



Adlai E. Stevenson High School  
Student Surveys  
2017-2018

# Adlai E. Stevenson High School Student Surveys 2017-2018

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## **Introduction**

The purpose of the 2018 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 individually with counselors. Students in grades 9-12 were surveyed using surveys built within the Naviance website 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) 2017 Stevenson graduates, and one hundred (100) 2013 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 2018 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 = 83%</b>	<b>D = 1%</b>
<b>A = 16%</b>	<b>SD = 0%</b>
<b>99%</b>	<b>1%</b>

**N=821**

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

<b>SA = 85%</b>	<b>D = 0%</b>
<b>A = 15%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N= 850**

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

<b>SA = 42%</b>	<b>D = 9%</b>
<b>A = 47%</b>	<b>SD = 2%</b>
<b>89%</b>	<b>11%</b>

**N= 811**

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

<b>SA = 48%</b>	<b>D = 4%</b>
<b>A = 47%</b>	<b>SD = 1%</b>
<b>95%</b>	<b>5%</b>

**N=850**

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

<b>SA = 76%</b>	<b>D = 1%</b>
<b>A = 23%</b>	<b>SD = 0%</b>
<b>99%</b>	<b>1%</b>

**N= 852**

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

<b>SA</b>	<b>=</b>	<b>53%</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>1%</u></b>
		<b>92%</b>			<b>8%</b>

**N= 815**

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

<b>SA</b>	<b>=</b>	<b>71%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>28%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>99%</b>			<b>1%</b>

**N= 809**

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

<b>SA</b>	<b>=</b>	<b>67%</b>	<b>D</b>	<b>=</b>	<b>2%</b>
<b>A</b>	<b>=</b>	<b><u>31%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>98%</b>			<b>2%</b>

**N= 841**

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

<b>Yes</b>	<b>=</b>	<b>75%</b>
<b>No</b>	<b>=</b>	<b>25%</b>

**N= 870**

10. If you did participate, did you use the board game and reflection sheet emailed to all families?

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

**N= 856**

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

<b>Yes</b>	<b>=</b>	<b>71%</b>
<b>No</b>	<b>=</b>	<b>29%</b>

**N= 779**

12. Did you and your parents attend a SCoPE meeting with your counselor?

**Yes = 61%**

**No = 39%**

**N= 856**

13. If you did participate, did you find it helpful?

**Yes = 70%**

**No = 30%**

**N= 728**

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

**Yes = 45%**

**No = 55%**

**N= 858**

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

**Yes = 30%**

**No = 70%**

**N= 858**

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

**Yes = 44%**

**No = 56%**

**N= 858**

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

**Yes = 61%**

**No = 39%**

**N= 858**

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

**Yes = 18%**

**No = 82%**

**N= 858**



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

<b>0 hours</b>	<b>=</b>	<b>1%</b>
<b>Less than 1 hour</b>	<b>=</b>	<b>13%</b>
<b>1 - 2 hours</b>	<b>=</b>	<b>46%</b>
<b>2 - 3 hours</b>	<b>=</b>	<b>32%</b>
<b>More than 3 hours</b>	<b>=</b>	<b>9%</b>

**N= 858**

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

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

**N= 100**

## Freshman Survey Summary

Student responses to the Freshman Survey indicate very positive perceptions about counselors. For the past four years, for individual sophomore course selection appointments counselors went back to meeting with freshmen in their office, instead of meeting with their advisory classes as a whole. This environment change may have contributed to us seeing increases in many categories of the Freshman Survey. The overwhelming majority of freshmen view their counselor in an extremely positive light. 99% of freshmen 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 continues to be an effective conduit for freshmen to communicate with their respective counselors. This year, there was a three percent increase (89%) in the number of freshmen who agree that advisory is a useful way to visit with their counselor. Seven years ago, this percentage was at 75%, so the number and value of these interactions continues to rise. 95% percent of the freshmen feel that their counselor knows them personally. Most students 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 (92%). The perception of the Student Services' office personnel as being helpful and friendly remains high, registering at 98%. Both the general population (98%) and transfer (96%) freshman students agree that their counselors are able to ease their transition and adjustment to Stevenson High School.

For the sixth year, we asked 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 (61%). This result reflects how important programs like Peer Tutors are, indicative of how comfortable freshmen are perceived to ask fellow classmates for help. After seeking assistance from peers, freshmen will seek help from their teachers (45%), followed closely by parent/guardian (44%). Almost a third of our freshmen (30%) seek help from the Learning Center tutors, while 18% percent seek assistance from private tutors. All of the above information is helpful in understanding how students access the supports available to them. It is important to note that freshmen are accessing teacher support at more than ever (up 8% over last year).

We also asked freshmen to indicate how many hours they spend doing homework or studying during and/or outside of a typical school day. 9% of freshmen report studying three or more hours per night. 32% study two to three hours, 46% study one to two hours, and 14% study less than 1 hour per night.

The past three years at SHS, the Student Services Department planned and implemented a 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 freshmen reported a 75% participation rate of LTAYF, a 6% increase over the previous year. 71% believe these discussions were very beneficial for their sophomore course selection.

For the first time, counselors invited freshman families to participate in a Student Counselor Parent Engagement (SCoPE) meeting. SCoPE meetings consist of a thirty-minute meeting with the student, parent/guardian, and counselor during which families have the opportunity to share more information about their student's strengths, interests, goals, and concerns. In addition, counselors provide information about their role in helping students and families to navigate the high school experience as well as make the most of programs and resources offered to support students. 61% of freshmen reported taking advantage of the SCoPE meeting and of those students, 70% found the meeting helpful.

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

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

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

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

<b>SA = 87%</b>	<b>D = 0%</b>
<b>A = 13%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N=846**

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

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

**N= 855**

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

<b>SA = 57%</b>	<b>D = 4%</b>
<b>A = 38%</b>	<b>SD = 1%</b>
<b>95%</b>	<b>5%</b>

**N=848**

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

<b>SA = 84%</b>	<b>D = 0%</b>
<b>A = 16%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N= 853**

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

<b>Yes = 71%</b>
<b>No = 29%</b>

**N= 854**

6. If you did participate, did you use the board game and reflection sheet emailed to all families?

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

**N= 752**

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

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

**N= 762**

8. I feel comfortable talking with my counselor, social worker, or school psychologist about personal or nonacademic concerns.

**SA = 64%**      **D = 4%**  
**A = 32%**      **SD = 0%**  
**96%**              **4%**

**N= 823**

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

**SA = 80%**      **D = 0%**  
**A = 20%**      **SD = 0%**  
**100%**              **0%**

**N= 852**

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

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

**N= 854**

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

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

**N= 854**

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

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

**N= 854**

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

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

**N= 854**

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

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

**N= 854**

15. 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 = 1%**  
**Less than 1 hour = 11%**  
**1 - 2 hours = 43%**  
**2 - 3 hours = 32%**  
**More than 3 hours = 13%**

**N= 854**

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

**1 = 68%**  
**2 = 29%**  
**3 = 3%**  
**More than 3 = 0%**

**N= 855**

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

**SA = 80%      D = 1%**  
**A = 18%      SD = 1%**  
**88%              2%**

**N=100**

## Sophomore Survey Summary

Student responses to the sophomore survey indicate positive perceptions about counselors' accessibility and amiable qualities. Every sophomore surveyed (100%) 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. The vast majority feel that their counselors know them personally (95%). All sophomores have a positive perception of counselors as being helpful with individualized academic counseling supporting their needs, goals, and interests (100%). The comfort level among students when talking with counselors about personal or non-academic concerns is also very high, reflecting a two percent increase from last year (96%). The perception of Student Services' office personnel as being friendly and helpful is also shared among all of our students (100%). Our sophomore transfer students described their counselor as being helpful in earning their transition and adjustment to Stevenson (98%). With the addition of three new counselor positions and some other staffing changes, more students experienced a counselor change than typically occurs. About two-thirds of our students maintained the same counselor (68%), while 24% had a counselor change for sophomore year.

For the fifth 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 from their fellow peers/friends (68%), an 11% increase over just two years ago. These data points display how important programs like Peer Tutors are, considering that sophomores feel most comfortable asking their classmates for help. Over half of our sophomores indicated that they seek help from their teachers (51%), and about a third seek help from a parent/guardian (38%) and from tutors in the Learning Center (31%). 17% of sophomores report seeking help from private 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. 13% indicate that they spend more than three hours on nightly homework, 32% spend two to three hours, 43% spend one to two hours, and 12% spend less than one hour on homework.

For the past three years at SHS, the Student Services Department planned and implemented our 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 71% participation rate of LTAYF, an increase of 6% over the previous year. 68% 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;

however, 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 = 87%</b>	<b>D = 1%</b>
<b>A = <u>12%</u></b>	<b>SD = <u>0%</u></b>
<b>99%</b>	<b>1%</b>

**N= 764**

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=769**

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

<b>SA = 57%</b>	<b>SD = 5%</b>
<b>A = <u>38%</u></b>	<b>D = <u>0%</u></b>
<b>95%</b>	<b>5%</b>

**N=767**

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

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

**N= 769**

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

<b>Yes = 73%</b>
<b>No = 27%</b>

**N= 627**

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

<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= 765**

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

<b>SA</b>	<b>=</b>	<b>63%</b>	<b>D</b>	<b>=</b>	<b>5%</b>
<b>A</b>	<b>=</b>	<b><u>31%</u></b>	<b>SD</b>	<b>=</b>	<b><u>1%</u></b>
		<b>94%</b>			<b>6%</b>

**N= 735**

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

<b>SA</b>	<b>=</b>	<b>76%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>23%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>99%</b>			<b>1%</b>

**N= 760**

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>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= 647**

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

<b>SA</b>	<b>=</b>	<b>78%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>21%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>99%</b>			<b>1%</b>

**N= 687**

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

<b>SA</b>	<b>=</b>	<b>73%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>26%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>99%</b>			<b>1%</b>

**N= 541**

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

<b>SA</b>	<b>=</b>	<b>54%</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>0%</u></b>
		<b>93%</b>			<b>7%</b>

**N= 396**

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

<b>SA</b>	<b>=</b>	<b>46%</b>	<b>D</b>	<b>=</b>	<b>6%</b>
<b>A</b>	<b>=</b>	<b><u>46%</u></b>	<b>SD</b>	<b>=</b>	<b><u>2%</u></b>
		<b>92%</b>			<b>8%</b>

**N= 481**

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

**N= 769**

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

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

**N= 769**

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

**N= 769**

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= 769**

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

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

**N= 769**

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

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

**N= 769**

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

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

**N= 769**

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

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

**N= 769**

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>22%</b>
<b>No, I do not qualify as a first generation student</b>	<b>70%</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 = 48%**  
**No = 52%**

**N= 769**

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

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

**N= 769**

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

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

**N= 769**

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

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

**N= 769**

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

**Yes = 64%**  
**No = 36%**

**N= 769**

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

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

**N= 769**

29. 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>0%</b>	
<b>Less than 1 hour</b>	<b>=</b>		<b>9%</b>
<b>1 - 2 hours</b>	<b>=</b>	<b>37%</b>	
<b>2 - 3 hours</b>	<b>=</b>	<b>35%</b>	
<b>More than 3 hours</b>	<b>=</b>	<b>19%</b>	

**N= 769**

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

<b>1</b>	<b>=</b>	<b>68%</b>
<b>2</b>	<b>=</b>	<b>31%</b>
<b>3</b>	<b>=</b>	<b>1%</b>
<b>More than 3</b>	<b>=</b>	<b>0%</b>

**N= 769**

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

<b>SA</b>	<b>=</b>	<b>79%</b>	<b>D</b>	<b>=</b>	<b>3%</b>
<b>A</b>	<b>=</b>	<b><u>17%</u></b>	<b>SD</b>	<b>=</b>	<b><u>1%</u></b>
		<b>96%</b>			<b>4%</b>

**N= 121**

## Junior Survey Summary

Junior responses to the survey continue to be exceptionally positive, closely duplicating the responses of the previous year's junior class. Overall, juniors possess affirming perceptions about counselors and the services they render. Not only do juniors feel that they are readily able to see their counselors (99%), but they also find them approachable (100%). Students continue to express that their counselor knows them (95%) and find them helpful with course selections (99%). Comfort levels in discussions of a personal nature with counselors remain strong (94%). Overall, juniors feel that Student Services office personnel greet them in a friendly and helpful manner (99%). Many of the junior transfer students who were surveyed related that counselors were helpful with their transition and adjustment to Stevenson (96%). Due to an increase of three new counselor position and various other staffing changes, more counselor changes happened this year than is typical. Two thirds of juniors have maintained the same counselor throughout high school (68%), while 32% have had two or more counselors.

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 parallel 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 (93%). 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 with 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. Fewer than half of the juniors (41%) have utilized the College Career Center to obtain information about post-secondary planning. For the past seven years, survey results indicate that juniors are accessing counselors (58%) more than college counselors (31%) 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 *Post High School Family Planning Meeting*. 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. Though it is early in the process, once again more than half of the junior class (61%) consistently report that they have visited college campuses. An increasing number

of students report seeking the services of privately hired college consultants (16%), a 3% increase of the previous year. Nonetheless, our junior class reportedly relies heavily 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 seventh 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 (64%). This result depicts how important programs like Peer Tutors are, considering that juniors are feeling most comfortable asking their peers for help. Juniors also indicated that they seek help from their classroom teachers (41%), a parent/guardian (29%) and from tutors in the Learning Center (25%). 21% reported seeking the assistance of a paid, private tutor. This information is helpful in understanding how students access the available supports available to them to be successful.

For the past three years at SHS, the Student Services Department planned and implemented our Let's Talk About Your Future night in October. 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 59% participation rate in LTAYF, and 73% believe these discussions were very beneficial for their junior year course selection.

Juniors were also asked to indicate how many hours they spend doing homework or studying outside of a typical school day. 9% of juniors report studying for less than one hour, 37% percent study for one to two hours, 35% percent study for two to three hours, and 19% percent study for more than three hours. Over half of the junior class report doing more than two hours of homework on a typical night, which is indicative of the importance of junior year, as well as the increasing rigor of the curriculum as more AP class opportunities become available for students.

For the third 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. About a third (32%) of the juniors surveyed report that they qualify as a first-generation student. Almost half (48%) of juniors indicated that they have a parent or guardian who earned a degree from a four-year college/university outside of the United States. This information is important for us as we work to develop programs to assist this demographic.



**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)**
  - Our seats in class were set up as tables. This fostered collaborative teams, group activities and team building skills. These techniques help me work effectively with other people. – 122
  - Since it is such a large school, I was able to meet a diverse group of new people and made new friends every year. This really helped me build relationship skills. – 105
  - The counselors, social workers, school psychologists were very supportive. My SST helped me when things were overwhelming. – 102
  - The sports, clubs, and intramurals I was involved in helped me to develop these skills. – 90
  - 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. – 80
  - 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. – 68
  - Stevenson did nothing to develop my SEL skills. – 67
  - It was taught in specific classes/curriculum (including English, theater, sociology, applied health, social studies, fine arts, mentor skills, guided study, Spanish, resource, life management, teaching young children, speech, German, French, PE leader). – 53
  - We built compassionate communities in our classes and learned to care for others – 51
  - The academics were so stressful and the competition was so fierce that we had to learn stress management and time management techniques to survive. – 50
  - Stevenson was a very caring, safe, and nurturing learning environment, and I was free to be myself and learn these skills. – 30
  - The teachers and tutors were available to help me; I was always supported. – 25
  - The diversity of the students helped me to learn to accept and appreciate others – 25
  - I learned how to effectively communicate with others in my classes – 23
  - We had many social opportunities, like dances and spring fling, where we could work on our relationship skills. – 21
  - We were often encouraged to express ourselves and show compassion and empathy for others. – 19
  - The challenges I faced at SHS taught me to stay positive in the face of adversity. – 19
  - We were given opportunities to challenge ourselves and get out of our comfort zones – 13
  - I learned these skills outside of SHS – 13
  - My EBR classes helped me learn these skills – 13
  - I was able to learn to manage my emotions through difficult times at SHS – 12
  - Student Services support groups taught us these skills – 12
  - There were community service opportunities where I focused on these skills – 12
  - I learned how to respectfully disagree with others in my classes – 11
  - I had many leadership opportunities and I was able to work on these skills. – 11
  - My friends taught me about positive relationships. – 10
  - My team worked with me to figure out what works best for me and develop effective time management skills – 9
  - I was introduced to the transfer buddy program as an incoming transfer student which helped me navigate my way around the school. It helped me build relationships with teachers, friends, and any staff working there. – 7

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

- Students should have more one-on-one contact with counselors, social workers and school psychologists. Time with our SST is important. – 87
- You are already doing a good job. – 78
- Have more collaborative classes and more deliberate group work – 73
- Teach SEL skills in every class. Just make it part of everything else we do.– 55
- Make more time to build relationships with adults in the building– 51
- There is too much pressure and stress. Do something about it! – 38
- Build community in classrooms – 39
- I don't know. – 39
- Check in on students and help the students who are struggling – 37
- Have more social opportunities where we can meet new people outside of our friend group – 33
- It is not the school's job; students get this on their own – 30
- Teach relaxation, stress management and healthy balance – 28
- Encourage students to get involved in a club, activity or sport. – 26
- Promote collaboration over cooperation – 25
- Focus more on mental health and less on grades – 21
- You should have more fun SEL activities (speakers, workshops, class assemblies) during activity period. – 20
- Students need to be given a chance to practice their SEL skills – 18
- There should be a mandatory SEL class – 16
- Promote respect for all – 14
- Hold smaller social activities so people that do not like big groups can still participate. – 12
- There needs to be consequences for kids who treat others badly. Don't just look the other way – 11
- Have less homework. – 11
- Get people out of their comfort zones and into new situations so they can grow in SEL. – 11
- Teach more SEL skills in health classes – 11
- Make SEL more visible – 10
- Have more fun – 10
- Relax the rules in the ILC- 4 people to a table leaves people out – 9
- Keep teaching SEL skills in advisory – 9
- Get more student input. – 8
- Students should be given more freedoms. – 8
- There should be less of an AP/grades focus and more of a focus on learning. – 7

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

Heather Abrams  
Andrew Adams  
Gillie Adler  
Edgar Aguirre  
Agnes Aichholzer  
Lauren Albert  
Maureen Albert  
Patrick Ambrose  
Eric Anderson  
Michael Anderson  
Peter Anderson  
Christina Anker  
Raquel Antillera  
Chris Arends  
Brandi Argentar  
Dan Argentar  
Jennifer Arias  
Ryan Aronoff  
Jenna Aronson  
Lauren Avers  
Michelle Backes  
James Barnabee  
Dean Barr  
Kristin Barrett  
Thrisha Bautista  
Justin Beach  
Brent Becker  
Dorice Benedetto  
Eliza Benjamin  
Katie Bennett  
Helen Berger  
Scott Berger  
Tova Bernstein  
Trish Betthausen  
Joseph Bettina  
Jeremy Beyer  
Mark Biesiada  
Thomas Blasius  
Jeffery Blezien  
Patrick Block  
Joe Bolek  
Andrew Bouque  
Sarah Bowen  
Nora Bowers  
Josh Bozeday  
Dean Bradshaw  
Sheri Brady  
Laura Brandt  
Stoppek  
Rhea Braslow  
Courtney Bresnen  
Jenna Breuer  
Barbara Brown  
Laura Brown

Issac Brubaker  
Jamie Bryant  
Brian Burja  
Cynthia Burrows  
Stephanie Bush  
Carol Butcher  
Sergio Cabrera  
Chris Cabalero  
Sara Cahill  
Erik Campbell  
Seamus Campion  
Esperanza Carlos  
Jason Carlson  
Ryan Carlson  
Donald Carmichael  
Stephen Carmody  
Amerigo Carnazzola  
Jen Carney  
Rigoberto Carrillo  
Carey Cernivec  
Pepejon Chavez  
Jordan Cheifitz  
Michelle Cheng  
Christopher Chung  
Ceola Clark  
Rick Coakley  
Danielle Colan  
Andrew Conneen  
Shane Cook  
Cristina Cortesi  
Rigoberto Corillio  
Melinda Criglar  
Courtney Croak  
Amanda Croft  
Susan Crook  
Timothy Crow  
Kevin Crowe  
Peg Cucci  
Jacqueline Cullen  
Amanda Cummings  
Mary Czaplewski  
Theresa D'Angelo  
Teresa daPonte  
Angela Dauphin  
Chad Dauphin  
Jimmy Davis  
Kellie Dean  
Emma Degan  
Fernando Delgado  
Elizabeth Delmar  
Nicole Demarakis  
John Deppong  
Greg Dietrich  
Gracie Difiglio

Zara Dittman  
Deanna Dreyer  
Clayton Duba  
Fil Dudic  
Melissa Dudic  
Courtney Dugan  
Patricia Duncan  
Debbie Durham  
Griffin Dwyer  
James Dzialo  
Kristen Eastman  
Wesley Ebanks  
Tricia Ebel  
Dave Eddy  
Matthew Edstrom  
Sheila Edstrom  
Tom Edwards  
David Elbaum  
Maggie Ely  
Sara English  
Jamie Epstein  
Lauren Epstein  
Christina Erickson  
Brett Erdmann  
Aimee Evans  
Melissa Fainman  
Connie Faith  
Andy Farrisey  
Patrick Fairchild  
Mike Farina  
Ryan Fedewa  
Mike Feigh  
Laurie Feinzimer  
Rebecca Feldman  
Nancy Fenton  
Sam Figueroa  
Patty Fiore  
Colleen Fischer  
Maggie Fischer  
Miriam Fisch  
Andy Fitz  
Joseph Flanagan  
Jennifer Fletcher  
Josh Flood  
Kelly Foley  
Timothy Foley  
Jason Ford  
Dawn Forde  
Claire Forde  
Christina Foss  
Denise Foster  
Shelley Frain  
Gerald Franklin  
Richard Frankowski

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

David Frantonius	Sarah Hibbard	Allison Kulla
Lauren Frick	Cristina Higgins	Krystee Kyes
David Froehlich	Joshua Hjorth	Dimitra Labbe
Nicole Fuller	Joanne Hochstetter	Carly Lacombe
William Fritz	Matthew Hodge	Sarah LaFrancis
Peggy Gaier	Kate Hoopes	Matthew Laird
Delbert Gandy	Nancy Hudson	Eva Lange
Eileen Gaughan	Caroline Humes	Barry Lapping
Michelle	Stephanie	Daniel Larsen
Gammelgaard	Hunsberger	John Lartz
Robert	Ryan Hutchins	Ken Latka
Gammelgaard	Jin Kyung Hwang	Nancy Latka
Jenessa Gerber	Catherine Hyken	Lisa Lau
Evert Gerritsen	Amy Inselberger	Agatha Lee
Kevin Gimre	David Irsay	Maureen Levanti
Dina Gioules	Marla Israel	Stephanie
Floyd Glinsey	Samuel Iwai	Levenbrook
Paulina Glowacka	David Jacobson	Rhiana Leavitt
Troy Gobble	Jennifer Jensen	Doug Lillydahl
Matt Godlewski	Grant Johnson	Sylvia Lima
Theodore Goergen	Marianne Johnson	Mark Linnenburger
Nancy Gold	Noel Johnston	Jill Lipman
Michele Goldstein	Mary Jones	Jill Lisius
Abbie Goodman	Julia Kalmens	Matthew Lockowitz
Eric Goolish	Faina Kaminsky	Thomas Loew
Rodolfo Gonzalez	Robin Katz	Samantha
Anna Gorbikoff	Jim Kedroski	Lodygowski
Janet Gotrik	Adam Kehoe	Spencer Lome
Vasanth	Jean Kell	Sara Lohrmann
Govindarajan	Martha Keller	Christy Loukas
Georgina Govostis	Sarah Kellogg	Kimberly Lubecke
Jillian Grady	Chris Kelly	Lisa Lukens
Patrick Grady	Megan Kelly	Melissa Mack
Ashley Graham	Thomas Kelly	Kolleen Madeck
Jori Greenhill	Mary Kenney	Alex Mak
Richard Green	Kevin Kent	Terrance Maloney
Rebecca Greene	Kathleen Kerndt	Judy Mankus
Amy Grove	Victoria Kieft	Susan Marcus
Sarah Guitierrez	Jerry Kim	Patricia Martin
David Gumming	Paul Kim	Michael Martinez
Nathan Gustin	Jacqueline King	Rosanne Masters
Bradley Habel	Jennifer King	Shannon Mauro
Tom Habley	Merle Klein	Elizabeth Maxwell
Aliceson Hackett-	Jane Klewin	Ryan May
Rubel	Lisa Knauf	Paul Mazzuca
Keith Hannigan	Michelle Koehl	Andrea MacLennan
Jim Hanley	Irina Kogan	William MacNamara
Jennifer Harris	Tyler Kollmann	Erin McCook
Kelsey Havell	James Kollar	Kevin McBride
Christy Helkowski	Dina Kontos	Kathleen McCauley
Stephen Heller	Mary Korta	Caitlyn McGovern
David Hess	Christy Koulouris	Megan McCullough
Sara Hess	Rebecca Krause	Chris McGurn
Maureen Heun	Anthony Krempa	Mary McInerney

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

Jim McPherrin  
Mitchell Mekaelian  
Rich Meltzer  
Beth Merkin  
Judy Merola  
Joel Meyers  
Valerie Miceli  
Jennifer Miller  
Dan Miller  
Sally Miller  
Sandi Millman  
Tracey Moffat  
Dean Moran  
Kate Moran  
Timothy Moran  
Brent Mork  
Jodie Mosk  
Christina Mueller  
Ivan Munoz  
Christopher Mural  
Angela Muresan  
Jessica Murphy  
Kimberly Musolf  
Timothy Myers  
Lisa Nehring  
Taylor Nickols  
Heather Nissenberg  
Tina Nocella  
Vicky Nordhem  
Nancy Nortell  
Paula Nowak  
Alice Nuteson  
Angela O'Brien  
Kevin O'Connell  
Karen O'Connor  
Beth O'Hara  
Joanne Okonski  
Anastasia  
Olkanetskaya  
Nancy O'Malley  
Kristen One  
Kelley O'Reilly  
Timothy O'Reilly  
Debbie Orlando  
Marta Orlinska  
Zeglen  
Taylor Osicek  
Habib Osman  
Christina Palffy  
Jennifer Parisi  
Sharon Pasquesi  
Kelsey Patten  
Mark Patton  
Lindsay Perkins

Maria Pesch  
Theron Petway  
Nancy Peterson  
Ann Pfeiffer  
Christine Pfaffinger  
Heather Phelps  
Kristin Piekarski  
Naomi Pierce  
Richard Pierce  
Yolanda Pilch  
Joe Pine  
Robert Pinta  
Lori Polin-Silva  
Jennifer Polisky  
Nicole Powers  
Ken Preuss  
Dan Puglisi  
Lynne Rabbe  
Frank Radostits  
Shannon Ramirez  
Eric Ramos  
Lavanya Rao  
Catherine Rauch-  
Morse  
Lauren Rawitz  
Anthony Reibel  
Jamie Reiman  
Michael Reimer  
Barry Reiner  
Joseph Reinmann  
Elfie Repel  
Linda Reusch  
Victoria Reznicek  
Mike Rice  
Andrew Richardson  
Manuel Rider-  
Sanchez  
Jamie Reiman  
Janet Rothwell  
Luke Roberts  
Jeff Robinson  
Joe Rogalski  
Sara Rogers  
Kathlene Rodriguez  
Rebecca  
Rosenwinkle  
Lindsay Ross  
Stephanie Ross  
Kaitlin Rossi  
Neal Roys  
Timothy Roznowski  
John Rueth  
Julia Ruiz  
Adrienne Ruzicka

Cristal Sabbagh  
Miriam Sacksteder  
Christopher Salituro  
Jose Sandoval  
Kathleen Sassan  
Lisa Scanio  
Mark Schartner  
John Schauble  
Jennifer Schiavone  
David Schoenfish  
Eileen Schopen  
Andrew Schroeder  
Matthew Schwenk  
Jodi Scott  
Tamara Sears  
Petra Sebastian  
Carol Seeger  
Jeff Sheehan  
Kevin Seger  
Philip Serna  
Michele Sherman  
Gregory Sherwin  
Caroline Shupe  
Nicholas Skala  
Todd Sikora  
Ellen Singer  
Cheryl Singley  
Andrea Siwik  
Kelly Smith  
Nicole Smith  
Robert Smith  
Ryan Smith  
Kirstin Snelten  
Scott Sommers  
Annette Sorkin  
Brad Sorkin  
Steven Soszko  
Jason Soulje  
Molly Sponseller  
Jennifer Sprague  
Vincent Springer  
Thomas Stanhope  
Nicole Stephens  
Irene Stergiou  
Maura Sternberg  
Susan Steslow-  
Shams  
Kathryn Stoczany  
Michelle Stone  
Brett Stuart  
Natalya Sturlis  
Christina Suarez  
Carlos Suaste  
Terese Sullivan

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

Janet Sushinski	Sean Wimer
Steven Svetlik	Brian Wise
Mary Svihra	Thomas Wolfe
Paul Swan	Carla Wood
Holly Swanson	Christina Wood
Sheri Tabloff	Dan Wood
Susan Taylor	Steven Wood
Sharon Teplinski	Tom Wood
Christian	Brian Woodward
Thibaudeau	Henia Wozniak
Jane Thomas	Sandra Wright
Jennifer Tierney	Kristina Wrona
Dawn Timm	Li Ye
Lou Ann Tollefson	Robert Zagorski
Timothy Tomaso	Kevin Zakrzewski
Valerie Tomkiel	Debra Zegar
Richard Tompson	Michelle Zietlow
Lynn Tremmel	Alden Zimlich
Angela Triantafyllidis	Shaun Zimmerman
Steven Tucker	Jennifer Zizzo
Nicholas Valenziano	Marie Zlotnikov
Joe Vallone	Justin Zummo
Tiffany Van Cleaf	
Hector Vazquez	
Kristen Velazquez	
Julie Vickers	
Alexandra	
Vikartofsky	
Enrique Vilaseco	
Kirsten Voelker	
Madeline Vogler	
Tabitha Volling	
Pam Vukovics	
Daryl Wallace	
Jacquie Walton	
Jorie Walton	
Janet Wang	
Robert Ward	
Deanna Warkins	
Mike Wasielewski	
Curtis Weber	
Jackie Weissmueller	
Aaron Wellington	
Deborah Wiersema	
Charice Wilczynski	
John Wilkie	
Donte Wilkins	
Laura Will	
Scott Williams	
Diane Willock	
Bryan Wills	
Julie Wilson	
Jeff Wimer	
Rose Wimer	

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

- To know that your teachers truly care about you makes a huge impact on your learning as a student.
- I've known her since sophomore year, and she always brings such a positive energy into my day.
- The staff members at Stevenson actually care about my wellbeing in and out of school. These teachers would take an interest in my personal life as well as my grades.
- They really valued actual learning and taught about life, not strictly about the subject. They taught me to care about things other than grades.
- They were humorous, made class enjoyable, and yet were serious when they were teaching. Everyone had so much passion for teaching and it was really a good motivation for me.
- They've helped me throughout the college process so, so much!
- They were funny and very well educated in their field but also could relate to us and weren't too horribly strict on every tiny thing.
- They enjoyed my sass and handed it right back.
- At first in his class, I was struggling with the intensity of it, but as I progressed through the year in this class, he showed me different strategies I could use to attack this course. I stayed after class to ask questions, I came in before school with questions, and I put in more time studying. Overall he made my senior year less chaotic!
- They saw my potential and knew I could achieve anything with support and love.
- They understand my hardships and always believed in me.
- Brilliant teachers that make learning enjoyable despite the subject not being so fun.
- They have laid back classrooms that are perfect learning environments.
- They were interested in growing relationships with their students and made the classroom a fun place.
- They were sympathetic to the workload we get from other classes, and most importantly pushed me to be the best self that I could be.
- They made me feel like I belonged.
- They almost made me feel as if I was at home every day.
- They not only passionately taught the classes which made the material and learning all the more enjoyable and pleasant, but they all also personally connected with all the

students and formed an informal and trusting relationship with the students that made understanding the material, asking questions, and participation in class easier.

- Seeing the passion in my teacher's eyes and knowing that they truly loved the subject they were teaching me really inspired me to work harder in their classes and find my own passions, even if they weren't in that specific class.
- Providing unwavering smiles and support.
- They care.
- If students are confused, these teachers keep finding different ways to explain it until they understand—and don't cause students to resort to memorization.
- They make an effort to help you succeed, even if you're in a bad place in their class.
- There are just those teachers who honestly care for what happens in your life and they're not just there to get the job done. When you get a teacher like that, you actually want to go to class, and it's an amazing experience.
- He is just such a smart teacher. I have learned so much from being in two of his classes and I find it fascinating he knows so much.
- That passion translates into a very enjoyable class that can make the most boringness subject interesting.
- I know that if I didn't have these people support me and guide me throughout my years here, I would be a much worse-off person.
- If I could I would choose them as my educators again in a heartbeat.
- They helped me reach my full potential and stretched my limits and helped me grow as a person.
- I'm in the ELL program for students who English is the second language. I believe that STEVENSON HIGH SCHOOL is the best option for students.
- They're either funny, nice, or very smart. Or all three.
- These staff members shaped my work ethic and my ability to overcome difficult situations.
- If I were to ever see them again outside of Stevenson, I would love to have a drink with them (when I'm 21 of course!).
- She should be President.
- The lunch lady in the Wood Commons, and the lunch man (they serve the daily hot meals), make me smile every day at lunch and were just so nice. I really like seeing them every day.



- She is my school grandmother, she understands that everyone comes from all different walks of life and does her best to put the students first. She also cherishes the difficulties of the minorities and tries to make them feel like they belong at SHS.
- I messed up a lot of times in his class, but he always gave me a second chance.
- They helped me find my math “mojo” back when I thought all was lost.
- They want to impact lives and are understanding of what it’s like to be a student. To them, we aren’t 1 in 4,000 students, but just one student they love talking to and helping out.
- They don’t settle for minimal effort; they want you to succeed and find a passion in a field.
- She helped me to develop my creative abilities and always helped me to figure out how to accomplish my goals no matter how difficult they may have seemed at first.
- Without her, I don’t think I would have gotten through the stress of Stevenson. She really cares about my life and knows me well, and I know I can always come to her if I have a problem; she is always there for me.
- They have always been kind in the hallways and wave and say hello. Not every teacher does that.
- They were able to make me feel like I have a family here and that I can go to them for help when needed.
- Well, some of the staff are super nice. The security guards in particular. I like to talk to them, and they are always smiling and willing to walk and talk.
- The traits that they all shared. My favorite teachers were thoughtful, respectful, flexible, creative, fun, and interesting.
- They were empathetic, understanding, taught extremely well, and they helped me learn how to live a prosperous life. Also, they just set great examples as adults.
- Every single one of those faculty members has made me feel like I matter and that I could have an impact on the world around me, and for that I am infinitely blessed.
- If you’re willing to work with them, they’ll be willing to work with you to ensure your success. They’re kind, friendly, empathetic, and never make class feel like the worst thing in the entire world.
- They have forced me to reign myself in and learn how to handle myself when things get tough, and though I didn’t enjoy needing their help, I am definitely grateful to have had it!

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>Men's Badminton</b>	<b>27</b>
<b>Ultimate Frisbee</b>	<b>19</b>
<b>Crew/Rowing</b>	<b>19</b>
<b>Cricket</b>	<b>19</b>
<b>Quidditch</b>	<b>17</b>
<b>Martial Arts (Various)</b>	<b>16</b>
<b>Dodgeball</b>	<b>12</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>57%</b>	<b>Disagree</b>	<b>=</b>	<b>3%</b>
<b>Agree</b>	<b>=</b>	<b>39%</b>	<b>Strongly Disagree</b>	<b>=</b>	<b>1%</b>
		<b>96%</b>			<b>4%</b>

**N= 904**

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

<b>Strongly Agree</b>	<b>=</b>	<b>24%</b>	<b>Disagree</b>	<b>=</b>	<b>13%</b>
<b>Agree</b>	<b>=</b>	<b>60%</b>	<b>Strongly Disagree</b>	<b>=</b>	<b>3%</b>
		<b>84%</b>			<b>16%</b>

**N= 904**

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

- There would be more participation in spirit days. – 102
- The students would be selfless and kinder. – 88
- I thought SHS **was** unified and spirited! – 83
- More people would attend school wide events. – 72
- There would be more people at all of the sporting events. – 70
- Students would learn about, celebrate and embrace diversity – 53
- There would be less competition and more collaboration and cooperation. – 46
- I don't know. – 44
- Everyone would go to the pep rallies. – 36
- There would be no cliques – 32
- There would be less of an AP and academic focus and more well being and mental health focus – 30
- We would have more spirit if we were a smaller school - 26
- There would be the same hype for all sports – 25
- People would be proud of, grateful for and excited about SHS – 22
- There would be less pressure and stress – 20
- There would be a different logo – 19
- There would be more school wide events like spring fling and street fest – 19
- There would be less students eating alone – 19
- You would get more student input from all students – 16
- Everyone would have an interracial group of friends – 13
- You would keep AP and non-AP students together – 11
- We would find a way to bring all of the classes together – 11
- It is as good as it can get – 10
- There would be more debates in class around tough issues. – 10
- There would be more racial diversity. – 8
- SSTs would be able to check in with all students – 8
- There would be better communication about events – 8
- There would be more students involved – 8
- The school would celebrate ALL successes – 7
- Teachers would enforce rules – 6

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

- The place is too big – 118
- The competition and the pressure to take APs – 109
- People can't accept differences of opinion – 46
- I don't know – 42
- Prejudice and racism – 42
- Teenagers are self-centered and unmotivated – 36
- Everyone just keeps to their own groups of friends – 34
- There is a big divide between people who have money and people who do not – 30
- People are mean to each other – 29
- Students are too busy, you only do what you have time for – 27
- Students in different level classes are so separated (AP vs CP) – 26
- There is no spirit on Fridays and no attendance at assemblies – 24
- There is lack of communication about small non sporting events – 20
- Nothing, we are unified – 20
- The school rules are too strict especially in the IRC – 20
- We hate it here- the stress and pressure are too much – 18
- They just don't want to be because it is not cool – 16
- There are no school-wide events – 14
- People only care about their college resumes – 14
- People care more about the image of the school – 13
- There are too many exclusive clubs and activities – 13
- There are too many cultural differences – 12
- There is a separation between all of the grades – 11
- This is just what happens – 9
- Lack of spirit is contagious – 9
- Rude staff members – 9
- There are no incentives to be spirited – 8
- Teachers don't encourage spirit – 8
- Some students are shy and feel isolated – 8
- There is a lack of participation – 8
- The pep assemblies are boring – 8
- We only support certain events/activities/sports – 7
- Turn the Wi-Fi back on – 7
- There is no face to face communication anymore – 6
- Students aren't asked their opinions – 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 school psychologist either by dropping in or making an appointment in the Student Services Office.

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

**N= 850**

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

<b>SA = 79%</b>	<b>D = 2%</b>
<b>A = <u>19%</u></b>	<b>SD = <u>0%</u></b>
<b>98%</b>	<b>2%</b>

**N= 863**

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

<b>SA = 53%</b>	<b>SD = 9%</b>
<b>A = <u>36%</u></b>	<b>D = <u>2%</u></b>
<b>89%</b>	<b>11%</b>

**N= 859**

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

<b>SA = 57%</b>	<b>D = 7%</b>
<b>A = <u>34%</u></b>	<b>SD = <u>2%</u></b>
<b>91%</b>	<b>9%</b>

**N= 844**

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

<b>SA</b>	<b>=</b>	<b>54%</b>	<b>D</b>	<b>=</b>	<b>11%</b>
<b>A</b>	<b>=</b>	<b><u>31%</u></b>	<b>SD</b>	<b>=</b>	<b><u>4%</u></b>
		<b>85%</b>			<b>15%</b>

**N= 826**

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

<b>SA</b>	<b>=</b>	<b>59%</b>	<b>D</b>	<b>=</b>	<b>5%</b>
<b>A</b>	<b>=</b>	<b><u>35%</u></b>	<b>SD</b>	<b>=</b>	<b><u>1%</u></b>
		<b>94%</b>			<b>6%</b>

**N= 832**

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

<b>1</b>	<b>=</b>	<b>61%</b>
<b>2</b>	<b>=</b>	<b>37%</b>
<b>3</b>	<b>=</b>	<b>2%</b>
<b>More than 3</b>	<b>=</b>	<b>0%</b>

**N= 870**

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

<b>SA</b>	<b>=</b>	<b>59%</b>	<b>D</b>	<b>=</b>	<b>4%</b>
<b>A</b>	<b>=</b>	<b><u>35%</u></b>	<b>SD</b>	<b>=</b>	<b><u>2%</u></b>
		<b>94%</b>			<b>6%</b>

**N=177**

9. Counselors and/or post secondary counselors are knowledgeable about the college application and selection 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=806**

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

<b>SA</b>	<b>=</b>	<b>63%</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>0%</u></b>
		<b>94%</b>			<b>6%</b>

**N=764**

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

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

**N=478**

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

<b>SA</b>	<b>=</b>	<b>40%</b>	<b>D</b>	<b>=</b>	<b>10%</b>
<b>A</b>	<b>=</b>	<b><u>47%</u></b>	<b>SD</b>	<b>=</b>	<b><u>3%</u></b>
		<b>87%</b>			<b>13%</b>

**N=622**

13. My parents and/or I found our Post Secondary Family Planning Meeting with the post secondary counselors informative and helpful.

<b>SA</b>	<b>=</b>	<b>36%</b>	<b>D</b>	<b>=</b>	<b>14%</b>
<b>A</b>	<b>=</b>	<b><u>46%</u></b>	<b>SD</b>	<b>=</b>	<b><u>4%</u></b>
		<b>82%</b>			<b>18%</b>

**N=354**

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

<b>Yes</b>	<b>=</b>	<b>63%</b>
<b>No</b>	<b>=</b>	<b>37%</b>

**N=870**

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

**N= 870**

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

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

**N= 870**

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

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

**N= 870**

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

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

**N= 870**

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= 870**

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

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

**N= 870**

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= 870**



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

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

**N= 870**

### **ACADEMIC SUPPORT**

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

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

**N= 870**

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

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

**N= 870**

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

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

**N= 870**

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

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

**N= 870**

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

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

**N= 870**

28. I participated in an ACT/SAT preparatory program from a private company.

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

**N= 870**

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

**SA = 35%**      **D = 11%**  
**A = 51%**      **SD = 3%**  
**86%**              **14%**

**N= 650**

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

**SA = 47%**      **D = 9%**  
**A = 41%**      **SD = 3%**  
**88%**              **12%**

**N= 758**

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

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

**Yes = 95%**  
**No = 5%**

**N= 870**

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

**Extremely positive = 40%**  
**Positive = 42%**  
**Satisfactory = 16%**  
**Unsatisfactory = 2%**  
**Did not participate = 7%**

**N= 810**

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

**Extremely positive = 36%**  
**Positive = 38%**  
**Satisfactory = 19%**  
**Unsatisfactory = 7%**  
**Did not participate = 30%**

**N=605**

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

**Extremely positive = 43%**  
**Positive = 40%**  
**Satisfactory = 14%**  
**Unsatisfactory = 3%**  
**Did not participate = 47%**

**N= 413**

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

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

**N= 870**

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

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

**N= 870**

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

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

**N= 870**

## **ACADEMIC INFORMATION**

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

<b>1</b>	<b>=</b>	<b>1%</b>
<b>2</b>	<b>=</b>	<b>4%</b>
<b>3</b>	<b>=</b>	<b>5%</b>
<b>4</b>	<b>=</b>	<b>90%</b>

**N= 870**

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

<b>Exceptional</b>	<b>=</b>	<b>31%</b>
<b>Above Average</b>	<b>=</b>	<b>43%</b>
<b>Average</b>	<b>=</b>	<b>21%</b>
<b>Minimal</b>	<b>=</b>	<b>5%</b>

**N= 870**

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 = 40%</b>	<b>SD = 1%</b>
<b>96%</b>	<b>4%</b>

**N= 870**

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 = 46%</b>	<b>D = 8%</b>
<b>A = 44%</b>	<b>SD = 2%</b>
<b>90%</b>	<b>10%</b>

**N= 870**

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>53%</b>	<b>D</b>	<b>=</b>	<b>6%</b>
<b>A</b>	<b>=</b>	<b><u>39%</u></b>	<b>SD</b>	<b>=</b>	<b><u>2%</u></b>
		<b>92%</b>			<b>8%</b>

**N= 870**

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

<b>Extremely positive</b>	<b>=</b>	<b>29%</b>
<b>Positive</b>	<b>=</b>	<b>46%</b>
<b>Satisfactory</b>	<b>=</b>	<b>21%</b>
<b>Unsatisfactory</b>	<b>=</b>	<b>4%</b>
<b>Did not participate</b>	<b>=</b>	<b>7%</b>

**N=806**

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

<b>4.00 or above</b>	<b>=</b>	<b>44%</b>
<b>3.5 - 3.99</b>	<b>=</b>	<b>27%</b>
<b>3.0 - 3.49</b>	<b>=</b>	<b>19%</b>
<b>2.5 - 2.99</b>	<b>=</b>	<b>8%</b>
<b>Less than 2.49</b>	<b>=</b>	<b>2%</b>

**N= 870**

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>18%</b>
<b>1 - 2 hours</b>	<b>=</b>	<b>37%</b>
<b>2 - 3 hours</b>	<b>=</b>	<b>26%</b>
<b>More than 3 hours</b>	<b>=</b>	<b>16%</b>

**N= 870**

## Senior Exit Survey Summary

Seniors provided thoughtful and extensive responses as part of the open-ended portion of the Senior Exit Survey. We asked seniors open-ended questions that focused on the district's goal to increase Social Emotional Learning opportunities. This data gives us insight into how our students realize our vision of a portrait of a Stevenson graduate.

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. The most popular response from the 870 seniors who completed the survey praised the classroom learning environment. "Our seats in class were set up as tables. This fostered collaborative teams, group activities, and team building skills. These techniques help me work effectively with other people" (122). In terms of helping them develop relationship skills, seniors also cited the size and diversity of the school (105), as well as the numerous sports, clubs, and intramural offerings (80). They highlighted the support of the faculty and staff, noting, "The counselors, social workers, and school psychologists were very supportive. My SST helped me when things were overwhelming" (102), and "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" (68).

The second question asked for students' suggestions: "How could Stevenson better help students develop SEL skills?" This year's most popular responses all asked for more time to build positive relationships. The most popular response was, "Students should have more one-on-one contact with counselors, social workers, and school psychologists; time with our SST is important" (87)." Students also requested: "more collaborative classes and more deliberate groups work" (73); "teach SEL skills in every class, just make it part of everything else we do" (55); "make more time to build relationships with adults in the building" (51); "build community in classrooms" (39); "check in on students and help the students who are struggling" (37); and "have more social opportunities where we can meet new people outside of our friend group" (33). Many students said, "You are already doing a good job" (78), while others noted, "There is too much pressure and stress. Do something about it!" (38).

Even as students expressed a desire to build deeper connections with staff, the Class of 2018 reported a record number of just such connections. They specifically named 546 individual faculty and staff members who made a positive impact with

inspirational teaching, encouragement, and personal interest, shattering the previous record of 506. 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 that 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. Men's Badminton was the most popular response (27), followed by Ultimate Frisbee, Crew/Rowing, and Cricket (19). Quidditch (17), Martial Arts (16), and Dodgeball (12) also made the list; although, it should be noted that we do already offer intramural Dodgeball.

A large majority of senior students believe that faculty members treat students fairly and without discrimination, regardless of individual and cultural differences (96%). Most students also feel that their fellow students are considerate of each other regardless of differences as well (84%).

For the second time, we asked seniors for suggestions to improve or maintain SHS's spirited and unified community atmosphere. We asked, "What would a more unified and spirited Stevenson look like?" The most frequent responses centered around community participation. Students hoped for "more participation in spirit days" (102), "more participation in school-wide events" (72), and "more people at all of the sporting events" (70). Other top responses focused on how our community members treat one another. Students hoped that "students would be selfless and kinder" (88), and "students would learn about, celebrate, and embrace diversity" (53). Nonetheless, it was nice to see that the third most popular response was, "I think SHS **was** unified and spirited!" (83).

We also asked seniors, "What might have kept SHS from being a unified and spirit community in the past?" By a large margin, the two most popular answers were "the place is too big" (118) and "the competition and the pressure to take APs" (109).

We asked students to assess the effectiveness and satisfaction rates of the Student Services Department. Based on the results, seniors continue to perceive counselors as both available (97%) and friendly on an interpersonal level (98%). Seniors indicate that their counselors consistently know them (89%), in addition to finding them helpful with academic guidance (91%). More than three quarters of seniors feel comfortable talking

to counselors, social workers, and SST coordinators about personal or non-academic issues (85%). The vast majority of students (94%) believe that the Student Services offices are friendly and helpful. Most transfer students (94%) view their counselors, social workers, and SST coordinators as being helpful in their transition and adjustment to SHS; this is a 5% increase over the previous year. Due to changes in personnel, only 61% of our seniors had the same counselor for all four years; in 2017, 81% of our seniors reported having the same counselor throughout high school.

Seniors respond very positively about college counseling services. Counselors and post-secondary counselors are depicted as being knowledgeable and helpful in the college application and selection process (97%). The College/Career Center staff is viewed as being friendly and accessible (94%). Seniors are now attending more group guidance programs during the school day in the CCC and 82% found these programs to be helpful, a 5% increase over the previous year. Over the past several 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. Another recent change reflects that post-secondary counselors are now primarily responsible for facilitating the *Post-Secondary Family Planning Meeting* appointments with families. More than three-quarters of seniors (82%) felt that their appointment with a post-secondary counselor was helpful; this represents a 5% increase over last year and a 10% increase over the past two years.

When asked how they obtain information about colleges and scholarships, 63% of seniors utilize their school counselor, and 48% obtain help from the post-secondary counselors. 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 (60%) 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%). More than half of the seniors (59%) took advantage of the college rep visits held in the CCC to obtain college information. Families that procure the services of private college consultants have stayed fairly consistent (18%), a 3% increase over the previous year.

Several newer questions were still asked to determine how seniors are accessing academic 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 (52%). The second most popular response indicates that seniors sought out help from their teachers (34%). Next, fewer than a quarter (20%) of the seniors receive academic support from the Learning Center tutors, followed closely by their parents (17%). Lastly, the fewest resource seniors utilize is support from paid tutors (16%). 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 (86%) 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 (95%) indicate that they have participated in at least one club, activity, sport, or intramural during their high school tenure and the vast majority were satisfied with their experience. A full three-quarters of our students reported earning a position of leadership within the school. More than half of seniors (63%) were members of a club or organization not affiliated with SHS, and a larger percentage of seniors (90%) volunteered their time to perform school or community service. Survey responses portray Stevenson students as being highly involved in a wide variety of co-curricular and community activities.

A large majority (90%) 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 (31%) or above average (43%). Although this form of self-assessment is highly subjective, quantitative measures of student achievement at Stevenson support the validity of these impressions (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).

We wanted to gauge how well Stevenson is equipping the graduating seniors with Social Emotional Learning skills. The vast majority of seniors (96%) 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. Similarly, 90% felt that their experiences as a student at SHS helped them to recognize and manage emotions and challenging situations effectively. Most seniors (92%) also believe that their experiences at SHS helped them to develop and maintain positive relationships in their lives. Their responses indicate 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, 96% expressed their satisfaction. Seniors were asked about their cumulative grade point averages at the seventh semester conclusion. Only 10% of students reported a GPA lower than 2.99. Nearly half of our senior class (44%) reported a cumulative GPA of 4.00 or higher heading into their eighth semester of high school.

Seniors were also asked to reflect on the amount of time typically spent on homework. 16% reported spending over 3 hours per night. The most popular response was 1-2 hours per night (37%), and a quarter of our seniors reported spending 2-3 hours on homework each night.

Overall, seniors continue to report positive and productive relationships with SHS faculty and staff, within Student Services and beyond. They utilize the available resources within the school and continue to be active members and leaders in the school community. 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><u>2018</u></b>
<b>1</b>	<b>2%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>	<b>2%</b>	<b>1%</b>
<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>
<b>3</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>5</b>
<b>4</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>92</b>	<b>90</b>

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

	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>	<b><u>2018</u></b>
<b>exceptional</b>	<b>29%</b>	<b>32%</b>	<b>29%</b>	<b>35%</b>	<b>31%</b>
<b>above average</b>	<b>43</b>	<b>43</b>	<b>46</b>	<b>41</b>	<b>43</b>
<b>average</b>	<b>24</b>	<b>21</b>	<b>21</b>	<b>19</b>	<b>21</b>
<b>minimal</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>

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

	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>	<b><u>2018</u></b>
<b>positive</b>	<b>94%</b>	<b>94%</b>	<b>96%</b>	<b>97%</b>	<b>96%</b>
<b>negative</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>4</b>

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

	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>	<b><u>2018</u></b>
<b>positive</b>	<b>85%</b>	<b>88%</b>	<b>90%</b>	<b>90%</b>	<b>91%</b>
<b>negative</b>	<b>15</b>	<b>12</b>	<b>10</b>	<b>10</b>	<b>9</b>

### **Student perception of SST members' accessibility**

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
positive	92%	93%	96%	97%	97%
negative	8	7	4	3	3

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

<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
96%	97%	95%	96%	97%	95%

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

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Satisfactory or better	96%	96%	98%	98%	98%
N/A (did not participate)	6	7	7	7	7

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

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Positive	89%	88%	93%	92%	93%
N/A (did not participate)	31	30	31	31	30

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

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Positive	97%	98%	97%	99%	97%
N/A (did not participate)	32	36	36	47	47

**Participation in a leadership role within the 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><u>2018</u></b>
<b>75%</b>	<b>77%</b>	<b>75%</b>	<b>74%</b>	<b>76%</b>	<b>75%</b>

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

<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><u>2018</u></b>
<b>61%</b>	<b>65%</b>	<b>65%</b>	<b>65%</b>	<b>66%</b>	<b>63%</b>

**Participation in community service activities**

<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><u>2018</u></b>
<b>90%</b>	<b>91%</b>	<b>90%</b>	<b>90%</b>	<b>91%</b>	<b>90%</b>

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

<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><u>2018</u></b>
<b>465</b>	<b>468</b>	<b>492</b>	<b>506</b>	<b>492</b>	<b>546</b>

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

	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>	<b><u>2018</u></b>
<b>positive</b>	<b>92%</b>	<b>93%</b>	<b>93%</b>	<b>96%</b>	<b>96%</b>
<b>negative</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>4</b>	<b>4</b>

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

	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>	<b><u>2018</u></b>
<b>positive</b>	<b>75%</b>	<b>81%</b>	<b>81%</b>	<b>84%</b>	<b>84%</b>
<b>negative</b>	<b>25</b>	<b>19</b>	<b>19</b>	<b>16</b>	<b>16</b>

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

	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>	<b><u>2018</u></b>
<b>Positive</b>	<b>94%</b>	<b>95%</b>	<b>95%</b>	<b>96%</b>	<b>96%</b>
<b>N/A (did not participate)</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>6</b>	<b>7</b>

## Longitudinal Senior Exit Data

Senior exit data has been collected and recorded for over nineteen 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 nine years.

The number of seniors reporting that they have attended Stevenson for a full four years remains high, reflecting past historical trends (90%). It should be noted that this figure does not reflect the school's 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, about three-quarters of the senior class described their individual effort as "above average" or "exceptional," and this trend remained consistent for the class of 2018 (74%). Only 5% of students described their effort as "minimal," and this is also consistent with past years. Growth in responsibility for learning throughout high school has remained strong and constant over the past few years (96%).

Satisfaction with academic counseling, such as receiving course selection assistance from counselors, increased over the previous year to an all-time high of 91%. During the 2017-18 school year, counselor caseloads dropped from approximately 315 to 270 students, which afforded counselors more time to provide greater individualized attention during the course selection process. Student perception of counselors' accessibility has remained high over the years; 97% percent of seniors feel that their counselor is accessible. 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 also been consistent. 95% of seniors report participation in at least one club, activity, or sport. When we asked this question 25 years ago, only 74% of respondents were participating in clubs and/or activities. Satisfaction levels for club and/or activities have also shown very little deviation over the years. Of those who participated in clubs and/or activities, 98% reported a positive experience. 97% of intramural participants reported a positive experience. 93% of student athletes reported a positive experience in athletics, a 5% increase over the past five years.

The percentage of students who identify themselves as playing a role in school leadership has remained relatively high this year (75%). A full three-quarters of our senior class experienced a leadership role within the school. We continue to strive to provide leadership opportunities for students, especially in light of demonstrated interest.

Given the extensive involvement of Stevenson students in academics and

extracurricular activities, it is gratifying that so many individuals make time for community service (90%). The number of Stevenson seniors participating in clubs and organizations outside the school domain also increased to 63%. 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 over the past 25 years. In 1992, seniors recognized 144 staff members. By contrast, the class of 2018 recognized an astounding 546 staff members (an increase of 54 over the previous year). 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.

Students perceive positive levels of respect and consideration relative to individual and cultural differences from both school staff (96% positive) and peers (84% positive). Students report positive experiences in Stevenson's Advanced Placement program at a high rate of 96%.

In summary, graduates of 2018 continue a strong tradition of being engaged and respectful students and leaders in our school and community. They have identified the positive impact of Stevenson's faculty and staff more enthusiastically than ever before.

**STUDENT SERVICES SURVEYS ACROSS**

**GRADES 9-12**

	<b>FRESHMEN</b>	<b>SOPHOMORES</b>	<b>JUNIORS</b>	<b>SENIORS</b>
1. Counselor accessibility:				
	99%	100%	99%	97%
2. Counselor friendliness and approachability:				
	100%	100%	100%	98%
3. Counselor knowledge/recognition of student:				
	95%	95%	95%	89%
4. Counselor helpfulness with academic counseling:				
	99%	100%	99%	91%
5. Student comfort level discussing personal issues or nonacademic concerns:				
	92%	96%	94%	85%
6. Student Services Office - friendliness and helpfulness:				
	99%	100%	99%	94%
7. Students participated in the LTAYF Night				
	75%	71%	59%	N/A
8. If you participated in the LTAYF Night, it informed your course selection				
	71%	68%	73%	N/A
9. Counselors' and college consultants' knowledge about college applications and selection process:				
			99% Satisf. 84% Util. Rate*	97% Satisf. 93% Util. Rate*



	<b>JUNIORS</b>	<b>SENIORS</b>
10. Use of the College Career Center:	41% Util. Rate*	70% Util. Rate*
11. College Career Center staff's friendliness and accessibility:		
	99%	94%
12. Visits from college representatives:	93% Satisf. 51% Util. Rate*	N/A 59% Util. Rate*
13. College evening programs:	92% Satisf. 63% Util. Rate*	N/A N/A
14. CCC group guidance programs:		87% Satisf.
15. Used private ACT/SAT tutoring		56%

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	45%	51%	41%	34%
14. LC Tutors	30%	31%	25%	20%
15. Parents	44%	38%	29%	17%
16. Friends	61%	68%	64%	52%
17. Private Tutors	18%	17%	21%	16%

\*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%. Nearly all freshmen (99%), sophomores (100%), juniors (99%), and seniors (97%) agree that counselors are friendly and accessible. Knowledge and recognition of students follow close behind in the high eighties to nineties among sophomores (95%), juniors (95%), and seniors (89%). Freshmen numbers for this question have historically hovered around the high eighties, and this year reached an all time high and a 13% increase to 95%. As mentioned before, smaller caseloads, the addition of SCoPE meetings for freshmen and their families, and our deliberate counselor curriculum in advisory are among the changes credited for this spike. Counselors are also perceived to be helpful with academic counseling among freshmen (99%), sophomores (100%), juniors (99%), and seniors (91%), remaining fairly 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 (92%), sophomores (96%), juniors (94%), and seniors (85%) do feel comfortable discussing non-academic concerns with counselors. All age levels reported higher comfort levels with freshmen, going up a significant eight points and sophomores four points over the last three 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, school psychologists, 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 increase in satisfaction levels (99%). Sophomores stayed the same (100%), 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 stayed the same this year (94%), but remains lower than the other groups, which is a consistent trend.

During the past two years at SHS, the Student Services Department planned and implemented our Let's Talk About Your Future night in late October. 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 freshmen reported a 75% participation rate of LTAYF, where 71% believe these discussions were very beneficial for their sophomore course selection. Our sophomores reported a 71% participation rate of LTAYF, where 68% believe these discussions were very beneficial for their junior course selection. Our juniors reported a 59% participation rate of LTAYF, where 73% 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. We are happy to see that each year, significantly more students are participating in these discussions (between 6 and 17% increase) and if students did participate in the night, they increasingly found it helpful in the course selection process (between a 7 and 12% increase).

Maintaining counseling relationships with juniors and seniors as they progress through the college admissions process continues to be a priority for 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 (97%) who choose to tap the knowledge base of counselors and college consultants. Juniors check in at an 84% utilization rate, while seniors log in at 93%. The junior's utilization rate decreased by 7% this year; the seniors' utilization rate remained consistent. College Career Center usage by the end of first semester for juniors increased 3% at 41%; by the conclusion of senior year, usage rose to 70%. These numbers are similar to last year's results. 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 (94%) who have chosen to use the CCC find it to be friendly and accessible and these numbers continue to remain stable from year to year.

This year's seniors (59%) outpaced juniors (51%) when it came to meeting with college representatives who visit Stevenson. Compared to the previous year's responses, these numbers decreased slightly (5% and 2% respectively). 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 63% of juniors attended college evening programs and even more (92%) were satisfied with these programs. These results reflect a 7% increase in participation with no change in satisfaction. 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. More than three quarters (87%) of the seniors were satisfied with these informational meetings, a five-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 from whom they routinely seek academic assistance. The choices included teachers, Learning Center tutors, parents, friends, and private tutors. When we compare their answers across the grade levels, we can see some consistent trends. 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 (61%), sophomores (68%), juniors (64%), and seniors (52%) stating that they routinely use this method to obtain academic support. The second most popular response from every grade level is teachers (freshmen 45%, sophomores 51%, juniors 41%, seniors 34%). Although this represents an increase for freshmen and sophomores (5 and 6% respectively), it is a 4 percent decrease for both juniors and seniors. As students progress through high school, they seem to be using parents less (juniors 29%, seniors 17%) and accessing their teachers more often. After friends, parents, and teachers, the most popular response tends to be learning center tutors, with freshmen (30%), sophomores (31%), juniors (25%), and seniors (20%) using them as resources. The least popular method of accessing academic assistance is private tutors. Freshmen (18%), sophomores (17%), and seniors (16%) utilize them less than juniors (21%). 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 least when the college application process is typically over very early in senior year.

In addition to soliciting input from students via surveys, personnel of Student Services internally evaluate its programs and services on a continual basis. Identifying needs and adapting practices have been integral to the mission of the 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 – 19 (20%)

General Business – 4

Marketing – 3

Economics – 2

Business Management – 1

Advertising – 1

Supply Chain Management – 1

Finance – 4

Accounting – 2

International Business – 1

##### Engineering – 14(15%)

General Engineering – 3

Mechanical Engineering – 2

Aerospace Engineering – 2

Electrical Engineering – 1

Computer Engineering – 2

Chemical Engineering – 1

Civil Engineering – 2

Industrial Engineering – 1

##### Science – 11(12%)

Physics – 2

Biology – 4

Biochemistry – 1

Environmental Impact – 1

Meteorology – 1

Cellular and Molecular Biology – 1

Chemistry – 1

##### Health Sciences – 7 (7%)

Nursing – 2

Neuroscience – 2

Physiology – 1

Exercise Physiology – 1

Pre- Pharmacy – 1

##### Education – 6 (6%)

Elementary Education – 2

Secondary Ed/Science – 1

Music Education – 1

Secondary Ed/Math – 1

Special Education – 1

##### Social Sciences – 5 (5%)

Psychology – 3

Political Science – 1

International Relations – 1

##### Fine Arts – 4 (4%)

Graphic Design – 1

Dance – 1

Piano Performance – 1

Apparel Design and Merchandising – 1

Communications – 3 (3%)

Communications – 2

Journalism – 1

Speech Language Pathology – 1

Multiple Majors – 14 (15%)

Biology/Psychology – 1

Finance/Economic Consulting – 1

Fashion Studies/Consumer Behavior – 1

Psychology/Integrative Physiology – 1

Computer Science/Physics – 1

Cellular Biology/Neuroscience – 1

International Studies/Political

Science/Business – 1

Cellular/Molecular Biology & Biomedical

Engineering – 1

Accounting/Environmental Science – 1

International Development Studies/East

Asian Languages – 1

Engineering/ Physics - 1

Computer Science/Economics – 1

Spanish/Finance – 1

Finance/Accounting – 1

Other – 12 (13%)

Undecided – 4

Architecture – 2

Computer Science – 3

Worship Leadership – 1

Automobile Technology – 1

Social Work – 1

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

No – 11 (12%)

Yes – 84 (88%)

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

Number of credits:	0 credits -	5
	I don't know -	6
	1-10 credits -	13
	11-20 credits -	18
	21-30 credits -	21
	31-40 credits -	9
	41-50 credits -	8
	51-60 credits -	3
	61-70 credits -	1

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

My score wasn't high enough – 2

Didn't take the test – 2

My school doesn't accept AP credit – 1

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

Yes – 14 (15%)

Number of credits:	1-5 credits -	5
	6-10 credits -	7
	11-15 credits -	2

Subjects:

Spanish – 5

Math – 2

English – 5

Chemistry – 2

Latin – 1

French – 1

Engineering – 1

No – 81 (85%)

**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>	75%	23%	2%	2%
<b>Mathematics</b>	72%	28%	0%	2%
<b>Social Studies</b>	76%	21%	3%	6%
<b>Science</b>	76%	20%	4%	12%
<b>Reading Comprehension</b>	79%	21%	0%	3%
<b>Foreign Language</b>	66%	30%	4%	18%
<b>Fine Arts</b>	69%	31%	0%	18%
<b>Study Skills</b>	68%	32%	0%	2%
<b>Use of Computers—Research</b>	73%	27%	0%	2%
<b>Use of Computers—Applications</b>	52%	39%	9%	7%

**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 – 81%  
The same – 14%  
Not as well as others – 0%

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

Shared G.P.A. – 82

Grade Point Average: 4.0 - 3.5 - 66%  
3.4 - 3.0 - 24%  
2.9 - 2.0 - 10%  
1.9 - 0.0 - 0%

Did not know G.P.A. – 9

Did not want to share G.P.A – 4

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

Higher – 24%  
The same – 56%  
Lower – 15%

**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 – 42%  
Agree – 56%  
Disagree – 2%  
Strongly Disagree – 0%

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

Teach time management – 9  
Have less academic pressure – 8  
Teach research skills – 5  
Assign more out of class reading – 5  
Office hours for teachers – 5  
Teach study skills – 4  
Teach self advocacy – 3  
Allow people to fail – 3  
Less group work – 3  
More independent learning – 3  
More big tests with more points - 3  
Give more long term assignments with varying due dates - 3  
Teach note-taking on reading – 2  
Have less handholding – 2  
Teach how to study for huge exams – 2  
Tell teachers to follow due dates – 2  
Assign more out of class projects – 2  
Offer more electives on interesting topics – 2  
Less retake opportunities – 2  
More about learning, less about “passing” – 2  
No busy work – 2  
Make math instruction faster – 1  
Have more support for students not going to college – 1  
Use textbooks – 1  
More online classes – 1  
Faster paced classes – 1  
Better counselors – 1  
Teach excel – 1  
Care more about the mental health of students – 1  
Give real world examples – 1  
I don’t know – 1  
Nothing, you are doing a good job – 20

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

Yes – 74%  
No – 26%



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

Too strict – 15%  
About right – 81%  
Not strict enough – 4%

**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 – 12  
Try harder – 8  
Have less academic stress – 7  
Take more electives – 8  
Take fewer unnecessary AP classes – 4  
Take different classes (business, engineering, psychology) – 3  
Have more of a relationship with my teachers – 3  
Have more school spirit – 3  
Less time studying and more time with friends – 3  
Go to a smaller school – 2  
Meet more people – 2  
Less competition/ more cooperation - 2  
More independence – 2  
Late start earlier – 2  
Use more of the resources – 2  
Learn more study skills – 2  
Attend more school events – 2  
Have more depth, in less clubs – 2  
Career research – 1  
Take more APs – 1  
Nicer teachers – 1  
Be more open to getting emotional support – 1  
Talk about college later – 1  
Take AP Chemistry – 1  
Have a coding class – 1  
Be at SHS all four years – 1  
Think more about classes I took - 1  
I don't know – 2  
Nothing, I loved it!– 18

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

Teachers and Staff – 27  
Clubs – 17  
Friends – 15  
Variety of Classes – 11  
Sports – 7  
Great preparation for college – 5

Fine Arts programs (Band, Drama, Music, Art) – 5  
Everything – 4  
Resources - 3  
Opportunities – 3  
Meeting new people – 3  
The size- big was good – 1  
Diversity of students – 1  
Tech campus – 1  
Dances – 1  
Spring Fling – 1  
Fair grading – 1  
SPARK – 1  
FMP – 1  
Math Team – 1  
Scholastic Bowl – 1  
Winning the state championship – 1  
Social Studies – 1

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

Yes – 63%  
No – 37%

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

Yes – 25%  
No – 75%

## **Table A**

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

We do different writing in college – 1  
I never did well in writing at SHS – 1

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

I am not good at these classes – 1  
History was always boring to me – 1  
The topics in college are different – 1

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

I should have taken physics – 1  
I was never good at science – 3

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

I didn't pass the proficiency exam for my language and have to take it in college –  
2  
I stopped at Spanish 2 – 1  
My teacher was not good – 1

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

I never learned how to use Excel and I needed it in college – 5  
I was never taught these skills – 4

## 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 2017 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 2017 graduates declare that they are attending college full time (95%). One student reported to be working, 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 or four-year college (10%). When asked about specific courses of study, the largest reported category is business (20%), closely followed by engineering (15%). The next most popular routes of specified study were science (12%), health sciences (7%), education (6%), social sciences (5%), and fine arts (4%). 15% of those surveyed report pursuing multiple majors. In addition, many students are reporting that they are in the "other" category (11%); this includes undecided, architecture, computer science, worship leadership, automobile technology, and social work.

85% of this year's sample of students participated in Advanced Placement classes while in high school. The majority of those who completed an AP course (87%) earned college credit and, of those, almost three-quarters earned more than ten credits at the college level (71%). Of the five students who did not receive credit, two students said their score wasn't high enough, two students didn't take the test, and one student said the credit wasn't accepted for their college/university. Many respondents (15%) reported earning additional credit by way of college proficiency exams. Nine students reported that they received six to ten 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% or higher were achieved in all ten areas and skills polled, with no exceptions. Eight subject areas reached near perfect or perfect percentages including writing composition (98%), mathematics (100%), reading comprehension (100%), foreign languages (96%), social studies (97%), science (96%), use of computers-research (100%), fine arts (100%), study skills (100%) and use of computers-applications (91%). 81% of the 2017 graduates surveyed said the skills and knowledge that they acquired in high school were greater than that of their college classmates. This is a six-point increase from the previous year. None of the respondents felt underprepared relative to collegiate peers. Of the number of one-year grads (82) that knew or were willing to share grade-point average information, the majority (90%) reported college GPAs of "B" or better. The same percentage of students (90%) indicated that their college grades were the same or better than what they had earned at Stevenson.

A large majority of the sample (98%) responded affirmatively when queried

whether they had become more responsible for their own learning as they advanced through high school. When asked how Stevenson could better foster responsibility, the most frequent response by far was, “Nothing, you are doing a good job” (40). Leading the list of suggestions: teach time management (11), have less handholding (7), and teach study skills (6). These responses are consistent with the previous year.

Looking back, about three quarters (74%) of one-year graduates related that they had received assistance from their counselors with post-secondary plans. About three-quarters of respondents also felt discipline was maintained at an appropriate level (81%), while a much smaller percentage described it as “too strict” (15%). This year, only 4% of respondents reported that discipline was “not strict enough.” When asked what one aspect of their high school experience they would change, the most frequent response was “nothing” (24). Other common responses include: “get more involved” (13), “take fewer unnecessary AP classes” (9), “try harder” (8), “have less pressure” (7), and “take more electives” (6). 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. Enthusiasm and appreciation for faculty/staff mirrors the annual results from the Senior Exit Survey.

Students were also asked about their voting status. Only 63% reported that they are registered to vote, an 18-point drop over the previous year. Since leaving Stevenson, only 25% reported that they had voted in a national, state, or local election (a 64-point decrease).

In summary, the sample group for the Class of 2017 indicated 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 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. Most graduates related that they were pleased with their high school 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 – 94%

Work – 3%

Gap Year – 2%

Military – 1%

**Note - Question 2 was asked of respondents that attended college or university at all in the last five years; therefore, 95 responses are reported.**

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

Business – 18 (19%)

Marketing – 4

Business – 3

Accounting – 3

Finance – 2

Entrepreneurship – 2

Business Management – 1

Actuarial Science – 1

Financial Planning – 1

International Business – 1

Social Sciences – 10 (11%)

Psychology – 3

Criminal Justice – 2

Anthropology – 1

Public Policy – 1

History – 1

Philosophy – 1

Political Science – 1

Health Fields – 9 (10%)

Health Science – 2

Dietetics – 2

Nursing – 1

Kinesiology – 1

Exercise Science – 1

Public Health – 1

Human Development and Family

Science – 1

Engineering – 8 (9%)

Chemical Engineering – 3

General Engineering – 2

Materials Engineering – 1

Industrial Engineering – 1

Electrical Engineering – 1

Communication Arts – 7 (7%)

English – 2

Journalism – 3

Speech & Hearing Science – 2

Fine Arts – 6 (6%)

Graphic Design – 2

Music – 2

Music Business – 1

Art Design – 1

Science – 5 (5%)

Chemistry – 3

Biology – 1

Molecular & Cellular Biology – 1

Education – 4 (4%)

Elementary Education – 3

Special Education – 1

Other – 3 (3%)

General Studies – 1

Hospitality – 2

Multiple Majors – 25 (26%)

Biology & Psychology – 1

Engineering & Operations Research – 1

Economics & Portuguese – 1

Human Nutrition & Business – 1

Marketing & International Business – 1

Neuroscience & Spanish – 1

Finance & International Studies – 1

Environmental Science & International

Development – 1

Industrial Engineering & Management

Science – 1

Psychology & Anthropology – 1  
 Management & Personal Financial  
 Planning – 1  
 Criminal Justice & Political Science – 1  
 Psychology & Sociology – 1  
 History & Archaeology – 1  
 Economics & Psychology – 1  
 Marketing, Professional Sales &  
 International Business – 1

Computer Science & Math – 1  
 Cinema & Business – 1  
 Culinary Arts & Business – 1  
 Information Technology & Finance – 1  
 Human Biology & Psychology – 1  
 Evolutionary Biology & Spanish – 1  
 Accounting & Finance – 1  
 Accounting & Information Systems – 1  
 Philosophy & International 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 -	2
3.5 years -	3
4 years -	74
4.5 years -	6
5 years -	5

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

Gap year – 2  
 Double Major – 2  
 Earned a Master's degree as well – 1  
 Triple Major and full time work – 1  
 5 year program – 1  
 4 1/2 year program – 1  
 Athletics injury – 1  
 Scholarship Benefits – 1  
 Health reasons – 1

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

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

Working – 63%  
 Graduate school – 27%  
 Going to college – 3%  
 Applying- graduate school – 3%

Military – 2%  
 Completing internship – 1%  
 Looking for a job – 1%

**Note - Questions 6-8 were asked of respondents who attended any schooling in the last five years; therefore, 95 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 – 28%  
The same – 52%  
Lower – 20%

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

Well – 61%  
Adequately – 33%  
Inadequately – 6%

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

Better than most – 67%  
The same – 29%  
Not as well as others – 4%

**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 – 40%  
Agree – 43%  
Disagree – 15%  
Strongly Disagree – 2%

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

Nothing- Stevenson did a great job making us responsible – 50  
I got overwhelmed by the competition and the pressure to take APs – 9  
Teachers were very hands-on, forced you to keep up. They held you accountable on a daily basis. This isn't the case in college. – 7  
There were too many guidelines and security guards – 5  
Very rigid class schedule—Didn't always make it easy to know about classes that weren't required – 3  
There was pressure to get good grades and not as much on actually learning – 3  
Could have been pushed harder – 2  
I felt like everything was intended for people who wanted to be in math or science, and if we were in anything else, we were forgotten. – 2  
Stevenson teachers didn't have much wiggle room in their curriculum for students to explore and expand their ideas – 1  
Athletics were often considered more prestigious and important than academics – 1  
It is dependent on the people that you are around, some people may not take school as seriously – 1  
Didn't allow for creative growth – 1



Encouraged school too much. I wanted to get more involved – 1  
 We had every resource we could possibly want or need – 1  
 Let me get away with stupid excuses that allowed me to talk my way out of any discipline or bad grades – 1  
 Hand held through some classes and big part of grades is homework. In college homework is a small part of your grades – 1  
 Teachers played favorites - 1  
 Too much busy work - 1  
 We were not taken seriously. They weren't attentive to our opinions as growing young adults – 1  
 Not enough support – 1  
 Too many group projects – 1  
 College Career Center people were discouraging – 1  
 It encouraged extroverted behaviors and people who spoke up loudly and often, which made it more difficult for students with different learning styles to be heard or acknowledged – 1  
 Made me work with a case manager – 1  
 Made getting grades too easy – 1  
 Frequent tests/quizzes in every class discouraged learning for a person's own understanding and instead encouraged learning for test taking – 1

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

Tell us about electives earlier. There are great classes I could have taken in subjects that I was interested in for the future but I didn't know about them- 7  
 More career option information. Show students what careers they can pursue and how courses relate. - 7  
 Have more flipped classrooms - 7  
 More long term research based projects where the student has to provide their own outside learning for their project, not just what was taught in class. – 7  
 Let students have some fun- stop all of the ridiculous pressure – 5  
 More career option information. Show students what careers they can pursue and how courses relate. – 5  
 Don't be so lenient. Teachers should be firm about deadlines and stick to them – 4  
 Assign homework that is more exciting. – 4  
 Give options for an independent study or options to take online college courses – 4  
 Encourage students creating study groups on their own – 4  
 More group work - 4  
 Celebrate academic successes more – 3  
 Have non-mandatory homework – 3  
 Have teacher office hours – 3  
 More creative freedom and individualized thinking – 3  
 Assign weekly readings and problem sets instead of daily homework – 2  
 Give more responsibility to the students – 2  
 Stress library time more – 2  
 Put more weight on tests – 2  
 More personal relationship with teachers - 2  
 Stop allowing parent involvement in academics – 1  
 Get rid of the 6-week structure. It does not prepare you for the college semester. – 1  
 Tell them that you don't have to get straight A's. It will be ok. – 1  
 Don't segregate based on academic ability. Separate classes/groups of classes based on interests and passion. – 1  
 Have classes on professional development such as Interviewing/email etiquette – 1  
 Help students understand that it's their responsibility to seek out help if they need it – 1  
 Don't take attendance – 1

Ensure each course has similar syllabi for all teachers. Certain teachers were perceived as “easy” while others required far more work and studying. Grades in one class did no reflect grades in another. – 1  
 Have speakers/assemblies about becoming a responsible adult – 1  
 Allow students to pursue personal enrichment activities for class credit (service, volunteering, shadowing, etc.) – 1  
 Learn to take advantage of resources SHS provides – 1  
 Use a block schedule – 1  
 Have a set schedule for homework and reports (weekly, monthly) – 1  
 Help students set learning goals in the beginning of the semester & provide examples – 1  
 Instill a mindset that is growing and not standstill – 1  
 Don’t encourage friendships between teachers and students – 1  
 Stop trying to make class interactive. – 1  
 Bring alumni & current students together to give perspective to current students – 1  
 Encourage free hours to be used as study hours – 1  
 I don’t know – 5  
 Nothing – 10

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

Too strict – 24%  
 About right – 66%  
 Not strict enough – 10%

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

Yes – 82%  
 No – 18%

**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?**

Nothing – 21  
 Less pressure and more fun – 14  
 Be more involved in clubs, sports or organizations – 7  
 Have more friends, be more social – 7  
 Try harder in school – 7  
 Take more AP classes – 4  
 Take more electives – 4  
 Less AP classes – 3  
 Smaller school – 3  
 Have more helpful teachers – 2  
 Learn test taking strategies – 2  
 Learn to play a musical instrument – 2  
 Less clubs but deeper involvement – 2  
 Get rid of the ACT – 1  
 Less busywork – 1  
 More parking – 1  
 Interactive classes – 1  
 Be exposed to different points of view – 1

Get better grades – 1  
Be an ally – 1  
More friendly place – 1  
Finals before break – 1  
Better food – 1  
Less class time – 1  
More diversity – 1  
More community involvement – 1  
Freedom to change classes – 1  
Awareness about non-college options – 1  
Take physics – 1  
Take risks – 1  
More acceptance for creative/artistic students – 1  
Focus on career exploration – 1

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

Teachers & Staff – 33  
Friends/Students – 29  
Sports – 18  
Extra-curriculars – 18  
Amazing Opportunities - 7  
Fine Arts program was fantastic – 7  
College preparation – 4  
Challenging courses – 4  
Meeting new people – 3  
Having access to resources for help – 3  
School spirit – 3  
Great education – 2  
Variety of classes – 2  
Freedom – 2  
Diversity – 2  
Wonderful sense of community - 2  
Strong system of supports – 2  
Amazing facilities – 2  
Community involvement – 2  
Safe School – 2  
Opportunities for AP classes – 1  
Size of school – 1  
Social events/dances - 1  
8<sup>th</sup> hour free – 1  
Athletic training opportunities for students – 1  
Opportunities – 1  
Intermurals – 1  
Technology – 1  
Tech classes – 1  
Late Arrivals – 1  
Great food – 1  
FMP – 1  
Graduating Early – 1

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

Yes – 88%

No – 12%

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

Yes – 82%

No – 18%

### Five-Year Follow-Up Survey Summary

The five-year follow-up study was conducted by telephone interview with 100 randomly selected Class of 2013 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 (94%) have responded that they attended college full-time upon leaving Stevenson. This is a two-point decrease from the previous year's survey. Three respondents stated that they immediately started working after SHS (3%), two students took a gap year, and one student entered the military. Multiple majors (26%) was the most popular college route among our one year alumni. This year we saw a 12% jump in the number of students that earned a degree in two or more areas of study, most of which were combining a field with a business major (14%). Business (19%) remains the most popular single area of concentration for the tenth year in a row among the college-bound group; this is a decrease of five points this year. Social Sciences (11%), Health Fields (10%) Engineering (9%) and Communication Arts (7%) round out the top five single areas of study. Other majors that our five-year students have been pursuing include Fine Arts (6%), Science (5%), and Education (4%). A large percentage of these respondents report completing an undergraduate degree (90%), which is unchanged when compared to 2012 graduates.

Of the ninety respondents who completed a degree, a little more than three quarters (88%) of these students graduated in four years or less, while a smaller amount of graduates report taking longer to complete their degrees (12%). Three students respond it took 3.5 years to complete their degree, while two students reported finishing in three years. (Nationally, about 48.5% 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 reasons cited are completing a double or triple major (3), taking a gap year (2), completing a master's degree as well (1), completing an extended program (2), an athletic injury (1), scholarship benefits (1) and health reasons (1). Relative to current activities, some respondents (27%) are attending graduate school, a 16% increase from the previous survey and a number closer to surveys done two and three years ago. In addition, a large majority (63%) entered the workforce, which is also commiserate to numbers reported a couple of years ago. Less students are claiming they are looking for jobs (1%); a small percentage of students are applying to graduate school (3%), in the military (2%), or completing an internship (1%).

A little less than one third of respondents (28%) who had attended a college or a university report receiving higher grades than they had earned at Stevenson, while a little more than half (52%) earned the same grades. Lower grades prevailed for a smaller percentage (20%) of the respondents who had attended college. When asked, "How well did Stevenson prepare you for college?" almost two-thirds of respondents (61%) felt "well prepared" for college. Other students (33%) describe being "adequately"

prepared, while only six 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” (67%), a smaller percentage claim that their preparation is “the same” (29%), while only three students reported feeling “not as prepared as others” (4%).

In regard to fostering student responsibility, five-year graduates were asked if they had experienced growth in this area while in high school. A large majority of graduates agreed that they managed to become increasingly responsible for their own learning (83%). 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 (50%). Nine students reported getting overwhelmed by the competition and the pressure to take AP classes, seven stated they found the handholding that teachers did was missing when they went to college, and five reported that SHS “had too many guidelines and security guards.” Graduates were asked to reflect upon Stevenson’s disciplinary policies and practices. Most graduates agreed that discipline was “just right” (66%), with almost one-fourth of students reporting Stevenson was “too strict” (24%). 10% of students reported that discipline was “not strict enough”.

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 (82%) after 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, twenty-one students were very happy with their experience and would have changed nothing, fourteen would have experienced less pressure and had more fun, seven would have gotten more involved in clubs, sports and activities, seven would have tried to gain more friends or be more social, and seven would have tried harder in school. Voter registration has stayed relatively the same for the past two years, decreasing by one point this year (88%) while a little more than three-quarters (82%) of the respondents reported they had voted in an election, a one-point decrease 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 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 2013 affirm the notion that Stevenson is preparing them for success while creating life-long learners.