



Adlai E. Stevenson High School Student Surveys 2019-2020

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Introduction

The purpose of the 2020 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 and five year graduates were conducted in the summer of 2020. As a response to the ever-increasing challenge in having phone conversations with our 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 2015 and 931 alumni from the class of 2019. We received 169 responses to our one year survey and 81 responses to our five year survey. Results are reported in both raw numbers and percentages. 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 2020 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 = 74%	D = 1%
A = 25%	SD = 0%
99%	1%

N=700

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

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

N= 725

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

SA = 43%	D = 7%
A = 49%	SD = 1%
92%	8%

N= 699

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

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

N=723

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

SA = 74%	D = 1%
A = 25%	SD = 0%
99%	1%

N= 722

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

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

N= 686

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= 713

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

SA	=	65%	D	=	2%
A	=	<u>32%</u>	SD	=	<u>0%</u>
		98%			2%

N= 701

9. Did you and your family participate in the coursebook evening discussion on October 23rd?

Yes	=	55%
No	=	45%

N= 730

10. Did you use the board game and reflection sheet emailed to all families for the course book evening discussion?

Yes	=	16%
No	=	84%

N= 730

11. Did the course book evening discussion help to inform your course selection choices?

Yes	=	57%
No	=	43%

N= 730

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

Yes = 44%
No = 56%

N= 730

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

Yes = 41%
No = 59%

N= 730

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

Yes = 51%
No = 49%

N= 730

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

Yes = 65%
No = 35%

N= 730

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

Yes = 21%
No = 79%

N= 730

17. 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 = 20%
1 - 2 hours = 53%
2 - 3 hours = 21%
More than 3 hours = 5%

N= 730

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

SA	=	65%	D	=	3%
A	=	<u>31%</u>	SD	=	<u>1%</u>
		94%			4%

N= 88

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, 92% of students agree that the Freshman Mentor Program (FMP) has been a good way to see their counselor, which is a 2% increase from last year. The FMP 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 (99%) feel positive about the academic counseling they receive, as counselors continue to be effective in helping students to select courses that meet each student's needs, interests, and goals -- an increase by 1% from last year. Freshmen, overall (94%), feel their counselor knows who he/she is, which is indicative of the same percentage (94%) of students who feel comfortable talking with his/her counselor about personal or non-academic concerns, a jump of 5% from last year. 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 its third 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. 54% of freshmen reported taking advantage of the SCoPE meeting and 65% of those who participated found it helpful.

For the eighth 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 (65%). This result reflects the importance of programs such as Peer Tutors. 51% of students seek assistance from parents/guardians. There was a large jump (6%) for students accessing the Learning Center tutors (41%). Possibly due to this increase in use of tutors, there was a percent decrease for students who seek academic assistance directly from teachers outside of class-time, with 44% accessing their teachers directly outside of class. However, there was an increase of 4% students who sought assistance from paid tutors (21%).

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, 20% spent less than an hour, and 53% had one to two hours of homework. Those who reported two to three hours of homework comprised 21% of respondents. However, there was a 5% decrease in

students who felt they had more than three hours, which was 5% of respondents. Overall, although there was an increase in students who had less than one hour and one to two hours of homework, the trend indicates students spent less daily time on homework than the previous year.

Let's Talk About Your Future (LTAYF) night has been an initiative that has been implemented in the past five 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. 55% of freshmen report their families participated, and 16% indicated they used the provided board games and reflection sheet. 57% of those participants affirmed that the discussion helped to inform their course selections 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 relationships between freshmen and their counselors.

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

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

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

SA = 83%	D = 0%
A = 17%	SD = 0%
100%	0%

N=748

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

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

N= 763

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

SA = 59%	D = 3%
A = 38%	SD = 0%
97%	3%

N=758

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

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

N= 763

5. Did you and your family participate in the coursebook evening discussion on October 23rd?

Yes = 62%
No = 38%

N= 764

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

Yes = 13%
No = 87%

N= 694

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

Yes = 66%
No = 34%

N= 662

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

SA = 63% **D = 5%**
A = 32% **SD = 0%**
95% **5%**

N= 730

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

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

N= 756

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

Yes = 50%
No = 50%

N= 764

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

Yes = 43%
No = 67%

N= 764

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

Yes = 48%
No = 52%

N= 764

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

Yes = 71%
No = 29%

N= 764

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

Yes = 21%
No = 79%

N= 764

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 = 15%
1 - 2 hours = 47%
2 - 3 hours = 29%
More than 3 hours = 9%

N= 764

16. I have had ____ counselors at Stevenson.

1 = 87%
2 = 12%
3 = 1%
More than 3 = 0%

N= 764

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

SA = 71% **D = 3%**
A = 25% **SD = 1%**
96% **4%**

N=107

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 his/her counselor is easy to talk to and friendly, again, 100% of students agree that they are able to see their counselor by dropping in or making an appointment. 97% of sophomores feel their counselor knows each student individually. Additionally, 96% of transfer students indicate that his/her counselor was helpful in their transition and adjustment to SHS. Furthermore, 99% of students specifically agree that his/her counselor is helpful for selecting courses that meet 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. When visiting the Student Services office, 99% of students agree they are greeted in a friendly and helpful manner. These results come from students who predominantly maintained the same counselor (87%) while 13% had a counselor change for sophomore year.

For the seventh year in a row, sophomores were asked about academic assistance and time spent on academics. Similar to the freshmen, most sophomores (71%) predominantly seek peers for academic assistance outside of the classroom. 50% seek teachers outside of class time while 48% seek academic assistance from parents/guardians. Learning Center tutors are utilized by 43% of the respondents, which is an increase of 10% from last year. Private tutors increased by 3% as 21% 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, the overall trend was similar to the freshmen survey results where students generally spent less daily time on homework than the previous year. 15% spent less than one hour. 47% of students spent one to two hours while 29% had two to three hours of homework. There was a three percent decrease of sophomores (9%) 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 five 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. 62% of sophomores report their families participated. 13% indicated they used the provided board games and reflection sheet. 66% (5% increase) of those participants affirmed that the discussion helped to inform their course selections 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 = 86%	D = 0%
A = 14%	SD = 0%
100%	0%

N= 676

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

SA = 92%	D = 0%
A = 8%	SD = 0%
100%	0%

N=683

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

SA = 65%	SD = 2%
A = 33%	D = 0%
98%	2%

N=679

4. Did you and your family participate in the coursebook evening discussion on October 23rd?

Yes = 62%
No = 38%

N= 684

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

Yes = 61%
No = 39%

N= 577

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

SA	=	82%	D	=	1%
A	=	<u>18%</u>	SD	=	<u>0%</u>
		99%			1%

N= 682

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

SA	=	61%	D	=	3%
A	=	<u>35%</u>	SD	=	<u>1%</u>
		96%			4%

N= 657

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

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

N= 674

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

SA	=	63%	D	=	2%
A	=	<u>35%</u>	SD	=	<u>0%</u>
		98%			2%

N= 596

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

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

N= 600

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

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

N= 452

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

SA	=	54%	D	=	4%
A	=	<u>41%</u>	SD	=	<u>1%</u>
		96%			5%

N= 398

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

SA	=	49%	D	=	5%
A	=	<u>45%</u>	SD	=	<u>1%</u>
		94%			6%

N= 433

14. My parents/guardians and I have utilized Stevenson's College Career Center for college information.

Yes	=	45%
No	=	55%

N= 684

15. My parents/guardians and I have utilized Stevenson's post-secondary counselors for college information.

Yes	=	31%
No	=	69%

N= 684

16. My parents/guardians and I have utilized the SHS website links for college information.

Yes	=	64%
No	=	36%

N=684

17. My parents/guardians and I have utilized other web sites for college information.

Yes	=	83%
No	=	17%

N= 684

18. My parents/guardians and I have utilized social networking sites (Facebook, Twitter, Instagram etc.) for college information.

Yes = 49%
No = 51%

N= 684

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

Yes = 61%
No = 39%

N= 684

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

Yes = 14%
No = 86%

N= 684

21. 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 = 31%
No, I do not qualify as a first generation student = 69%

N= 637

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

Yes = 47%
No = 53%

N= 684

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

Yes = 46%
No = 54%

N= 684

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

Yes = 36%
No = 64%

N= 684

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

Yes = 29%
No = 71%

N= 684

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

Yes = 67%
No = 33%

N= 684

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

Yes = 25%
No = 75%

N= 684

28. 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 = 38%
2 - 3 hours = 34%
More than 3 hours = 14%

N= 684

29. I have had ____ counselors at Stevenson.

1	=	74%
2	=	25%
3	=	1%
More than 3	=	0%

N= 684

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

SA	=	60%	D	=	3%
A	=	<u>36%</u>	SD	=	<u>1%</u>
		96%			4%

N= 69

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%). Students continue to feel comfortable talking with their counselor about personal or non-academic concerns (95%), and nearly all juniors (99%) 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. 99% 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. The majority of juniors who visit the CCC find staff to be friendly and accessible (99%). When attending programming, 96% of juniors find college representative visits are helpful, and 94% find college evening programs to be informative -- both percentages remaining consistent with last year's percentages. When accessing resources, the following were utilized to obtain postsecondary (college, scholarships, etc.) related information from most to least: other websites (83%), SHS website college links (64%), college campuses (64%), college campus visits (61%) and social networking sites (49%), CCC (45%), postsecondary counselors (31%), and privately hired college consultant (14%). 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 five 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. 62% of juniors report their families participated, and 61% of those participants affirmed that the discussion helped to inform their course selections choices.

For the ninth year, juniors were asked about academic assistance and time spent on academics. Similar to the other grade levels, (67%) predominantly seek peers for academic assistance outside of the classroom. 46% seek teachers outside of class time while 29% seek academic assistance from parents/guardians. Learning Center tutors are utilized by 36% of the respondents, which is an increase of 8% from last year. Private tutors are sought out by 25% 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. 13% spent less than one hour. 38% of students spent one to two hours. 34% had two to three hours of homework and 14% of juniors felt they spent more than three hours on studying and doing homework. Again, the overall trend was similar to the freshmen

sophomore survey results where students generally spent less daily time on homework than the previous year.

For the fifth 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 third (31%) 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)**
 - Our seats in class were set up as tables. This fostered collaborative teams, group activities and team building skills. Our classrooms were communities and this helped develop these skills. – 74
 - The counselors, social workers, school psychologists there to support me. My SST helped me when things were overwhelming. – 61
 - Stevenson did nothing to develop my SEL skills. – 55
 - The sports, clubs, and intramurals I was involved in helped me to develop these skills. – 54
 - It was taught in specific classes/curriculum (including health, mentor skills, Public Speaking, TYC, physics, Spanish, study skills, PE, AP Chemistry, band, sociology, study skills, psychology). – 40
 - 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. – 34
 - 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. – 33
 - My friends cared about me and taught me about positive relationships. – 31
 - The academics were so stressful and the competition was so fierce that we had to learn stress management and time management techniques to survive. – 28
 - Stevenson was a very positive, safe, and nurturing learning environment, and I was free get out of my comfort zone and learn these skills. – 27
 - The diversity of the students helped me develop empathy and appreciate others as well as understand different perspectives – 25
 - We were put in challenging situations that became opportunities to grow – 19
 - Stevenson held Mental Health Awareness days and brought in comfort dogs to help us de-stress. – 20
 - The teachers and tutors were available to help me; I was always supported. – 15
 - There was a focus on mental health which helped me to learn to take care of myself – 13
 - Stevenson taught me how to advocate for myself and get the help I need. – 12
 - There were so many opportunities for leadership and I was able to learn these skills in those situations – 12
 - Student Services support groups taught us these skills – 10
 - The Signs of Suicide program taught us these skills – 9
 - I learned these skills outside of SHS – 8
 - Stevenson taught me study habits that I will be able to take with me to college. – 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 - 38
- I don't know. - 37
- 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. - 30
- You are already doing a good job. - 25
- Have more social opportunities for all students to bring us together to build community. - 15
- Have less homework. - 15
- There should be less pressure about AP classes, grades and test scores and more concern about SEL - 15
- There is too much competition and pressure. Do something about it! - 14
- Encourage students to get involved in a club, activity or sport. - 12
- You should have more fun SEL activities (speakers, workshops, class assemblies) during activity period. - 10
- Teach SEL skills in every class. Just make it part of everything else we do - 9
- Hold smaller social activities so people that do not like big groups can still participate. - 9
- Have more collaborative classes and more deliberate group work - 8
- Teach relaxation, stress management and healthy balance - 8
- Teachers and coaches need to be more caring and understanding of the things students are going through - 8
- Promote respect for all and teach more about equity to the students- 8
- Get people out of their comfort zones and into new situations so they can grow in SEL. - 6
- Treat students more like adults and less like children - 6

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
Patrick 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
Thrisha Bautista
Brent Becker
Amber Bell
Dorice Benedetto
Eliza Benjamin
Katie Bennett
Tova Bernstein
Trish Betthausen
Joseph Bettina
Mark Biesiada
Thomas Blasius
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
Andrea Cain
Erik Campbell
Seamus Campion
Simon Campos
Elizabeth Canning
Gabrielle Caputo
Esperanza Carlos
Jason Carlson
Ryan Carlson
Donald Carmichael
Stephen Carmody
Amerigo Carnazzola
Jen Carney
Rigoberto Carrillo
Katherine Carson
Deborah Carver
Carey Cernivec
Pepejon Chavez
Rachael Chavez
Jordan Cheifitz
Christopher Cheung
Laura Chopek
Abra Chusid
Carissa Clark
Ceola Clark
Rick Coakley
Danielle Colletti
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
Griffin Dwyer
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
Andy Farrissey
Patrick Fairchild
Mike Farina
Ryan Fedewa
Eileen Fedyniak
Laurie Feinzimer
Nancy Fenton
Heather Ferrari
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
Joshua Flood
Abel Flores
Kelly Foley
Timothy Foley
Jason Ford
Dawn Forde
Christina Foss
Denise Foster
Shelley Frain
Jerry Franklin
Richard Frankowski
David Frantonius
Lauren Frick
Nicole Fuller
William Fritz
Dave Froehlich
Peggy Gaier
Delbert Gandy
Eileen Gaughan
Katelyn Gaul
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
Toni Gorman
Janet Gotrik
Vasanth
Govindarajan
Jillian Grady
Patrick Grady
Ashley Graham
Nicole Graf
Jori Greenhill
Richard Green
Rebecca Greene
Jon Grice

Marco Grigoletto
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
Sydney Hendricks
David Hess
Sara Hess
Cristina Higgins
Joshua Hjorth
Joanne Hochstetter
Matthew Hodge
Kate Hoopes
Amanda Houston
Camille Houston
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
Marianne Johnson
Noel Johnston
Jaclyn Jolcover
Mark Jolcover
Mary Jones
Nancy Juckett
Sophia Kagan
Julia Kalmens
Faina Kaminsky
Robin Katz

Jim Kedroski
Adam Kehoe
Jean Kell
Martha Keller
Sarah Kellogg
Megan Kelly
Thomas Kelly
Kathryn Kennedy
Mary Kenney
Kathleen Kerndt
Victoria Kieft
Christina Kim
Jerry Kim
Paul Kim
Rebekah Kim
Jacqueline King
Jennifer King
Merle Klein
Lisa Knauf
Michelle Koehl
Irina Kogan
Tyler Kollmann
James Kollar
Michael Kolze
Anna Kotvis
Christy Koulouris
Sarah Krause
Anthony Krempa
Nicole Krippinger
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
Paige Lehman
Joyce Leong
Stephanie
Levenbrook
Isabella Licciardello
Mike Lill
Doug Lillydahl
Sylvia Lima
Mark Linnenburger
Jill Lipman
Jill Lisius
Mina Ljubijankic

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

Matthew Lockowitz
Thomas Loew
Samantha
Lodygowski
Lindsay Logan
Sara Lohrmann
Spencer Lome
Jami Lopez
Christy Loukas
Kimberly Lubecke
Lisa Lukens
Megan Lukaszewski
Melissa Mack
Kolleen Madeck
Alex Mak
Judy Mankus
Susan Marcus
Patricia Martin
Michael Martinez
Rosanne Masters
Shannon Mauro
Elizabeth Maxwell
Ryan May
Paul Mazzuca
Andrea MacLennan
William MacNamara
Kathleen McCauley
Dana McCoy
Megan McCullough
Caitlyn McGovern
Chris McGurn
Katy McIntyre
Mary McInerney
Maddy McKenna
Mitchell Mekaelian
Rich Meltzer
Beth Merkin
Jennifer Merlitti
Carole Meyer
Valerie Miceli
Dan Miller
Jennifer Miller
Sandi Millman
Tracey Moffat
Dean Moran
Kate Moran
Timothy Moran
Christina Mueller
Ivan Munoz
Christopher Mural
Angela Muresan
Jessica Murphy
Kimberly Musolf
Timothy Myers

Tamara Napolitano
Lisa Nehring
Heather Nissenberg
Tina Nocella
Paula Nowak
Alice Nuteson
Brian Oberhauser
Angela O'Brien
Karen O'Connor
Courtney O'Donovan
Beth O'Hara
Joanne Okonski
Anastasiya
Olkanetskaya
Lindsay Olsen
Kristen One
Kelley O'Reilly
Timothy O'Reilly
Debbie Orlando
Marta Orlinska
Zeglen
Taylor Osicek
Habib Osman
Catherine Overbeck
Julie Pacheco
Christina Palffy
Suzanne Paloian
Bruce Pankiewicz
Jennifer Parisi
Kelsey Patten
Mark Patton
Allison Pearl
Rachel Penteris
Lindsay Perkins
Denise Perkins
Shweta Perswal
Maria Pesch
Sarah Pettit
Theron Petway
Nancy Peterson
Ann Pfeiffer
Christine Pfaffinger
Mealnie Pfluger
Heather Phelps
Kristin Piekarski
Naomi Pierce
Richard Pierce
Carly Pietro
Joe Pine
Robert Pinta
Lori Polin-Silva
Jennifer Polisky
Susan Polonsky
Chrissy Popper

David Popper
Heather Pozzi
Dan Puglisi
Jacqueline Quinn
Lynne Rabbe
Frank Radostits
Eric Ramos
Kim Rauchfuss
Lauren Rawitz
Jean Rebarche
Jamie Reiman
Joseph Reinmann
Elfie Repel
Linda Reusch
Mike Rice
Andrew Richardson
Manuel Rider-Sanchez
Lauren Rinchiuso
Jamie Reiman
Janet Rothwell
Jeff Robinson
Joe Rogalski
Sara Rogers
Ashley Rose
Rebecca
Rosenwinkle
Ellyn Ross
Lindsay Ross
Stephanie Ross
Kaitlin Rossi
Neal Roys
Timothy Roznowski
Maureen Rubenstein
Heather Ruchim
Jennifer Ruda
John Rueth
Julisa Ruiz
Adrienne Ruzicka
Cristal Sabbagh
Miriam Sacksteder
Christopher Salituro
Konstantina
Sampras
Kathleen Sassan
Lisa Scanio
Mark Schartner
John Schauble
Jennifer Schiavone
Elizabeth Scheinkopf
David Schoenfisch
Eileen Schopen
Amy Schroeder
Andrew Schroeder

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

Matthew Schwenk
Jodi Scott
Petra Sebastian
Carol Seeger
Saman Shafii-
Mousavi
Sakthi
Shanmugasundaram
Gregory Sherwin
Stacy Shub
Caroline Shupe
Nicholas Skala
Todd Sikora
Ellen Singer
Andrea Siwik
Todd Slotten
Mary Smaga
Kelly Smith
Nicole Smith
Robert Smith
Ryan Smith
Kirstin Snelten
Scott Sommers
Annette Sorkin
Brad Sorkin
Steven Soszko
Jason Soulje
Molly Sponseller
Vincent Springer
Thomas Stanhope
Irene Stergiou
Maura Sternberg
Susan Steslow-
Shams
Kathryn Stoczany
Charissa Stodola
Sarah Stolzenberg
Michelle Stone
Brett Stuart
Natalya Sturlis
Carlos Suaste
Terese Sullivan
Janet Sushinski
Steven Svetlik
Mary Svihra
Paul Swan
Holly Swanson
Sheri Tabloff
Ray Tad-y
Christian
Thibaudeau
Jane Thomas
Shar Tiagonce
Jennifer Tierney

Dawn Timm
Lou Ann Tollefson
Valerie Tomkiel
Richard Tompson
Megan Trant
Lynn Tremmel
Michael Tseitlen
Steven Tucker
Eric Twadell
Tiffany Urbanski
Nicholas Valenziano
Joe Vallone
Tiffany Van Cleaf
Hector Vazquez
Kristen Velazquez
Julie Vickers
Enrique Vilaseco
Kirsten Voelker
Madeline Vogler
Tabitha Volling
Matt Voracek
Pam Vukovics
Debbie Wade
Daryl Wallace
Jorie Walton
Janet Wang
Kara Ward
Robert Ward
Deanna Warkins
Mike Wasielewski
Curtis Weber
Jacqueline
Weissmueller
Aaron Wellington
Andrea Werneke
Deborah Wiersema
Reid Wiersema
Charice Wilczynski
John Wilkie
Donte Wilkins
Scott Williams
Diane Willock
Bryan Wills
Jeff Wimer
Rose Wimer
Sean Wimer
Matt Winstead
Brian Wise
Thomas Wolfe
Carla Wood
Christina Wood
Steven Wood
Brian Woodward
Olivia Wozniak

Sandra Wright
Kristina Wrona
Li Ye
John Zajac
Robert Zagorski
Kevin Zakrzewski
Debra Zegar
Michelle Zietlow
Alden Zimlich
Shaun Zimmerman
Jennifer Zizzo
Marie Zlotnikov
Justin Zummo

4. What made these staff members so special?

- Not only was she very fun to be around she was also very understanding of everything going on.
- They were ones who I visited during lunch or passing period because they were friends or old teachers.
- All have helped me in school or outside of school and have been there for me with any problem.
- I feel like those teachers care a lot about how I am doing and I am very glad I built such strong relationships with them.
- They always pushed me to where I needed to be, they always helped me reach a higher level which I loved.
- They were always polite and made the classrooms and halls of Stevenson comforting which allowed me to enjoy my classes educationally and mentally as well :)
- They were very passionate about their subject which made myself and the whole classroom even more excited to learn.
- They were very helpful and inspiring to me.
- All of the staff members at SHS prioritized the betterment of students at Stevenson, which contributed to the welcoming environment here.
- I thought that my interactions with faculty felt personal and meaningful instead of adults talking down to students.
- The SHS staff members put in a tremendous amount of effort to make sure everyday was streamlined and our learning was put first.
- They have been there to support me through tremendous adversity and personal failures, but they have all pushed me and kept me on my feet whenever I felt like giving up.
- I sought these people as counsels in some of my darkest times and they never delivered anything less than their full attention to my well-being.
- All of these staff members took the time to get to know me not only as a student but as an individual as well.
- All of these teachers have been very approachable and have made class/club extremely enjoyable and something I would look forward to. I've learned a lot from them, and without them, I can see my high school experience being much different.
- Always felt like they believed in my craft and what I was doing even if it was a little unconventional, they always found a way to keep me engaged happy and moving forward.
- They pushed me to succeed in all aspects of life and gave invaluable advice and support. They moved mountains to make my life at SHS amazing.
- I think she might be the smartest staff member at Stevenson High School.
- She made sure that during this Stay At Home order I received the Seal Of Biliteracy. I feel like they go above and beyond to exceed the needs of their students.
- I would give them both 4s on an EBR scale.
- As I first moved here, I remember never feeling left out of anything with the teachers because they were all so friendly to everyone. I could always look for them for help if I felt I needed it and they were very understanding of it when I did need it.
- They really changed my perspective on learning & helped me find my strengths with it. I wouldn't have survived high school without them.
- My counselor has always been supportive of me & has also helped me grow as a person. She is amazing & provided wonderful guidance.
- They were so excited to teach and it made going to class fun and enjoyable. Since they were so excited to teach it made the students more excited to learn.

4. What made these staff members so special?

- Each staff member I've interacted with (whether once in my four years, for one semester, an entire school year, and beyond that) has been very friendly and supportive of the students at SHS. Everyone is dedicated to make sure that each student at SHS has the best experience they can. They work around the clock to ensure the best academic and personal high school experience for everyone.
- Every staff member at Stevenson always goes above and beyond to make sure that SHS is more than just a school, it's a community filled with people who grow not only intellectually, but also on a personal level. Time and time again, the staff have taken time out of their classes to facilitate SEL lessons and emphasize the importance of good citizenship, which we will all take with us beyond high school.
- He was not only the best teacher I ever had, but coach. He made coming to school so exciting and cares so much about every one of his students.
- He was the coolest guy on campus.
- He's such a positive man who truly cares about what he teaches and about every student and wants to make sure they continue to succeed.
- His class was always one of the highlights of my days because we always had fun in there no matter if we were learning a new subject or even doing an assessment. I never had a dull moment in that class and always looked forward to it in my day.
- She was the nicest teacher I've ever had and she made my science years so fun.
- She helped me understand math in a way I've never been taught before. In her class I got an A and that was my first A of all my years of school.
- Geometry was probably my worst class in all of Stevenson and I went to get help from her at least twice a week in the morning. She was always there to help me and she was never frustrated to help out. I hated geometry so much, but I loved going to class because she was such an amazing, enthusiastic, and funny teacher and still is.
- Countless times throughout the year I emailed her about sending my recommendation to different scholarship websites and she would happily do them. Once I committed to Indiana University I was so excited to tell her just because of how much she helped me out during this whole stressful process.
- I've known him since sophomore year and he was always by my side when I needed something and has helped me so much, I can't thank him enough. I wouldn't be who I am today without him.
- I often stayed late nights at school because of extracurricular. I'd walk from the glass commons all the way to the point, stopping by the circle drive desk, sports center desk, and the point desk too. They were great friends as I sat waiting for a ride home after a nearly 13-hour school day.
- Many of the staff members genuinely care about their students and creating a relationship with them that allows students to feel welcomed and accepted in the classroom setting as well as having a trusted adult that understands them. They put a lot of effort into making their curriculum engaging and to make sure that each student is succeeding and receiving the support they need.
- Most staff are always outgoing and friendly who are always there for you to talk to and goof around with.
- Not gonna lie, sometimes talking to my peers can be hard. Especially when I'm troubled with something emotionally and my peers don't understand or choose not to care. I always found it easy for me to talk to the staff members here especially if I was going through a hard time.
- And even with the age gap, they're just as human as the students. They like or dislike stuff outside of class or school, they make mistakes, etc. Just almost all of the staff

4. What made these staff members so special?

members I came across, were easy to talk to. They really made sure they were there for me and for other students too.

- She always brought a great vibe into class and she always seemed to be in a good mood.
- She is so happy and an extremely positive individual, it is her last year teaching and I applaud her effort and passion with teaching for the years she has been here but also soaking in every last moment for her last year of teaching.
- She really took the time to make connections with her students, even on zoom she would have personal conversations to check in with people and how their lives have changed during the quarantine.
- She's the goat. I love her
- The staff members were willing to help me when I didn't understand the content. I also had times where I was struggling and needed a few extra days for certain work and they accommodated me but I still turned in all other assignments on time.
- The teachers that I listed above hold a special place in my heart because they all made that extra effort really get to know me as both a student and a person. I always felt supported by them and that I could talk to them if I ever needed support and some even continued to check up on me even after I had been out of their class for well over a year.
- As a student it feels good to know that your teachers are there for you and these people did a phenomenal job at helping me grow throughout my time at SHS.
- These individuals really listened to me and understood me. They inspired me, guided me, and gave me advice that was genuinely for the best for me.
- They all go to great lengths to ensure the wellbeing and success of each and every student.
- They always greeted me with a smile. I had a support team all around school. I was made to feel safe and welcomed every day. I was genuinely cared for and asked how I was doing every day. They gave me endless opportunities and told me I could get through my obstacles which helped me. They provided reassurance to me when I needed it. Gave me money for lunch if I was short without me asking, all around they gave me guidance and support and for that I am forever grateful.
- They are all truly passionate about what they teach and always were genuinely interested in getting to know us beyond just students which I loved and made me feel important.
- They are all very thoughtful and you can tell that they actually enjoying taking the time to talk and crack jokes with their students.
- They are always courteous and willing to not only help their own students but others as well. Many of the teachers at Stevenson are very talented and great at their jobs which created good work environments for their students.
- They are especially good at what they do, whether it's teaching or helping out students, they provide so much support and make high school a better experience.
- They are so genuinely passionate about developing you—not just as students/athletes/researchers/etc. but they also put their heart and soul in caring for us (students) as people. Honestly, they are some of the most selfless people ever and sacrifice an unbelievable amount of time, effort, and heart for us—makes my heart so thankful!
- They are so good with understanding me and really show an interest in teaching while also getting to know their students.
- I cannot express enough how impactful SHS teachers have been on shaping my character and building my confidence through their constant encouragement. I love how they consistently challenge me to be a better person and leader.

4. What made these staff members so special?

- They exceed the job of “teacher”, they make personal connections with each student and make them feel special, heard, and understood.
- They have all helped me find a piece of who I am. They have also supported me and was always there for me whenever I needed assistance. They are phenomenal SHS staff members who put the needs of the students before their own.
- They really care about our success as students but also as individuals bound to be out in the real world facing problems that we need to be prepared for. I appreciate his ability to keep it real and relevant.
- They really, truly care about their students and want them to do well. They make an active attempt to connect with their students and put themselves in their shoes to ensure they succeed, in whatever form that takes.
- It is clear they want what's best for me and I can't imagine what my experience at Stevenson would have been without them.
- They were never afraid to challenge you.
- They would listen to my problems and give me genuine advice and comfort.
- They're always smiling and helping us despite the fact that the lines never ends and everything is overcrowded
- With every single staff member I have listed, I have formed a real connection and relationship with both big and small throughout the course of my four years or even just senior year.
- To me, each moment counted whether that was seeing them in class, saying a quick hi in the halls, or striking up a causal conversation when prompted. These moments have brightened my day and have made me become a better person I am today.
- I've never actually cried when leaving school but, I remember the Thursday we were let out for good and being at the train station, sitting on a rock with tears streaming down my face because I never got to tell any of my teachers how much I appreciated their hard work, how much I missed them and how much they meant to me.

5. 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	=	57%	Disagree	=	2%
Agree	=	<u>41%</u>	Strongly Disagree	=	<u>0%</u>
		98%			2%

N= 635

6. 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	=	26%	Disagree	=	12%
Agree	=	<u>59%</u>	Strongly Disagree	=	<u>3%</u>
		85%			15%

N= 635

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 = 3%
A = 35%	SD = 1%
96%	4%

N= 621

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

SA = 80%	D = 2%
A = 18%	SD = 0%
98%	2%

N= 631

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

SA = 56%	SD = 6%
A = 36%	D = 2%
92%	8%

N= 631

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

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

N= 624

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

SA	=	54%	D	=	8%
A	=	<u>36%</u>	SD	=	<u>2%</u>
		90%			10%

N= 601

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

SA	=	61%	D	=	3%
A	=	<u>36%</u>	SD	=	<u>0%</u>
		97%			3%

N= 623

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

1	=	52%
2	=	38%
3	=	10%
More than 3	=	0%

N= 635

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

SA	=	60%	D	=	6%
A	=	<u>31%</u>	SD	=	<u>3%</u>
		91%			9%

N=72

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

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

N=611

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

SA	=	58%	D	=	7%
A	=	34%	SD	=	1%
		92%			8%

N=573

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

SA	=	37%	D	=	13%
A	=	47%	SD	=	3%
		84%			16%

N=551

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

SA	=	45%	D	=	7%
A	=	46%	SD	=	2%
		91%			9%

N=507

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

SA	=	45%	D	=	9%
A	=	43%	SD	=	3%
		88%			12%

N=401

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

Yes	=	57%
No	=	43%

N=635

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

Yes	=	54%
No	=	46%

N= 635

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

Yes = 17%
No = 83%

N= 635

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

Yes = 74%
No = 26%

N= 635

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

Yes = 66%
No = 34%

N= 635

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

Yes = 43%
No = 57%

N= 635

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

Yes = 67%
No = 33%

N= 635

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

Yes = 85%
No = 15%

N= 635

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

Yes = 92%
No = 8%

N= 635

ACADEMIC SUPPORT

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

Yes = 43%
No = 57%

N= 635

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

Yes = 31%
No = 69%

N= 635

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

Yes = 18%
No = 82%

N=635

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

Yes = 61%
No = 39%

N= 635

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

Yes = 16%
No = 84%

N= 635

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

Yes = 55%
No = 45%

N= 635

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

SA = 42% D = 7%
A = 49% SD = 2%
91% 9%

N= 529

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

SA = 51% D = 7%
A = 41% SD = 2%
92% 9%

N= 588

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=635

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

Extremely positive = 44%
Positive = 44%
Satisfactory = 9%
Unsatisfactory = 2%
Did not participate = 4%

N= 635

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

Extremely positive = 38%
Positive = 37%
Satisfactory = 19%
Unsatisfactory = 6%
Did not participate = 33%

N=635

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

Extremely positive = 42%
Positive = 41%
Satisfactory = 16%
Unsatisfactory = 1%
Did not participate = 58%

N= 635

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

Yes = 65%
No = 35%

N= 635

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

Yes = 93%
No = 7%

N= 635

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

Yes = 77%
No = 23%

N= 635

ACADEMIC INFORMATION

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

1	=	1%
2	=	3%
3	=	3%
4	=	93%

N= 635

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

Exceptional	=	34%
Above Average	=	48%
Average	=	16%
Minimal	=	2%

N=635

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 = 65%	D = 1%
A = 34%	SD = 0%
99%	1%

N= 635

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 = 52%	D = 4%
A = 43%	SD = 1%
95%	5%

N= 635

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	=	58%	D	=	3%
A	=	39%	SD	=	0%
		97%			3%

N= 635

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

Extremely positive	=	30%
Positive	=	52%
Satisfactory	=	15%
Unsatisfactory	=	3%
Did not participate	=	8%

N=820

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	=	1%
Less than 1 hour	=	12%
1 - 2 hours	=	38%
2 - 3 hours	=	30%
More than 3 hours	=	18%

N=635

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 its challenging, yet supportive academic environment. Time-management skills were developed and personal initiative was rewarded within the SHS environment due to balancing course loads, co-curriculars, relationships, and study skill development. Judging by their comments, it is apparent that many students have, indeed, made the connection that demanding assignments and high expectations have all served to generate positive outcomes while forcing them to take responsibility for their own learning. The most popular response from the 635 seniors who completed the survey praised 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" (74). The second ranking response praised the Student Support Teams (SSTs): "The counselors, social workers, school psychologists were very supportive. My SST helped me when things were overwhelming" (61). 54 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" (34).

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" (38). The third highest-recommended 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" (30). 25 students stated, "You are already doing a good job." 15 students wanted "more social opportunities for all students to bring us together to build community," "have less homework," and wanted "less pressure about AP classes, grades, and test scores and more concern about SEL" (15).

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-wise, district goal of ensuring that Stevenson is teaching students positive, life-long, SEL skills.

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 (98%). Seniors indicate that their counselors consistently know them (88%) in addition to finding them helpful with academic guidance (95%). Ninety percent of seniors feel comfortable talking to counselors, social workers, and SST coordinators about personal or non-academic issues -- an increase of 5% from the previous year. The vast majority of students (97%) believe that the Student Services offices are friendly and helpful. Most transfer students view their counselors, social workers, and/or school psychologists as being helpful in their transition and adjustment to SHS, increasing by 6% from the previous year for a total of 91% of transfer students. Due to changes in personnel, only 52% of our seniors had the same counselor for all four years.

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 (97%). The College and Career Center staff is viewed as being friendly and accessible (92%). Seniors are attending more group guidance programs during the school day in the CCC and 84% found these programs to be helpful. Over the past several years, Student Services has introduced Naviance, a college and career readiness platform. A large majority of seniors (91%) feel that Naviance has been an effective and informative way to research college information. Another recent change reflects that post-secondary counselors are now primarily responsible for facilitating Post-Secondary Student Counselor Parent Engagement (P-SCoPE) meetings. 88% of seniors felt this meeting was helpful -- an increase of 9% from the previous year.

When asked how they obtain information about colleges and scholarships, 57% of seniors utilize their school counselor, and 54% obtain help from the post-secondary counselors. Students and parents access information about colleges from the CCC (74%) as well as the college links on Stevenson's home page (43%). "Other websites continue to remain a substantial source of information for many of our families (85%). When asked more specifically, more than two-thirds of the students (67%) access social networking sites such as Facebook to obtain post-secondary information. College campus visits continue to be the most popular way families retrieve information about college and scholarships (92%). Two-thirds of the seniors (66%) 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 (17%).

For the ninth year in a row, when asked about accessing academic supports, the most popular response shows that a large majority of students get academic support from their friends (61%). The second most popular response indicates that seniors sought out help from their teachers (43%). Next, about a third (31%) of the seniors receive academic support from the Learning Center tutors, which the vast majority (91%) found to be beneficial and 92% found the help and equipment available to students in the learning centers were sufficient. Parents were accessed as well for academic support for 18% of students. Seniors utilized paid tutors the least when accessing academic support (16%). It is interesting to see that students across the four grade levels will initially seek their peers for academic support.

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. Over three-quarters of our students reported earning a position of leadership within the school. More than two-thirds of the seniors (65%) were members of a club or organization not affiliated with SHS; a larger percentage of seniors (93%) participated in school or community service. Survey responses reflect the high involvements in a variety of co-curricular and community activities.

A large majority (93%) 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 or above average (82%). 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.

Seniors were also asked to reflect on the amount of time typically spent on homework. 18% reported spending over three hours per night. The most common response was one to two hours per night (38%), and thirty percent 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.

Longitudinal Senior Exit Data
(Reported in percentages)
(Please note that year stated refers to graduation year)

Number of years in attendance at Stevenson High School

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
1	1%	2%	2%	1%	2%	1%
2	3	3	3	4	4	3
3	3	3	3	5	4	3
4	93	92	92	90	90	93

Student perception of own individual effort at Stevenson

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
exceptional	29%	35%	31%	27%	34%
above average	46	41	43	44	48
average	21	19	21	23	16
minimal	4	5	5	6	2

Student perception of growth in responsibility for learning through high school

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
positive	96%	97%	96%	97%	97%
negative	4	3	4	3	3

Satisfaction with academic planning and course selection assistance from counselors

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
positive	90%	90%	91%	91%	95%
negative	10	10	9	9	5

Student perception of SST members' accessibility

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
positive	96%	97%	97%	96%	96%
negative	4	3	3	4	4

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

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
	95%	96%	97%	95%	96%	98%

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

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Satisfactory or better	98%	98%	98%	96%	98%
N/A (did not participate)	7	7	7	7	4

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

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Positive	93%	92%	93%	92%	94%
N/A (did not participate)	31	31	30	31	33

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

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Positive	97%	99%	97%	97%	99%
N/A (did not participate)	36	47	47	52	58

Participation in a leadership role within the school

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
	75%	74%	76%	75%	74%	77%

Participation in clubs or organizations not affiliated with Stevenson HS

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
	65%	65%	66%	63%	61%	65%

Participation in community service activities

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
	90%	90%	91%	90%	91%	93%

Number of faculty and staff cited as having a positive impact

<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
492	506	492	546	568	591

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

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
positive	93%	96%	96%	95%	98%
negative	7	4	4	5	2

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

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
positive	81%	84%	84%	83%	85%
negative	19	16	16	17	15

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

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Positive	95%	96%	96%	95%	97%
N/A (did not participate)	8	6	7	8	8

Longitudinal Senior Exit Data

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

The number of seniors reporting that they have attended Stevenson for a full four years remains high, reflecting past historical trends (93%). It should be noted that this figure does not reflect the school's mobility rate because those students who leave before completing senior year are not included in this survey.

Stevenson's students continue to feel they are working diligently and effectively. Since 2011, about three-quarters of the senior class described their individual effort as "above average" or "exceptional," and this trend remained consistent for the class of 2020 (82%). Only 2% of students described their effort as "minimal," and this is also relatively consistent with past years. Growth in responsibility for learning throughout high school has remained strong and constant over the past few years (99%).

Satisfaction with academic counseling, such as receiving course selection assistance from counselors, remained the same as last year's all-time high of 91%. Students' perception of counselors' accessibility has remained high over the years; 96% of seniors feel that their counselor is accessible. The current percentage also represents a vast improvement from about ten years ago (69%). These gains in accessibility are gratifying, considering the significant increase in schedule change traffic at the beginning of each semester. Counselors have worked to craft ways that increase accessibility during times of high student need.

Student participation in at least one co-curricular activity has also been consistent. 96% of seniors report participation in at least one club, activity, or sport. When we asked this question about 25 years ago, only 74% of respondents were participating in clubs and/or activities. Satisfaction levels for club and/or activities have also shown little deviation over the years. Of those who participated in clubs and/or activities, 96% reported a positive experience. 97% of intramural participants reported a positive experience. 93% of student athletes reported a positive experience in athletics where 88% responded positively just four years ago.

The percentage of students who identify themselves as playing a role in school leadership has remained relatively high (77%). Over three-quarters of our senior class experienced a leadership role within the school. We continue to strive to provide leadership opportunities for students, especially in light of demonstrated interest.

Given the extensive involvement of Stevenson students in academics and extracurricular activities, it is gratifying that so many individuals make time for community service (93%). The number of Stevenson seniors participating in clubs and organizations outside the school domain increased four percent at 65%. These impressive statistics show that

Stevenson instills in its students a dedication and desire to give back to their communities.

The number of faculty and staff named as having a positive influence on students has risen dramatically. Over the past 25 years. In 1992, seniors recognized 144 staff members. By contrast, the class of 2020 recognized 591 staff members. Even though the composition of staff changes yearly, the number of cited teachers continues to remain high. Genuine interest in students and inspirational teaching are themes that continually repeat themselves year after year in the student comment section of the Senior Exit Survey. Positive feedback has not been limited to teachers. Non-teaching staff, who serve in a multitude of roles, are named with frequency and with commensurate amounts of enthusiasm.

Students perceive positive levels of respect and consideration relative to individual and cultural differences from both school staff (98% positive, all-time high) and peers (85% positive, all-time high). Students report positive experiences in Stevenson's Advanced Placement program at a high rate of 95%.

Graduates of 2020 continue a strong tradition of being engaged and respectful students and leaders in our school and community. They have identified the positive impact of Stevenson's faculty and staff more enthusiastically than ever before.

STUDENT SERVICES SURVEYS ACROSS

GRADES 9-12

	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
1. Counselor accessibility:				
	99%	100%	100%	96%
2. Counselor friendliness and approachability:				
	99%	100%	100%	98%
3. Counselor knowledge/recognition of student:				
	94%	97%	98%	88%
4. Counselor helpfulness with academic counseling:				
	99%	99%	99%	95%
5. Student comfort level discussing personal issues or nonacademic concerns:				
	94%	95%	96%	90%
6. Student Services Office - friendliness and helpfulness:				
	98%	99%	98%	97%
7. Students participated in the LTAYF Night				
	55%	62%	62%	N/A
8. If you participated in the LTAYF Night, it informed your course selection				
	57%	66%	61%	N/A
9. Counselors' and college consultants' knowledge about college applications and selection process:				
			99% Satisf. 87% Util. Rate*	97% Satisf. 93% Util. Rate*

	JUNIORS	SENIORS
10. Use of the College Career Center:	66% Util. Rate*	87% Util. Rate*
11. College Career Center staff's friendliness and accessibility:		
	98%	92%
12. Visits from college representatives:	95% Satisf. 58% Util. Rate*	N/A 66% Util. Rate*
13. College evening programs:	94% Satisf. 63% Util. Rate*	N/A N/A
14. CCC core curriculum programs:		84% Satisf.

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

* - Utilization Rate

SOURCES OF ACADEMIC ASSISTANCE

	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
13. Teachers	44%	50%	46%	43%
14. LC Tutors	41%	43%	36%	31%
15. Parents	51%	48%	29%	18%
16. Friends	65%	71%	67%	61%
17. Private Tutors	21%	21%	25%	16%

*Utilization Rate

Comparison of Student Services Surveys – Grades 9-12

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

As reported by students of all four grade levels, counselor accessibility, friendliness, and approachability continue to post levels of nearly 100%. Nearly all freshmen (99%), sophomore (100%), juniors (100%), and seniors (96%) agree that counselors are friendly and accessible. Knowledge and recognition of students follow close behind in the high eighties to nineties among all grades: freshmen (94%), sophomores (97%), juniors (98%). Continued SCoPE meetings for freshmen and their families and our deliberate counselor curriculum in advisory are among the changes credited for these results. Counselors are also perceived to be helpful with academic counseling among freshmen (99%), sophomores (99%), juniors (99%), and seniors (95%), remaining fairly consistent with last year's results. These numbers resemble trends that were illustrated the previous school year.

Relative to comfort levels when discussing personal issues, more than nine out of ten freshmen (94%), sophomores (95%), juniors (96%), and seniors (90%) feel comfortable discussing non-academic concerns with counselors.

Students are surveyed regarding the friendliness and helpfulness of Student Services personnel. The office is staffed with counselors, deans, social workers, school psychologists, and administrative assistants. Although students may visit the office on their own accord, others are summoned for various reasons (such as disciplinary infractions). Current student satisfaction rates resemble the previous year's percentages with freshmen at 98%. 99% of sophomores and 98% of juniors agree that the Student Services staff is helpful. All four groups' satisfaction levels have surpassed the nineties. Senior satisfaction increased this year (97%), but remains lower than the other groups, which is a consistent trend.

During the past three years at SHS, the Student Services Department planned and implemented our *Let's Talk About Your Future* (LTAYF) night in late October. LTAYF is a designated night for our students to go home with the upcoming SHS coursebook instead of homework. Students and parents/guardians are encouraged to utilize the coursebook and their time to foster communication about a student's academic passions and course selections. Our freshmen reported a 55% participation rate of LTAYF where 57% believe these discussions were very beneficial for their junior course selection. Our sophomores reported a 62% participation rate where 66% believe these discussions were beneficial for their junior course selection. Our juniors reported a 62% participation rate where 61% believe these discussions were very beneficial for their senior year course selection. Seniors were not polled as the LTAYF goal was for course planning at SHS.

Maintaining counseling relationships with juniors and seniors as they progress through the college admissions process continues to be a priority for Student Services personnel. Juniors and seniors were asked about their levels of satisfaction and utilization in five areas of college counseling. When compared to seniors, juniors expressed higher degrees of satisfaction in conjunction with less usage. Satisfaction levels remain extremely high for juniors (99%) and seniors (97%) who choose to tap the knowledge base of counselors and college consultants. Nearly all juniors (98%) and the majority of seniors (92%) who have chosen to use the CCC find it to be friendly and accessible and these numbers continue to remain stable from year to year.

For the eighth time, we have comparison data relating to the sources of academic assistance students choose to seek. We asked students to identify from whom they routinely seek academic assistance. The choices included teachers, learning center tutors, parents, friends, and private tutors. When we compare their answers across the grade levels, we can see some consistent trends. Utilizing friends is the most popular response across all grade levels with freshmen (65%), sophomores (71%), juniors (67%) and seniors (61%) stating that they routinely use this method to obtain academic support. The second most popular response from every grade level is teachers except freshmen who chose parents first (51%) before teachers. Teachers came out to the following: freshmen 44%, sophomores 50%, juniors 46%, and seniors 43%). As students progress through high school, they seem to be using parents less (juniors 29% and seniors 18%) and accessing their teachers more often. After friends, parents and teachers, students access the learning center tutors (freshmen 41%, sophomores 43%, juniors 36%, and seniors 31%). The least popular method of accessing academic assistance is private tutors (freshmen 21%, sophomores 21%, juniors 25%, and seniors 16%). This is the sixth year of this trend. It is possible that tutor usage increases junior year because it is such an important academic year (for standardized testing and SHS classes) before applying to colleges. It makes sense that seniors would access them least when the college application process is typically over very early in senior year.

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

One-Year Follow-Up Survey Results

One-Year Graduates Surveyed – 169

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 - (165) 98%
Working - (4) 2%

Note: Questions 2-9 were asked of respondents attending college or university; therefore, 165 responses are reported

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

Yes – 162 (98%)
No – 3 (5%)
Transferring to a four-year college – 2
Transferring to a two-year college – 1

3. What is your current or anticipated major?

Business – 23 (14%)

Finance – 7

General Business – 6

Marketing – 4

Accounting – 2

Business Management – 1

Advertising – 1

Public Relations – 1

Retail & Consumer Behavior – 1

Science – 23 (14%)

Biology – 8

Neuroscience – 7

Ecology – 1

Biochemistry – 1

Forensic & Investigative Sciences – 1

Natural Sciences – 1

Fire Science – 1

Environmental Science – 1

Astronomy – 1

Biological Physics – 1

Engineering – 22 (13%)

Biomedical Engineering – 5

Mechanical Engineering – 4

Biological Engineering – 2

Industrial Engineering – 2

Computer Engineering – 2

Systems Engineering & Design – 1

General Engineering – 1

Aerospace Engineering – 1

Agricultural Engineering – 1

Aeronautical & Astronautical

Engineering – 1

Chemical Engineering – 1

Environmental Engineering – 1

Social Sciences – 20 (12%)

Psychology – 6

Economics – 3

Political Science – 2

Social Work – 2

History – 1

Public Policy – 1

Pre-Law – 1

Comparative Studies in Race and

Ethnicity – 1

Environmental Policy – 1

Public & International Affairs – 1

Criminal Justice – 1

Technology – 18 (11%)

Computer Science – 14

Information Services – 2

Industrial Design – 1

Cybersecurity – 1

Health Sciences – 9 (5%)

Nursing – 3

Health Science – 2

Sports Medicine – 1

Pre- Med – 1

Kinesiology – 1
Therapeutic Recreation – 1

Education – 7 (4%)
Elementary Education – 4
Early Childhood Education – 2
Learning Behavioral Specialist – 1

Communications – 5 (3%)
English – 2
Communications – 2
Film and TV – 1

Fine Arts – 3 (2%)
Animation – 1
Digital Design – 1
User Experience Design - 1

Multiple Majors – 27 (17%)
Computer Science & Mathematics – 3
Communications, Design & Marketing – 1
Sports and Rec Management & Enterprise Leadership – 1
Psychology & Business – 1
Marketing & Drama – 1
Biochemistry & Biological Physics – 1
Biology & English – 1
Business & Environmental Science – 1
Computer Science & Astronomy – 1
Computer Science & Engineering – 1
Computer Science & Economics – 1
Economics & Public Policy – 1

Fashion Merchandising & Business – 1
Finance & Global Business – 1
Finance & Economics – 1
Finance, Economics & Math – 1
Government & Religious Studies – 1
Management & Information Systems – 1
Marketing & Finance – 1
Marketing & Supply Chain Management – 1
Material Science & Engineering – 1
Narrative Studies & Political Science – 1
Zoology, Botany & Chemistry – 1
Psychology & Political Science – 1
Political Theory and Constitutional Democracy, Social Relations and Policy & Interdisciplinary Humanities – 1

Technology – 18 (11%)
Computer Science – 14
Information Services – 2
Industrial Design - 1
Cybersecurity – 1

Other – 8 (5%)
Undecided – 3
Architecture – 2
Applied Math – 1
Spanish – 1
Jewish Studies – 1

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

No – 10 (6%)
Yes – 155 (94%)

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

Number of credits: 0 credits - 22
I don't know - 9
1-10 credits - 33
11-20 credits - 36
21-30 credits - 26
31-40 credits - 9
41-50 credits - 10
51-60 credits - 10

4c. If you received no credit, why?

My school doesn't accept my AP course for credit – 13

My score wasn't high enough – 6
 Didn't take the test – 1
 I chose not to take the credit – 2

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

Yes – 22 (13%)

Number of credits: 1-5 credits - 12
 6-10 credits - 9
 11-15 credits - 1

Subjects:

Spanish–8

Math – 9

English – 2

Chemistry – 1

French – 1

Sociology - 1

No – 84 (72%)

I don't know – 24 (15%)

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	61%	36%	3%	3%
Mathematics	60%	35%	5%	4%
Social Studies	56%	39%	5%	9%
Science	53%	39%	8%	10%
Reading Comprehension	59%	38%	3%	4%
Foreign Language	42%	45%	13%	22%
Fine Arts	57%	31%	12%	29%
Study Skills	51%	39%	10%	1%
Use of Computers—Research	60%	34%	6%	2%
Use of Computers—Applications	44%	35%	21%	4%

Note: Explanations given for some "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 – 74%

The same – 26%

Not as well as others – 0%

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

Shared G.P.A. – 141

Grade Point Average:	4.0 - 3.5 -	79%
	3.4 - 3.0 -	20%
	2.9 - 2.0 -	1%
	1.9 - 0.0 -	0%

Did not know G.P.A. – 2

Did not want to share G.P.A – 26

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

Higher – 23%

The same – 57%

Lower – 20%

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 – 48%

Agree – 47%

Disagree – 4%

Strongly Disagree – 1%

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

Teach study skills – 20

Teach more independence – 13

Classes should be more about learning and less about grades – 11

Teach how to ask teachers for help – 10

More mental health focus – 8

Have hard deadlines with no reminders – 8

Teach time management – 7

Assign larger group projects – 7

More prep for college in AC and College Prep classes – 7

Have less study packets and teach note taking – 6

Give less homework – 6

Teach adulting – 6

Start the college application process sooner – 5

Get rid of EBR- they don't use it in college – 4

Support BIPOC – 4

Have more lecture classes – 4

Teach Excel – 4

Advocate for healthy balance and less stress – 4

Provide a semester syllabus for classes – 4

Give harsher penalties for cheating – 3

Nothing, you are doing a good job – 3
 Examine real life social issues – 3
 Less tests and quizzes – 3
 Let students fail – 3
 Tell students to take more electives to explore your passions – 3
 Understand that professors don't care about you or your grades – 2
 Give more dual credit options – 2
 Don't give retakes – 2
 Less AP pressure – 2
 Explore careers – 2
 Reach out to struggling students – 2
 Make fine arts classes mandatory – 1
 Give midterms – 1
 Assign more out of class reading – 1
 Push students out of their comfort zones – 1
 Teach college level writing – 1

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

Yes – 67%

No – 33%

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

Too strict – 31%

About right – 58%

Not strict enough – 11%

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?

Worry less about grades and AP classes – 18
 Get more involved – 16
 Take fewer unnecessary AP classes, more electives – 14
 Have less academic stress – 13
 Participate in an anti-racism curriculum – 12
 Try harder – 8
 Have more freedom – 7
 Expand my experiences – 7
 More support for mental health – 6
 Have more help with college – 5
 Some teachers – 5
 Have more fun – 4
 Take more APs – 4
 Less competition/ more cooperation - 4

- Get involved in different clubs – 4
- Deans – 4
- Prioritize my health and sleep – 3
- No EBR – 3
- Report the cheating – 2
- More personal attention from my counselor – 2
- Meet more people – 2
- More parking – 2
- Get more help – 2
- Have less homework – 2
- Get to know my teachers – 2
- Different friends – 2
- Switch teachers – 2
- Have more spirit – 1
- Do research – 1
- Participate in only one club – 1
- Everything – 1
- Take risks – 1
- Get my work off of Drive before my email was erased – 1
- Learn about adulting – 1
- Take a language earlier – 1
- I don't know – 3
- Nothing, I loved it! – 14

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

- Teachers and Staff – 67
- Friends – 46
- Clubs – 28
- Sports – 16
- Community connections – 13
- Fine Arts programs (Band, Drama, Music, Art) – 11
- Excellent education – 10
- Prep for College – 8
- All-school events (dances, Spring Fling, etc.) – 7
- Variety of Classes – 4
- The food! – 4
- Resources – 4
- AP Classes – 3
- Science – 3
- Opportunities – 3
- Nothing – 2
- Study Skills – 2
- Leadership opportunities – 2
- Balance – 1
- Graduating – 1
- Everything – 1
- Diversity – 1
- Jazzman's – 1

The size- big was good – 1
Experience – 1
Business – 1
CCC – 1
Competition – 1
Workload – 1
Debate – 1
Student Council – 1
SROs – 1
Teaching Young Children program – 1
I don't know – 1

16. Are you registered to vote?

Yes – 78%
No – 22%

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

Yes – 44%
No – 56%

Table A

Reasons for "Inadequate" Responses in Writing

I never did well in writing at SHS
We didn't analyze books in college

Reasons for "Inadequate" Responses in Mathematics

I never studied
They were too lenient on work completion
There was too much help at SHS, I wasn't prepared to do it on my own
I didn't get a chance to take higher level classes

Reason for "Inadequate" Response in Social Studies

College social studies is not history
AP Classes just prepared me for the test
It was just the white perspective
We need minority history and narratives

Reasons for "Inadequate" Responses in Science

I was never good at science
They were not in-depth enough
Didn't get the AP credit and was mediocre when I had to take the class
Had to do more than memorize facts
Never took physics and I should have

Reason for "Inadequate" Response in Foreign Language

Didn't take four years because my Spanish education was not great
Needed more immersion in the language
I took four years and I was not close to fluent
My teacher was not good
I never took any
I didn't remember anything

Reasons for "Inadequate" Responses in Fine Arts

I never took any
Was not valued
Was not a requirement and should have been

Reasons for "Inadequate" Responses in Study Skills

I was never taught
I never had to study
I don't know how to study for a test
I don't know how to take notes
I need help with time management
I don't know how to study without a study guide

Reasons for "Inadequate" Responses in Computer Applications

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

One-Year Follow-Up Survey Summary

The one-year follow-up survey was conducted by a Google form sent to 931 members of the class of 2019 and 169 responses were collected. The purpose of the one-year follow-up survey 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 2019 graduates declare that they are attending college full time (98%). Four students (the remaining 2%) reported to be working. A large majority of individuals attending college plan to return to the same school in the fall (98%) while others are thinking of changing their plans by taking a year off or transferring to a two or four-year college (3%). When asked about specific courses of study, the largest reported category was multiple majors (17%). The two following reported categories are business and science -- both at 14%, followed by engineering (13%). The next most popular routes of specified studies were social sciences (12%), technology (11%), health sciences (5%), education (4%), communications (3%), and fine arts (2%). In addition, some students are reporting that they are in the "other" category (5%); this included undecided, architecture, applied math, Spanish, and Jewish Studies.

94% 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 a third earned more than ten credits at the college level (36%). Of the twenty-two students who did not receive credit, six students said their score wasn't high enough, one student didn't take the test, and twenty-two students said the credit wasn't accepted at their college/university. Some respondents (13%) reported earning additional credit by way of college proficiency exams. Nine 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.

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 to "teach study skills" (20). Leading the list of suggestion: teach more independence (13), classes should be more about learning and less about grades (11), and teach how to ask teachers for help (10).

Looking back, over three-quarters (67%) for one-year graduates related that they had received assistance from their counselors with post-secondary plans. Over half of respondents also felt discipline was maintained at an appropriate level (58%) while a smaller percentage described it as "too strict" (11%).

The one-year survey results are a testament to our students' college readiness as they reflect positively on their past SHS experiences and how it has attributed to their

current preparedness as nearly all the surveyed alumni plan to continue their college education. They also give good insight into the impact of AP scores and earning college credits while also touching on what students had wished SHS could have done better to foster responsibility in learning. Overall, it is clear that Stevenson High School continues to cultivate a rich experience for students and their futures.

Five-Year Follow-Up Survey Results

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

Five-year graduates interviewed – 81

1. Upon leaving Stevenson, what did you do?

College or university full time – 98%

Gap Year – 2%

Note - All 81 respondents completed some college, 81 responses are reported for the rest of the survey.

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

Health Fields – 14 (17%)

Public Health – 3

Nutrition Science – 2

Nursing – 2

Interdisciplinary Health – 1

Health & Exercise Science – 1

Community Health – 1

Exercise Science – 1

Pre-Pharmacy – 1

Rehabilitation Psychology – 1

Human Development – 1

Business – 13 (16%)

Business Management – 2

Hospitality Management – 2

Accounting – 2

Marketing – 1

Finance – 1

Advertising – 1

Fashion Marketing & Management – 1

Agribusiness: Markets & Management – 1

Banking & Finance – 1

Human Resources Management – 1

Social Sciences – 11 (14%)

Psychology – 5

Economics – 2

Political Science – 1

Sociology – 1

Comparative Cultures & Politics – 1

Justice and Law – 1

Education – 8 (10%)

Elementary Education – 3

Math/Secondary Ed – 1

Middle Grade Education – 1

Spanish/Secondary Ed – 1

Theater/Secondary Ed – 1

English/Secondary Ed – 1

Communication Arts – 5 (6%)

English – 3

Communications – 2

Science – 4 (5%)

Biology – 3

Physics – 1

Engineering – 2 (2%)

Biomedical Engineering – 1

Civil Engineering – 1

Other – 7 (9%)

Math – 1

Cyber Security – 1

Social Work – 1

Applied Math – 1

Computer Science – 1

Interior Architecture – 1

Sustainably Built Environments – 1

Multiple Majors – 17 (21%)

Biology & Environmental Studies – 1

Biology & Psychology – 1

Dance & Event Management – 1

Cognitive Science & Linguistics – 1

Public Health & Communication – 1

Finance & Accounting – 1

Finance, IT & Marketing – 1

History & Biology – 1

Human Resources & Industrial

Relations – 1

Peace and Conflict Resolution & Spanish

– 1

International Relations & Global Studies
– 1
Geography & International Relations – 1
Marketing & Business Analytics – 1
Marketing & IT – 1

Math & Music – 1
Political Science & Economics – 1
Sport Management & Organizational
Leadership – 1

3. Did you complete an undergraduate degree?

Yes – 93%
No – 7%

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

2.5 years-	1
3 years -	4
3.5 years -	7
4 years -	55
4.5 years -	4
5 years -	4

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

Changed major – 3
Changed schools – 2
Financial issues- 1
Gap year – 2
It is a 5-year program – 1
I added a Master's degree – 1

5. What are you doing now?

Working – 65%	Military – 1%
Graduate school – 21%	Professional Athlete – 1%
Finishing undergrad – 4%	Looking for a job – 4%
Looking for work – 4%	

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

Higher – 44%
The same – 48%
Lower – 8%

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

Well – 73%
Adequately – 27%
Inadequately – 0%

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

Better than most – 62%
The same – 36%
Not as well as others – 2%

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

Strongly Agree – 40%
Agree – 52%
Disagree – 8%
Strongly Disagree – 0%

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

Nothing- Stevenson did a great job making us responsible – 5
Too much pressure to take AP's and go to a selective college. It was overwhelming- 20
There was too much hand holding – 4
The classes with no homework did not get me ready for college – 2
It was a bad social scene – 2
Mental health was not a priority – 2
Consequences from the deans were too harsh – 2
I did what everyone else wanted and I was miserable – 2
The size made it easy to feel lost – 1
Grades were more important than learning – 1
They wouldn't let me drop a class when I wanted to – 1
I was in college prep classes and treated like I wasn't smart – 1
Grade inflation – 1
We were taught white washed history – 1
We had no internal motivation – 1

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

Have more independent study opportunities – 16
Assign more long-term projects and papers – 8
Focus on learning, less on grades – 5
Teach study skills – 4
Have more mental health support – 4
Less handholding – 4
Allow students more freedom in picking their classes - 3
Give less busy work/homework – 3
Make it easier to communicate with teachers – 3
More cumulative tests – 3
More freedom for students – 2
Give students more independence – 2
Have more group work – 2
More reading – 2
Encourage intrinsic motivation – 2
More technology in classes – 2
More ILC resources – 2

Offer more electives – 1
Less pressure – 1
No EBR – 1
Hold students accountable – 1
No iPads – 1
Get rid of weighted grades – 1
Do things because you want to not because you will get into college – 1
I don't know – 4
Nothing – 8

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

Too strict – 33%
About right – 63%
Not strict enough – 4%

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

Yes – 82%
No – 18%

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

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

Be more involved in clubs, sports or organizations – 11
Less stress and more fun – 11
Nothing – 6
Have more confidence – 6
Take more electives – 5
Try harder in school – 4
No competition – 3
Not sure – 3
Get more help – 3
Less about grades and more about learning – 2
More diverse study body – 2
Deans – 2
Aim higher – 2
Different friends – 2
Go to a different school – 2
Understand that average is fine – 2
Have harsh consequences for harassment – 1
Be involved in fewer clubs – 1
Do theater – 1
Less AP classes – 1
Mandatory adulting class – 1
Less homework – 1
Smaller classes – 1
Attend more events – 1
Have less social anxiety – 1

Get better sleep – 1
Smaller school – 1
Better balance – 1
Focus on writing – 1
Sports – 1
Get to know my teachers – 1
Attend – 1
Teach critical thinking skills – 1
More ownership of my path – 1
Not move senior year – 1
Diversity training for all – 1
More cooperation and community – 1

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

Teachers & Staff – 33
Friends/Students – 22
Extracurricular activities – 17
Academic rigor prepared me for college – 9
Sports – 9
Variety of classes – 8
Amazing facilities and resources – 5
Fine Arts program was fantastic – 5
Supportive Environment – 3
Diversity – 3
Study habits – 3
Leaving – 2
Hanging out in the ILC after school – 2
Cultural Events – 2
Dance program – 2
Amazing Opportunities – 2
Wonderful sense of community – 2
Service opportunities – 2
Having access to tutors for help – 1
Leadership opportunities – 2
Meeting new people – 1
Food – 1
Variety of world languages – 1
Engineering classes – 1

16. Are you registered to vote?

Yes – 95%
No – 5%

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

Yes – 90%
No – 10%

Five-Year Follow-Up Survey Summary

The five-year follow-up survey was conducted by a Google form sent to 757 members of the class of 2014. Eighty-one five-year graduates completed the survey during the summer of 2020. The purpose of the five-year 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 (98%) have responded that they attended college full-time upon leaving Stevenson. Two percent of the interviewed students stated they had a gap year. In line with last year, multiple majors was the most popular college route among our five-year alumni (21%). The health field was the most popular single area of career pathways (17%). Business came in second like the previous year (16%) and social sciences was a close third (14%). Other areas for majors include education (10%), communication arts (6%), science (5%), engineering (2%), and other (9%). The majority of these respondents report completing an undergraduate degree (93%), similar to the last few years.

Of the seventy-five respondents who completed a degree, almost 90% of these students graduated in four years or less while eight graduates report taking longer to complete their degrees. (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 changing majors (3), changing schools (2), gap year (2), in a five-year program (1), financial issues (1), and one student who added a master's degree. In terms of current activities, some respondents (21%) are attending graduate school while a large majority (65%) entered the workforce. Some students are finishing undergraduate school (4%) while others are actively in search of a job (4%). One student is in the military while another student is a professional athlete.

44% of the respondents who had attended a college or a university report receiving higher grades than they had earned at Stevenson while 48% earned the same grades. Lower grades prevailed for a smaller percentage (8%) of students who attended college. When asked, "How well did Stevenson prepare you for college?" over three-quarters of respondents (73%) felt "well-prepared" for college. Others students (27%) described being "adequately" prepared. No students reported feeling inadequately prepared. When asked to compare themselves to their college peers, a large majority of students perceive themselves as "better prepared than most" (62%), a smaller percentage claim that their preparation is "the same" (36%), while only three students reported feeling "not as prepared as others" (2%).

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 (92%). All interviewees were asked open-ended questions regarding what Stevenson did

to discourage their development in the area of responsibility. Twenty students said there was too much pressure to take APs and go to a selective college. Five students said, "Nothing. SHS did a great job making us responsible." Four students said there was too much hand-holding. Graduates were also asked to reflect upon Stevenson's disciplinary policies and practices. Most graduates agreed that discipline was "just right" (63%) while 33% reported Stevenson was "too strict." Four 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 (82%) 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, eleven students responded they would have been more involved in clubs, sports, or organizations. Another eleven would have liked to have been less stressed and have more fun. Six students said they wouldn't change anything while another six students said they would have liked to have more confidence. Five students would have taken more electives. Voter registration increased by three percent with 95% of students responding they are registered while 90% 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 2015 affirm the notion that Stevenson is preparing students for success while creating life-long learners.