times)**
  - We were put in collaborative teams in our classes and we did group activities and learned team building skills. These techniques help me work effectively with other people. – 91
  - Stevenson had great teachers, counselors, social workers, and other staff members. They are great role models and they made school a supportive, caring and compassionate environment. – 73
  - The counselors, social workers, school psychologists and case managers were very supportive. I knew where to go if I needed help – 61
  - Since it is such a large school, I was able to meet new people and made new friends every year – 56
  - The sports, clubs, and intramurals I was involved in helped me to develop these skills. – 55
  - The academics were so stressful and high pressure that we had to learn stress management and time management techniques to survive. – 54
  - Stevenson did nothing to develop my SEL skills. – 51
  - It was such a big school I was always in social situations with diverse groups of people. This really helped me build relationship skills. - 40
  - Stevenson was a very caring, safe, and positive learning environment, and I was free to be myself and learn these skills. – 44
  - The teachers are always available to help me; I was always supported when it was needed. – 34
  - It was taught in specific classes/curriculum (including English, theater, sociology, applied health, social studies, fine arts, mentor skills, Spanish, resource, dance, life management, engineering). – 33
  - The diversity of the students help me to learn to accept others – 25
  - Freshman Advisory was the perfect place for this learning. It helped me to meet new people and I learned to get along with a lot of different people. – 19
  - SHS actually hurt the development of my SEL skills – 17
  - We were taught about the world and to care for others – 16
  - We were given opportunities to challenge ourselves and get out of our comfort zones – 14
  - I was able to learn to manage my emotions through difficult times at SHS – 13
  - I learned these skills outside of SHS – 12
  - Teachers taught me to ask for help when I needed it and I learned self advocacy skills – 12
  - Student Services support groups taught us these skills – 10
  - There were many leadership opportunities that I took advantage of and I was able to work on these skills. – 10
  - There were schoolwide community projects that focused on these skills – 9
  - I was taught social skills in my classes – 9
  - We had SEL presentations that taught us these skills. – 8

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

- You are already doing a good job. – 45
- Teach SEL in our academic classes but don't call it SEL. People shut down when you do that. – 40
- Students should build deeper relationships with counselors/social workers. – 31
- Encourage students to get involved in a club, activity or sport. – 29
- Have more community building opportunities in classes – 26
- Help the students who are struggling – 23
- Assign more group projects and team-building activities in classes. – 22
- I don't know. – 21
- Teach relaxation, stress management and healthy balance – 19
- Make more time to build relationships with adults in the building– 19
- There is too much pressure and stress. Do something about it! – 18
- Have more social activities that bring 100% of the school together – 18
- You should have more fun SEL activities or SEL days (speakers, workshops, class assemblies). – 18
- Promote collaboration over cooperation – 16
- It is not the school's job; students get this on their own – 14
- Have less homework. – 12
- All teachers should be caring and understanding – 12
- Have more interaction and discussions in class about SEL – 10
- Teach it in advisory – 9
- Focus more on mental health – 8
- There should be less of an AP/ACT/grades focus and more of an SEL focus. – 7
- Encourage students to get more sleep – 7
- Get people out of their comfort zones and into new situations so they can grow in SEL. – 6

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

Joan Ackerman-Zimny	Seamus Campion	Tom Edwards
Agnes Aichholzer	Esperanza Carlos	David Elbaum
Lauren Albert	Jason Carlson	Chadd Engel
Maureen Albert	Donald Carmichael	Lauren Epstein
Patrick Ambrose	Stephen Carmody	Christina Erickson
Eric Anderson	Amerigo Carnazzola	Brett Erdmann
Michael Anderson	Jen Carney	Melissa Fainman
Peter Anderson	Rigoberto Carrillo	Connie Faith
Christina Anker	Katie Carson	Andy Farrissey
Raquel Antillera	Lucero Castillo	Patrick Fairchild
Brandi Argentar	Carey Cernivec	Mike Farina
Jennifer Arias	Michelle Cheng	Ryan Fedewa
Ryan Aronoff	Danielle Colan	Aimee Fehmi
Michelle Backes	Andrew Conneen	Mike Feigh
James Barnabee	Shane Cook	Laurie Feinzimer
Dean Barr	William Cooley	Nancy Fenton
Kristin Barrett	Cristina Cortesi	Josh Figueroa
Heather Bartos	Melinda Criglar	Sam Figueroa
Thrisha Bautista	Courtney Croak	Patty Fiore
Brent Becker	Amanda Croft	Colleen Fischer
Dorice Benedetto	Susan Crook	Miriam Fisch
Eliza Benjamin	Timothy Crow	Justin Fisk
Katie Bennett	Peg Cucci	Mike Fitzgerald
Helen Berger	Jacqueline Cullen	Joseph Flanagan
Trish Betthausen	Amanda Cummings	Josh Flood
Joseph Bettina	Mary Czaplewski	Kelly Foley
Jeremy Beyer	Melissa Dahlberg	Timothy Foley
Mark Biesiada	Theresa D'Angelo	Jason Ford
Thomas Blasius	Victoria Davies	Dawn Forde
Jeffery Blezien	Angela Dauphin	Claire Forde
Patrick Block	Chad Dauphin	John Forsythe
Andrew Bouque	Jimmy Davis	Christina Foss
Sarah Bowen	Kelly Dean	Denise Foster
Josh Bozeday	Lori Degman	Shelley Frain
Dean Bradshaw	Garrett DeGross	Gerald Franklin
Sheri Brady	Fernando Delgado	Richard Frankowski
Laura Brandt	Nicole Demarakis	David Frantonius
Stoppek	Daniel DeMarco	Lauren Frick
Tom Branick	John Deppong	Justin Frieman
Courtney Bresnen	Chris Dewey	Nicole Fuller
Jenna Breuer	Gracie Difiglio	William Fritz
Barbara Brown	Zara Dittman	Peggy Gaier
Laura Brown	Clayton Duba	Eileen Gaughan
Seth Buffenstein	Fil Dudic	Michelle
Brian Burja	Courtney Dugan	Gammelgaard
William Burroughs	Patricia Duncan	Robert
Cynthia Burrows	Debbie Durham	Gammelgaard
Stephanie Bush	Griffin Dwyer	Jenessa Gerber
Carol Butcher	James Dzialo	Adam Gilman
Sergio Cabrera	Tricia Ebel	Kevin Gimre
Sara Cahill	Nancy Eberhardt	Floyd Glinsey
Elizabeth Canning	Dave Eddy	Paulina Glowacka
Erik Campbell	Matthew Edstrom	Troy Gobble
	Sheila Edstrom	Matt Godlewski

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

Theodore Goergen	Gina Johnson	Elizabeth Lucas
Nancy Gold	Grant Johnson	Melissa Mack
Abbie Goodman	Noel Johnston	Terrance Maloney
Eric Goolish	Tim Johannes	Nichol Mangino
Rodolfo Gonzalez	Mary Jones	Susan Marcus
Anna Gorbikoff	Julia Kalmens	Patricia Martin
Bill Gorski	Fiana Kaminsky	Michael Martinez
Janet Gotrik	Nanci Karlin	Cody Mathias
Vasanth	Robin Katz	Elizabeth Maxwell
Govindarajan	Adam Kehoe	Ryan May
Jillian Grady	Jean Kell	Paul Mazzuca
Patrick Grady	Martha Keller	Andrea MacLennan
Ashley Graham	Sarah Kellogg	William MacNamara
Jori Greenhill	Megan Kelly	Kevin McBride
Richard Green	Thomas Kelly	Kathleen McCauley
Rebecca Greene	Mary Kenney	Caitlyn McGovern
Jon Grice	Kevin Kent	Megan McCullough
Amy Grove	Kathleen Kerndt	Chris McGurn
Sarah Guitterez	Victoria Kieft	Jim McPherrin
David Gumming	Paul Kim	Beth Merkin
Nicholas Haan	Jacqueline King	Dave Meyers
Bradley Habel	Jane Klewin	Jennifer Miller
Aliceson Hackett-	Lisa Knauf	Dan Miller
Rubel	Michelle Koehl	Sally Miller
Alexis Hahn	Tom Koenigsberger	Tracey Moffat
Denise Haritos	Tyler Kollmann	Dan Monaghan
David Handelman	James Kollar	Laura Moschel
Keith Hannigan	Mary Korta	Dean Moran
Gregory Hartman	Anthony Krempa	Kate Moran
Stephen Heller	Allison Kulla	Timothy Moran
David Hess	Dimitra Labbe	Brent Mork
Sara Hess	Carly Lacombe	Christopher Mural
Maureen Heun	Sarah LaFrancis	Angela Muresan
Cristina Higgins	Kevin Lambermont	Jessica Murphy
Joshua Hjorth	Eva Lange	Kimberly Musolf
Edward Ho	Barry Lapping	Timothy Myers
Joanne Hochstätter	Daniel Larsen	Carolina Nava
Matthew Hodge	John Lartz	Lisa Nehring
Cheryl Hoffman	Nancy Latka	Heather Nissenberg
Marissa Hollenbeck	Lisa Lau	Vicky Nordhem
Kate Hoopes	Mary Layco	Gary Novak
Amanda Houston	Maureen Levanti	Paula Nowak
Nancy Hudson	Stephanie	Alice Nuteson
Caroline Humes	Levenbrook	Angela O'Brien
Stephanie	Doug Lillydahl	Kevin O'Connell
Hunsberger	Mark Linnenburger	Karen O'Connor
Laura Husko	Jill Lipman	Joanne Okonski
Ryan Hutchins	Jill Lisius	Radmila Olshansky
Jin Kyung Hwang	Matthew Lockowitz	Kristen One
Catherine Hyken	Thomas Loew	Timothy O'Reilly
Amy Inselberger	Spencer Lome	Debbie Orlando
David Irsay	Sara Lohrmann	Marta Orlinska
Patricia Jackson	Christy Loukas	Zeglen
David Jacobson	Kimberly Lubecke	Taylor Osicek

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

Christina Palffy	Christopher Salituro	Christian Thibaudeau
Jennifer Parisi	Jose Sandoval	Jane Thomas
Sharon Pasquesi	Kathleen Sassan	Jennifer Tierney
Lindsay Perkins	Lisa Scanio	Dawn Timm
Abigail Peters	Mark Schaedel	Lou Ann Tollefson
Theron Petway	John Schauble	Timothy Tomaso
Nancy Peterson	Jennifer Schiavone	Richard Tompson
Ann Pfeiffer	David Schoenfish	Lynn Tremmel
Christine Pfaffinger	Eileen Schopen	Angela Triantafyllidis
Kristin Piekarski	Andrew Schroeder	Steven Tucker
Joe Pine	Jodi Scott	Tova Urborg
Robert Pinta	Tamara Sears	Nicholas Valenziano
Tinna Plueger	Petra Sebastian	Joe Vallone
Pamela Polakow	Carol Seeger	Tiffany Van Cleaf
Lori Polin-Silva	Helen Seretis	Hector Vazquez
Jennifer Polisky	Gregory Sherwin	Kristen Velazquez
Diana Praljak	Caroline Shupe	Julie Vickers
Ken Preuss	Nicholas Skala	Alexandra
Frank Radostits	Todd Sikora	Vikartofsky
Shannon Ramirez	Ellen Singer	Enrique Vilaseco
Eric Ramos	Cheryl Singley	Kirsten Voelker
Catherine Rauch-	Andrea Siwik	Madeline Vogler
Morse	Katie Slattery	Pam Vukovics
Lauren Rawitz	David Small	Daryl Wallace
Amanda Reber	Kelly Smith	Jacquie Walton
Ryan Redig	Nicole Smith	Jorie Walton
Anthony Reibel	Robert Smith	Kara Ward
Michael Reimer	Ryan Smith	Robert Ward
Barry Reiner	Sherry Smith	Deanna Warkins
Joseph Reinmann	Kirstin Snelten	Mike Wasielewski
Elfie Repel	Scott Sommers	Curtis Weber
Linda Reusch	Annette Sorkin	Jackie Weissmueller
Victoria Reznicek	Steven Soszko	Aaron Wellington
Andrew Richardson	Norma Soto	Brianne Whitford
Manuel Rider-	Jason Souje	Deborah Wiersema
Sanchez	Molly Sponseller	Charice Wilczynski
Rebecca Rikje	Jennifer Sprague	John Wilkie
Jamie Reiman	Vincent Springer	Donte Wilkins
Jeff Robinson	Thomas Stanhope	Matt Williams
Lori Rockoff	Nicole Stephens	Scott Williams
Joe Rogalski	Irene Stergiou	Diane Willock
Sara Rogers	Sarah Stolzenberg	Bryan Wills
Olga Rodriguez	Michelle Stone	Jeff Wimer
Kathlene Rodriguez	Brett Stuart	Sean Wimer
Rebecca	Christina Suarez	Brian Wise
Rosenwinkle	Carlos Suaste	Thomas Wolfe
Lindsay Ross	Terese Sullivan	Carla Wood
Kaitlin Rossi	Janet Sushinski	Christina Wood
Neal Roys	Steven Svetlik	Steven Wood
Timothy Roznowski	Mary Svihra	Henia Wozniak
John Rueth	Holly Swanson	Sandra Wright
Julia Ruiz	Sheri Tabloff	Kristina Wrona
Cristal Sabbagh	Amanda Tate	Li Ye
Miriam Sacksteder	Susan Taylor	Robert Zagorski

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

Kevin Zakrzewski  
Alden Zimlich  
Shaun Zimmerman  
Jennifer Zizzo  
Marie Zlotnikov  
Justin Zummo

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

- You could tell they really cared about their students, and that they really loved what they were teaching and wanted us to do well and learn it.
- They chose to guide students along the path that the students chose, instead of forcing everyone to conform to one way of learning.
- He brought interest to the field I want to study.
- I could go to her for anything, and she was very relatable.
- Each offered their own perspective on life, their unique personalities, and inspiring stories that have helped me shape my understanding of this world and the people around me.
- They were very accommodating when I was dealing with a concussion.
- They want to connect, and they recognize that a connection with a teacher can transform the learning experience.
- Even when the issue wasn't academically related, teachers were often able to meet with us and simply make us feel better or more confident in ourselves.
- Teachers that will go out of their way and do anything to make sure you are successful are the best. They know they are here to do their job and help, and they go the extra mile. It makes such a difference to know they care about you. Personal connections and questions make the student feel cared about and loved.
- Academically and socially, all of these teachers allowed me to flourish.
- They saw past what may look like a dumb kid and really reached down and touched my heart.
- They didn't want us to just do well in the class, but also to do well with our future and life outside the classroom--a clear indication of how special they made this place feel.
- All of them have pushed me to become a better version of myself, which is pretty humbling in my opinion.
- From my experience, my teachers always gave me the opportunity to redeem myself and believed in me; they extended opportunities out to me to help my grade or met with me outside of the class constantly, which sacrificed their own personal time.
- These teachers were very passionate about what they teach to the point where it made the students really happy to learn about the topic.
- She made economics a fun and relaxing class. (She also deserves a big raise.)
- She works tirelessly for all of her students. She is understanding of our stress as students, but also relentless in her attempts to push us to our best.
- He helped me transition freshman year, and he is an absolutely fantastic leader.
- He was a good security guard who liked all the students. He was also a cool guy.
- They were willing to have fun but be strict to those who were out-of-line. They made the classroom fun.
- He was greatly connected with the students and made the classroom have a positive vibe in which people wanted to be in there.
- He knew how to engage a group of seniors in a class that wouldn't be the most exciting when they least cared about school. It was the most fun I've ever had in a classroom.

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

- They made me want to come to school every morning.
- She always knows my coffee order.
- Teachers who are personally invested in my education and focus on things more than grades are unique and enhance the learning experience.
- Even if you don't remember something she taught earlier or something you should remember, she doesn't get annoyed; she is just really helpful.
- She was by far and away one of the best teachers I have ever had. Her class was consistently engaging, entertaining, and worthwhile. She had the ability to relate to every student professionally and personally, and ensured academic success.
- They made my four years here so much more manageable, and for that I am forever thankful.
- He was the first teacher I had met when I moved into the district. He remains my favorite teacher I've ever had throughout all my years of schooling, primarily because of his caring, kind, and encouraging nature. He truly helped me feel like I belong at Stevenson High School.
- They have made it feel like Stevenson is my second home, making me feel welcome and comfortable while making the learning experience enjoyable and worth the hard work that I put in each and every day.
- Staff members are likely to be helpful when one needs help in areas such as where the bathrooms are, how to solve triple integrations, how to make money, and much more.
- I only had her for senior year, but I wish I had her earlier.
- They were legit, no BS. Told you how stuff is and told you about them. Taught with a passion and purpose. Taught me how I want to live my life with a passion. Work should be happy; most important thing I learned is that it's not about the money.
- She's like my school mom; she's the absolute best. She helped me with college apps and made her public speaking class so much fun.
- They have seen potential in me and saw to it that I realized my potential. They also pushed me to step out of my comfort zone.
- I was going through some rough times with my family, and the social workers/psychologists at Stevenson really did so much to make accommodations for me to make school easier.
- She has always supported my ideas and forced me to grow as a person, even when I didn't want to.
- All my teachers seem to love having me, but two in particular liked me so much that they wanted to keep in touch with me after I had them for a class.
- Many of the teachers start up interesting conversations or make funny jokes during their lessons, which eased up the tension I felt from upcoming AP tests.
- She ALWAYS has a smile on her face, and she is always so welcoming to new ideas, open for questions, and very comforting in everything she does.
- They helped and supported me through a multitude of family issues that weakened my academic performance.



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

- Both of these teachers have been there for me every step of the way when I was in and out of court during my custody case with my parents. They are two remarkable women who have served as female role models to me these past four years considering that I do not have one at home.
- They helped and supported me through a multitude of family issues that weakened my academic performance.
- They were honest and patient in working with the students and helping them understand the material.
- He was able to cram an incredible amount of a subject that I really had no interest in into my head.
- He made what many consider to be one of the hardest math classes in Stevenson fun, interesting, and enjoyable. He is a wonderful and inspiring teacher.

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)

<b>Quidditch</b>	<b>23</b>
<b>Ultimate Frisbee</b>	<b>19</b>
<b>Men's Badminton</b>	<b>15</b>
<b>Martial Arts (Various)</b>	<b>15</b>
<b>Crew/Rowing</b>	<b>14</b>
<b>Rugby</b>	<b>12</b>
<b>Cricket</b>	<b>10</b>

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

<b>Strongly Agree</b>	<b>=</b>	<b>54%</b>	<b>Disagree</b>	<b>=</b>	<b>3%</b>
<b>Agree</b>	<b>=</b>	<b><u>42%</u></b>	<b>Strongly Disagree</b>	<b>=</b>	<b><u>1%</u></b>
		<b>96%</b>			<b>4%</b>

**N= 584**

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>23%</b>	<b>Disagree</b>	<b>=</b>	<b>14%</b>
<b>Agree</b>	<b>=</b>	<b><u>61%</u></b>	<b>Strongly Disagree</b>	<b>=</b>	<b><u>2%</u></b>
		<b>84%</b>			<b>16%</b>

**N= 584**

**8. In your opinion, what would a more unified and spirited Stevenson look like? (most representative responses with more than 5)**

- There would be more participation in spirit days. – 94
- There would be more people at all of the sporting events. – 78
- I thought SHS **was** unified and spirited! – 64
- Everyone would go to the pep rallies. – 48
- The students would be happy, caring and nice. – 37
- There would be acceptance of all regardless of class level (AP and CP) or SES. – 36
- I don't know. – 30
- There would be more school pride. – 28
- There would be activities in class so you got to know everyone. – 16
- There would be more racial diversity. – 14
- There would be more student spectators at fine arts and academic activities. – 14
- There would be less competition. – 12
- There would be music in the halls every day. – 12
- There would be more debates in class around tough issues. – 12
- More people would come to the dances. – 10
- There would be class traditions. – 9
- There would be more a family atmosphere and less cliques. – 9
- There would be smaller class sizes. – 8
- There would be more fun spirit weeks. – 8
- There would be more spirit and less praise. – 6
- There would be celebrations focused on all over success, not just academic and athletic. – 6

**9. In your opinion, what might have kept us from being a unified and spirited community in the past? (most representative responses with more than 5)**

- The place is too big – 54
- The competitiveness – 41
- I don't know – 32
- All of the focus has been on GPAs and APs – 26
- Nothing – 23
- We are unified – 23
- Things are too stressful – 22
- Everyone just keeps to their own groups of friends – 22
- They just don't want to be – 21
- Music in the halls stopped – 17
- We only support certain events/activities/sports – 17
- Politics – 15
- Students are too busy – 15
- Prejudice and racism – 14
- People don't feel safe to put themselves out there – 14
- Students are spoiled and stuck up – 13
- The differences between students – 13
- We lack enthusiasm – 13
- Students resent SHS – 12
- People don't want to participate – 11
- Adults complain about the students – 10
- Students only care about themselves – 10
- Students in different level classes are so separated (AP vs CP) – 9
- There are no school-wide events – 8
- People are mean to each other – 8
- Strict rules for stupid things (ILC, Parking) – 8
- We lack diversity – 7
- The lack of enthusiasm for the school – 6
- Everyone is worried about what everyone else thinks – 6
- Disrespecting others – 6

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

(Reported in percentages of student responders for each item)

**STUDENT SERVICES**

For the following questions:

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

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

<b>SA = 68%</b>	<b>D = 2%</b>
<b>A = <u>29%</u></b>	<b>SD = <u>1%</u></b>
<b>97%</b>	<b>3%</b>

**N= 532**

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

<b>SA = 77%</b>	<b>D = 1%</b>
<b>A = <u>21%</u></b>	<b>SD = <u>1%</u></b>
<b>98%</b>	<b>2%</b>

**N= 539**

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

<b>SA = 50%</b>	<b>SD = 12%</b>
<b>A = <u>37%</u></b>	<b>D = <u>1%</u></b>
<b>87%</b>	<b>13%</b>

**N= 537**

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

<b>SA = 54%</b>	<b>D = 9%</b>
<b>A = <u>36%</u></b>	<b>SD = <u>1%</u></b>
<b>90%</b>	<b>10%</b>

**N= 533**

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

<b>SA</b>	<b>=</b>	<b>53%</b>	<b>D</b>	<b>=</b>	<b>13%</b>
<b>A</b>	<b>=</b>	<b><u>30%</u></b>	<b>SD</b>	<b>=</b>	<b><u>4%</u></b>
		<b>83%</b>			<b>17%</b>

**N= 494**

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

<b>SA</b>	<b>=</b>	<b>58%</b>	<b>D</b>	<b>=</b>	<b>5%</b>
<b>A</b>	<b>=</b>	<b><u>36%</u></b>	<b>SD</b>	<b>=</b>	<b><u>1%</u></b>
		<b>94%</b>			<b>6%</b>

**N= 524**

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

<b>1</b>	<b>=</b>	<b>81%</b>
<b>2</b>	<b>=</b>	<b>18%</b>
<b>3</b>	<b>=</b>	<b>1%</b>
<b>More than 3</b>	<b>=</b>	<b>0%</b>

**N= 540**

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

<b>SA</b>	<b>=</b>	<b>49%</b>	<b>D</b>	<b>=</b>	<b>7%</b>
<b>A</b>	<b>=</b>	<b><u>40%</u></b>	<b>SD</b>	<b>=</b>	<b><u>4%</u></b>
		<b>89%</b>			<b>11%</b>

**N=100**

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

<b>SA</b>	<b>=</b>	<b>59%</b>	<b>D</b>	<b>=</b>	<b>5%</b>
<b>A</b>	<b>=</b>	<b><u>36%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>95%</b>			<b>5%</b>

**N=501**

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

<b>SA</b>	<b>=</b>	<b>56%</b>	<b>D</b>	<b>=</b>	<b>5%</b>
<b>A</b>	<b>=</b>	<b><u>37%</u></b>	<b>SD</b>	<b>=</b>	<b><u>2%</u></b>
		<b>93%</b>			<b>7%</b>

**N=464**

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

<b>SA</b>	<b>=</b>	<b>37%</b>	<b>D</b>	<b>=</b>	<b>13%</b>
<b>A</b>	<b>=</b>	<b><u>45%</u></b>	<b>SD</b>	<b>=</b>	<b><u>5%</u></b>
		<b>82%</b>			<b>18%</b>

**N=298**

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

<b>SA</b>	<b>=</b>	<b>41%</b>	<b>D</b>	<b>=</b>	<b>11%</b>
<b>A</b>	<b>=</b>	<b><u>46%</u></b>	<b>SD</b>	<b>=</b>	<b><u>2%</u></b>
		<b>87%</b>			<b>13%</b>

**N=416**

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

<b>SA</b>	<b>=</b>	<b>31%</b>	<b>D</b>	<b>=</b>	<b>17%</b>
<b>A</b>	<b>=</b>	<b><u>46%</u></b>	<b>SD</b>	<b>=</b>	<b><u>6%</u></b>
		<b>77%</b>			<b>23%</b>

**N=309**

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

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

**N= 540**

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

<b>Yes</b>	<b>=</b>	<b>39%</b>
<b>No</b>	<b>=</b>	<b>61%</b>

**N= 540**

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

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

**N= 540**

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

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

**N= 540**

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

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

**N= 540**

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

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

**N= 540**

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

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

**N= 540**

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

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

**N= 540**



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

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

**N= 540**

### **ACADEMIC SUPPORT**

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

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

**N= 540**

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

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

**N= 540**

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

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

**N= 540**

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

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

**N= 540**

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

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

**N= 540**



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

<b>Extremely positive</b>	<b>=</b>	<b>35%</b>
<b>Positive</b>	<b>=</b>	<b>37%</b>
<b>Satisfactory</b>	<b>=</b>	<b>20%</b>
<b>Unsatisfactory</b>	<b>=</b>	<b>8%</b>
<b>Did not participate</b>	<b>=</b>	<b>31%</b>

**N=371**

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

<b>Extremely positive</b>	<b>=</b>	<b>41%</b>
<b>Positive</b>	<b>=</b>	<b>42%</b>
<b>Satisfactory</b>	<b>=</b>	<b>16%</b>
<b>Unsatisfactory</b>	<b>=</b>	<b>1%</b>
<b>Did not participate</b>	<b>=</b>	<b>47%</b>

**N= 286**

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

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

**N= 540**

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

<b>Yes</b>	<b>=</b>	<b>91%</b>
<b>No</b>	<b>=</b>	<b>9%</b>

**N= 540**

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

<b>Yes</b>	<b>=</b>	<b>76%</b>
<b>No</b>	<b>=</b>	<b>24%</b>

**N= 540**

## **ACADEMIC INFORMATION**

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

<b>1</b>	<b>=</b>	<b>2%</b>
<b>2</b>	<b>=</b>	<b>3%</b>
<b>3</b>	<b>=</b>	<b>3%</b>
<b>4</b>	<b>=</b>	<b>92%</b>

**N= 540**

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

<b>Exceptional</b>	<b>=</b>	<b>35%</b>
<b>Above Average</b>	<b>=</b>	<b>41%</b>
<b>Average</b>	<b>=</b>	<b>19%</b>
<b>Minimal</b>	<b>=</b>	<b>5%</b>

**N= 540**

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

<b>SA = 56%</b>	<b>D = 3%</b>
<b>A = <u>41%</u></b>	<b>SD = <u>0%</u></b>
<b>97%</b>	<b>3%</b>

**N= 540**

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

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

**N= 540**

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

<b>SA</b>	<b>=</b>	<b>55%</b>	<b>D</b>	<b>=</b>	<b>6%</b>
<b>A</b>	<b>=</b>	<b><u>38%</u></b>	<b>SD</b>	<b>=</b>	<b><u>1%</u></b>
		<b>93%</b>			<b>7%</b>

**N= 540**

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

<b>Extremely positive</b>	<b>=</b>	<b>30%</b>
<b>Positive</b>	<b>=</b>	<b>46%</b>
<b>Satisfactory</b>	<b>=</b>	<b>20%</b>
<b>Unsatisfactory</b>	<b>=</b>	<b>4%</b>
<b>Did not participate</b>	<b>=</b>	<b>6%</b>

**N= 509**

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

<b>4.00 or above</b>	<b>=</b>	<b>47%</b>
<b>3.5 - 3.99</b>	<b>=</b>	<b>26%</b>
<b>3.0 - 3.49</b>	<b>=</b>	<b>18%</b>
<b>2.5 - 2.99</b>	<b>=</b>	<b>8%</b>
<b>Less than 2.49</b>	<b>=</b>	<b>1%</b>

**N= 540**

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

<b>0 hours</b>	<b>=</b>	<b>3%</b>
<b>Less than 1 hour</b>	<b>=</b>	<b>16%</b>
<b>1 - 2 hours</b>	<b>=</b>	<b>38%</b>
<b>2 - 3 hours</b>	<b>=</b>	<b>26%</b>
<b>More than 3 hours</b>	<b>=</b>	<b>17%</b>

**N= 540**

## 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 eleventh year in a row, there is a component to the open-ended questions which focuses on the district's goal to increase Social Emotional Learning opportunities. This goal will ensure that all students are developing as critical thinkers, effective problem solvers, and good citizens.

The first open-ended 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. Time-management skills were developed and personal initiative was rewarded within the SHS environment due to balancing course loads, co-curriculars, relationships, and study skill development. Judging by their comments, it is apparent that many students have indeed made the connection that demanding assignments and high expectations have all served to generate positive outcomes, while forcing them to take responsibility for their own learning. For the third year in a row, one of the most popular responses was that Stevenson had great teachers, counselors, social workers and other staff members that were supportive (73 students). The first most popular shared sentiment was that students have learned to manage their emotions because they did a lot of group activities in classes which helped them to work effectively with other people (91 students), jumping nearly fifteen points since last year's response rate. Last year's third response, that Stevenson did nothing to develop their SEL skills, dropped from third to seventh-most popular, decreasing from 72 responses to 51 responses. This year's third most popular response was that the SHS counselors, social workers, school psychologists, and case managers were very supportive and consistent resources for our students (61 students). Seniors also felt that the sheer size of Stevenson allowed for them to make new friends (56 students), which was relatively consistent with last year's results.

The second question asked for students' suggestions: "How could Stevenson better help students develop SEL skills?" This year's most popular response was "You are already doing a good job", which was not recorded in last year's top responses (45 students). The second most popular response (that was last year's top result) was that teachers should spend time explicitly teaching SEL in classes, but don't refer to the topics as SEL (40). Twenty-nine students felt that they should be more encouraged to join a club, activity, or sport to help develop these skills. Some other popular responses were that students should be building deeper relationships with their counselors/social workers (31), having more community-building opportunities in classes (26), or helping the students who are struggling (23).

A large number of faculty and staff members (492) 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 students being able to tell that faculty members truly cared about the kids, that they loved what they were teaching, and they wanted their students to do well. A major theme was the personal connections that faculty

members made with the students; from devoting more individual time, asking them about their lives outside of the academic realm, or having faith in their growth and development as holistic young adults. Students consistently articulated that the staff and faculty members fostered a positive attitude, belief in the students as individuals, and boosted their confidence or self-esteem. Some seniors commented that Stevenson personnel helped them achieve at a level of success that many had never believed to be obtainable. They describe staff members as being supportive, passionate, encouraging, kind, purposeful, loving, engaging, entertaining, worthwhile, and happy.

Graduates are asked to comment on which sports or intramural activities they would have participated in if they were added to Stevenson's programs. For the third time, Quidditch was mentioned the most (23), followed by the second most popular response, Ultimate Frisbee (19). Two new responses, Men's Badminton and Martial Arts both yielded high responses (15). Crew/Rowing (14), Rugby (12), and Cricket (10) were the next activities mentioned most.

A large majority of senior students believe that faculty members treat students fairly and without discrimination, regardless of individual and cultural differences, which is a three-point increase from last year's survey results. A small percentage of students (1%) have the impression that some teachers favor certain students and do not treat all students the same. The second question inquires about peers' ability to demonstrate respect of cultural differences. More than half of students indicate that fellow students are considerate of each other regardless of differences (84%). Over the past four years, this statistic continues to increase, with a three-point jump from last year. A number of seniors (16%) believe that their peers are inconsiderate and disrespectful of each other, a three-point percentage drop over the past year.

For this year's Senior Exit Survey, we asked two new open-ended questions for our seniors to respond to; both questions were geared towards suggestions on how to improve or maintain SHS's spirited and unified community atmosphere. Our first question asked: what would a more unified and spirited Stevenson look like? Ninety-four responses from seniors responded that they would hope for more participation in spirit days, followed by that more people would be at all of the sporting events (78 students). While some students suggested that everyone would go to the pep rallies (48 students) and that the students would be happy, caring and nice (37 responses), it was nice to see that the third most popular response was that students thought SHS **was** unified and spirited (64 students).

Our second new question asked: what might have kept SHS from being a unified and spirit community in the past? While the range of responses was smaller than the previous open-ended question, the information is still very beneficial for the Student Services Department. The most popular response was that SHS is too big (54 students), followed by the competitiveness of the SHS environment (41 responses). The next most popular responses that followed were I don't know (32), all of the focus has been on GPAs and Aps (26), nothing (23), and we are unified (23).

For the past six years, we made some minor adjustments and additions to the Student Services exit survey. Most notably, we added wording on this new form which was more inclusive, adding in social workers and SST coordinators to assess a more comprehensive view

of the effectiveness and satisfaction rates of the Student Services Department. Based on the results, seniors perceive counselors as both increasingly available (97%) and friendly on an interpersonal level (98%). Seniors indicate that their counselors consistently know them (87%), in addition to finding them helpful with academic guidance (90%). More than three quarters of seniors feel comfortable talking to counselors, social workers, and SST coordinators about personal or non-academic issues (83%), matching last year's results. Over three quarters of students (94%) believe that the Student Services offices are "user-friendly," a three-point jump from last year. Most transfer students (89%) view their counselors, social workers, and SST coordinators as being helpful in their transition and adjustment to SHS. More than half of the class (81%) has had the same counselor for all four years and this is a 17 percent increase from the past two years.

Seniors respond very positively about college counseling services. Counselors and college consultants are depicted as being knowledgeable and helpful in the college application and selection process (95%). The College/Career Center staff is viewed as being friendly and accessible (93%), a seven-point increase from last year. Three questions were recently composed, aiming to capture some of the changes in the CCC curriculum and service delivery. Seniors are now attending more group guidance programs during the school day in the CCC. When asked about these guidance programs, 82 percent of seniors found them to be helpful. Over the past few years, Student Services has been introducing the seniors to an online college search program called Naviance. A large majority (87%) of seniors feel that Naviance has been an effective and informative way to research college information; this depicts a seven-point decrease from the past two years. Another recent change reflects that post-secondary counselors are now primarily responsible for facilitating the *Narrowing Your Options* college appointments with families. Historically, the counselor shared the responsibility of conducting NYO meetings. More than three-quarters of seniors (77%) felt that their NYO appointment with a post-secondary counselor was helpful; this is five percent higher than last year.

When asked how they obtain information about colleges and scholarships, 39 percent of seniors utilize the post-secondary counselors, whereas 62 percent of seniors get help from their individual counselor. Students and parents access information about colleges from the CCC (70%) as well as using college links on Stevenson's home page (43%). "Other" websites continue to remain a substantial source of information for many of our families (84%). When asked more specifically, more than half of students (56%) access social networking sites, such as Facebook, to obtain post-secondary information. College campus visits continue to be the most popular way families retrieve information about college and scholarships (88%). Almost half of the seniors (61%) took advantage of the college rep visits held in the CCC to obtain college information, a six percent increase from last year. Families that procure the services of private college consultants have stayed fairly consistent (15%). We continue to see the trend that more students are utilizing online resources to assist them in the college application process.

Several newer questions were still asked to determine how seniors are accessing academic support. Historically, we've only asked questions pertaining to the Learning Center; however, we understand that students are most likely accessing a variety of different sources to obtain academic assistance and support. For the eighth year in a row, the most popular response shows that a large majority of students get academic support from their friends (57%). The



second most popular response indicates that seniors sought out help from their teachers (38%), a five-percent increase from last year. Next, less than a quarter (22%) of the seniors receive academic support from the Learning Center tutors, followed closely by their parents (17%). This is the sixth year in a row that the Learning Center surpassed parents as a more desirable resource for academics. Lastly, the fewest resource seniors utilize is support from paid tutors (17%). It is interesting to see that most freshman through senior year students will first go to their peers when they are seeking academic support. More than three quarters (90%) of seniors have found the Learning Centers and their tutors to be beneficial, with almost the same number (88%) reporting the amount of help and equipment to be adequate.

A very high percentage of seniors (97%) indicate that they have participated in at least one club, activity, sport, or intramural during their high school tenure; this depicts a one percent increase from last year. More than three quarters (82%) of the students who have participated in clubs/activities feel positive about their experience with just another 16 percent simply expressing satisfaction. About seven out of ten (72%) of the interscholastic sport participants view their experiences as positive or extremely positive, while others describe their experience as satisfactory (20%). Most seniors (83%) express that their intramural experience has been positive, while nearly the rest (16%) find some satisfaction in these activities. About seven out of ten of seniors (76%) report that they have achieved a position of leadership within the school; this constitutes a two-point increase from last year. More than half of seniors (66%) are members of a club or organization not affiliated with SHS, while a larger percentage of seniors (91%) have volunteered their time to perform school or community service. Survey responses portray Stevenson students as being highly involved in a wide variety of co-curricular and community activities. It should also be noted that the approval and satisfaction with these positive experiences have remained consistent or increased in all categories.

A large majority (92%) of seniors have attended Stevenson for a full four years. In assessing their own individual effort at Stevenson, well over half of the seniors perceive their directed energy toward school as being exceptional (35%) or above average (41%), with just under a quarter (19%) describing their output as average. Although this form of self-assessment is highly subjective, quantitative measures of student achievement at Stevenson (e.g., standardized test scores, results of Advanced Placement exams, widespread summer school enrichment, and the number of students choosing to attend four-year colleges), suggest their perceptions are valid.

For the tenth year in a row, we asked three questions which are intended to gauge how well Stevenson is equipping the graduating seniors with Social Emotional Learning skills. We did some rewording of these questions to try to facilitate a better understanding as to how these SEL skills relate to their tenure at SHS. The first question depicts that more than 90 percent (97%) of seniors believe that their experiences as a student at SHS taught them to become more responsible for their own learning as they progressed through high school. This is a one-point increase from last year's results. The second question found that more than three quarters of the senior class (91%) believed that their experiences as a student at SHS helped them to recognize and manage emotions and challenging situations effectively. This was a three-point increase from last year's senior survey. Finally, the third question shows that most seniors (93%) believe that their experiences at SHS helped them to develop and maintain positive relationships in their

lives. These results depict a one-point increase from last year. It is extremely positive to see that all of the SEL results increased, which supports the fact that we are accomplishing the school-wide district goal of ensuring that Stevenson is teaching students positive, life-long SEL skills.

When asked to rate their overall Advanced Placement experience, seven out of ten (76%) of the participants assess their experience as positive, while just under one quarter (20%) express satisfaction. Seniors were asked about their cumulative grade point averages at the seventh semester conclusion. Only nine percent of students reported a GPA lower than 2.99; forty-four percent of senior fell into a GPA range of 3.0-3.99. A seven-percent increase indicated that nearly half of our senior class (47%) reported a cumulative GPA of 4.00 or higher heading into their eighth semester of high school.

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

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

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

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

	<b><u>2013</u></b>	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>
<b>1</b>	<b>2%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>	<b>2%</b>
<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>3</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>4</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>92</b>

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

	<b><u>2013</u></b>	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>
<b>exceptional</b>	<b>30%</b>	<b>29%</b>	<b>32%</b>	<b>29%</b>	<b>35%</b>
<b>above average</b>	<b>45</b>	<b>43</b>	<b>43</b>	<b>46</b>	<b>41</b>
<b>average</b>	<b>22</b>	<b>24</b>	<b>21</b>	<b>21</b>	<b>19</b>
<b>minimal</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>

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

	<b><u>2013</u></b>	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>
<b>positive</b>	<b>95%</b>	<b>94%</b>	<b>94%</b>	<b>96%</b>	<b>97%</b>
<b>negative</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>3</b>

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

	<b><u>2013</u></b>	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>
<b>positive</b>	<b>85%</b>	<b>85%</b>	<b>88%</b>	<b>90%</b>	<b>90%</b>
<b>negative</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>10</b>	<b>10</b>

**Student perception of SST members' accessibility**

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
positive	92%	92%	93%	96%	97%
negative	8	8	7	4	3

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

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
97%	96%	97%	95%	96%	97%

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

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Satisfactory or better	97%	96%	96%	98%	98%
N/A (did not participate)	9	6	7	7	7

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

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Positive	92%	89%	88%	93%	92%
N/A (did not participate)	34	31	30	31	31

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

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Positive	98%	97%	98%	97%	99%
N/A (did not participate)	32	32	36	36	47

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

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
72%	75%	77%	75%	74%	76%

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

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
63%	61%	65%	65%	65%	66%

**Participation in community service activities**

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
91%	90%	91%	90%	90%	91%

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

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
N/A	465	468	492	506	492

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

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
positive	94%	92%	93%	93%	96%
negative	6	8	7	7	4

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

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
positive	76%	75%	81%	81%	84%
negative	24	25	19	19	16

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

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Positive	95%	94%	95%	95%	96%
N/A (did not participate)	9	8	9	8	6

## Longitudinal Senior Exit Data

Senior exit data has been collected and recorded for over 18 years; however, some survey items have been amended or added during that time. This senior exit summary examines and highlights the changes and trends that have been gleaned from the experiences and perceptions of Stevenson's seniors over the past eight years.

The number of seniors reporting that they have attended Stevenson for a full four years remains high, reflecting past historical trends and remaining the same as last year (92%). It should be noted that this figure does not reflect an eight 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 and effectively. 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 (76%). As a point of comparison, in 1993, a smaller number of seniors, or less than half of all Stevenson students, viewed their effort as "above average" (38%) or "exceptional" (11%). However, recent data has supported the belief that an ever-increasing number of students are challenging themselves academically. Just a little over one quarter of seniors (35%) described their effort level as "exceptional." The largest majority described their effort level as "above average" (41%). The number of students describing their effort level as exceptional and above average has increased six percent from last year, depicting an all-time survey high. These increases support the continued practice of recent efforts to assess the amount of stress incurred among Stevenson students, even though since 2002, just about one third of students have consistently described their individual effort as average. Students who describe themselves as exerting minimal effort (5%), remains at a very low percentage. The percentage of respondents who have described their high school effort as minimal has remained fairly constant over the years, fluctuating between 7-10 percent of the student population. Growth in responsibility for learning throughout high school has remained strong and constant over the past few years and reached an all-time high this year (97%).

Satisfaction with academic counseling, such as receiving course selection assistance from counselors, depicts another all-time high at ninety percent. Over the past decade, counselors' caseloads have gradually increased to roughly 315 students; this past year, caseload sizes have dropped to about 270 students per counselor. The goal is that counselors are able to provide more individualized attention during the course selection process. Student perception of counselors' accessibility has remained high over the years and this year's results echoes last years. Ninety seven percent of seniors feel that their counselor is accessible, this depicting a four-point increase from the last year, becoming an all-time high in this category. The current percentage also represents a vast improvement from about ten years ago (69%). These gains in accessibility are gratifying considering the significant increase in schedule change traffic at the beginning of each semester. Counselors have worked to craft ways that increase accessibility during times of high student need.

Student participation in at least one co-curricular activity has remained one of the most consistent survey statistics. This year the reported participation rate increased slightly by one

point (97%, tying an all-time high in participation. In contrast, in 1993, only seventy-four percent of respondents were participating in clubs and/or activities. Predictably, this percentage of participation falls within a narrow band of four points that has ranged 90-93 percent for the past thirteen years. Satisfaction levels for club and/or activities have also shown very little deviation over the years; in fact, between 2003 and 2006, or for four years, 95 percent of respondents reported that they were satisfied with their experiences in Stevenson clubs and/or activities. The current survey is similar to last year's satisfaction results (98%) and depicts another 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 increased by four points (92).

The percentage of students who identify themselves as playing a role in school leadership has remained relatively high this year, depicting a two-point increase from the previous year's results (76%). This means that roughly seven out of ten respondents of 2017 graduates claim to have held a leadership role. Once again, participation in a leadership role was determined by offering students choices from a menu of school leadership activities. We should be cognizant of striving to provide leadership opportunities for students, especially in light of demonstrated interest. Furthermore, universities continue to report that students who can demonstrate leadership experience may enjoy a slight advantage in the competitive college admissions arena.

Given the extensive involvement of Stevenson students in academics and extracurricular activities, it is gratifying that so many individuals make time for community service (91%). This is a one-point increase from last year's survey. The number of Stevenson seniors participating in clubs and organizations outside the school domain also increased to sixty-six percent, signifying that more than six out of ten seniors are pursuing opportunities outside of the school setting. This is the fourth year in a row this reached an all-time high in this category. These impressive statistics show that Stevenson instills in its students a dedication and desire to give back to their communities.

The number of faculty and staff named as having a positive influence on students has risen dramatically from 144 individuals in 1992 to this year's number of 492. Even though the composition of staff changes yearly, the number of cited teachers continues to remain very high. 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 and this year it remained the same (96%). When asked the same question in terms of students treating one another with respect regardless of their differences, current respondents answered the same as last year's survey (84%). This is an all-time high in this category and it is comforting to see that students are treating others with respect. In 2009, this number was at fifty-two percent, so we are very happy to see this positive trend in student relationships and their environments. This could be due to our district wide goal of instilling positive Social Emotional Skills in our students. Student's reporting of positive experiences in Stevenson's Advanced Placement program remains high and stayed the same as last year (96%). Five years ago depicted an all-time high satisfaction rate for those participating



in our AP program.

In summary, graduates of 2017 surpassed milestones described by other seniors in multiple categories, displaying inclusivity and self-awareness overall. SHS students are continually striving for excellence and continuing to articulate unequivocal regard and appreciation for the devotion of Stevenson faculty and staff.

**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%	97%
2. Counselor friendliness and approachability:	100%	100%	99%	98%
3. Counselor knowledge/recognition of student:	82%	96%	96%	87%
4. Counselor helpfulness with academic counseling:	99%	99%	99%	90%
5. Student comfort level discussing personal issues or nonacademic concerns:	91%	94%	93%	83%
6. Student Services Office - friendliness and helpfulness:	98%	99%	99%	94%
7. Students participated in the LTAYF Night	69%	65%	42%	N/A
8. If you participated in the LTAYF Night, it informed your course selection	78%	73%	61%	N/A
9. Counselors' and college consultants' knowledge about college applications and selection process:			99% Satisf. 91% Util.Rate*	95% Satisf. 93% Util.Rate*

	<b>JUNIORS</b>	<b>SENIORS</b>
10. Use of the College Career Center:	38% Util. Rate*	70% Util. Rate*
11. College Career Center staff's friendliness and accessibility:	99%	93%
12. Visits from college representatives:	95% Satisf. 56% Util. Rate*	N/A 61% Util. Rate*
13 College evening programs:	92% Satisf. 58% Util. Rate*	N/A N/A
14. CCC group guidance programs:		82% Satisf.

NOTE: Numbers 9, 10, 11, 12 and 13 indicate the percentage of students who utilized a service and, of that group, the percent who reported satisfaction with that service.

\* - Utilization Rate

### **SOURCES OF ACADEMIC ASSISTANCE**

	<b>FRESHMEN</b>	<b>SOPHOMORES</b>	<b>JUNIORS</b>	<b>SENIORS</b>
13. Teachers	40%	45%	45%	38%
14. LC Tutors	34%	30%	34%	22%
15. Parents	45%	35%	25%	17%
16. Friends	58%	62%	67%	57%
17. Private Tutors	16%	19%	25%	17%

\*Utilization Rate

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

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

As reported by students of all four grade levels, counselor accessibility, friendliness, and approachability continue to post levels of nearly 100 percent. Nearly all freshmen (99%), sophomores (99%), nearly all juniors (100%), and seniors (97%) agree that counselors are friendly and accessible. Knowledge and recognition of students follow close behind in the mid eighties to nineties among freshmen (82%), sophomores (96%), juniors (96%), and seniors (87%). Counselors are also perceived to be helpful with academic counseling among freshmen (99%), sophomores (99%), juniors (99%), and seniors (90%), remaining consistent with last year's results. These numbers resemble trends that were illustrated the previous school year although there were increases in many areas. The freshman, sophomore, and junior numbers either stayed the same or went up in every category.

Relative to comfort levels when discussing personal issues, more than eight out of ten freshmen (91%), sophomores (94%), juniors (93%), and seniors (83%) do feel comfortable about discussing non-academic concerns with counselors. All age levels reported higher comfort levels with freshman, going up a significant 7 points and sophomores 3 points over the last two years. Junior and senior responses remain at all-time highs for this category.

Students are surveyed regarding the friendliness and helpfulness of Student Services personnel. The office is staffed with counselors, deans, social workers, student support team coordinators, and secretaries. Although students may visit the office on their own accord, others are summoned for various reasons (such as disciplinary infractions). Current student satisfaction rates resemble the previous year's percentages, with freshmen showing a one-point decrease in satisfaction levels (98%). Sophomores stayed the same (99%), and nine out of ten juniors (99%) agree that the Student Services staff is helpful. All four groups' satisfaction levels have surpassed the nineties. Senior satisfaction also increased this year (94%) but remains lower than the other groups, which is a consistent trend.

The past two years at SHS, the Student Services Department adjusted and implemented our October 25<sup>th</sup> Let's Talk About Your Future night. LTAYF is a designated night for our students to be sent home with the upcoming SHS course book instead of homework. Students and parents/guardians are encouraged to utilize the course book and their time to foster communication about a student's academic passions and course selections. Our freshman reported a 69% participation rate of LTAYF, where 78% believe these discussions were very beneficial for their sophomore course selection. Our sophomores reported a 65% participation rate of LTAYF, where 73% believe these discussions were very beneficial for their junior course selection. Our juniors reported a 42% participation rate of LTAYF, where 61% believe these discussions were very beneficial for their junior course selection. Seniors were not polled as the LTAYF goal was for course planning at SHS.

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 asked 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 (99%) and seniors (95%) who choose to tap the knowledge base of counselors and college consultants. Juniors check in at a 91 percent utilization rate, while seniors log in at 93 percent. The junior's utilization rate increased by 3 percent this year; the seniors' utilization rate went up by one point. College Career Center usage by the end of first semester for juniors remained at 38 percent; by the conclusion of senior year, usage rose to 70 percent. These numbers are similar to last year's results, except seniors increased by two points. Bear in mind that some students feel confident in their college/career choices and do not feel compelled to research further. The vast majority of juniors (99%) and seniors (93%) who have chosen to use the CCC find it to be friendly and accessible; senior responses in this category rose seven percent.

This year, juniors (61%) slightly outpaced seniors (56%) when it came to meeting with college representatives who visit Stevenson, compared to the previous year's responses that seniors access these services more than juniors. Based on the changing CCC curriculum and focus, we did not elicit the senior's satisfaction levels with college rep visits or college evening programs. We did find that 58 percent of juniors attended college evening programs and even more (92%) were satisfied with these programs. These results were consistent with last year's findings. We did ask a newer question to try and gauge whether students are satisfied with the ever-increasing CCC group guidance programs during their school days. A little more than three quarters (82%) of the seniors were satisfied with these informational meetings, a four-point jump from last year.

For the sixth time, we have comparison data relating to the sources of academic assistance students choose to seek out. We asked students to identify whom they routinely seek academic assistance from. The choices included were teachers, Learning Center tutors, parents, friends, and private tutors. When we compare their answers across the grade levels, we can see some consistent trends. In every avenue of resources, student results from all four years have remained consistent or increased, indicating that these groups are seeking academic assistance at high rates. For the sixth year, utilizing friends is the most popular response across all grade levels with freshmen (58%), sophomores (62%), juniors (67%), and seniors (57%) stating that they routinely use this method to obtain academic support. The second most popular response for freshmen is parents (45%), where sophomores this year utilize teachers (45%) as the second most popular source instead of parents (35%). As students progress through high school, they seem to be using parents less (juniors 25%, seniors 17%) and accessing their teachers more often (freshman 40%, sophomores 45%, juniors 45%, seniors 38%). After friends, parents, and teachers, the most popular response tends to be Learning center tutors, with freshman (34%), sophomores (30%), juniors (34%), and seniors (22%) using them as resources. The least popular method of accessing academic assistance is by hiring private tutors. Freshmen (16%), sophomores (19%), and seniors (17%) utilize them less than juniors (25%). This is the fourth year we've seen this trend. It is possible that tutor usage increases during junior year because it is such an important academic year (for standardized testing and SHS classes) before applying to

colleges. It makes sense that seniors would access them the least because the college application process is typically over very early into senior year.

In addition to soliciting input from students via surveys, personnel of Student Services internally evaluate its programs and services on a continual basis. Identifying needs and adapting practices have been integral to the mission of Student Services Department at SHS as we aim to modernize and evolve with the needs of our student population.

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

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

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

Attending college or university full time -	95 (95%)
Military -	2 (2%)
Gap Year -	2 (2%)
Working -	1 (1%)

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

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

Yes –	84 (88%)
No –	11 (12%)
Transferring to a four-year college –	7
Transferring to a two-year college –	3
Taking a year off –	1

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

Business – 15 (16%)

General Business – 6

Public Relations – 1

Marketing – 2

Operations Management – 1

Business Management – 1

Advertising – 1

Supply Chain Management – 1

Hospitality Management – 1

International Economics – 1

Engineering – 14 (15%)

General Engineering – 5

Mechanical Engineering – 2

Biomedical Engineering – 1

Aerospace Engineering – 2

Electrical Engineering – 1

Computer Engineering – 1

Environmental Engineering – 1

Industrial Engineering – 1

Science – 9 (9%)

Material Science – 1

Physics – 1

Biophysics – 1

Biology – 5

Biochemistry – 1

Health Sciences – 9 (10%)

Nursing – 2

Neuroscience – 1

Community Health – 1

Pre- Pharmacy – 2

EMS – 1

Health Policy – 1

Therapeutic Recreation – 1

Social Sciences – 8 (8%)

Psychology – 3

Political Science – 2

International Relations – 1

Global Studies – 1

Legal Studies – 1

Education – 5 (5%)

Elementary Education – 3

Bilingual Elementary Education – 1

Special Education – 1

Communications – 4 (4%)

Communications – 3

Journalism – 1

Fine Arts – 3 (3%)

Popular Recorded Music – 1

New Media – 1	Political Science/ Gender, Sexuality & Women's Studies – 1
Clarinet Performance – 1	Drama/Political Science – 1
<u>Multiple Majors</u> – 18 (19%)	Political Science/Economics – 1
Social Work/Sociology – 1	Psychology/Pre-Law – 1
Economics/Spanish – 1	Criminal Justice/Political Science – 1
Finance/Economics – 1	Human & Organizational Development/Public Policy – 1
Sports Business/Marketing – 1	
Computer Science/Engineering – 2	<u>Other</u> – 10 (11%)
Political Science/Criminal Justice– 1	Undecided – 7
Business/Biology – 1	Computer Science – 1
English/Communications – 1	Open Option – 1
Communications/Television Arts – 1	Social Work – 1
Communication Arts/Public Relations – 1	
Statistics/Mathematics – 1	

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

No – 10 (10%)

Yes – 85 (90%)

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

Number of credits:	0 credits -	13
	I don't know -	2
	1-10 credits -	20
	11-20 credits -	18
	21-30 credits -	16
	31-40 credits -	10
	41-50 credits -	4
	51-60 credits -	1
	61-70 credits -	1

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

My score wasn't high enough – 5

Didn't take the test – 4

My school doesn't accept AP credit – 4

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

Yes – 12 (13%)

Number of credits:	1-5 credits -	1
	6-10 credits -	6
	11-15 credits -	3
	16-20 credits -	2

Subjects:

Spanish–6

Math – 3

English – 2

Chemistry – 2

German – 1

Biology – 1

French – 1

No – 83 (87%)



**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>	67%	32%	1%	2%
<b>Mathematics</b>	65%	34%	1%	5%
<b>Social Studies</b>	66%	33%	1%	4%
<b>Science</b>	73%	25%	2%	4%
<b>Reading Comprehension</b>	81%	18%	1%	4%
<b>Foreign Language</b>	66%	33%	1%	15%
<b>Fine Arts</b>	68%	31%	1%	14%
<b>Study Skills</b>	71%	29%	0%	1%
<b>Use of Computers—Research</b>	67%	30%	3%	1%
<b>Use of Computers—Applications</b>	41%	53%	6%	1%

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

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

Better than most – 75%  
The same – 24%  
Not as well as others – 1%

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

Shared G.P.A. – 85

Grade Point Average: 4.0 - 3.5 - 52%  
3.4 - 3.0 - 35%  
2.9 - 2.0 - 13%  
1.9 - 0.0 - 0%

Did not know G.P.A. – 7

Did not want to share G.P.A – 3

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

Higher – 18%  
The same – 55%  
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 – 35%  
Agree – 62%  
Disagree – 3%  
Strongly Disagree – 0%

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

Teach time management – 11  
Have less handholding – 7  
Teach study skills – 6  
Let students know that teachers are available for help if you need them, you just have to ask – 3  
Care more about the mental health of students – 3  
Base grades on tests only – 3  
Have less pressure to take AP classes – 2  
Give more long term assignments – 2  
Stop all of the reminders – 2  
Teach note-taking on reading – 2  
Give more technology training – 2  
Teach research skills – 2  
Teach self advocacy – 1  
Encourage students to participate in clubs and sports – 1  
Teach more writing analysis – 1  
Let them fail – 1  
Make math instruction faster – 1  
Give more long and short term group assignments – 1  
Read scientific papers – 1  
Tell teachers to follow due dates – 1  
Have more support for non-college bound students – 1  
Be stricter about test makeup deadlines – 1  
Assign more out of class reading – 1  
Nothing, you are doing a good job – 40

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

Yes – 82%  
No – 18%

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

Too strict – 10%  
About right – 82%  
Not strict enough – 8%

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

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

Get more involved – 13  
Take fewer unnecessary AP classes – 9  
Try Harder – 8  
Have less pressure – 7  
Take more electives – 6  
Take different classes (technology, engineering, French, art) – 5  
Go to a smaller school – 4  
Less competition/ more cooperation - 4  
Have more of a connection with my teachers – 4  
Go to a smaller school – 3  
Have less homework – 2  
Be healthy throughout high school – 2  
Get the buses to school earlier – 1  
Take freshman year seriously – 1  
Have tech campus as a 10<sup>th</sup> grader – 1  
Do not take AP classes – 1  
Take harder classes – 1  
More support for students who are bullied – 1  
Have an IB program – 1  
Make different friends – 1  
Emphasize the arts – 1  
Know which APs would give credit before we took them – 1  
Limit the number of AP classes a student can take – 1  
Accept all students – 1  
Have off campus privileges as a sophomore – 1  
Have more clubs – 1  
Take more AP classes – 1  
Go to a different school – 1  
I don't know – 2  
Nothing – 24

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

Teachers and Staff – 26  
Sports – 13  
Friends – 12  
Clubs – 10  
Fine Arts programs (Band, Theater, Choir, Art) – 9  
Academic support – 8  
Variety of Classes – 7  
Opportunities – 5  
Great preparation for college – 4  
The size- big was good – 3  
Everything – 3

Academic Challenge – 2  
Diversity of students – 1  
Graduating – 1  
Intermurals – 1  
Teaching Young Children – 1  
Getting out early so I could have a job and go to school – 1  
My transfer buddy – 1  
Having dance instead of PE – 1  
Students that motivated each other – 1  
The Statesman – 1  
E-School – 1

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

Yes – 81%  
No – 19%

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

Yes – 89%  
No – 11%

## **Table A**

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

I copied my friends to get A's and never learned how to write – 1

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

I didn't learn what I needed – 1

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

The topics in college are different – 1

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

I didn't take physics – 1

I was never good at science – 1

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

I needed a broader understanding of reading comprehension – 1

### **Reason for "Inadequate" Response in Foreign Language**

My Spanish 2 teacher was not effective – 1

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

I did not take a fine arts class at SHS – 1

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

I never had a class in this – 1

The research expectations are not the same – 1

I didn't know how to do research – 1

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

I never learned how to use Excel and I needed it in college – 1

I was never taught these skills – 5

## One-Year Follow Up Survey Summary

Data for this year's One-Year Follow Up survey was garnered from telephone interviews with 100 randomly selected 2016 Stevenson graduates. The purpose of the one-year follow-up is to ascertain the current activities of students one year after graduation, to question them about their readiness for potential college-level work, and to gauge their perception of their Stevenson experience after accruing a year's worth of post-secondary opportunities.

The vast majority of 2016 graduates declare that they are attending college full time (95%), and that depicts a consistent percentage from last year's graduating class. One student reported to be work, two students are taking a gap year, and two students entered the military. A large majority of individuals attending college plan to return to the same school in the fall (88%), while some are thinking of changing their plans by taking a year off or transferring to a two-year college (12%). When asked about specific courses of study, the largest reported category is business (16%) for the seventh year in a row, closely followed by a six-point hump in engineering (15%). The next most popular routes of specified study were health sciences (10%), science (9%), social sciences (8%), and education (5%). Multiple majors continues to be a popular route for our post graduates (19%) and actually went up by three percent this year. In addition, many students are reporting that they are in the "other" category (11%); this includes undecided, computer science, interior design, and social work. This "other" category decreased by nine percent this year, but still remains high overall compared to others.

This year's sample of students cited a five percent increase in participation rate in AP classes as compared to last year's senior class (85%). Are students earning credit towards college graduation while in high school? The large majority (85%) of AP participants declare that they have earned credit. Out of the 85 percent of students who received credit, 65 of the participants earned more than ten credits. Of the 13 students who did not receive credit, 5 students said their score wasn't high enough, 4 students didn't take the test, and 4 students said the credit wasn't accepted for their college/university. Many respondents (13%) report earning additional credit by way of college proficiency exams. Twelve students reported that they received 6-10 credits this way.

Recent graduates were asked to answer whether they felt that Stevenson had prepared them for college in different academic areas. Lofty satisfaction levels of 94 percent or higher were achieved all ten areas and skills polled, with no exceptions. Eight subject areas reached near perfect percentages including writing composition (99%), mathematics (99%), reading comprehension (99%), foreign languages (99%), social studies (99%), science (95%), use of computers-research (97%) and fine arts (99%). These areas were exceeded by study skills (100%) and followed closely behind by use of computers-applications (94%). Three quarters (75%) of one-year respondents said the skills and knowledge that they acquired in high school were greater than that of their college classmates. This is a three-point increase from the previous year. Some students consistently report that they are equally prepared (24%) and one percent of students reported feeling less prepared than that of their college classmates. Of the number of one-year grads (84) that knew or were willing to share grade point average information, the majority (87%) reported college GPA's of "B" or better; this is a one-point increase from last year's results. A similar percentage of students (72%) indicated that their

college grades were the same or better than what they had earned at Stevenson.

A large majority of the sample (97%) responded affirmatively when queried whether they had become more responsible for their own learning as they advanced through high school. This statistic has been increasing over the past two years and depicts the same percentages from the past two years. When asked how Stevenson could better foster responsibility, the most frequent response by far was “nothing, you do a good job” (40). Leading the list of suggestions agreed upon by four students or more are: team time management (11), have less handholding (7), and teach study skills (6). In comparison to the previous year’s survey, there are few similarities of responses and many were even new responses that had not been mentioned in previous surveys.

Looking back, more than three quarters (82%) of one-year graduates related that they had received assistance from their counselors with post-secondary plans. This posts a decrease of four percent from the previous year. About three quarters of respondents felt discipline was maintained at an appropriate level (82%), while a much smaller percentage described it as “too strict” (10%). This year, six percent of respondents reported that discipline was “not strict enough.” Satisfaction levels on this question have vacillated significantly over the past few years. This year, there was an eight-point decrease in student’s feeling it was too strict. When the sample group was asked what one aspect of their high school experience they would change, the most frequent response was “nothing” (24), closely agreeing with the previous sample of graduates. The second most frequent response was get more involved (13). Other common responses include taking fewer unnecessary AP classes (9), trying harder (8), having less pressure (7), and taking more electives (6). In comparison to the previous year’s sample of students, the most common shared feelings among recent graduates seem to be the desire to: work harder and take advantage of the curriculum in different ways. Relative to highlights, or when asked to describe the best aspects of the Stevenson experience, people and relationships placed in the top category. Faculty and staff (26) garnered the most responses, followed by sports (13), friends (12), and clubs (10). These are the same top four responses as last year’s survey as well. Enthusiasm and appreciation for faculty/staff mirrors the annual results from the Senior Exit Survey.

Students were also asked about their voting status. A little more than three quarters of this group (81%) is registered to vote; this is an increase of fourteen percentage points in comparison to last year’s respondents. The current group went up slightly in their voter participation rate with 82% of the students saying they have voted in a national, state, or local election (a 52% increase).

In summary, the sample group for the Class of 2016 indicates most are attending college, their preparation for college was effective, and they earned a significant number of college credits while at Stevenson. It appears that grades earned at Stevenson might be a good predictor of success in college, as a large majority of sampled graduates (73%) are earning the same or improved grades at college. Business continues to be the top spot as the most popular college major. However, students are pursuing a variety of majors in the fields of Science, Communication Arts, Fine Arts, Engineering, Social Science, Health Sciences, and Education. In addition, a healthy number of students, or about one fifth of respondents, have reported that they are tackling double majors. One noticed message is that students believe that less emphasis

on homework and more emphasis on the direct teaching of study skills and time management would foster the idea of being responsible for one's learning. Most students are working with counselors to crystallize post- secondary plans. Discipline was perceived as being "about right" by more than three quarters our recent graduates. Some individuals would make changes in their high school experience given the opportunity, although most related that they were pleased with their experience. Positive teacher relationships established during their tenure at Stevenson remains the highlight, being specifically mentioned by a large number of students (26), and consistently ranking a great deal higher than any other category, such as friends, clubs, or resources.



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

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

**Five-year graduates interviewed – 100**

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

College or university full time – 96%

Work – 2%

Gap Year – 1%

Hockey then Military Academy – 1%

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

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

Business – 23 (24%)

Business – 5

Marketing – 4

Finance – 3

Economics – 2

Accounting – 1

Human Resources Management – 1

Sports Management – 3

Actuarial Science – 1

Entrepreneurship – 1

Technical Systems Management – 1

Sports & Entertainment Management – 1

Communication – 5

English – 3

Journalism – 3

British Literature – 1

Broadcast Journalism – 1

Science – 11 (11%)

Biology – 7

Molecular & Cellular Biology – 1

Hydrology – 1

Geology – 1

Biochemistry – 1

Engineering – 4 (4%)

Mechanical Engineering – 1

Industrial & Operations Engineering – 1

Systems Engineering & Design – 1

Engineering – 1

Education – 9 (9%)

Education – 2

Elementary Education – 3

Secondary Ed/History – 1

Special Education – 2

Early Childhood Education – 1

Health Fields – 8 (8%)

Nursing – 2

Human Physiology – 1

Sports Science – 1

Pharmacy – 1

Athletic Training – 1

Community Health – 1

Food Science and Nutrition – 1

Other – 7 (7%)

Textile & Apparel Merchandising – 1

Computer Science – 2

Hospitality – 1

Graphic Design – 1

Fine Arts – 1

Construction Management – 1

Undecided – 1

Social Sciences – 8 (8%)

Psychology – 5

Social Work – 1

Criminal Justice – 1

Global Studies – 1

Multiple Majors – 13 (14%)

Finance & Accounting – 1

Psychology & Biology – 1

Business & Portuguese – 1

Accounting & Information Systems – 1

Psychology & Women's Studies – 1

Communication Arts – 13 (14%)

Psychology & Management of Human Resources – 1  
 Accounting & Economics – 1  
 Finance & Technology Management – 1  
 Finance & Management – 1  
 History & Political Science – 1

Electrical Engineering & Finance – 1  
 Marketing & International Studies – 1  
 International Studies/Spanish Literature, Communications & Culture/Latino Studies – 1

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

Yes – 90%  
 No – 10%

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

3 years - 3  
 3.5 years - 6  
 4 years - 73  
 4.5 years - 6  
 5 years - 2

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

Changed majors – 2  
 Transferred schools – 1  
 Completed a double major – 1  
 Took a semester off – 1  
 Mix up in advising – 1  
 Obtain an endorsement – 1  
 Money – 1

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

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

Working – 73%	Looking for a job – 1%
Graduate school – 11%	Applying- graduate school – 1%
Going to college – 3%	Playing professional Sports – 1%
Completing internship – 2%	Travel – 1%
Military Academy – 1%	

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

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

Higher – 29%  
 The same – 59%  
 Lower – 12%

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

Well – 71%  
Adequately – 27%  
Inadequately – 2%

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

Better than most – 72%  
The same – 26%  
Not as well as others – 2%

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

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

Strongly Agree – 37%  
Agree – 54%  
Disagree – 8%  
Strongly Disagree – 1%

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

Nothing - 52  
I don't know – 9  
Too much handholding – 7  
There were too many point opportunities so big projects and assignments didn't count as much – 4  
Too strict/ too many restrictions -2  
It was too ultra competitive and stressful – 1  
Too much homework/busywork – 1  
Special Education– 1  
I was suspended for something and fell behind – 1  
There was no technology, felt behind in college – 1  
Too much pressure to take AP classes – 1  
Getting good grades was all anyone cared about, not how you got them – 1  
Not all staff members were helpful – 1  
Academic expectations were so high that I never reached them so I stopped trying – 1  
Grades were sent home – 1  
Should have had more public speaking opportunities – 1  
Should have a block schedule – 1  
There were no academic consequences for missing classes – 1  
There were no strict deadlines – 1  
There were too many reminders and short term assignments- make them long term and no reminders – 1  
I got very little sleep – 1  
Classes were tracked and it was hard to move tracks – 1

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

You did a great job – 17  
Less teacher monitoring of students' work/more personal accountability – 12  
Not sure – 11  
Assign more group work/projects so people learn to get along with each other – 4  
Assign more outside reading – 4  
Assign more research projects – 4  
Offer more independent study classes – 4  
Less homework/busywork – 3  
More teacher availability for individual help – 3  
Have longer term assignments – 3  
Give stronger support in study and time management skills – 3  
Have more challenging classes – 2  
Encourage taking more electives – 1  
Incorporate practical life skills into classes like financial responsibility – 1  
Tell students about options other than 4 year colleges – 1  
No extra credit – 1  
More small group assignments – 1  
Encourage independence – 1  
Let students meet with counselors one-on-one – 1  
Help students to be their best – 1  
Have less points and more learning – 1  
Encourage more self advocacy – 1  
Don't accept late work – 1  
Set goals – 1  
Have earlier college preparation – 1  
Have a block schedule – 1  
Instill a growth mindset – 1  
Have time for more class discussions – 1  
Get rid of the iPads – 1  
Teach more creativity – 1  
Provide more help for hard classes – 1  
Be less strict – 1  
Have more summer school classes available – 1  
Teachers in ELL should not give answers to students – 1  
Rely on the teachers to teach and the students to ask for help if they need it. – 1  
Treat all students equally- no consequences for bad grades – 1  
Make students accountable – 1

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

Too strict – 24%  
About right – 70%  
Not strict enough – 6%

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

Yes – 84%

No – 16%

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

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

Be more involved in clubs, sports or organizations – 18

Nothing – 17

Have more friends, be more social – 10

Try harder in school – 8

Take more AP classes – 9

Less pressure – 9

Get to know teachers better and keep in touch – 4

Better behavior/attendance so I would not be suspended – 3

Fewer students – 2

Fewer homework assignments – 2

Smaller school – 2

More preparation for college life – 2

Take more challenging classes – 2

Play sports – 2

Less harsh security – 2

Get more help – 1

Real life classes – 1

Have help for AP classes – 1

Keep taking Spanish – 1

Go away to college – 1

Used the resources at SHS – 1

No advisory – 1

Change locker location – 1

Take more math – 1

Have more school spirit – 1

No PE classes – 1

Learn for practical knowledge – 1

More integrated with the diverse population – 1

Get diagnosed with ADD earlier – 1

The cliques – 1

Get out of my comfort zone – 1

More leadership roles – 1

More sleep – 1

Take another language – 1

I don't know – 1

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

Teachers & Staff – 41  
Friends/Students – 26  
Sports – 18  
Extra-curriculars – 15  
Great education – 7  
Variety of classes – 6  
Meeting new people – 5  
Opportunities for AP classes – 4  
Size of school – 4  
Having access to resources for help – 4  
College preparation – 3  
Social events/dances - 3  
School spirit – 2  
Theatre program was fantastic – 2  
Freedom – 2  
Diversity – 2  
Band program – 1  
Leaving – 1  
Good reputation for learning – 1  
Debate – 1  
Business classes – 1  
Jazzman's – 1  
FMP – 2  
PE Leader – 1  
Community involvement – 1  
8<sup>th</sup> hour free – 1  
Athletic training opportunities for students – 1  
Opportunities – 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 – 81%  
No – 19%

### Five-Year Follow-Up Survey Summary

The five-year follow-up study was conducted by telephone interview with 100 randomly selected Class of 2012 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.

Many of the polled students (96%) have responded that they attended college full-time upon leaving Stevenson. This is a five-point increase from the previous year's survey. Two respondents stated that they immediately started working after SHS (2%), one student took a gap year, and one student played hockey and then entered to a military academy. Business (24%) remains the most popular area of concentration for the tenth year in a row among the college-bound group; this raised 4 points this year. Multiple majors (14%) went down three percent, but remains second on the list, tied with communication arts (14%). Science (11%), education (9%), health fields (8%), and social sciences (8%) rank next in line as most popular majors. A large percentage of these respondents claim to have completed an undergraduate degree (90%) and this represents an increase of five percentage points compared to 2011 graduates.

Of the ninety one respondents who answered this question, a little more than three quarters (82%) of these students graduated in four years or less, while a smaller amount of graduates report taking longer to complete their degrees (8%). Six students claimed it took 3.5 years to complete their degree, while three students reported finishing in three years. (Nationally, about 48.5 percent of the students graduate in five years). Among Stevenson respondents, six different reasons for taking longer than four years to complete a degree have been described. The most common reasons cited are changing majors (2), followed in equal part by transferring schools (1), completing a double major (1), taking a semester off (1), money (1), obtaining an endorsement (1), and a mix up in advising (1). Relative to current activities, some respondents (11%) are attending graduate school, a six-point decrease from the previous survey. In addition, a large majority (73%) entered the workforce, which constitutes a six-point increase from last year's results. Less students are claiming they are looking for jobs (1%); a small percentage of students are involved in an internship (2%), traveling (1%), and applying to graduate school (1%).

A little less than one third of respondents (29%) who had attended a college or a university report receiving higher grades than they had earned at Stevenson, while a little more than half (59%) managed to earn the same grades. Lower grades prevailed for a smaller percentage (12%) of the respondents who had attended college; this is a ten-point decrease from last year's results in this category. When asked, "How well did Stevenson prepare you for college?" about three quarters of respondents (71%) feel "well prepared" for college. Other students (27%) describe being "adequately" prepared, while only two students reported feeling inadequately prepared. When asked to compare themselves to their college peers, a large majority of students perceive themselves as "better prepared than most" (72%), a smaller percentage claim that their preparation is "the same" (26%), while only two students reported feeling "not as prepared as others" (2%). It should be noted that there was a fourteen-percent increase in SHS students feeling prepared "better than most" for their academic preparation in

relation to their college 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 (91%). 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 (52%). Nine students said “I don’t know”, seven reported “too much handholding”, four stated that “there were too many point opportunities so big projects and assignments didn’t count as much”, and two reported that SHS was “too strict/too many restrictions”. By and large, no common themes have been noticed from survey to survey. Graduates were asked to reflect upon Stevenson’s disciplinary policies and practices. Most graduates agreed that discipline was “just right” (70%). Compared to last year’s results, there was a twelve-point decrease in the students who feel that discipline is “too strict” (24%). Five percent of students reported that discipline was “not strict enough” (5%).

Five-year graduates were asked if they have been involved in some kind of community service/volunteer work since exiting Stevenson. There continues to be a large percentage of alumni engaging in service activities (84%) since leaving Stevenson; these results remained the same from the previous year’s survey results. When asked what one aspect of their high school experience they would change, 18 would have gotten more involved, ten would have tried to gain more friends or be more social, nine would have taken more AP classes, nine said they wish there was less pressure, and eight would have tried harder in school. Voter registration has increased by four percentage points (89%), nine total percentage points higher within the past two years. A little more than three quarters (81%) of the respondents reported they had voted in an election, a sixteen-point increase from last year.

In retrospect, the vast majority of this group attended college, and almost nine out of ten students declare that they have completed an undergraduate degree. Grades earned in college were at least as good, and often better, than those received in high school. Furthermore, these former students feel exceptionally well prepared. A large majority of these students are gainfully employed, and many are attending graduate school. A large amount of graduates have learned how to take ownership of their learning and credit Stevenson for fostering that development. Most graduates evaluate Stevenson’s discipline as being appropriate. Generally speaking, the responses of the Class of 2012 affirm the notion that Stevenson is preparing them for success while creating life-long learners.