



Adlai E. Stevenson High School
Student Surveys
2018-2019

Adlai E. Stevenson High School Student Surveys 2018-2019

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Introduction

The purpose of the 2019 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 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 ten percent (10%) 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 for one year graduates were conducted by telephone with samples of one hundred (100) 2018 Stevenson graduates. As a response to the ever-increasing challenge in having phone conversations with our five year graduates, we partnered with the Stevenson Alumni Association to conduct a three email campaign sending the survey as a Google form to 717 alumni from the class of 2014. We received 112 responses to our request. 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 2019 Student Surveys will provide some information to board members, administrators, faculty, and staff about the effectiveness of current programs and areas, which might be further examined and addressed in the future.

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

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

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

SA = 80%	D = 1%
A = 19%	SD = 0%
99%	1%

N=833

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

SA = 86%	D = 1%
A = 13%	SD = 0%
99%	1%

N= 864

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

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

N= 840

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

SA = 49%	D = 6%
A = 45%	SD = 0%
94%	6%

N=861

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

SA = 77%	D = 2%
A = 21%	SD = 0%
98%	2%

N= 860

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

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

N= 815

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

SA	=	70%	D	=	2%
A	=	<u>28%</u>	SD	=	<u>0%</u>
		98%			2%

N= 831

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

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

N= 841

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

Yes	=	59%
No	=	41%

N= 869

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

Yes	=	23%
No	=	77%

N= 869

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

Yes	=	58%
No	=	42%

N= 869

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

Yes = 52%

No = 48%

N= 869

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

Yes = 61%

No = 39%

N= 744

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

Yes = 45%

No = 55%

N= 869

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

Yes = 36%

No = 64%

N= 869

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

Yes = 50%

No = 50%

N= 869

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

Yes = 60%

No = 40%

N= 869

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

Yes = 17%

No = 83%

N= 869

19. 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	=	13%
1 - 2 hours	=	49%
2 - 3 hours	=	27%
More than 3 hours	=	10%

N= 869

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

SA	=	68%	D	=	6%
A	=	<u>26%</u>	SD	=	<u>0%</u>
		94%			6%

N= 198

Freshman Survey Summary

Students' perception of counselors continues to be positive as indicated by the responses to the ninth grade survey. There is undoubtedly a transition period in becoming a freshman, and students agree that their counselor has been helpful in the transition from eighth grade for those incoming from feeder schools (98%) and those who transferred from outside districts (94%). Overall, 90% of students agree that the Freshman Mentor Program (FMP) has been a good way to see their counselor, which is a 1% increase from last year. The advisory continues to be a great means for students and counselors to establish a connection as they commence their high school careers.

99% of students responded that they are able to see their counselor, either by dropping in or making an appointment in the Student Services office, also viewing the counselor as someone who is friendly and to whom they can easily talk. Most students (98%) feel positive about the academic counseling they receive, as counselors continue to be effective in helping student to select courses that meet each student's needs, interests, and goals. Freshmen, overall (94%), feel their counselor knows who they are, which is indicative of the 89% of students who feel comfortable talking with their counselor about personal or non-academic concerns. The perception of the Student Services office personnel as being helpful and friendly remains high, registering at 98%.

Student Counselor Parent Engagement (SCoPe) meetings continued for a second year, inviting freshman families to participate in a thirty-minute meeting with the three parties, where families have the opportunity to share more information about their student's strengths, interests, goals, and concerns. Counselors also have the opportunity to provide information about their role in helping students and families to navigate the high school experience as well as making the most of programs and resources offered to support students. 52% of freshmen reported taking advantage of the SCoPe meeting and 61% of those who participated found it helpful.

For the seventh year, we asked survey questions that focus on academic assistance and time spent on academics. When asking students to identify which school resources they access for academic supports, students most often seek academic assistance from their fellow peers (60%). This result reflects the importance of programs such as Peer Tutors. There was a 6% increase for students to seek assistance from both parent/guardians (50%) as well as Learning Center tutors (36%). However, 45% of students seek academic assistance directly from teachers outside of class-time, remaining consistent from last year's survey where accessing teacher support showed an 8% uptick. There was also a 1% decrease of students who sought assistance from paid tutors (17%).

When freshmen were asked to indicate the hours spent on homework or studying on a typical school day, including study halls, there was an overall decrease from last year's responses: 1% said they spent zero hours doing homework, 13% spent less than an hour (one percent decrease), and 49% had one to two hours of homework which was a 3% decrease. Those who reported two to three hours of homework were comprised of 27% of respondents, which is down 5% from the previous year. However, there was a small,

1% increase in students who felt they had more than three hours, which was comprised of 10% of respondents.

Let's Talk About Your Future (LTAYF) night has been an initiative that has been implemented in the past four years. LTAYF is a night, designated for students to return home with a course book instead of homework, which then in turn, encourages students and parents/guardians to utilize the time to discuss the course book and the student's academic passions, course selections, and overall future. 59% of freshmen report their families participated, and 23% indicated they used the provided board games and reflection sheet. 58% of those participants affirmed that the discussion helped to inform their course selection choices.

Overall, freshman students perceive their counselor 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 relationship between freshmen and their counselors.

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

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

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

SA = 87%	D = 1%
A = <u>12%</u>	SD = <u>0%</u>
99%	1%

N=844

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

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

N= 854

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

SA = 57%	D = 2%
A = <u>41%</u>	SD = <u>0%</u>
98%	2%

N=850

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

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

N= 852

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

Yes = 74%
No = 26%

N= 857

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

Yes = 15%
No = 85%

N= 844

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

Yes = 61%
No = 39%

N= 799

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

SA = 59% **D = 3%**
A = 37% **SD = 1%**
96% **4%**

N= 825

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

SA = 76% **D = 0%**
A = 24% **SD = 0%**
100% **0%**

N= 854

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

Yes = 42%
No = 58%

N= 857

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

Yes = 33%
No = 67%

N= 857

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

Yes = 38%
No = 62%

N= 857

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

Yes = 66%
No = 34%

N= 857

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

Yes = 18%
No = 82%

N= 857

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 = 0%
Less than 1 hour = 11%
1 - 2 hours = 45%
2 - 3 hours = 32%
More than 3 hours = 12%

N= 857

16. I have had ____ counselors at Stevenson.

1 = 88%
2 = 12%
3 = 0%
More than 3 = 0%

N= 857

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

SA = 67% D = 0%
A = 33% SD = 0%
100% 0%

N=113

Sophomore Survey Summary

Students' positive perceptions of counselors continue to be highlighted by the responses to the tenth-grade survey. 100% of students agree that their counselor is easy to talk to and friendly with 99% of students agree that they are able to see their counselor by dropping in or making an appointment. There is a three percent increase from last year's survey, indicating that 98% of sophomores feel that their counselor knows each student individually. Additionally, 97% of transfer students indicate that their counselor was helpful in their transition and adjustment to SHS. Furthermore, 99% of students specifically agree that their counselor is helpful for selecting courses that meet their needs, interests, and future goals. Overall, in regards to Student Services, 96% of students feel comfortable talking with their counselor, social worker, or school psychologist about personal or non-academic concerns, showing consistency to past survey results. With transfer students, 100% reported that their counselor was helpful in their transition and adjustment to SHS. When visiting the Student Services office, virtually every student (100%) agree they are greeted in a friendly and helpful manner. These results come from students who predominantly maintained the same counselor (88%) while 12% had a counselor change for sophomore year, a 12% decrease from last year.

For the sixth year in a row, sophomores were asked about academic assistance and time spent on academics. Similar to the freshmen, most sophomores (66%) predominantly seek peers for academic assistance outside of the classroom. 42% seek teachers outside of class time while 38% seek academic assistance from parents/guardians. Learning Center tutors are utilized by 33% of the respondents, which is an increase of 2% from last year. Private tutors decreased by 1% as 17% of sophomores outsource their academic assistance.

When sophomores were asked to indicate the hours spent on homework or studying on a typical school day, including study halls, it was generally consistent from last year's survey results. 11% spent less than one hour, 45% of students spent one to two hours while 32% had two to three hours of homework. There was a three percent decrease of sophomores (12%) who spent more than three hours on studying and doing homework.

Let's Talk About Your Future (LTAYF) night has been an initiative that has been implemented in the past four years. LTAYF is a night, designated for students to return home with a course book instead of homework, which then in turn, encourages students and parents/guardians to utilize the time to discuss the course book and the student's academic passions, course selections, and overall future. 74% of sophomores report their families participated, which was an increase from last year of 3%. 15% indicated they used the provided board game and reflection sheet. 61% (7% increase) of those participants affirmed that the discussion helped to inform their course selection choices.

Generally speaking, the overall positive responses from sophomores suggest that students are highly satisfied with SHS counselors and their respective services. Furthermore, 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 connections that the previous sophomore class felt. 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.

SA = 89%	D = 1%
A = <u>10%</u>	SD = <u>0%</u>
99%	1%

N= 574

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

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

N=575

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

SA = 67%	SD = 1%
A = <u>32%</u>	D = <u>0%</u>
99%	1%

N=574

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

Yes = 65%
No = 35%

N= 575

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

Yes = 75%
No = 25%

N= 478

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

SA	=	80%	D	=	0%
A	=	<u>20%</u>	SD	=	<u>0%</u>
		100%			0%

N= 573

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

SA	=	64%	D	=	5%
A	=	<u>31%</u>	SD	=	<u>0%</u>
		95%			5%

N= 552

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

SA	=	81%	D	=	0%
A	=	<u>19%</u>	SD	=	<u>0%</u>
		100%			0%

N= 567

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

SA	=	68%	D	=	1%
A	=	<u>31%</u>	SD	=	<u>0%</u>
		99%			1%

N= 514

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

SA	=	82%	D	=	0%
A	=	<u>18%</u>	SD	=	<u>0%</u>
		100%			0%

N= 525

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

SA	=	77%	D	=	0%
A	=	<u>23%</u>	SD	=	<u>0%</u>
		100%			0%

N= 420

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

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

N= 329

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

SA	=	48%	D	=	5%
A	=	<u>46%</u>	SD	=	<u>1%</u>
		94%			6%

N= 374

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

Yes	=	38%
No	=	62%

N= 575

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

Yes	=	63%
No	=	37%

N=575

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

Yes	=	31%
No	=	69%

N= 575

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

Yes	=	54%
No	=	46%

N=575

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

Yes = 85%
No = 15%

N= 575

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

Yes = 54%
No = 46%

N= 575

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

Yes = 64%
No = 36%

N= 575

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

Yes = 17%
No = 83%

N= 575

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.

Yes, I believe I qualify as a first generation student	24%
No, I do not qualify as a first generation student	69%
I am unsure	4%
I prefer not to respond	3%

N= 575

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

Yes = 47%
No = 49%
Prefer not to respond = 4%

N= 575

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

Yes = 42%
No = 58%

N= 575

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

Yes = 28%
No = 72%

N= 575

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

Yes = 28%
No = 72%

N= 575

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

Yes = 64%
No = 36%

N= 575

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

Yes = 22%
No = 78%

N= 575

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

0 hours	=	1%
Less than 1 hour	=	10%
1 - 2 hours	=	34%
2 - 3 hours	=	37%
More than 3 hours	=	18%

N= 575

30. I have had ____ counselors at Stevenson.

1	=	68%
2	=	31%
3	=	1%
More than 3	=	0%

N= 575

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

SA = 78%	D = 3%
A = <u>19%</u>	SD = <u>0%</u>
97%	3%

N= 67

Junior Survey Summary

Junior responses to the survey continue to be exceptionally positive. 99% of juniors feel that they are readily able to see their counselors and also find them approachable (100%). Students continue to express that their counselor knows them (99%), which is a 4% increase from the previous year. Students increasingly (95%) feel comfortable talking with their counselor about personal or non-academic concerns, and virtually all juniors (100%) feel counselors are helpful when selecting courses to meet their needs, interests, and future goals. It is clear that counselors hold strong relationships with their juniors and provide meaningful services.

Although juniors and their parents have yet to explore the series of college counseling programs prior to the survey administration, college counseling and programs as well as the help provided by the College and Career Center (CCC) is a valuable resource. 100% of students agreed counselors and/or college consultants not only are knowledgeable about the college application and selections process, but they also agree that they have been helpful in beginning the college application process – a two percent increase from last year (99%). All juniors who visit the CCC find staff to be friendly and accessible (100%). When attending programming, 97% of juniors find college representative visits are helpful, which was an increase of four percent, and 94% find college evening programs to be informative, which was an increase of two percent from last year's survey. When accessing resources, the following were utilized to obtain postsecondary (college, scholarships, etc.) related information from most to least: other websites (85%), college campus visits (64%), school counselor (63%), SHS website college links (54%) and social networking sites (54%), CCC (38%), postsecondary counselors (31%), and privately hired college consultants (17%). Evidently, our juniors rely heavily on Stevenson's resources and services when inquiring about college information.

Let's Talk About Your Future (LTAYF) night has been an initiative that has been implemented in the past four years. LTAYF is a night, designated for students to return home with a course book instead of homework, which then in turn, encourages students and parents/guardians to utilize the time to discuss the course book and the student's academic passions, course selections, and overall future. 65% of sophomores report their families participated, which was an increase from last year of 6%. 75% of those participants affirmed that the discussion helped to inform their course selections choices.

For the eighth year, juniors were asked about academic assistance and time spent on academics. Similar to the other grade levels, juniors predominantly (64%) seek peers for academic assistance outside of the classroom. 42% seek teachers outside of class time while 28% seek academic assistance from parents/guardians. Learning Center tutors are utilized by 28% of the respondents, which is an increase of 2% from last year. Private tutors are sought out by 22% of juniors.

When juniors were asked to indicate the hours spent on homework or studying on a typical school day, including study halls, it was generally consistent from last year's survey results. 10% spent less than one hour, and 34% of students spent one to two

hours, which had a 3% decrease from last year. 37% had two to three hours of homework and 18% of juniors felt they spent more than three hours on studying and doing homework.

For the fourth year, information about first-generation students was gathered to determine whose parents and/or guardians did not graduate from a four-year college or university in the United States. About a quarter (24%) of the juniors surveyed report that they qualify as a first-generation student. Almost half (47%) of juniors indicated they have a parent/guardian who earned a degree from a four-year college/university outside the United States. This information continues to be important 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)**
 - The counselors, social workers, school psychologists were very supportive. My SST helped me when things were overwhelming. – 121
 - 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. – 115
 - The sports, clubs, and intramurals I was involved in helped me to develop these skills. – 104
 - Stevenson had great teachers, counselors, social workers, and other staff members. They are great role models and they provided a positive, caring environment and they noticed when students were struggling. – 87
 - Stevenson did nothing to develop my SEL skills. – 65
 - The academics were so stressful and the competition was so fierce that we had to learn stress management and time management techniques to survive. – 61
 - My friends taught me about positive relationships and allowed me to practice my emotional regulation skills. – 55
 - 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. – 55
 - The diversity of the students helped me to learn to accept and appreciate others as well as understand different perspectives – 54
 - 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. – 54
 - It was taught in specific classes/curriculum (including English, theater, applied health, mentor skills, Spanish, study skills, PE, AP Chemistry, newspaper). – 39
 - Stevenson was a very positive, safe, and nurturing learning environment, and I was free to be myself and learn these skills. – 22
 - The teachers and tutors were available to help me; I was always supported. – 25
 - I learned how to speak confidently & effectively communicate with others in my classes – 21
 - I learned these skills outside of SHS – 18
 - My team worked with me to help me find balance in my day - 17
 - The challenges I faced at SHS taught me to stay positive in the face of adversity. – 16
 - Student Services support groups taught us these skills – 15
 - I had many leadership opportunities and I was able to work on these skills. – 14
 - Stevenson taught me how to advocate for myself and get the help I need. – 12
 - We had many social opportunities, like dances and spring fling, where we could work on our relationship skills. – 11
 - We were given opportunities to challenge ourselves and get out of our comfort zones – 8
 - My EBR classes helped me learn these skills – 8
 - 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
 - Stevenson taught me study habits that I will be able to take with me to college. – 7
 - Stevenson held Mental Health Awareness days and brought in comfort dogs to help us de-stress. – 7

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

- Have class discussions about mental health and how to get help if you are struggling - 82
- Students should have more one-on-one contact with counselors, social workers and school psychologists. Check in with all kids especially the high achieving ones. - 68
- Have more collaborative classes and more deliberate group work - 59
- You are already doing a good job. - 57
- Teach SEL skills in every class. Just make it part of everything else we do - 50
- I don't know. - 34
- There is too much competition and pressure. Do something about it! - 33
- Have more social opportunities for all students where we can meet new people outside of our friend group - 32
- Teach relaxation, stress management and healthy balance - 27
- Encourage students to get involved in a club, activity or sport. - 25
- There should be a mandatory SEL class - 25
- It is not the school's job; students get this on their own - 24
- Take the time to build community in classrooms - 23
- Teachers need to be more caring and understanding of the things students are going through - 22
- You should have more fun SEL activities (speakers, workshops, class assemblies) during activity period. - 22
- Give more help to the students who are struggling - 20
- Have less homework. - 16
- Promote respect for all and teach more about equity to the students- 16
- There should be less pressure to take AP classes - 16
- Keep teaching SEL skills in advisory and have advisory sophomore-senior year - 15
- Task the students to take care of one another - 13
- Make students more aware of the help that is available if they are struggling - 12
- Have a club to introduce you to people who need friends - 10
- Teach empathy - 10
- Promote being involved in clubs for fun not for college - 10
- Hold smaller social activities so people that do not like big groups can still participate. - 10
- Get people out of their comfort zones and into new situations so they can grow in SEL. - 9
- There should be more awards for kindness - 9
- Students need to be given a chance to practice their SEL skills - 9
- Make more time to build relationships with adults in the building- 8
- Make SEL more visible - 7
- Get rid of EBR - 7
- Get rid of phones and technology. No one knows how to talk to anyone face to face any more. - 7
- Encourage people to take more electives - 7

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

Heather Abrams
Edgar Aguirre
Agnes Aichholzer
Lauren Albert
Maureen Albert
Patrick Ambrose
Eric Anderson
Michael Anderson
Peter Anderson
Athina Angel
Christina Anker
Raquel Antillera
Chris Arends
Brandi Argentar
Dan Argentar
Jennifer Arias
Ryan Aronoff
Jenna Aronson
Abygail Austin
Lauren Avers
Michelle Backes
James Barnabee
Dean Barr
Kristin Barrett
Tom Baumann
Justin Beach
Brent Becker
Amber Bell
Dorice Benedetto
Eliza Benjamin
Katie Bennett
Tova Bernstein
Trish Betthausen
Joseph Bettina
Mark Biesiada
Thomas Blasius
Mihai Bledea
Jeffery Blezien
Patrick Block
Andrew Bouque
Sarah Bowen
Nora Bowers
Josh Bozeday
Dean Bradshaw
Sheri Brady
Courtney Bresnen
Beth Brilowski
Jenna Breuer
Bethany Brown
Laura Brown
Issac Brubaker
Jamie Bryant
Brian Burja
Claire Burja

Cynthia Burrows
Carol Butcher
Sergio Cabrera
Chris Caballero
Jane Caballero
Sara Cahill
Erik Campbell
Seamus Campion
Simon Campos
Esperanza Carlos
Jason Carlson
Ryan Carlson
Donald Carmichael
Stephen Carmody
Amerigo Carnazzola
Jen Carney
Rigoberto Carrillo
Katherine Carson
Deborah Carver
Erin Cepa
Carey Cernivec
Pepejon Chavez
Rachael Chavez
Jordan Cheifitz
Michelle Cheng
Christopher Cheung
Ceola Clark
Rick Coakley
Danielle Colan
Andrew Conneen
Maureen Connolly
Shane Cook
William Cooley
Cristina Cortesi
Rigoberto Corillio
Amy Costello
Melinda Criglar
Courtney Croak
Amanda Croft
Timothy Crow
Kevin Crowe
Annie Cucili
Peg Cucci
Jacqueline Cullen
Amanda Cummings
Wendy Custable
Mary Czaplewski
Laura Czopek
Theresa D'Angelo
Teresa daPonte
Angela Dauphin
Chad Dauphin
Jimmy Davis
Kellie Dean

Emma Degan
Fernando Delgado
Elizabeth Delmar
Nicole Demarakis
John Deppong
Gracie Difiglio
AnnMarie DiIorio
Zara Dittman
Laura Donahue
Deanna Dreyer
Clayton Duba
Courtney Dugan
Patricia Duncan
Debbie Durham
Griffin Dwyer
Daniel Dybas
James Dzialo
Wesley Ebanks
Tricia Ebel
Dave Eddy
Matthew Edstrom
Sheila Edstrom
Tom Edwards
David Elbaum
Maggie Ely
Chadd Engel
Sara English
Jamie Epstein
Lauren Epstein
Christina Erickson
Brett Erdmann
Aimee Evans
Melissa Fainman
Connie Faith
Andy Farrisey
Patrick Fairchild
Mike Farina
Ryan Fedewa
Eileen Fedyniak
Laurie Feinzimer
Rebecca Feldman
Nancy Fenton
Amy Fjeldsted
Sam Figueroa
Andi Fine
Allison Fink
Patty Fiore
Colleen Fischer
Maggie Fischer
Stephanie Fischer
Miriam Fisch
Justin Fisk
Andy Fitz
Mike Fitzgerald

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

Joseph Fitzpatrick
Joseph Flanagan
Kayla Fleming
Timothy Foley
Jason Ford
Dawn Forde
Christina Foss
Denise Foster
Shelley Frain
Richard Frankowski
David Frantonius
Jeremiah Frederick
Lauren Frick
Nicole Fuller
William Fritz
Peggy Gaier
Delbert Gandy
Eileen Gaughan
Michelle
Gammelgaard
Robert
Gammelgaard
Jenessa Gerber
Kevin Gimre
Dina Gioules
Floyd Glinsey
Paulina Glowacka
Troy Gobble
Matt Godlewski
Theodore Goergen
Abbie Goodman
Meghan Goodman
Eric Goolish
Michelle Goldstein
Anna Goman
Lisette Gonzalez
Rodolfo Gonzalez
Anna Gorbikoff
Janet Gotrik
Vasanth
Govindarajan
Jillian Grady
Patrick Grady
Ashley Graham
Jori Greenhill
Richard Green
Rebecca Greene
Amy Grove
Mara Grujanac
Sarah Gutierrez
David Gumming
Nathan Gustin
Bradley Habel
Tom Habley

Aliceson Hackett-
Rubel
Thomas Hake
Jim Hanley
Keith Hannigan
Jennifer Harris
Kelsey Havell
Collin Hazelett
Stephen Heller
Bill Hellyer
David Hess
Cristina Higgins
Joshua Hjorth
Joanne Hochstetter
Matthew Hodge
Karen Horwitz
Camille Houston
Jay Halvorsen
Kate Hoopes
Caroline Humes
Stephanie
Hunsberger
Margaret Hunt
Laura Husko
Ryan Hutchins
Jin Kyung Hwang
Catherine Hyken
Amy Inselberger
David Irsay
Marla Israel
David Jacobson
Darshan Jain
Jennifer Jensen
Jeff Johannsen
Grant Johnson
Kaitlyn Johnson
Marianne Johnson
Noel Johnston
Jaclyn Jolcover
Mark Jolcover
Mary Jones
Nancy Juckett
Julia Kalmens
Faina Kaminsky
Ayrton Kasemets
Robin Katz
Jim Kedroski
Adam Kehoe
Jean Kell
Martha Keller
Sarah Kellogg
Megan Kelly
Thomas Kelly
Mary Kenney

Kathleen Kerndt
Victoria Kieft
Jerry Kim
Paul Kim
Rebekah Kim
Jacqueline King
Jennifer King
Merle Klein
Jane Klewin
Lisa Knauf
Michelle Koehl
Irina Kogan
Tyler Kollmann
James Kollar
Michael Kolze
Shannon Kolze
Christy Koulouris
Anthony Krempa
Nicole Krippinger
Allison Kulla
Dimitra Labbe
Carly Lacombe
Sarah LaFrancis
Kevin Lambermont
Eva Lange
Barry Lapping
Daniel Larsen
John Lartz
Ken Latka
Nancy Latka
Lisa Lau
Agatha Lee
Maureen Leece
Joyce Leong
Stephanie
Levenbrook
Isabella Licciardello
Mike Lill
Doug Lillydahl
Sylvia Lima
Mark Linnenburger
Jill Lipman
Jill Lisius
Matthew Lockowitz
Thomas Loew
Samantha
Lodygowski
Sara Lohrmann
Jami Lopez
Christy Loukas
Kimberly Lubecke
Lisa Lukens
Megan Lukaszewski

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

Melissa Mack	Anastasiya	Andrew Richardson
Kolleen Madeck	Olkanetskaya	Manuel Rider-
Alex Mak	Lindsay Olsen	Sanchez
Nichol Mangino	Kristen One	Jamie Reiman
Judy Mankus	Kelley O'Reilly	Janet Rothwell
Susan Marcus	Timothy O'Reilly	Jeff Robinson
Patricia Martin	Debbie Orlando	Joe Rogalski
Michael Martinez	Marta Orlinska	Sara Rogers
Cody Mathias	Zeglen	Ellyn Ross
Rosanne Masters	Taylor Osicek	Lindsay Ross
Shannon Mauro	Habib Osman	Stephanie Ross
Elizabeth Maxwell	Catherine Overbeck	Kaitlin Rossi
Ryan May	Christina Palffy	Neal Roys
Paul Mazzuca	Suzanne Paloian	Timothy Roznowski
Andrea MacLennan	Bruce Pankiewicz	Maureen Rubenstein
William MacNamara	Jennifer Parisi	Heather Ruchim
Kathleen McCauley	Kelsey Patten	Julia Ruiz
Caitlyn McGovern	Mark Patton	Adrienne Ruzicka
Megan McCullough	Allison Pearl	Cristal Sabbagh
Chris McGurn	Kate Pennypacker	Miriam Sacksteder
Mary McInerney	Rachel Penteris	Christopher Salituro
Mitchell Mekaelian	Lindsay Perkins	Konstantina
Rich Meltzer	Denise Perkins	Sampras
Beth Merkin	Shweta Perswal	Kathleen Sassan
Jennifer Merlitti	Maria Pesch	Lisa Scanio
Carole Meyer	Sarah Pettit	Mark Schartner
Valerie Miceli	Theron Petway	John Schauble
Dan Miller	Nancy Peterson	Jennifer Schiavone
Jennifer Miller	Ann Pfeiffer	David Schoenfish
Sandi Miller	Christine Pfaffinger	Eileen Schopen
Sandi Millman	Kristin Piekarski	Amy Schroeder
Tracey Moffat	Naomi Pierce	Andrew Schroeder
Dean Moran	Richard Pierce	Matthew Schwenk
Kate Moran	Carly Pietro	Jodi Scott
Timothy Moran	Joe Pine	Tamara Sears
Laura Moschel	Robert Pinta	Petra Sebastian
Jodie Mosk	Lori Polin-Silva	Carol Seeger
Cheryl Mount	Jennifer Polisky	Phillip Serna
Christina Mueller	Susan Polonsky	Sakthi
Christopher Mural	Chrissy Popper	Shanmugasundaram
Angela Muresan	David Popper	Gregory Sherwin
Jessica Murphy	Heather Pozzi	Caroline Shupe
Kimberly Musolf	Dan Puglisi	Nicholas Skala
Timothy Myers	Lynne Rabbe	Todd Sikora
Lisa Nehring	Frank Radostits	Ellen Singer
Heather Nissenberg	Eric Ramos	Andrea Siwik
Tina Nocella	Kim Rauchfuss	Todd Sloten
Paula Nowak	Lauren Rawitz	Mary Smaga
Alice Nuteson	Ryan Redig	Kelly Smith
Angela O'Brien	Jamie Reiman	Nicole Smith
Karen O'Connor	Joseph Reinmann	Robert Smith
Courtney O'Donovan	Elfie Repel	Ryan Smith
Beth O'Hara	Linda Reusch	Kirstin Snelten
Joanne Okonski	Mike Rice	Scott Sommers

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

Annette Sorkin	Daryl Wallace
Brad Sorkin	Jacquie Walton
Steven Soszko	Jorie Walton
Jason Soulje	Janet Wang
Molly Sponseller	Kara Ward
Vincent Springer	Robert Ward
Thomas Stanhope	Deanna Warkins
Irene Stergiou	Mike Wasielewski
Maura Sternberg	Curtis Weber
Susan Steslow-Shams	Brian Weisberg
Kathryn Stoczany	Aaron Wellington
Charissa Stodola	Andrea Werneke
Sarah Stolzenberg	Deborah Wiersema
Michelle Stone	Reid Wiersema
Brett Stuart	Charice Wilczynski
Natalya Sturlis	John Wilkie
Christina Suarez	Donte Wilkins
Carlos Suaste	Scott Williams
Terese Sullivan	Diane Willock
Janet Sushinski	Bryan Wills
Steven Svetlik	Jeff Wimer
Mary Svihra	Rose Wimer
Paul Swan	Sean Wimer
Holly Swanson	Matt Winstead
Sheri Tabloff	Brian Wise
Ray Tad-y	Thomas Wolfe
Susan Taylor	Carla Wood
Christian	Christina Wood
Thibaudeau	Steven Wood
Shar Tiagonce	Brian Woodward
Jennifer Tierney	Olivia Wozniak
Dawn Timm	Sandra Wright
Lou Ann Tollefson	Kristina Wrona
Valerie Tomkiel	Li Ye
Richard Tompson	John Zajac
Megan Trant	Robert Zagorski
Lynn Tremmel	Kevin Zakrzewski
Steven Tucker	Debra Zegar
Eric Twadell	Michelle Zietlow
Tova Urborg	Alden Zimlich
Nicholas Valenziano	Shaun Zimmerman
Joe Vallone	Jennifer Zizzo
Tiffany Van Cleaf	Marie Zlotnikov
Hector Vazquez	Justin Zummo
Kristen Velazquez	
Julie Vickers	
Enrique Vilaseco	
Kirsten Voelker	
Madeline Vogler	
Tabitha Volling	
Matt Voracek	
Pam Vukovics	
Debbie Wade	

4. What made these staff members so special?

- A lot of the adults I met throughout were very friendly and inviting and especially supported me whenever I needed.
- They were extremely helpful and caring as individuals. They made me feel happy and comfortable in the environments.
- They made me a better person in school and outside of school. As a student, they strived for me to be successful and appreciated each student's individuality.
- They were special teachers and taught things in ways that resonated to me much more than just the curriculum. They were significantly caring and have made great impacts on my high school experience.
- They made an effort to reach out and connect, and taught really well. I learned a lot in their classes, in terms of the concepts, and about myself.
- Many of the security guards deserve recognition and a raise because they were able to create a safe learning environment.
- They showed real passion for their craft and showed interest in my life making me feel as more than just another student in the class room.
- She always was willing to help me with anything I needed. Things like just being able to talk to her about anything and that she would take time out her day to help me. I always felt that I had someone at school to be there for me at all times.
- These teachers excelled in making personal (but still professional) connections with their students which enhanced the classroom learning environment and developed a strong community within that environment. They also were driven to providing opportunities for success to their students
- Being all around decent people who made me feel like I wasn't in the wrong place for once and gave me a real sense of belonging.
- Creative and in depth teachers, pay attention to the little things, always available to talk, lots of encouragement and support.
- She has taught me a lot about myself, how to be kind towards others, not put too much stress on myself from school and to just overall teach children how to be better humans and adults in the future. All of them are so sweet and were always there for me if I had an issue .
- They encouraged me to push what I thought were my limits and to become a better student and a better person overall. Without their help, I would have stayed stagnant in some areas of my academic and personal career.
- They helped me beat my drug problems and to get a better sense of what I want to do with my life in the future.
- When I had my heart surgery junior year, she sent me the nicest basket of cookies and candies to make me feel better. It was the sweetest thing ever that a teacher has done for me and I will never forget!
- The most effective teachers I had were the ones who tried to create a special culture in their classroom.
- The staff members at SHS made my years at Stevenson so special by always being there whenever I needed help, guidance, or just support in general. I also was able to talk to my teachers about what I love to do outside of school and they were very supportive and interested in all of my endeavors outside of school.
- Oh my, they're wonderful. Absolutely love them all and they are the most amazing funny and supportive people.
- She taught me how to be more confident socially while teaching me important life lessons.
- She has deepened my love for Physics and she is a large reason why I'm continuing Physics in college.

4. What made these staff members so special?

- He has expanded my mind by teaching me new and fascinating aspects of mathematics.
- He is always saying hi and asking how students days are, if they're keeping up with homework, getting sleep, etc.
- He's honestly iconic, and while teachers here care for students, he definitely makes the most effort and makes students feeling comfortable and that they belong.
- The ones I mentioned all showed me the brightness in my life I have, the talents I have, they helped me realize things I would have never thought of. They encouraged me to go to college because I never thought about it until sophomore year really.
- She saw me grow, persevere and become a stronger person. She knew me when I was going through the hardest times and when I was having the best days. She has been my rock and roll. I know if I ever had any problem she would be the first person to help me.
- She believed in me when I no longer did in myself. If it wasn't for her I don't know where I would be or what I would've been able to accomplish.
- Both teachers strived to make a calm, cooperative, and supportive classroom environment and were very supportive of students seeking help
- Made me feel like everything I added to the classroom mattered and let me get rid of my fear of sounding stupid.
- My teachers really really cared about what I had to say, and more than the content of the class, we had discussions and debates about politics, Avengers, avocados, etc....
- I think my teachers have been the best part of Stevenson. They're smart, kind, experts in their field, and genuinely care about their students. Cannot overstate how awesome they have been.
- They recognized my strengths and weaknesses and were always there to help me grow. I could tell they truly cared about me and seeing me succeed which meant a lot and boosted my confidence
- These are the teachers I will remember from Stevenson the ones who really cared about there students, these teachers deserve a raise immediately.
- She is the most patient teacher that I know. She doesn't get frustrated when there are lines of students waiting at her desk for help. Instead she happily helps everyone.
- He always gives fist bumps to kids and tells them to have a great day, which can help kids emotionally on a level that can't be expressed.
- He was a great role model as he has helped me learn formalities and professionalism in the work place. He stressed the importance of quality, timely work and pushed you to improve as a worker, not only in English.
- They taught me to not stress so much, to work hard and enjoy life, and that everything will work out in the end.
- These staff members also went above and beyond to ensure that the students would be properly prepared for whatever may face them in school and life.
- As someone who was struggling with epilepsy, I struggled to learn fast pace, and needed to go slow as well as take one page at a time on tests. And he was so helpful with me throughout the whole year. He had a lot of training sessions with me, and gave me extra time and help on tests. He was the reason why I succeeded in that math class.
- They provided a challenging atmosphere that encouraged problem solving and critical thinking which helped me grow as a student and person.
- I had various teachers who inspired me to continuously think both in and out of the classroom. I could tell they genuinely cared about my well being and checked in whenever I was struggling.
- I think this interest in my situation and the fact that other people, those who I don't even know well about, still care about me and want to make sure that I am okay was just so heartwarming and I am so thankful of them.

4. What made these staff members so special?

- Especially in school, where very often I was in a high stress environment, these teachers provided a safe space for me to discuss my feelings of frustration and helped me realize I wasn't alone in these emotions.
- She was always willing to meet before school to give extra help to people and in class she was a really good teacher. She gave people extra practice if they needed and always had her lessons prepared. You could tell that she really cared about her students and she treated everyone with kindness and respect. She's one of the few teachers that I would talk to outside of class.
- Each of these staff members were very good teachers who helped me grow as a student while also managing to ensure I enjoyed coming to their class each day and had fun.
- They made class exciting and made me look forward to going to class even though I may not be super passionate about that subject.
- He was not only a mentor, but a friend throughout school. He was my biggest supporter, and always encouraged me. He shaped me into a better person, and made me a better student. He has been incredibly influential, and he has always had my back.

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)

Boys Badminton	40
Ultimate Frisbee	23
Cricket	22
Dodgeball	21
Crew/Rowing	19
Quidditch	16
Spikeball	14
Martial Arts (Various)	11
Girls Hockey	11
Rugby	11
Multicultural Dance	10

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

Strongly Agree	=	55%	Disagree	=	4%
Agree	=	40%	Strongly Disagree	=	1%
		95%			5%

N= 884

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

Strongly Agree	=	23%	Disagree	=	14%
Agree	=	60%	Strongly Disagree	=	3%
		83%			17%

N= 884

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 have/am able to

No = No, I have not/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.

SA = 61%	D = 4%
A = 35%	SD = 0%
96%	4%

N= 864

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

SA = 76%	D = 2%
A = 21%	SD = 1%
97%	3%

N= 884

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

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

N= 879

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

SA = 56%	D = 7%
A = 35%	SD = 2%
91%	9%

N= 864

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

SA	= 50%	D	= 12%
A	= <u>35%</u>	SD	= <u>3%</u>
	85%		15%

N= 833

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

SA	= 55%	D	= 5%
A	= <u>39%</u>	SD	= <u>1%</u>
	94%		6%

N= 869

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

1	= 62%
2	= 29%
3	= 8%
More than 3	= 1%

N= 895

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

SA	= 48%	D	= 11%
A	= <u>37%</u>	SD	= <u>4%</u>
	85%		15%

N=177

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

SA	= 56%	D	= 5%
A	= <u>38%</u>	SD	= <u>1%</u>
	94%		6%

N=838

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

SA	=	56%	D	=	5%
A	=	38%	SD	=	1%
		94%			6%

N=783

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

SA	=	42%	D	=	14%
A	=	42%	SD	=	2%
		84%			16%

N=507

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

SA	=	36%	D	=	10%
A	=	52%	SD	=	2%
		88%			12%

N=614

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

SA	=	35%	D	=	15%
A	=	44%	SD	=	6%
		79%			21%

N=457

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

Yes	=	59%
No	=	41%

N=895

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

Yes	=	48%
No	=	52%

N= 895

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

Yes = 18%
No = 82%

N= 895

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

Yes = 70%
No = 30%

N= 895

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

Yes = 62%
No = 38%

N= 895

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

Yes = 45%
No = 55%

N= 895

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

Yes = 58%
No = 42%

N= 895

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

Yes = 83%
No = 17%

N= 895

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

Yes = 89%
No = 11%

N= 895

ACADEMIC SUPPORT

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

Yes = 34%
No = 66%

N= 895

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

Yes = 20%
No = 80%

N= 895

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

Yes = 16%
No = 84%

N=895

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

Yes = 58%
No = 42%

N= 895

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

Yes = 13%
No = 87%

N= 895

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

Yes = 53%
No = 47%

N= 895

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

SA = 38% **D = 7%**
A = 51% **SD = 4%**
89% **11%**

N= 650

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

SA = 48% **D = 6%**
A = 44% **SD = 2%**
92% **8%**

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 = 96%
No = 4%

N=895

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

Extremely positive = 36%
Positive = 44%
Satisfactory = 16%
Unsatisfactory = 4%
Did not participate = 7%

N= 835

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

Extremely positive = 38%
Positive = 34%
Satisfactory = 20%
Unsatisfactory = 8%
Did not participate = 31%

N=615

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

Extremely positive = 38%
Positive = 44%
Satisfactory = 15%
Unsatisfactory = 3%
Did not participate = 52%

N= 427

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

Yes = 61%
No = 39%

N= 895

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

Yes = 91%
No = 9%

N= 895

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

Yes = 74%
No = 26%

N= 895

ACADEMIC INFORMATION

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

1	=	2%
2	=	4%
3	=	4%
4	=	90%

N= 895

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

Exceptional	=	27%
Above Average	=	44%
Average	=	23%
Minimal	=	6%

N=895

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.).

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

N= 895

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.).

SA = 42%	D = 10%
A = <u>46%</u>	SD = <u>2%</u>
88%	12%

N= 895

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.).

SA	=	49%	D	=	7%
A	=	<u>42%</u>	SD	=	<u>2%</u>
		91%			9%

N= 895

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

Extremely positive	=	25%
Positive	=	49%
Satisfactory	=	21%
Unsatisfactory	=	5%
Did not participate	=	8%

N=820

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

4.00 or above	=	51%
3.5 - 3.99	=	23%
3.0 - 3.49	=	16%
2.5 - 2.99	=	9%
Less than 2.49	=	1%

N= 895

45. 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	=	5%
Less than 1 hour	=	19%
1 - 2 hours	=	40%
2 - 3 hours	=	24%
More than 3 hours	=	12%

N=895

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 seniors to assess the effectiveness of Stevenson's development of Social Emotional Learning, which includes being able to demonstrate responsibility, recognize and manage emotions and challenging situations effectively, and develop and maintain positive relationships. Overall, respondents praised Stevenson's effective blend of freedom and limits along with it 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 895 seniors who completed the survey praised the Student Support Teams (SSTs). "The counselors, social workers, school psychologists were very supportive. My SST helped me when things were overwhelming" (121). In terms of the classroom environment, students praised the classroom set-up: "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" (115). 104 seniors attributed sports, clubs, and intramurals to help develop relationship skills while also attributing staff members – "they are great role models and they provided a positive, caring environment and they noticed when students were struggling" (87).

The second question asked for students' suggestions: "How could Stevenson better help students develop SEL skills?" This year's most popular response was to "have class discussions about mental health and how to get help if you are struggling" (82). The next highest response was to suggest "students should have more one-one-one contact with counselors, social workers, and school psychologists and to check in with all kids, especially the high achievers" (68). Although 57 students stated, "You are already doing a good job" while a couple more students wanted "more collaborative classes and more deliberate group work" (59). It is important to highlight that a fair number of students noted to "teach SEL skills in every class. Just make it a part of everything else we do" (50).

Nonetheless, the vast majority of seniors (97%) 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, 88% felt that their experiences as a student at SHS helped them to recognize and manage emotions and challenging situations effectively. Most seniors (91%) also believe 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.

Overall, the class of 2019 reported a record number of meaningful connections, specifically naming 568 individual faculty and staff members who made a positive impact with inspirational teaching, encouragement, and personal interest, shattering the previous record of 546. The ubiquitous message is that students describe SHS personnel as being agents of change in their lives. These teachers impacted their students' lives by students being able to tell that faculty member 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 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 a level of success that many did not believe to be attainable. They describe staff members as being supportive, passionate, encouraging, kind, purposeful, loving, engaging, entertaining, worthwhile, and happy.

Seniors 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 (40), followed by Ultimate Frisbee (23), and Cricket (22). Dodgeball (21), Crew/Rowing (19), and Quidditch (16) also made the list.

A large majority of senior students believe that faculty members treat students fairly and without discrimination regardless of individual and cultural differences (95%). Most students also feel that their fellow students are also considerate of each other regardless of these differences as well (83%).

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 (96%) and friendly on an interpersonal level (97%). Seniors indicate that their counselors consistently know them (88%) in addition to finding them helpful with academic guidance (91%). More than three quarters of seniors feel comfortable talking to counselors, social workers, and school psychologists about personal or non-academic issues. The vast majority of students (94%) believe that the Student Services offices are friendly and helpful. Most transfer students (85%) view their counselors, social workers, and school psychologists as being helpful in their transition and adjustment to SHS. Due to changes in personnel, only 62% 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 responded positively about college counseling services. Counselors and post-secondary counselors are depicted as being knowledgeable and helpful in the college application and selection process (94%). The College and Career Center staff is viewed as being friendly and accessible (94%). Seniors are attending more large group meetings during the school day in the CCC and 87% found these programs to be helpful. Over the past several years, Student Services has encouraged students to use Naviance, a college

and career readiness platform. A large majority of seniors (88%) feel that Naviance has been an effective and informative way to research college information. Post-secondary counselors continue to be primarily responsible for facilitating Post-Secondary Student Counselor Parent Engagement (P-SCoPE) meetings and about 80% of seniors that took advantage of this opportunity found these appointments helpful.

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 the college links on Stevenson's home page (45%). 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, Twitter, and Instagram to obtain post-secondary information. College campus visits continue to be the most popular way families retrieve information about college and scholarships (89%). More than half of the seniors (62%) 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%).

For the ninth year in a row, when asked about accessing academic supports, the most popular response shows that a large majority of seniors get academic support from their friends (58%). The second most popular response indicates that seniors sought out help from their teachers (34%). Fewer than a quarter (20%) of the seniors received academic support from the Learning Center tutors, which the vast majority (89%) found to be beneficial and 92% found the help and equipment available to students in the learning centers were sufficient. Parents were accessed for academic support for 16% of students. Seniors utilized paid tutors the least when accessing academic support (13%). It is interesting to see that students across the four grade levels will initially seek their peers for support with their classes.

Participation in school activities continue to hold a high percentage with 96% of seniors indicating 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. Almost three-quarters of our students reported earning a position of leadership within the school. More than half of seniors (61%) were members of a club or organization not affiliated with SHS; a larger percentage of seniors (91%) participated in school or community service. Survey responses reflect high involvement in a 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 (87%) or above average (44%). 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, Advanced Placement exam scores, widespread summer school enrichment, and the number of students choosing to attend four-year colleges).

When asked to rate their overall Advanced Placement experience, 95% 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. Over half of our senior class (51%) 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. 12% reported spending over three hours per night. The most common response was one to two hours per night (40%), and a quarter of our seniors reported spending two to three hours on homework each night.

Overall, seniors continue to report positive and productive relationships with SHS faculty and staff within Students 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.

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 -	94 (94%)
Working -	3 (3%)
Military -	1 (1%)
Gap Year -	1 (1%)
Transition and Tech Campus	1 (1%)

Note: Questions 2-9 were asked of respondents attending college or university; therefore, 94 responses are reported

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

Yes –	88 (94%)
No –	5 (5%)
Transferring to a four-year college –	3
Transferring to a two-year college –	1
Returning to Germany –	1
Not Sure –	1 (1%)

3. What is your current or anticipated major?

Business – 18 (19%)

Finance – 7

General Business – 5

Marketing – 2

Business Management – 2

Advertising – 2

Engineering – 12(13%)

General Engineering – 3

Biomedical Engineering – 3

Mechanical Engineering – 2

Aerospace Engineering – 2

Electrical Engineering – 1

Computer Science Engineering – 1

Science – 9 (10%)

Biology – 4

Biomedical Science – 1

Microbiology – 1

Chemistry – 1

Forestry – 1

Astronomy – 1

Health Sciences – 8 (9%)

Nursing – 4

Community Health – 1

Occupational Therapy – 1

Clinical Lab Science – 1

Health Science – 1

Education – 7 (7%)

Elementary Education – 3

Secondary Ed/History – 1

Secondary Ed/Math – 1

Middle Childhood Education – 1

Early Childhood Education - 1

Social Sciences – 8 (9%)

Psychology – 4

Political Science – 2

Sociology – 1

Social Work – 1

Fine Arts – 3 (3%)

Dance – 1

Violin Performance – 1

Acting for Film – 1

Communications – 5 (5%)

Interpersonal Communications – 1

English – 1

Sports Media – 1

Journalism – 1
Speech Language Pathology – 1

Political Science/Philosophy – 1
Philosophy/Bioengineering – 1
Computer Art & Animation – 1

Multiple Majors – 12 (13%)

Social Work/Psychology – 1
Psychology/Political Science – 1
Computer Science/Math – 1
International Business/Human Resources
Management – 1
Economics/Political Science - 1
Communications/Economics – 1
Spanish/Economics – 1
Sociology/Computer Science – 1
Music Performance/Music Education – 1

Other – 12 (13%)

Undecided – 4
Architecture – 1
Computer Science – 2
Automotive Technology – 1
Math – 1
Aviation – 1
Liberal Arts – 1
Information Services – 1

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

No – 9 (9%)
Yes – 85 (91%)

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

Number of credits: 0 credits - 13
I don't know - 3
1-10 credits - 18
11-20 credits - 18
21-30 credits - 9
31-40 credits - 11
41-50 credits - 7
51-60 credits - 3
61-70 credits - 3

4c. If you received no credit, why?

My score wasn't high enough – 7
Didn't take the test – 3
My school doesn't accept my AP course for credit – 2
Won't take the course with my major – 1

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

Yes – 9 (10%)

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

Subjects:

Spanish – 3
Math – 4
English – 2

Chemistry – 1
German - 1
French – 1

Economics - 1
Sociology - 1

No – 85 (90%)

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

	<u>Well</u>	<u>Adequately</u>	<u>Inadequately</u>	<u>N/A</u>
Writing Composition/Reports	72%	27%	1%	5%
Mathematics	75%	25%	0%	3%
Social Studies	71%	28%	2%	8%
Science	71%	27%	2%	5%
Reading Comprehension	79%	21%	0%	0%
Foreign Language	66%	27%	7%	15%
Fine Arts	69%	30%	1%	15%
Study Skills	55%	39%	6%	0%
Use of Computers—Research	75%	23%	2%	5%
Use of Computers—Applications	46%	34%	20%	5%

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 – 69%
The same – 29%
Not as well as others – 2%

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

Shared G.P.A. – 85

Grade Point Average: 4.0 - 3.5 - 60%
3.4 - 3.0 - 33%
2.9 - 2.0 - 7%
1.9 - 0.0 - 0%

Did not know G.P.A. – 4

Did not want to share G.P.A – 5

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

Higher – 21%
The same – 44%
Lower – 35%

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 – 39%
Agree – 60%
Disagree – 0%
Strongly Disagree – 1%

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

Nothing, you are doing a good job – 31
Less handholding – 7
Teach time management – 4
Encourage students to take electives for their major – 4
Make the grade based on tests only – 3
Get rid of EBR – 3
Less busy work for homework – 2
No Point Back Options – 2
Tell us what to expect from college – 2
More independence – 2
Teach financial literacy – 2
More self directed learning – 2
More long term assignments – 2
Less stress – 2
Teach study skills – 2
Teach computer programming – 1
I don't know - 1
More review sessions – 1
Block schedule – 1
Teach communication with teachers – 1
Require more writing – 1
More problem solving – 1
Teach that getting help is fine – 1
Teach Excel – 1

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

Yes – 77%
No – 23%

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

Too strict – 23%
About right – 71%
Not strict enough – 6%

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 – 8
Try harder – 8
Take more electives – 8
Take fewer unnecessary AP classes – 8
Have more fun – 6
Take more APs – 6
Have more of a relationship with my teachers – 5
Less competition/ more cooperation - 5
Meet more people – 3
Use more of the resources/tutors – 3
Learn more study skills – 3
Have less academic stress – 3
Have more help with college – 3
Learn time management – 3
Be at SHS all four years – 2
Career research – 1
Learn responsibility – 1
Learn to have difficult conversations – 1
Have more intentional relationships – 1
More required writing – 1
Take classes that I like – 1
Take easier classes – 1
Make a better academic plan – 1
Have less Homework – 1
Attend school more – 1
Learn Excel – 1
Use my counselor more – 1
I don't know – 3
Nothing, I loved it! – 21

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

Teachers and Staff – 31
Friends – 18
Clubs – 7
Sports – 7
Variety of Classes – 4
Opportunities – 3
Meeting new people – 3
The size- big was good – 3
Fine Arts programs (Band, Drama, Music, Art) – 3
Leadership Opportunities – 2
Service Opportunities – 2
Working hard paid off – 2

Freedom – 2
Positive atmosphere – 2
NHS – 2
Everything – 1
Tech campus – 1
Dances – 1
Academic Freedom – 1
Connections – 1
Cheerleading – 1
TYC – 1
Free periods – 1
Fencing – 1
Transfer Student Program – 1
Football – 1
Volleyball – 1
Spain trip – 1
Tutors – 1
The community – 1
Social Studies – 1

16. Are you registered to vote?

Yes – 80%
No – 20%

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

Yes – 56%
No – 44%

Table A

Reasons for "Inadequate" Responses in Writing

I never did well in writing at SHS – 1

Reason for "Inadequate" Response in Social Studies

The world perspective was missing – 1

Not diverse enough – 1

Reasons for "Inadequate" Responses in Science

I was never good at science – 1

I didn't understand physics – 1

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 took four years and I was not close to fluent -1

My teacher was not good – 1

I never took any – 1

I didn't remember anything – 1

Reasons for "Inadequate" Responses in Fine Arts

I never took any – 1

Reasons for "Inadequate" Responses in Study Skills

I was never taught – 3

I never had to study – 2

I don't know how to study for a test – 1

Reasons for "Inadequate" Responses in Computer Applications

I never learned how to use Excel and I needed it in college – 12

I was never taught these skills – 6

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 2018 Stevenson graduates. The purpose of the one-year follow-up is to ascertain the current activities of students one year after graduation, to inquire 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 2018 graduates declare that they are attending college full time (94%). Three students reported to be working, one student is taking a gap year, and one student entered the military. A large majority of individuals attending college plan to return to the same school in the fall (94%) while others are thinking of changing their plans by taking a year off or transferring to a two or four-year college (5%). When asked about specific courses of study, the largest reported category is business (19%) followed by engineering (13%). The next most popular routes of specified study were science (10%), health sciences (9%), social sciences (9%), education (7%), and fine arts (3%). 13% of those surveyed, report pursuing multiple majors. In addition, many students are reporting that they are in the "other" category (13%); this included undecided, architecture, computer science, automobile technology, math, aviation, liberal arts, and information services.

91% 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 (69%) earned college credit, and of those students, about half earned more than ten credits at the college level (51%). Of the thirteen students who did not receive credit, seven students said their score wasn't high enough, three students didn't take the test, and two students said the credit wasn't accepted at their college/university. Some respondents (10%) reported earning additional credit by way of college proficiency exams. Five students reported 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. Seven subject areas reached near perfect of perfect percentages including reading comprehension (100%), mathematics (100%), writing composition (99%), fine arts (99%), social studies (99%), science (98%), and computer use for research (98%). The majority of students felt prepared with their study skills (94%), foreign language (93%), and use of computer applications (80%). Additionally, 69% of 2018 graduates surveyed said the skills and knowledge they acquired in high school were greater than that of their college classmates. Of the number of one-year graduates who knew or were willing to share their grade-point averages, the majority (93%) reported college GPAs of a "B" or better. Of those students, 65% reported that their college grades were the same or better than what they had earned at Stevenson.

A large majority of the sample (99%) responded affirmatively when queried whether they had become more responsible for their own learning as they advanced through high school. When asked how Stevenson could better foster responsibility, the most frequent

response by far was, “Nothing. You are doing a good job” (30). Leading the list of suggestion: have less handholding (7), teach time management (4), and encourage students to take electives for their major (4).

Looking back, over three-quarters (77%) of one-year graduates surveyed 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 (71%) while a smaller percentage described it as “too strict” (23%). This year, 6% 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 responses were “get more involved” (8), “try harder” (8), “take more electives” (8), and “take fewer unnecessary AP classes” (8). When asked to describe the best aspects of the Stevenson experience, people and relationships placed in the top category. Faculty and staff (31) garnered the most responses followed by friends (18), sports (7), and clubs (7). Enthusiasm and appreciation for faculty/staff mirrors the annual results from the Senior Exit Survey.

Students were also asked about their voting status. 80% reported that they are registered to vote, a 17-point increase over the previous year. Since leaving Stevenson, 56% reported that they had voted in a national, state, or local election.

In summary, the sample group for the Class of 2018 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 in 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 as it was specifically mentioned by a large number of students (31), consistently ranking higher than any other category.

Five-Year Follow-Up Survey Results

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

Five-year graduates interviewed – 112

1. Upon leaving Stevenson, what did you do?

College or university full time – 94%
Work – 4%
Transition – 1%
Trade School – 1%

Note - Question 2 was asked of respondents that attended college or university at all in the last five years; therefore, 108 responses are reported.

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

Health Fields – 19(17%)

Health Science – 3
Nursing – 6
Exercise Science – 1
Public Health – 1
Human Development and Family Science – 1
Health Administration – 1
Community Health – 1
Exercise Science – 1
Pharmacy Science – 1
Food Science and Nutrition – 1
Human Physiology – 1
Diagnostic Medical Ultrasound – 1

Engineering – 17 (15%)

Computer Engineering – 2
Materials Engineering – 1
Industrial Engineering – 2
Biomedical Engineering – 4
Mechanical Engineering – 3
Software Engineering – 1
Civil Engineering – 3
Aerospace Engineering – 1

Business – 15 (14%)

Marketing – 2
Business – 2
Accounting – 3
Finance – 2
Entrepreneurship – 1
Business Administration – 1
Enterprise Leadership – 1
Advertising – 2
Non-Profit Management – 1

Social Sciences – 11 (10%)

Psychology – 3
Public Policy – 1
History – 1
Political Science – 1
Economics – 3
Child Psychology – 2

Science – 6 (6%)

Chemistry – 1
Biology – 2
Physics – 1
Biochemistry – 1
Neuroscience – 1

Education – 4 (4%)

Elementary Education – 2
Physical Education – 1
History/Secondary Ed – 1

Communication Arts – 3 (3%)

Television Arts – 1
Communications – 1
Media & Professional Communication – 1

Fine Arts – 3 (3%)

Audio Design and Production – 1
Commercial Music for Guitar – 1
Fashion Design – 1

Other – 6 (6%)

Math – 1
Information and Decision Science – 1
Computer Science – 2
Architect – 1
Liberal Arts – 1

Multiple Majors – 24 (22%)
 Political Science/Russian/Spanish – 1
 History/Political Science – 1
 Russian/East European Studies – 1
 Economics/Statistics – 1
 Meteorology/Climatology – 1
 Philosophy/Politics/Economics – 1
 Industrial Engineering/Operations
 Engineering – 1
 Psychology/Political Science – 1
 Public Relations/Marketing – 1
 Marine Bio/Clinical Lab Technology – 1
 Human Nutrition/Dietetics – 1
 Marketing/Psychology- 1

Math/Economics – 1
 Psychology/Spanish – 2
 Psychology/Social Work – 1
 International Affairs/Spanish – 1
 Chemistry/Theatre – 1
 English/Communication – 1
 German/French – 1
 Informatics/Biology – 1
 Advertising/Graphic Design – 1
 Public Health/Neuroscience – 1
 Supply Chain
 Management/International
 Business/Spanish – 1

3. Did you complete an undergraduate degree?

Yes – 91%
 No – 9%

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

3 years -	3
3.5 years -	8
4 years -	74
4.5 years -	11
5 years -	9

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

Double major – 1
 Added a minor – 4
 Changed major – 3
 Failed classes – 1
 Internship – 4
 Changed schools – 3
 Worked full time while in school – 1
 Got an associates degree first – 1
 Personal reasons – 1

Note - Question 5 was asked of all respondents.

5. What are you doing now?

Working – 67%
 Graduate school – 21%
 Finishing undergrad – 5%
 Looking for work – 5%

Seminary – 1%
 Gap year before graduate school – 1%
 Looking for a job – 1%

Note - Questions 6-8 were asked of respondents who attended any schooling in the last five years; therefore, 108 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 – 34%
The same – 55%
Lower – 21%

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

Well – 69%
Adequately – 27%
Inadequately – 4%

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

Better than most – 78%
The same – 29%
Not as well as others – 3%

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

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

Strongly Agree – 39%
Agree – 54%
Disagree – 6%
Strongly Disagree – 1%

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

Nothing- Stevenson did a great job making us responsible – 58
The competition was too much to handle – 7
We needed instruction on time management, test taking and note taking – 7
I got overwhelmed by the stress and the academic pressure - 4 –
We were assigned too much homework that was busy work – 4
All anyone cared about were tests and grades not people – 4
There was pressure to get good grades and not as much on actually learning – 3
I always felt discouraged because I was never good enough – 3
There were no real world applications in our classes – 3
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. – 2
College Career Center people were discouraging – 2
I didn't take advantage of opportunities – 2
There were way too many APs – 1
I wasn't allowed to take harder classes – 1
There was no diversity – 1
I don't remember – 1

We were graded too hard – 1
We didn't need self discipline – 1
There was no student teacher interaction – 1
I did not learn self advocacy skills – 1
You were too strict – 1

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

Make it easier to communicate with teachers – 9
Assign more long-term projects and papers – 8
Teach study skills – 6
Allow students more freedom in picking their classes - 5
Hold students accountable – 5
Focus on learning, less on grades – 5
Teach time management – 5
Give students more independence – 4
Have a class on adulting – 4
Have online classes – 4
Have more independent study opportunities – 3
Give less busy work/homework – 3
Have more group work – 2
More non-traditional learning – 2
Give students more encouragement – 2
Have AP classes look more like college classes – 2
Have flipped classes – 2
Let students fail – 1
Have study groups – 1
Have respect for all viewpoints – 1
Have a mentorship program – 1
Have a research course – 1
Have more mental health support – 1
Offer more electives – 1
Hold large lectures so students get used to it – 1
Have internships – 1
Consequences for cheating – 1
Have a learning management system – 1
Have more online resources – 1
Use syllabi – 1
I don't know – 8
Nothing – 19

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

Too strict – 23%
About right – 71%
Not strict enough – 6%

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

Yes – 84%
No – 16%

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

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

Be more involved in clubs, sports or organizations – 12
Less stress and more fun – 10
Nothing – 8
No competition – 8
Try harder in school – 7
More support for struggling students – 5
Have more free time – 5
Less AP classes – 4
Have more friends, be more social – 4
Try more diverse clubs – 4
Less homework – 4
Have more confidence – 4
Take more advanced classes – 2
Less stuck up students – 2
Less about grades and more about learning – 2
Learn study skills – 2
Mandatory adulting class – 2
Less strict – 2
Take more electives – 2
Get outside my comfort zone – 2
Slow down – 2
Don't worry about teacher favorites – 2
More diverse study body – 2
Try more things – 2
No boyfriend – 1
More experiences outside of the Lincolnshire bubble – 1
Limit the number of APs – 1
Fairer sport program – 1
More resources available to clubs – 1
No cliques – 1
Have harsh consequences for cheating – 1
Have a spring musical so could do football and the musical – 1
Win a football championship – 1
Less construction – 1
Have better sleep – 1
More of a career focus – 1
Different friends – 1
No buses – 1
Stay in band longer – 1
More inclusive environment – 1
Take more risks – 1
Win more intramural sports - 1
Not take band – 1
Have harsh consequences for harassment – 1

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

Teachers & Staff – 32
Friends/Students – 26
Extracurricular activities – 16
Sports – 14
Amazing Opportunities - 12
Variety of classes – 10
Amazing facilities – 9
Challenging courses/Academic rigor – 7
Fine Arts program was fantastic – 4
College preparation – 4
Wonderful sense of community – 4
Having access to resources for help – 3
Fencing – 3
Diversity – 3
Swim team – 2
Track – 2
Large school – 2
Everything – 2
Competitive but supportive – 2
Opportunity to explore interests – 2
Positive learning environment – 2
Intramurals – 2
Learning study skills – 1
Minority girls group – 1
Football games – 1
Freedom – 1
Service opportunities – 1
Dance – 1
Speaking at Graduation – 1
Peer helpers – 1
Cheerleading – 1
Best Buddies – 1
Tinkle Times – 1
Spring Fling – 1
Students – 1
Sewing class – 1
Band – 1

16. Are you registered to vote?

Yes – 92%
No – 8%

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

Yes – 86%
No – 14%

Five-Year Follow-Up Survey Summary

The five-year follow-up survey was conducted by a Google form sent to 717 members of the class of 2014 and 112 responses were collected. 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 feedback about their overall Stevenson education.

Many of the polled students (94%) have responded that they attended college full-time upon leaving Stevenson. Four respondents stated they immediately started working after SHS, and there was one student each at transition and trade schools. In line with last year, multiple majors were the most popular college route among our five-year alumni (22%). The health fields were the most popular single area of career pathways, breaking the trend for the past eleven years. Business held the most popular place but went down to the third most popular (14%) after engineering (15%). Other areas for majors include social sciences (10%), science (6%), education (4%), communication arts (3%), and fine arts (3%). The majority of these respondents report completing and undergraduate degree (91%), similar to the last few years.

Of the ninety respondents who completed a degree, more than three-quarters (85%) of these students graduated in four years or less while a smaller amount of graduates report taking longer to complete their degrees (12%). Eight students respond it took 3.5 years to complete their degree while three students reported finishing in three years. (At the national level, about 33.33% of the students graduate in four years). Among Stevenson respondents, six different reasons for taking longer than four years to complete a degree have been described. The reasons cited are adding a minor (4), taking time to participate in an internship (4), changing majors (3), changing schools (3), choosing to double major (1), working full-time as a student (1), and failing a class (2). Relative to current activities, some respondents (21%) are attending graduate school while a large majority (67%) entered the workforce. Some students are finishing undergraduate school (5%) while others are actively in search of job (6%). One student is attending seminary while another student is taking a gap year before graduate school.

A little more than one third of respondents (34%) who had attended a college or university report receiving higher grades that they had earned at Stevenson while a little more than half (55%) earned the same grades. Lower grades prevailed for a smaller percentage (21%) of students who attended college. When asked, "How well did Stevenson prepare you for college?" over two-thirds of respondents (69%) felt "well-prepared" for college. Others students (27%) described being "adequately" prepared while only four students reported feeling inadequately prepared. When asked to compare themselves to their college peers, a large majority of students perceive themselves as "better prepared than most" (78%), a small percentage claim that their preparation is "the same" (29%), while only three students reported feeling "not as prepared as others" (3%).

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 (93%). All 112 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 (58%). Seven students reported getting overwhelmed by the competition while another seven students felt they needed instruction on time-management, test-taking, and note-taking. Graduates were also asked to reflect upon Stevenson's disciplinary policies and practices. Most graduates agreed that discipline was "just right" (71%) while 23% reported Stevenson was "too strict." Six percent of students reported that the discipline was "not strict enough."

Five-year graduates were asked if they had been involved in some kind of community service/volunteer work since exiting Stevenson. There continues to be a large percentage of alumni, engaging in service activities (84%) after leaving Stevenson; these results remained the similar from the previous year's survey results. When asked what one aspect of their high school experience they would change, twelve students responded they would have been more involved in clubs, sports, or organizations. Ten would have liked to have been less stressed and have more fun. Eight students said they wouldn't change anything while another eight students said they would have liked to have less competition. Seven students would have tried harder in school. Voter registration increased by four percent with 92% of students responding they are registered while more than three-quarters (86%) of the respondents reported they had voted in an election.

In retrospect, the vast majority of this group attended college, and nine out of ten students declare 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 number 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 2014 affirm the notion that Stevenson is preparing the for success while creating life-long learners.