



Adlai E. Stevenson High School  
Student Surveys  
2020-2021

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November 2021

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

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## **Introduction**

The purpose of the 2021 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 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.

The 2020-21 school year was unprecedented and, as will all things in our school, our data collection was impacted by the pandemic. The survey reflects the fact that, for much of the school year, students were learning remotely and, at the end of the school year, they were working in a hybrid schedule. Since freshman, sophomore, and junior students were not in the building when we administered the survey, we altered the questions about counselor accessibility to reflect the methods being used (Zoom, Calendly, and phone calls). Questions about using offices were not asked since students were unable to access office staff for most of the school year.

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 in Google Forms 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 2021. 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 754 alumni from the class of 2016 and 751 alumni from the class of 2020. We received 147 responses to our one-year survey and 148 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 2021 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 connect with my counselor, either by email, making an appointment with them through Calendly, or dropping into Zoom office hours.

<b>SA = 89%</b>	<b>D = 0%</b>
<b>A = 11%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N=686**

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

<b>SA = 93%</b>	<b>D = 0%</b>
<b>A = 7%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N= 693**

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

<b>SA = 45%</b>	<b>D = 6%</b>
<b>A = 48%</b>	<b>SD = 1%</b>
<b>93%</b>	<b>7%</b>

**N= 694**

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

<b>SA = 47%</b>	<b>D = 3%</b>
<b>A = 50%</b>	<b>SD = 0%</b>
<b>97%</b>	<b>3%</b>

**N=690**

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

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

**N= 693**

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

<b>SA</b>	=	<b>62%</b>	<b>D</b>	=	<b>4%</b>
<b>A</b>	=	<b>33%</b>	<b>SD</b>	=	<b>1%</b>
		<b>95%</b>			<b>5%</b>

**N= 648**

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

**NOT ASKED DUE TO COVID- STUDENTS WERE NOT IN THE BUILDING**

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

<b>SA</b>	=	<b>70%</b>	<b>D</b>	=	<b>1%</b>
<b>A</b>	=	<b>28%</b>	<b>SD</b>	=	<b>0%</b>
		<b>98%</b>			<b>1%</b>

**N= 686**

9. Did you and your family participate in the coursebook evening discussion on October 21st?

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

**N= 694**

10. If you did participate, did you use the board game and questions from the SHS Website?

<b>Yes</b>	=	<b>18%</b>
<b>No</b>	=	<b>82%</b>

**N= 498**

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

<b>Yes</b>	=	<b>77%</b>
<b>No</b>	=	<b>23%</b>

**N= 473**

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

**Yes = 46%**

**No = 54%**

**N= 694**

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

**Yes = 25%**

**No = 75%**

**N= 694**

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

**Yes = 50%**

**No = 50%**

**N= 694**

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

**Yes = 55%**

**No = 45%**

**N= 694**

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

**Yes = 14%**

**No = 86%**

**N= 694**

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 = 14%**

**1 - 2 hours = 55%**

**2 - 3 hours = 24%**

**More than 3 hours = 6%**

**N= 694**

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

<b>SA</b>	<b>=</b>	<b>66%</b>	<b>D</b>	<b>=</b>	<b>0%</b>
<b>A</b>	<b>=</b>	<b>34%</b>	<b>SD</b>	<b>=</b>	<b>0%</b>
		<b>94%</b>			<b>0%</b>

**N= 65**

## 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, 93% 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.

100% of students responded that they are able to see their counselor, either by dropping in or making an appointment through Calendly, or dropping into Zoom office, also viewing the counselor as someone who is friendly and to whom they can easily talk. Practically all students (100%) 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. Freshmen, overall (97%), feel their counselor knows who he/she is, which is indicative of the same percentage (100%) of students who feel comfortable talking with his/her counselor about personal or non-academic concerns, a jump of 3% from last year.

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 (55%). This result reflects the importance of programs such as Peer Tutors. 50% of students seek assistance from parents/guardians. There was a decline (16%) for students accessing the Learning Center tutors (25%). 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 46% accessing their teachers directly outside of class. However, there was an decrease of 6% students who sought assistance from paid tutors (14%).

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, 14% spent less than an hour, and 55% had one to two hours of homework. Those who reported two to three hours of homework comprised 24% of respondents. However, there was a 1% increase in students who felt they had more than three hours, which was 6% of respondents. Overall, although there was an decrease 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 six 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. 57% of freshmen report their families participated, and 18% indicated they used the provided board games and reflection sheet. 77% of those participants affirmed that the discussion helped to inform their course selections choices, which was an increase of 20% for last year.

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 connect with my counselor, either by email, making an appointment with them through Calendly, or dropping into Zoom office hours.

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

**N=1036**

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

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

**N= 1061**

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

<b>SA = 59%</b>	<b>D = 3%</b>
<b>A = 38%</b>	<b>SD = 0%</b>
<b>97%</b>	<b>3%</b>

**N=1057**

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

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

**N= 1060**

5. Did you and your family participate in the "Let's Talk about Your Future" coursebook evening discussion on October 21st?

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

**N= 1063**

6. If you did participate, did you use the board game and questions from the SHS Website?

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

**N= 821**

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

**Yes = 76%**  
**No = 27%**

**N= 748**

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.

**NOT ASKED DUE TO COVID- STUDENTS WERE NOT IN THE BUILDING**

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

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

**N= 1063**

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

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

**N= 1063**

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

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

**N= 1063**

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

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

**N= 1063**

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

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

**N= 1063**

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 = 14%**  
**1 - 2 hours = 45%**  
**2 - 3 hours = 32%**  
**More than 3 hours = 9%**

**N= 1063**

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

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

**N= 1063**

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

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

**N=82**

## **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. 100% of students continue to agree that they are able to see their counselor by email, making an appointment in the office or through the use of Calendly, and in the case of last year via zoom. 100% of sophomores feel their counselor knows each student individually. Additionally, 100% of transfer students indicate that his/her counselor was helpful in their transition and adjustment to SHS. Furthermore, 100% 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, 95% 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. While students were not able to visit the student services office this year due to remote and hybrid learning, in the past 99% of students agree they are greeted in a friendly and helpful manner when entering the office. These results come from students who predominantly maintained the same counselor (88%) while 12% 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 (66%) predominantly seek peers for academic assistance outside of the classroom. 44% seek teachers outside of class time while 39% seek academic assistance from parents/guardians. Learning Center tutors are utilized by 25% of the respondents, while 14% of sophomores utilize private tutors for their academic assistance.

When sophomores were asked to indicate the hours spent on homework or studying on a typical school day, including study halls, 14% spent less than one hour. 45% of students spent one to two hours while 32% had two to three hours of homework. Only 9% of sophomores 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. 66% of sophomores report their families participated. 10% indicated they used the provided board games and reflection sheet. 76%, a 10% increase from last year, 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 connect with my counselor, either by email, making an appointment with them through Calendly, or dropping into Zoom office hours.

<b>SA = 90%</b>	<b>D = 0%</b>
<b>A = 10%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N= 653**

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

<b>SA = 93%</b>	<b>D = 0%</b>
<b>A = 7%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N=659**

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

<b>SA = 59%</b>	<b>SD = 3%</b>
<b>A = 38%</b>	<b>D = 0%</b>
<b>97%</b>	<b>3%</b>

**N=654**

4. Did you and your family participate in the "Let's Talk about Your Future" coursebook evening discussion on October 21st?

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

**N= 661**

5. If you did participate, did you use the board game and questions from the SHS Website?

<b>Yes = 12%</b>
<b>No = 88%</b>

**N= 490**

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

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

**N= 456**

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

**SA = 83%**      **D = 0%**  
**A = 17%**      **SD = 0%**  
**100%**              **1%**

**N= 659**

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

**SA = 56%**      **D = 6%**  
**A = 37%**      **SD = 1%**  
**93%**              **7%**

**N= 631**

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

**NOT ASKED DUE TO COVID- STUDENTS WERE NOT IN THE BUILDING**

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

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

**N= 550**

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

**SA = 77%**      **D = 1%**  
**A = 22%**      **SD = 0%**  
**99%**              **1%**

**N= 554**

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

**NOT ASKED DUE TO COVID- STUDENTS WERE NOT IN THE BUILDING**

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

<b>SA</b>	<b>=</b>	<b>46%</b>	<b>D</b>	<b>=</b>	<b>7%</b>
<b>A</b>	<b>=</b>	<b>47%</b>	<b>SD</b>	<b>=</b>	<b>0%</b>
		<b>93%</b>			<b>6%</b>

**N= 318**

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

<b>SA</b>	<b>=</b>	<b>46%</b>	<b>D</b>	<b>=</b>	<b>6%</b>
<b>A</b>	<b>=</b>	<b>48%</b>	<b>SD</b>	<b>=</b>	<b>0%</b>
		<b>94%</b>			<b>6%</b>

**N= 422**

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

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

**N= 661**

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

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

**N= 661**

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

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

**N=661**

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

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

**N= 661**

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

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

**N= 661**

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

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

**N= 661**

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

**Yes = 11%**  
**No = 89%**

**N= 661**

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

**Yes, I believe I qualify as a first generation student = 31%**  
**No, I do not qualify as a first generation student = 69%**

**N= 624**

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

**Yes = 46%**  
**No = 54%**

**N= 639**

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

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

**N= 661**

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

**Yes = 28%**  
**No = 72%**

**N= 661**

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

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

**N= 661**

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

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

**N= 661**

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

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

**N= 661**

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

**0 hours = 1%**  
**Less than 1 hour = 13%**  
**1 - 2 hours = 40%**  
**2 - 3 hours = 32%**  
**More than 3 hours = 15%**

**N= 661**

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

<b>1</b>	<b>=</b>	<b>73%</b>
<b>2</b>	<b>=</b>	<b>26%</b>
<b>3</b>	<b>=</b>	<b>1%</b>
<b>More than 3</b>	<b>=</b>	<b>0%</b>

**N= 661**

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

<b>SA</b>	<b>=</b>	<b>73%</b>	<b>D</b>	<b>=</b>	<b>2%</b>
<b>A</b>	<b>=</b>	<b>25%</b>	<b>SD</b>	<b>=</b>	<b>0%</b>
		<b>98%</b>			<b>2%</b>

**N= 63**

## Junior Survey Summary

Junior responses to the survey continue to be exceptionally positive. All (100%) of juniors feel that they are readily able to see their counselors and also find them approachable. Students can make appointments in person, by email or through Calendly. Students continue to express that their counselor knows them (97%). Students continue to feel comfortable talking with their counselor about personal or non-academic concerns (93%), and all juniors (100%) feel counselors are helpful when selecting courses to meet their needs, interests, and future goals. It is clear that counselors hold strong relationships with their juniors and provide meaningful services.

Although juniors and their parents have yet to explore the series of college counseling programs prior to the survey administration, college counseling and programs as well as the help provided by the College and Career Center (CCC) is a valuable resource. 97% 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. Due to the pandemic, the character of CCC staff was not accessed, though historically, the CCC staff is found to be friendly and accessible 99% of the time. When attending programming, 93% of juniors find college representative visits are helpful, and 94% find college evening programs to be informative. When accessing resources, the following were utilized to obtain postsecondary (college, scholarships, etc.) related information: other websites (84%), SHS website college links (61%), college campuses (44%), and social networking sites (51%), CCC (41%), postsecondary counselors (31%), and privately hired college consultant (14%). At the time this data was collected, a majority of college campuses were closed to visitors due to safety mitigations related to COVID-19 therefore, accessing college resources via a campus visit was not a measurable metric. 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. 65% of juniors report their families participated, and 78% of those participants affirmed that the discussion helped to inform their course selections choices—a 17% increase from the previous year.

For the ninth year, juniors were asked about academic assistance and time spent on academics. Similar to the other grade levels, (66%) predominantly seek peers for academic assistance outside of the classroom. 44% seek teachers outside of class time while 32% seek academic assistance from parents/guardians. Learning Center tutors are utilized by 28% of the respondents, which is an increase of 8% from last year. Private tutors are sought out by 20% 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. 40% of students spent one to two hours. 32% had

two to three hours of homework and 15% 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 (46%) 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)**
  - Stevenson did nothing to develop my SEL skills. – 128
  - Our seats in class were set up as tables. This fostered cooperation with group activities and team building skills. Our classrooms were collaborative and the community we built helped develop these skills. – 93
  - The sports, clubs, and intramurals I was involved in helped me to develop these skills. – 83
  - Stevenson had great teachers, counselors, social workers, and other staff members that connected with the students. They provided a positive, caring environment and they noticed when students were struggling. – 77
  - The academics were so stressful and the competition was so fierce that we had to learn stress management and time management techniques to succeed. – 71
  - The counselors, social workers, school psychologists there to support me. My SST checked in on me and helped me when things were overwhelming. – 70
  - It was taught in specific classes/curriculum that had SEL targets that we were graded on (classes mentioned were health, mentor skills, English, TYC, psychology, theater, PE, orchestra, band, sociology, life by design and creative writing). – 65
  - There was a focus on mental health which helped me to learn to take care of myself and understand how to get help when I needed it. – 48
  - Freshman Advisory was the perfect place for this learning and counselor day was SEL focused. – 47
  - My friends and I learned how to care for one another. – 44
  - I don't know – 43
  - Stevenson had school wide activities that focused on Mental Health (including Comfort Dogs, Destress Days, Mental Health Forum, Odyssey). – 41
  - It was such a big school that I met so many new people that will be friends for life – 41
  - The diversity of the students helped me develop empathy and appreciate others as well as understand different perspectives – 24
  - Stevenson was a very positive, safe, and nurturing learning environment. I was challenged to take risks and get out of my comfort zone to learn these skills. – 22
  - The teachers and tutors were available to help me; I was always supported. – 17
  - We were given pulse surveys during COVID to check up on our mental health. – 15
  - SHS did a good job, especially during COVID. – 15
  - Stevenson provided many social opportunities to focus on something other than academics – 15
  - We were given more freedom and independence as we matured and this helped me learn to manage myself. – 14
  - There were so many opportunities for leadership and I was able to learn these skills in those situations – 12
  - The Signs of Suicide program taught us these skills – 11
  - 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
  - Stevenson taught us how to have conversations about important topics – 7
  - I was invited to join peer helpers and it taught me how to be mindful of how I interact with others. – 6

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

- Students should have more one-on-one contact with counselors, social workers and school psychologists. Check in with all kids especially the high achieving ones. – 56
- I don't know. – 49
- You are already doing a good job. – 44
- Teach SEL skills in every class. Just make it part of everything else we do – 43
- There should be less pressure about AP classes, grades and test scores and more concern about mental health – 24
- Teach us when to get help and encourage us to get it when we need it – 20
- Support the students who are struggling - 18
- Assign more team/group work – 17
- Make the school environment less competitive. – 15
- You should have more fun school wide SEL activities (speakers, workshops, class assemblies). – 15
- Build community in classes – 15
- We need more mental health resources including more counselors and social workers – 15
- Cultivate better student/teacher relationships – 14
- Teach relaxation, time management, stress management and healthy balance – 13
- SEL feels forced when it is part of the grade. Don't grade it and make it more natural – 12
- Have class discussions about mental health and how to get help if you are struggling – 12
- We don't need the school to teach SEL. We learn it at home – 11
- Get people out of their comfort zones and into new social situations so they can grow in SEL – 10
- You need to care about us more – 10
- Have less homework especially on no homework days! - 10
- Encourage students to get involved in a club, activity or sport. – 10
- You need to let students grieve when a student dies and teachers should be more sensitive – 9
- Normalize getting help for things you are struggling with – 9
- Teach us how to be nice to each other – 9
- Promote respect for all and continue anti-racism training– 8
- The systems in the school feel distant and hard to access when you need help- make it easier – 8
- Limit AP classes if you can't handle the stress – 6
- Make sure we have real life practice with SEL – 6
- Encourage students to take mental health days when they need them – 6
- You need to teach it in more than just advisory. We had it freshman year and then it disappeared – 6
-

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

Heather Abrams  
Gillie Adler  
Edgar Aguirre  
Agnes Aichholzer  
Maureen Albert  
Isabella Allen  
Patrick Ambrose  
Eric Anderson  
Michael Anderson  
Patrick Anderson  
Peter Anderson  
Athina Angel  
Raquel Antillera  
Aileen Aragonas  
Chris Arends  
Brandi Argentar  
Dan Argentar  
Jennifer Arias  
Ryan Aronoff  
Jenna Aronson  
Abygail Austin  
Lauren Avers  
Michelle Backes  
Dale Bares  
Anna Baron  
James Barnabee  
Dean Barr  
Kristin Barrett  
Tom Baumann  
Thrisha Bautista  
Brent Becker  
Chris Beedie  
Dorice Benedetto  
Eliza Benjamin  
Katie Bennett  
Tova Bernstein  
Mark Biesiada  
Jamie Billert  
Thomas Blasius  
Mihal Bledea  
Jeffery Blezien  
Patrick Block  
Susan Borkowski  
Andrew Bouque  
Sarah Bowen  
Josh Bozeday  
Dean Bradshaw  
Sheri Brady  
Courtney Bresnen  
Beth Brilowski  
Jenna Breuer  
Eric Brown  
Laura Brown  
Issac Brubaker

Jamie Bryant  
Brian Burja  
Claire Burja  
Cynthia Burrows  
Carol Butcher  
Sergio Cabrera  
Chris Caballero  
Jane Caballero  
Sara Cahill  
Erik Campbell  
Seamus Campion  
Estephany Campos  
Simon Campos  
Kelly Caplan  
Esperanza Carlos  
Jason Carlson  
Ryan Carlson  
Donald Carmichael  
Amerigo Carnazzola  
Rigoberto Carrillo  
Erin Cepa  
Pepejon Chavez  
Christopher Cheung  
Abra Chusid  
Kevin Cimmarusti  
Mike Cimmarusti  
Carissa Clark  
Jenny Clark  
Rick Coakley  
Lisa Cohen  
Marcy Cohen  
Danielle Colletti  
Andrew Conneen  
Maureen Connolly  
Shane Cook  
William Cooley  
Cristina Cortesi  
Amy Costello  
Melinda Criglar  
Rochelle Cripe  
Courtney Croak  
Amanda Croft  
Timothy Crow  
Kevin Crowe  
Annie Cucili  
Peg Cucci  
Jacqueline Cullen  
Amanda Cummings  
Lisa Curtin  
Mary Czaplewski  
Laura Czopek  
Jen Daniels  
Theresa D'Angelo  
Teresa daPonte

Angela Dauphin  
Chad Dauphin  
Jimmy Davis  
Kellie Dean  
Emma Degan  
Richard DeLeon  
Fernando Delgado  
Lindsay DePaul  
John Deppong  
Brad Der  
Evanny Diaz  
Gracie Difiglio  
AnnMarie DiIorio  
Zara Dittman  
Sharena Domingo  
Aidan Dreher  
Clayton Duba  
Patricia Duncan  
Griffin Dwyer  
James Dzialo  
Tricia Ebel  
Dave Eddy  
Matthew Edstrom  
Sheila Edstrom  
Tom Edwards  
Maggie Ely  
Sara English  
Jamie Epstein  
Lauren Epstein  
Christina Erickson  
Brett Erdmann  
Aimee Evans  
Melissa Fainman  
Connie Faith  
Jennifer Falk  
Andy Farrisey  
Patrick Fairchild  
Mike Farina  
Ryan Fedewa  
Ilene Fedyniak  
Aimee Fehmi  
Laurie Feinzimer  
Nancy Fenton  
Sam Figueroa  
Patty Fiore  
Colleen Fischer  
Stephanie Fischer  
Miriam Fisch  
Andy Fitz  
Mike Fitzgerald  
Joseph Fitzpatrick  
May Flavin  
Joseph Flanagan  
Abel Flores

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

Timothy Foley	David Gumminger	Martha Keller
Grant Forberg	Nathan Gustin	Sarah Kellogg
Jason Ford	Bradley Habel	John Kelly
Dawn Forde	Thomas Hake	Megan Kelly
Christina Foss	Jordan Halic	Thomas Kelly
Denise Foster	David Handelman	Simone Kentish
Shelley Frain	LeViis Haney	Kathleen Kerndt
Jerry Franklin	Jim Hanley	Victoria Kieft
Richard Frankowski	Keith Hannigan	Christina Kim
David Frantonius	Judy Harwood	Paul Kim
Stacy Frazer	Katie Haskins	Rebekah Kim
Larry Friedrichs	Teri Haskins	Jacqueline King
Matt Friedman	Kelsey Havell	Jennifer King
Lauren Frick	Stephen Heller	Linda Knapp
William Fritz	Bill Hellyer	Michelle Koehl
Eileen Gaughan	Sydney Hendricks	Irina Kogan
Katelyn Gaul	Vicki Heredia	Tyler Kollmann
Michelle	Mark Hiebert	Christy Koulouris
Gammelgaard	Cristina Higgins	Anthony Krempa
Robert	Joshua Hjorth	Nicole Krippinger
Gammelgaard	Joanne Hochstetter	Dimitra Labbe
Jenessa Gerber	Matthew Hodge	Carly Lacombe
Kevin Gimre	Kate Hoopes	Eva Ladenburger
Dina Gioules	Kay Holmes	Sarah LaFrancis
Lucas Glinschert	Amanda Huck	Daniel Larsen
Floyd Glinsey	Kate Hudgins	John Lartz
Paulina Glowacka-	Caroline Humes	Lauren LaSota
Tuman	Ryan Hutchins	Nancy Latka
Troy Gobble	Jin Kyung Hwang	Anthony Lazarra
Matt Godlewski	Catherine Hyken	Amy Lazzaretti
Abbie Goodman	Amy Inselberger	Christina Lee
Meghan Goodman	David Irsay	Maureen Leece
Eric Goolish	Marla Israel	Alexandra LeFlore
Michelle Goldstein	David Jacobson	Paige Lehman
Marti Goldzwig	Joan James	Jeffery Levitt
Anna Goman	Gina Johnson	Nathan
Rodolfo Gonzalez	Grant Johnson	Lewandowski
Anna Gorbikoff	Marianne Johnson	Ye Li
Toni Gorman	Noel Johnston	Isabella Licciardello
William Gorski	Jaclyn Jolcover	Doug Lillydahl
Shajuana Goshton	Mark Jolcover	Sylvia Lima
Janet Gotrik	Mary Jones	Mark Linnenburger
Vasanth	Mruduvani Jones-	Jill Lipman
Govindarajan	Gadda	Jill Lisius
Jillian Grady	Gurpreet Juneja	Mina Ljubijankic
Patrick Grady	Lindsay Jurjovec	Matthew Lockowitz
Ashley Graham	Julia Kalmens	Thomas Loew
Molly Greenberg	Faina Kaminsky	Sara Lohrmann
Jori Greenhill	Dawn Kaplan	Spencer Lome
Marco Grigoletto	Art Kasemets	Nicole Lombardo
Amy Grove	Robin Katz	Christy Loukas
Noreen Gruber	Jim Kedowski	Barry Love
Sarah Gutierrez-	Adam Kehoe	Pamela Luby
Walker	Jean Kell	Kimberly Lubecke

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

Cynthia Lucarelli	Debbie Orlando	Ashley Rose
Lisa Lukens	Marta Orlinska	Lindsay Ross
Megan Lukaszewski	Zeglen	Stephanie Ross
Melissa Mack	Taylor Osicek	Kaitlin Rossi
Kolleen Madeck	Habib Osman	Timothy Roznowski
Alex Mak	Catherine Overbeck	Maureen Rubenstein
Patricia Martin	Julie Pacheco	Jennifer Ruda
Michael Martinez	Christina Palffy	John Rueth
Rosanne Masters	Suzanne Paloian	Cara Ruffo
Cody Mathias	Jennifer Parisi	Julisa Ruiz
Elizabeth Maxwell	Kelsey Patten	Alex Rutherford
Ryan May	Mark Patton	Adrienne Ruzicka
Paul Mazzuca	Allison Pearl	Cristal Sabbagh
Andrea MacLennan	Maria Peregoudor	Miriam Sacksteder
William MacNamara	Theron Petway	Christopher Salituro
Kathleen McCauley	Nancy Peterson	Joseph Sarmiento
Megan McCullough	Ann Pfeiffer	Kathleen Sassan
Caitlyn McGovern	Christine Pfaffinger	Lisa Scanio
Rich Meltzer	Melanie Pfluger	Mark Schartner
Kristen Metzler-	Kristin Piekarski	John Schauble
Riccardo	Naomi Pierce	Jennifer Schiavone
Beth Merkin	Patty Pierce	Elizabeth Scheinkopf
Jennifer Merlitti	Carly Pietro	David Schoenfisch
Eric Metzger	Rebecca Pike de	Eileen Schopen
Valerie Miceli	Oliveira	Andrew Schroeder
Dan Miller	Joe Pine	Susan Schultze
Jennifer Miller	Robert Pinta	Matthew Schwenk
Sandi Millman	Gerriann Pioquinto	Jodi Scott
Tracey Moffat	Jennifer Polisky	Taurus Scurlock
Dean Moran	Megan Preissing	Petra Sebastian
Timothy Moran	Don Proft	Carol Seeger
Laura Moschel	Thomas Prochnow	Sarah Seidler
Jodi Most	Dan Puglisi	Saman Shafii-
Christina Mueller	Lindsay Puppolo	Mousavi
Ivan Munoz	Lynne Rabbe	Sakthi
Christopher Mural	Frank Radostits	Shanmugasundaram
Jessica Murphy	Lavanya Rao	Gregory Sherwin
Kimberly Musolf	Kim Rauchfuss	Liza Shoemaker
Timothy Myers	Lauren Rawitz	Stacy Shub
Lisa Nehring	Jean Rebarchak	Caroline Shupe
Michael Nocella	Christine Rechner	Chandler Simon
Tina Nocella	Jamie Reiman	Zach Singer
Alice Nuteson	Joseph Reinmann	Joe Skala
Brian Oberhauser	Anna Renken	Nicholas Skala
Angela O'Brien	Mike Rice	Todd Sikora
Abby O'Connor	Andrew Richardson	Andrea Siwik
Karen O'Connor	Manuel Rider-	Mary Smaga
Beth O'Hara	Sanchez	Kelly Smith
Anastasiya	Laura Rierson	Nicole Smith
Olkanetskaya	Lauren Rinchiuso	Ryan Smith
Lindsay Olsen	Jamie Reiman	Kirstin Snelten
Nancy O'Malley	Janet Rothwell	Scott Sommers
Kristen One	Jeff Robinson	Annette Sorkin
Kelley O'Reilly	Sara Rogers	Brad Sorkin

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

Steven Soszko	Curtis Weber
Jason Soulje	Jacqueline
Justin Sponholz	Weissmueller
Molly Sponseller	Aaron Wellington
Vincent Springer	Claire Werling
Thomas Stanhope	Deborah Wiersema
Rinaldo Stefani	Reid Wiersema
Irene Stergiou	Charice Wilczynski
Maura Sternberg	John Wilkie
Susan Steslow-Shams	Laura Will
Kathryn Stoczany	Scott Williams
Charissa Stodola	Diane Willock
Alex Stoller	Bryan Wills
Sarah Stolzenberg	Jeff Wimer
Michelle Stone	Sean Wimer
Natalya Sturlis	Brian Wise
Carlos Suaste	Thomas Wolfe
Terese Sullivan	Carla Wood
Sunny Suntharanund	Christina Wood
Janet Sushinski	Dan Wood
Mary Svihra	Jim Wood
Paul Swan	Steven Wood
Holly Swanson	Brian Woodward
Ray Tad-y	Olivia Wozniak
Christian	Sandra Wright
Thibaudeau	Kristina Wrona
Shar Tiagonce	Li Ye
Jennifer Tierney	Tianzhou Ye
Dawn Timm	Maria Yung
Lou Ann Tollefson	John Zajac
Valerie Tomkiel	Robert Zagorski
Richard Tompson	Alden Zimlich
Megan Trant	Jack Zimmerman
Lynn Tremmel	Shaun Zimmerman
Michael Tseitlen	Jennifer Zizzo
Libor Ustrnuk	Marie Zlotnikov
Nicholas Valenziano	
Joe Vallone	
Tiffany Van Cleaf	
Jaison Varghese	
Hector Vazquez	
Julie Vickers	
Enrique Vilaseco	
Kirsten Voelker	
Madeline Vogler	
Matt Voracek	
Pam Vukovics	
Matt Wahl	
Daryl Wallace	
Jorie Walton	
Janet Wang	
Robert Ward	
Deanna Warkins	

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

- He teaches his courses like they are in college, and he teaches like Miyagi.
- They expressed that they had a stake in my life and my learning and it made me feel appreciated.
- A lot of my teachers went beyond the set curriculum and were able to teach and connect with students in really meaningful ways. I have met so many SHS staff who really care about student well-being.
- All of my teachers were very helpful and made my learning experience very positive this year, especially during the pandemic.
- They made me feel accepted in the classroom and outside of the classroom.
- Everyone made me enjoy my experience and taught me lessons beyond the classroom which I will take for the rest of my life.
- All of these teachers were very motivating, engaging, and made class very fun and enjoyable.
- They offered a very strong support system and gave me the confidence I needed to succeed at Stevenson.
- All of the staff are very understanding of the situations we faced as students, especially this year when our personal and academic lives merged together.
- All the staff made my 4 years great, being able to connect with all of them and even having a connection with most of them throughout all 4 years.
- They allowed me lots of grace in turning in my late work, which I appreciated very much.
- They really cared about teaching and even those who were not the best or most experienced at teaching really made an effort and cared about students as people.
- Everyone is always willing to help. They all made students feel accepted. They always said there was no such thing as a stupid question which made students much more comfortable with asking for help.
- My teachers were all kind to me.
- They were very skilled at pedagogy and making content engaging and interesting. The teaching methods were very effective and the way the curriculum was structured really worked for me.
- They were always upbeat and excited to learn, never backed down from any questions out of their scope and did their best to answer them. Even if they didn't have an answer then, they'd always come back with one later on.
- During these difficult times, these people were able to maintain a strong positive connection with many students including myself.
- These people made some of the most stressful moments of my senior year go away.
- Everyone wants you to succeed.
- They genuinely took the time to have a talk with me and make me feel comfortable in their class/in life in general.
- You can tell she enjoys her job and cares about her students.
- They gave fair and equal treatment while being excellent teachers and this made for an excellent learning environment.
- The security guards are true legends because A-they were able to connect with me and my friend group and B-they dealt with us and kept us under control.

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

- He helped me to stay calm during the college application process first semester.
- He listened to all my emotional rants and has made me feel seen in my struggles. I'm very grateful to have had him.
- He was just always there for me, helping me customize my school experience so that it best suited me
- No matter how I played, he always reminded me how proud he was of me which really left a positive impact on me.
- It was great how welcoming and understanding everyone was and how everyone is so willing to really get to know you as a person so you are the best you you can be.
- She was the first teacher to realize that I was going through a hard time and that my work/attendance didn't reflect me as a student.
- I really appreciated the teachers who were practical and lenient, they knew how stressed we were.
- He is one of the most positive people I have ever met and it was a real privilege to talk with him everyday and the wisdom he imparts on the students is irreplaceable.
- I like how she made the class really engaging this year, despite the challenges that came with the pandemic and how we got to establish a sense of community within our class.
- He made classes extremely fun and more supportive than competitive by being more personal with students. He's always emphasized making a classroom a community which has been very different from a lot of my other classes.
- He, without a doubt, has been the most helpful adult during my 4 years at Stevenson.
- She was always super happy and excited to be teaching and I guess some of it must have rubbed off on me :).
- She is very invested in my future and she's reached out a lot to help me when she noticed my grades were slipping and I was getting into a slump.
- She is like a mom to me, I love her.
- I have always disliked school so whenever I got a teacher or met a staff member who made it more enjoyable, I was pleasantly surprised, I genuinely enjoyed knowing these people and will remember them well past my high school years.
- He was a very passionate teacher and an overall good guy.
- It was her first-year teaching at SHS and it was my first year in high school, she was such a cool teacher and one of the best introductions to Stevenson that I could ever ask for, her personality and energy made learning fun.
- She took time to touch base with us with the importance of our mental health. She created a comfortable energy and vibe in the classroom space where it was okay to make mistakes and one bad grade wouldn't be the end of your life because there were ways to fix it.
- There was mutual respect and we talked about things that are relevant to my generation/things we like as well as shedding light onto issues that have been shunned in the past.

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

- She's a teacher that I will forever remember even after graduating high school and college for she taught me so many lessons of life in so little time that I will take away for the rest of my life.
- They were so helpful in my decision making processes for courses and college, they were very easy to talk to, and made a great lasting impact on me through their advice and openness to help.
- They were really welcoming and made it worthwhile coming to school during the pandemic.
- She was the most kind hearted and supportive teacher I've ever had.
- She's served as an amazing role model for me and inspired me to start field hockey which is a sport I've really come to love.
- They were so kind and understanding to my situation.
- They made me wish I had more people like that in my corner.
- Some of the staff genuinely cared about our days outside of the classroom and were extremely relatable. Being able to develop a relationship with your teacher like how I was at Stevenson is a crucial skill and helps thoroughly with the learning process.
- They guided us by being exceptional leaders in and outside the classroom.
- Staff were exceptionally passionate about their work.
- Teachers truly value student opinions and feelings, which make them so much more personable and easy to talk to no matter how severe my circumstances were.
- They found ways to make topics that many would consider boring extremely interesting and they kept us engaged.
- Something I noticed about the faculty at SHS is that I've never had a teacher I did not like.
- They helped me grow not only academically, but also socially and emotionally by expanding my perspective, ideas, and creativity. I truly appreciate everything each one of them has done in helping me better understand both myself and society.
- They are awesome. Need I say more?
- The adults in the building are always genuinely committed to helping students. Even if students can be distrusting, they persist in reaching out and offering effective guidance.
- All Stevenson staff left a good mark and helped shape my mentality and character into someone less selfish and who cares about putting a smile on someone's face.
- The staff members and coaches at Stevenson truly care about each student and their well-being. Multiple teachers always check in about how I am doing, and want me to improve my skills inside and outside of the classroom.
- Regardless of what job they do at Stevenson, they are all open-minded and approachable.
- These staff members were always a joy to interact with and I will miss them greatly!

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

- The staff members made the class engaging and interesting even with the limitations present with the hybrid schedule. In addition, they were always open to answer any questions I had, which aided me a lot throughout this year.
- The staff provided me with necessary resources, both academic and non-academic, and provided support when needed.
- The teachers genuinely cared about me as a student and as a person, provided exceptional and rigorous opportunities for growth in their classes, and taught classes very well. I am very, very happy and extremely satisfied with my experience. Thank you all!!!
- These staff members have taught me how to mature and work hard while having the time of my life.
- These teachers have been so passionate and thoughtful and really stood out as people more than just teachers.
- These teachers have made my senior year not feel so exhausting, they are understanding and easy to approach. They are also very clear and they teach in the way I learn best.
- The passion that these teachers had in their classroom brightened up the room and overall helped limit stress and helped me as an individual student.
- These teachers I have all made a special connection with where I have felt important in their classrooms and have made me excited to go to school.
- These teachers made my classes enjoyable despite the pandemic and made my last year at Stevenson High School enjoyable.
- These two staff members kept it real. They didn't lie to you about the world and were actually honest about how they felt as people while also being really good at teaching actual skills, rather than cramming information into a student's head.
- They all remembered me over time and every single one of them was happy to see me and caring. All the lunch staff do an amazing job getting us food on the go and are very helpful.
- I always looked forward to their classes/clubs and ultimately was able to grow a strong connection with despite the limitations that hybrid learning and COVID brought to this school year.
- They are all so committed to seeing me become the brightest, best form of myself both in school and outside of it. Their drive and determination to accomplish that goal has made me work that much harder to become the student they see in me.
- They are all truly supportive, caring for our success, and the teachers all are passionate and extremely knowledgeable about what they teach, as well as devoted to preparing us for our future.
- They are amazing people. Treat them like kings and queens.
- They are amazing teachers that are very compassionate and patient with their students even under such strange circumstances.
- They are the most genuine person I have ever met, made a lasting impact on me.
- They made class more enjoyable during the online classes and were able to understand and work around the struggles that the pandemic has caused.
- They made me feel important and welcome.
- They made me feel loved.

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

- They made me feel valued for my ideas and perspectives, and gave me a safe space to grow and learn while making mistakes too. They kept my love for learning alive, and acted as role models that inspired me to be my best self.
- They made me feel as if I belonged here
- He spends so much time outside and inside of class giving us the best learning experience. He hosts review zoom sessions every single night and is televised on the weekends. He is so dedicated and I have learned so much from him.
- They put in the extra effort to get to know me and connect with me.
- They reached out and helped me when I was struggling.
- They're willing to offer additional help or be flexible if the student is struggling and take interest in the students' activities and interests outside of the classroom.
- They really cared about how I was doing.
- They really cared about what they were teaching and it came across and made me truly care about the material too. Their passion was contagious. They were also extremely supportive of any students as long as they made an effort.
- I'm so grateful to them for making my years here a little easier.
- They really wanted to get to know me as a person and not just as a student. They were always willing to help me when I would struggle in class and would meet outside of class to help and talk.
- They saw potential that even I myself didn't recognize.
- They tried to get to know me. A lot of teachers I've had don't try to know every single student. I tend to be someone who is quieter and as I get more comfortable, I open up, having teachers who asked me questions about me and about my sports really made me feel supported.
- They truly are invested in the success of every student. I felt that I was able to balance a Varsity sport, leadership on clubs, numerous AP classes, and outside of school responsibilities, given that most of my teachers were more than willing to help me with whatever I needed, especially if I was struggling. Also, they all simply care a lot about you.
- They were always easily accessible for help, whether it was before school, after school, or during lunch, and they all seemed very excited to help you succeed if you wanted to. They also all seem to really love what they do which is really amazing to see.
- He was the best teacher I have ever had in my 12 years of school!!!!!!! Not only was he amazing at teaching content, his optimism, forgiveness, spirit, attitude, attention to students, and grading/class structure were ideal.
- They're extremely engaging and personable, and I've learned a lot as a student from them (I feel better prepared for college academically and socially because of the mix of advice they've given us)
- I feel like every time I had gone in after school or before school to get help from these specific teachers, I always ended up enjoying my time because they were so kind and understanding of students. They also were always willing to help and never put students down for not being able to understand anything.
- What made them all so special throughout my years at Stevenson is just their dedication and caring for students in class and out of class. They dedicate so

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

much of their time to help students like me start on the path towards future success.

- I really loved the way they taught class because even on my bad days I always ended up feeling better by the end of the day because of their class.
- My teachers and staff members at Stevenson make this place an environment where I am able to learn and succeed each day with their help.

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)

<b>Strongly Agree</b>	=	<b>39%</b>	<b>Disagree</b>	=	<b>6%</b>
<b>Agree</b>	=	<b>55%</b>	<b>Strongly Disagree</b>	=	<b>1%</b>
		<b>93%</b>			<b>7%</b>

**N= 976**

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)

<b>Strongly Agree</b>	=	<b>22%</b>	<b>Disagree</b>	=	<b>13%</b>
<b>Agree</b>	=	<b>63%</b>	<b>Strongly Disagree</b>	=	<b>2%</b>
		<b>85%</b>			<b>15%</b>

**N= 976**

**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 connect with my counselor, social worker and/or school psychologist when I need to, either by emailing or making a virtual appointment.

<b>SA = 57%</b>	<b>D = 3%</b>
<b>A = 39%</b>	<b>SD = 1%</b>
<b>96%</b>	<b>4%</b>

**N= 931**

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

<b>SA = 75%</b>	<b>D = 2%</b>
<b>A = 23%</b>	<b>SD = 0%</b>
<b>98%</b>	<b>2%</b>

**N= 953**

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

<b>SA = 48%</b>	<b>SD = 9%</b>
<b>A = 40%</b>	<b>D = 3%</b>
<b>88%</b>	<b>12%</b>

**N= 955**

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

<b>SA = 57%</b>	<b>D = 6%</b>
<b>A = 35%</b>	<b>SD = 2%</b>
<b>92%</b>	<b>8%</b>

**N= 949**

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

<b>SA</b>	<b>= 48%</b>	<b>D</b>	<b>= 9%</b>
<b>A</b>	<b>= 39%</b>	<b>SD</b>	<b>= 4%</b>
	<b>87%</b>		<b>13%</b>

**N= 896**

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

**NOT ASKED DUE TO COVID- STUDENTS WERE NOT IN THE BUILDING**

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

<b>1</b>	<b>= 63%</b>
<b>2</b>	<b>= 36%</b>
<b>3</b>	<b>= 1%</b>
<b>More than 3</b>	<b>= 0%</b>

**N= 976**

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

<b>SA</b>	<b>= 53%</b>	<b>D</b>	<b>= 10%</b>
<b>A</b>	<b>= 35%</b>	<b>SD</b>	<b>= 2%</b>
	<b>88%</b>		<b>12%</b>

**N=116**

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

<b>SA</b>	<b>= 58%</b>	<b>D</b>	<b>= 4%</b>
<b>A</b>	<b>= 37%</b>	<b>SD</b>	<b>= 1%</b>
	<b>95%</b>		<b>5%</b>

**N=885**

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

**SA = 53%**      **D = 6%**  
**A = 40%**      **SD = 1%**  
**93%**              **7%**

**N=738**

11. I have found large group programs with the College/Career Center staff to be informative and helpful to me.

**SA = 40%**      **D = 9%**  
**A = 49%**      **SD = 2%**  
**89%**              **11%**

**N=596**

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

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

**N=728**

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

**SA = 39%**      **D = 10%**  
**A = 49%**      **SD = 2%**  
**88%**              **12%**

**N=601**

14. My parents and I have utilized my school counselor for college information.

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

**N=976**

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

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

**N= 976**

16. My parents and I have utilized a privately hired college consultant for college information.

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

**N= 976**

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

**Yes = 53%**  
**No = 47%**

**N= 976**

18. My parents and I have utilized college rep visits in the CCC for college information.

**Yes = 53%**  
**No = 47%**

**N= 976**

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

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

**N= 976**

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

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

**N= 976**

21. My parents and I have utilized other websites (college, collegeboard.com, ACT.org etc.) for college information.

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

**N= 976**

22. My parents and I have utilized college visits (both in person and virtual) for college information.

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

**N= 976**

### **ACADEMIC SUPPORT**

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

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

**N= 976**

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

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

**N= 976**

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

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

**N=976**

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

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

**N= 976**

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

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

**N= 976**

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

**Yes = 47%**  
**No = 53%**

**N= 976**

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

<b>SA</b>	<b>=</b>	<b>36%</b>	<b>D</b>	<b>=</b>	<b>7%</b>
<b>A</b>	<b>=</b>	<b>55%</b>	<b>SD</b>	<b>=</b>	<b>2%</b>
		<b>91%</b>			<b>9%</b>

**N= 794**

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

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

**N= 867**

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

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

<b>Yes</b>	<b>=</b>	<b>95%</b>
<b>No</b>	<b>=</b>	<b>5%</b>

**N=976**

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

<b>Extremely positive</b>	<b>=</b>	<b>36%</b>
<b>Positive</b>	<b>=</b>	<b>48%</b>
<b>Satisfactory</b>	<b>=</b>	<b>13%</b>
<b>Unsatisfactory</b>	<b>=</b>	<b>3%</b>
<b>Did not participate</b>	<b>=</b>	<b>7%</b>

**N= 976**

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

<b>Extremely positive</b>	<b>=</b>	<b>33%</b>
<b>Positive</b>	<b>=</b>	<b>42%</b>
<b>Satisfactory</b>	<b>=</b>	<b>17%</b>
<b>Unsatisfactory</b>	<b>=</b>	<b>8%</b>
<b>Did not participate</b>	<b>=</b>	<b>34%</b>

**N=976**

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

**Extremely positive = 33%**  
**Positive = 48%**  
**Satisfactory = 16%**  
**Unsatisfactory = 3%**  
**Did not participate = 62%**

**N= 976**

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

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

**N= 976**

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

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

**N= 976**

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

**Yes = 74%**  
**No = 26%**

**N= 976**

**ACADEMIC INFORMATION**

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

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

**N= 976**

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

<b>Exceptional</b>	=	<b>27%</b>
<b>Above Average</b>	=	<b>47%</b>
<b>Average</b>	=	<b>23%</b>
<b>Minimal</b>	=	<b>3%</b>

**N=976**

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

<b>SA</b>	=	<b>53%</b>	<b>D</b>	=	<b>3%</b>
<b>A</b>	=	<b>43%</b>	<b>SD</b>	=	<b>1%</b>
		<b>96%</b>			<b>4%</b>

**N= 976**

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

<b>SA</b>	=	<b>39%</b>	<b>D</b>	=	<b>7%</b>
<b>A</b>	=	<b>51%</b>	<b>SD</b>	=	<b>3%</b>
		<b>90%</b>			<b>10%</b>

**N= 976**

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

<b>SA</b>	=	<b>45%</b>	<b>D</b>	=	<b>6%</b>
<b>A</b>	=	<b>47%</b>	<b>SD</b>	=	<b>2%</b>
		<b>92%</b>			<b>8%</b>

**N= 976**

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

<b>Extremely positive</b>	=	<b>17%</b>
<b>Positive</b>	=	<b>48%</b>
<b>Satisfactory</b>	=	<b>29%</b>
<b>Unsatisfactory</b>	=	<b>6%</b>
<b>Did not participate</b>	=	<b>10%</b>

**N=873**

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

<b>0 hours</b>	=	<b>3%</b>
<b>Less than 1 hour</b>	=	<b>15%</b>
<b>1 - 2 hours</b>	=	<b>39%</b>
<b>2 - 3 hours</b>	=	<b>27%</b>
<b>More than 3 hours</b>	=	<b>16%</b>

**N=976**

## 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 learning environment, noting it as both a positive and safe place that helped them foster connections with faculty and peers. Furthermore, respondents frequently commended the mental health programming that was provided to students which helped them to learn coping skills and manage stress, time and academic rigor. 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 976 seniors who completed the survey praised the classroom environment, "Our seats in class were set up as tables. This fostered collaborative teams, group activities and team-building skills. These techniques help me work effectively with other people" (93). 83 seniors attributed sports, clubs, and intramurals to help develop relationship skills and 77 seniors attributed staff members to their positive high school experience – "they are great role models and they provided a positive, caring environment and they noticed when students were struggling." 93% of students commented that the teachers treat students with respect and consideration regardless of their individual and cultural differences, and 85% agreed that other students did as well. Students then went on to report and praise the Student Support Teams (SSTs): "The counselors, social workers, school psychologists were very supportive. My SST was there to check in on me and help me when things were overwhelming" (70).

The second question asked for students' suggestions: "How could Stevenson better help students develop SEL skills?" 97 respondents commented on finding ways to reduce the competitive culture and pressure that exists by encouraging students to prioritize balance, think about the rigor of one's course load in terms of AP classes, and normalize asking for help in times of struggle. Many respondents also suggested that "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" (56). 43 respondents mentioned wanting SEL skills taught in every class, and 28 students mentioned providing more explicit SEL learning opportunities including: speakers, workshops, class assemblies, relaxation training and time-management skills. 44 students stated, "You are already doing a good job", an increase from last year's 25 respondents.

Nonetheless, the vast majority of seniors (96%) believe that their experiences as a student at SHS taught them to become more responsible for their own learning as they progressed through high school. Similarly, 90% felt that their experiences as a student at SHS helped them to recognize and manage emotions and challenging situations effectively. Most

seniors (92%) also believe their experiences at SHS helped them to develop and maintain positive relationships in their lives. Their responses indicate that we are accomplishing the school-wide, district goal of ensuring that Stevenson is teaching students positive, life-long SEL skills.

Overall, the class of 2021 reported a record number of meaningful connections, specifically naming 569 individual faculty and staff members who made a positive impact with inspirational teaching, encouragement, and personal interest, shattering the previous record of 546. The ubiquitous message is that students describe SHS personnel as being agents of change in their lives. These teachers impacted their students' lives by students being able to tell that faculty member truly cared about the kids, that they loved what they were teaching, and that they wanted their students to do well. A major theme was the personal connections that faculty members made with the students from devoting more individual time, asking them about their lives outside the academic realm, or having faith in their growth and development as holistic, young adults. Students consistently articulated that the staff and faculty members fostered a positive attitude, belief in the students as individuals, and boosted their confidence or self-esteem. Some seniors commented that Stevenson personnel helped them achieve a level of success that many did not believe to be attainable. They praise teachers for building relationships even during a pandemic and over Zoom and they thank them for making their uniquely challenging senior year a positive one. They describe staff members as being supportive, passionate, encouraging, kind, purposeful, loving, engaging, entertaining, worthwhile, and happy.

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 (92%). A vast majority of seniors reported feeling comfortable talking to counselors, social workers, and SST coordinators about personal or non-academic issues (87%). Most transfer students view their counselors, social workers, and/or school psychologists as being helpful in their transition and adjustment to SHS (88%). Due to changes in personnel, only 63% 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 (95%). The College and Career Center staff is viewed as being friendly and accessible (93%). Seniors are attending more group guidance programs during the school day in the CCC and 89% 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 and their guardians felt this meeting was helpful.

When asked how they obtain information about colleges and scholarships, 58% of seniors utilize their school counselor, and 45% obtain help from the post-secondary counselors. Students and parents access information about colleges from the CCC (53%) as well as the college links on Stevenson's home page (48%). "Other websites" continue to remain a substantial source of information for many of our families (80%). When asked more specifically, more than two-thirds of the students (64%) access social networking sites such as Facebook, Twitter and Instagram to obtain post-secondary information. College campus visits continue to be the most popular way families retrieve information about college and scholarships (81%). 53% of seniors, a 13% decrease from last year due to the pandemic, took advantage of the college rep visits held in the CCC to obtain college information. Families that procure the services of private college consultants have stayed fairly consistent (18%).

For the tenth 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 (52%). The second most popular response indicates that seniors sought out help from their teachers (36%). Fewer seniors (21%) receive academic support from the Learning Center tutors, which 91% found to be beneficial and 94% found the help and equipment available to students in the learning centers were sufficient. Parents were accessed as well for academic support for 19% of students. Seniors utilized paid tutors the least when accessing academic support (12%) and 47% utilized a private company for ACT/SAT prep.

Participation in school activities continue to hold a high percentage with 95% 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, and 74% of our students reported earning a position of leadership within the school. More than two-thirds of the seniors (64%) were members of a club or organization not affiliated with SHS; a larger percentage of seniors (85%) 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 (74%). As a product of their time and experiences at Stevenson, 94% reported being more responsible for their own learning, 90% stated they were able to manage their emotions in challenging situations, and 92% of students developed and maintained positive relationships throughout high school. 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, 94% 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. 16% reported spending over three hours per night. The most common response was one to two hours per night (39%), and 27% 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>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
1	2%	2%	1%	2%	1%	1%
2	3	3	4	4	3	2%
3	3	3	5	4	3	4%
4	92	92	90	90	93	93%

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

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
exceptional	35%	31%	27%	34%	27%
above average	41	43	44	48	47
average	19	21	23	16	23
minimal	5	5	6	2	3

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

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
positive	97%	96%	97%	97%	96%
negative	3	4	3	3	

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

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
positive	90%	91%	91%	95%	92%
negative	10	9	9	5	8

**Student perception of SST members' accessibility**

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
positive	97%	97%	96%	96%	96%
negative	3	3	4	4	4

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

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
	96%	97%	95%	96%	98%	95%

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

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Satisfactory or better	98%	98%	96%	98%	97%
N/A (did not participate)	7	7	7	4	3

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

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Positive	92%	93%	92%	94%	92%
N/A (did not participate)	31	30	31	33	34

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

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Positive	99%	97%	97%	99%	97%
N/A (did not participate)	47	47	52	58	62

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

<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
74%	76%	75%	74%	77%	74%

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

<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
65%	66%	63%	61%	65%	64%

**Participation in community service activities**

<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
90%	91%	90%	91%	93%	85%

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

<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
506	492	546	568	591	569

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

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
positive	96%	96%	95%	98%	94%
negative	4	4	5	2	6

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

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
positive	84%	84%	83%	85%	85%
negative	16	16	17	15	15

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

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Positive	96%	96%	95%	97%	94%
N/A (did not participate)	6	7	8	8	10

## **Longitudinal Senior Exit Data**

Senior exit data has been collected and recorded for twenty-five 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 2021 (74%). Only 3% 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 (96%).

Satisfaction with academic counseling, such as receiving course selection assistance from counselors, continues to be very high at 92%. Students' perception of counselors' accessibility has remained high over the years; 96% of seniors reported feeling that their counselor is accessible even through this year of remote and hybrid learning. This number has been consistently improving over the last decade and has increased significantly from an all-time low of 69% in 2001. 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 including using Calendly to schedule student appointments.

Student participation in at least one co-curricular activity has also been consistent. 95% of seniors report participation in at least one club, activity, or sport. When we asked this question 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, 97% reported a positive experience. 97% of intramural participants reported a positive experience. 92% of student athletes reported a positive experience in athletics where 88% responded positively just four years ago. These numbers have been consistent over the last five years and continued to be high even through this year of abbreviated athletic schedules and a lack of a state series for many of our athletes.

The percentage of students who identify themselves as playing a role in school leadership has remained relatively high (74%). Just under three-quarters of our senior class experienced a leadership role within the school, a number that might have been affected by our remote and hybrid learning this year. 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 (85%). This is a drop from our all-time high of last year at 93% and we hope that this number increases this year as post-pandemic volunteering opportunities become available again. The number of Stevenson seniors participating in clubs and organizations outside the school domain continued to be significant 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 2021 recognized 569 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 (94% positive) and peers (85% positive). Students report positive experiences in Stevenson's Advanced Placement program at a high rate of 94%.

Even though the graduates of 2021 had an unprecedented ending to their time at Stevenson High School, they continued a strong tradition of being engaged and respectful students and leaders in our school and community. They have identified the positive impact of Stevenson's faculty and staff more enthusiastically than ever before.

**STUDENT SERVICES SURVEYS ACROSS**

**GRADES 9-12**

	<b>FRESHMEN</b>	<b>SOPHOMORES</b>	<b>JUNIORS</b>	<b>SENIORS</b>
1. Counselor virtual accessibility:	100%	100%	100%	96%
2. Counselor friendliness and approachability:	100%	100%	100%	98%
3. Counselor knowledge/recognition of student:	97%	97%	97%	88%
4. Counselor helpfulness with academic counseling:	100%	100%	100%	92%
5. Student comfort level discussing personal issues or nonacademic concerns:	95%	95%	93%	87%
6. Student Services Office - friendliness and helpfulness:	<b>NOT ASKED DUE TO COVID- STUDENTS WERE NOT IN THE BUILDING</b>			
7. Students participated in the LTAYF Night	57%	66%	65%	N/A
8. If you participated in the LTAYF Night, it informed your course selection	77%	76%	78%	N/A
9. Counselors' and college consultants' knowledge about college applications and selection process:			99% Satisf. 84% Util.Rate*	95% Satisf. 91% Util.Rate*

	<b>JUNIORS</b>	<b>SENIORS</b>
10. Use of the College Career Center:	41% Util. Rate*	53% Util. Rate*
11. College Career Center staff's friendliness and accessibility:	<b>NOT ASKED DUE TO COVID</b>	93%
12. Visits from college representatives:	93% Satisf. 48% Util. Rate*	N/A 53% Util. Rate*
13. College evening programs:	94% Satisf. 64% Util. Rate*	N/A N/A
14. CCC core curriculum programs:		89% Satisf.

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

\* - Utilization Rate

### SOURCES OF ACADEMIC ASSISTANCE

	<b>FRESHMEN</b>	<b>SOPHOMORES</b>	<b>JUNIORS</b>	<b>SENIORS</b>
13. Teachers	46%	44%	44%	36%
14. LC Tutors	25%	25%	28%	21%
15. Parents	50%	39%	32%	19%
16. Friends	55%	66%	66%	52%
17. Private Tutors	14%	14%	20%	12%

\*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 (100%), 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 (97%), sophomores (97%), juniors (97%). 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 all freshmen (100%), all sophomores (100%), all juniors (100%), and nearly all seniors (92%), remaining fairly consistent with last year's results. These numbers resemble trends that were illustrated the previous school year. Also, considering the fact that the pandemic mandated a blend of both remote and hybrid learning for the entire school year, it is notable that student satisfaction remained so high, indicating that counselors and students were still able to establish meaningful relationships.

Relative to comforts levels when discussing personal issues, more than nine out of ten freshmen (95%), sophomores (95%), juniors (93%), and seniors (87%) feel comfortable discussing non-academic concerns with counselors.

Typically, students are surveyed regarding the friendliness and helpfulness of Student Services personnel. However, due to the pandemic, which included a combination of both remote and hybrid learning, this question was not asked. However, please know that the office is staffed with counselors, deans, social workers, school psychologists, and administrative assistants during a typical school year. Although students may visit the office on their own accord, others are summoned for various reasons (such as disciplinary infractions). Last year's student satisfaction rates resembled the previous year's percentages with freshmen at 98%. Nearly all sophomores (99%) and juniors (98%) agree that the Student Services staff is helpful. Senior satisfaction increased last year (97%), but remained just a bit lower than the other groups, which was a consistent trend in years prior.

During the past four 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 57% participation rate of LTAYF where 77% believe these discussions were very beneficial for their sophomore course selection. Our sophomores reported a 66% participation rate where 76% believe these discussions

were beneficial for their junior course selection. Our juniors reported a 65% participation rate where 78% 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. Utilization rates remain extremely high for juniors (84%) and seniors (91%) who choose to tap the knowledge base of counselors and college consultants. Nearly all juniors (99%) and the majority of seniors (95%) 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 ninth 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 (55%), sophomores (66%), juniors (66%) and seniors (52%) stating that they routinely use this method to obtain academic support. The second most popular response from every grade level is teachers except freshmen who chose parents first (50%) before teachers. Teachers came out to the following: freshmen 46%, sophomores 44%, juniors 44%, and seniors 25%. As students progress through high school, they seem to be using parents less (juniors 32% and seniors 19%) and accessing their teachers more often. After friends, parents and teachers, students access the learning center tutors (freshmen 25%, sophomores 25%, juniors 28%, and seniors 21%). The least popular method of accessing academic assistance is private tutors (freshmen 14%, sophomores 14%, juniors 20%, and seniors 12%). This is the seventh 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 – 147**

**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 - (146) 99%  
Working - (1) 1%

**Note: Questions 2-9 were asked of respondents attending college or university; therefore, 146 responses are reported**

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

Yes – 137 (94%)  
No – 9 (6%)  
Transferring to a four-year college – 8  
Working – 1

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

Business – 22 (14%)

Finance – 5

General Business – 6

Marketing – 4

Accounting – 2

Business Management – 2

Business Administration – 2

Advertising – 1

Electrical Engineering – 2

Civil Engineering – 2

Electrical & Computer Engineering – 1

Mechanical Engineering – 1

Computer Engineering – 1

General Engineering – 1

Aerospace Engineering – 1

Chemical Engineering – 1

Health Sciences – 16 (11%)

Nursing – 6

Kinesiology – 2

Health Science – 1

Biology, Health & Society – 1

Human Physiology – 1

Nutrition & Dietetics – 1

Physiology and Medical Sciences – 1

Pre-Occupational Therapy – 1

Public Health – 1

Recreation and Sports Therapy – 1

Social Sciences – 13 (9%)

Psychology – 5

Economics – 2

Political Science – 4

Biopsychology – 1

Criminal Justice – 1

Technology – 12 (8%)

Computer Science – 11

Data Science – 1

Science – 14 (10%)

Biology – 7

Neuroscience – 2

Biomedical Sciences – 2

Behavioral Neuroscience – 1

Environmental Studies & Policy – 1

Zoology – 1

Education – 10 (7%)

Elementary Education – 4

Secondary Education/Political Science – 1

Secondary Education/Math – 1

Secondary Education/Social Studies – 1

Music Education – 1

Physical Education – 1

Special Education – 1

Engineering – 13 (9%)

Biomedical Engineering – 3

Fine Arts – 6 (4%)

Arts Administration – 1

Creative Technologies – 1  
Film – 1  
Graphic Design – 1  
Performing Arts – 1  
Visual Development for Animation – 1

Multiple Majors – 29 (20%)

Applied Math & Economics – 1  
Biochemistry & Molecular Biology – 1  
Business & Spanish – 1  
Business & Digital Media Studies - 1  
Computer Science & Business – 1  
Computer Science & Design – 1  
Computer Science & Economics – 1  
Computer Science & Neuroscience – 1  
Computer Science, Data Analytics & AI – 1  
Contemporary Writing & Production and  
Film Scoring – 1  
Psychology & Criminology – 1  
Economics & Political Science – 1  
Environmental Studies and Policy &  
Mechanical Engineering – 1  
Finance & Business Analytics – 1  
Finance & Real Estate – 1  
Finance & Marketing – 1  
Geography & Political Science – 1

Global Health & Biology – 1  
Information Systems & Business  
Analytics – 1  
Integrative Biology & Business – 1  
Marketing & Finance – 1  
Marketing & Information Systems – 1  
Marketing & Organization and Strategic  
Management – 1  
Math & Computer Science – 1  
Mechanical Engineering & Computer  
Science – 1  
Neuroscience & Behavioral Biology – 1  
Political Science & Criminology – 1  
Political Science & Economics – 1  
Psychology & Neuroscience – 1

Other – 11 (8%)

Undecided – 6  
Architecture – 3  
Statistics – 1  
East Asian Languages and Cultures – 1

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

No – 13 (9%)  
Yes – 133 (91%)

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

Number of credits: 0 credits - 17  
I don't know - 3  
1-10 credits - 33  
11-20 credits - 34  
21-30 credits - 20  
31-40 credits - 11  
41-50 credits - 8  
51-60 credits - 6  
61-70 credits - 1

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

My school doesn't accept my AP course for credit – 7  
My score wasn't high enough – 7  
Didn't take the test – 2  
Scores were just used for placement – 1

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

Yes – 33 (23%)

Number of credits:    1-5 credits - 21  
                                   6-10 credits - 7  
                                   11-15 credits - 4  
                                   16-20 credits - 1

Subjects:

Spanish – 12	Life Science – 2	German – 1
Math – 11	Chemistry – 1	History – 1
English – 3	Chinese – 1	Computer Science – 1
Psychology – 2		

No – 82 (56%)

I don't know – 31 (21%)

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

	<u>Well</u>	<u>Adequately</u>	<u>Inadequately</u>	<u>N/A</u>
<b>Writing Composition/Reports</b>	68%	26%	6%	1%
<b>Mathematics</b>	63%	32%	5%	5%
<b>Social Studies</b>	63%	32%	5%	10%
<b>Science</b>	63%	30%	7%	5%
<b>Reading Comprehension</b>	70%	27%	3%	2%
<b>Foreign Language</b>	58%	31%	11%	18%
<b>Fine Arts</b>	62%	28%	10%	16%
<b>Study Skills</b>	51%	35%	14%	0%
<b>Use of Computers—Research</b>	66%	25%	9%	1%
<b>Use of Computers—Applications</b>	50%	25%	25%	3%

**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 – 69%  
 The same – 27%  
 Not as well as others – 4%

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

Shared GPA – 127

Grade Point Average:	4.0 - 3.5 -	78%
	3.4 - 3.0 -	17%
	2.9 - 2.0 -	5%
	1.9 - 0.0 -	0%

Do not calculate GPA - 1

Did not want to share GPA – 18

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

Higher – 30%

The same – 48%

Lower – 22%

**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 – 52%

Agree – 42%

Disagree – 5%

Strongly Disagree – 1%

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

Teach study skills – 23

Nothing, you are doing a good job – 16

Have less study packets and teach note taking – 10

Make homework optional – 8

Get rid of EBR- College doesn't work like that – 8

Assign more out of class reading – 8

Teach time management – 6

Reduce the competitive atmosphere - 6

Advocate for healthy balance and less stress – 6

Tell students to take more electives to explore your passions – 6

Teach more independence, less handholding – 5

Increase student responsibility as they get older – 5

I don't know – 4

Provide more college information especially financial aid – 4

Classes should be more about learning and less about grades – 4

Support mental health – 3

Have more individual and less group work - 3

Give students more freedom with deadlines – 3

Assign larger long-term projects – 3

Teach adulting – 3

Encourage students to get involved – 3

- Have real world application of ideas – 3
- Have office hours for teachers – 3
- Have hard deadlines with no reminders – 2
- Explore careers – 2
- Encourage asking teachers for help – 2
- Give harsher penalties for cheating – 2
- Differentiate instruction – 2
- Have students form study groups – 2
- Grade homework – 2
- Grade assessments quicker so students know what to study – 2
- More AP classes – 1
- Teach students to deal with adversity – 1
- Provide a semester syllabus for classes – 1
- Reach out to struggling students – 1
- Have weighted assignments – 1
- Have more experiential learning – 1
- Teach students how to conduct research – 1
- Build independent study time into the day – 1
- Have alumni come back and talk about their experiences – 1
- Teach learning habits – 1
- Expose students to Microsoft products – 1
- Provide more world languages help – 1
- Be deliberate about forming a school community – 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 – 24%  
 About right – 71%  
 Not strict enough – 5%

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

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

- Get more involved – 16
- Worry less about grades – 12
- Have more fun – 12
- Worry less about taking AP classes - 9
- Take electives and explore my passions – 9
- Nothing, I loved it! – 7
- Try harder and get better grades – 6
- More social experiences – 6
- Take more electives – 6
- No EBR – 6
- Better mental health awareness – 5

Learn study skills – 5  
 No COVID – 5  
 Play sports – 5  
 Some teachers – 4  
 Less competition/more cooperation - 4  
 Be more outgoing – 4  
 Career exploration – 3  
 Better access to mental health help and more social workers – 3  
 Have more help with the college process – 2  
 More freedom – 2  
 Learn better time management – 2  
 Use more of the resources – 2  
 Take more APs – 1  
 Take more challenging classes – 1  
 Less strict – 1  
 Take computer science classes – 1  
 Focus on different things – 1  
 More post-secondary counselors – 1  
 More emphasis on learning and less on grades – 1  
 No advisory – 1  
 More leadership opportunities – 1  
 Do community service earlier – 1  
 Worked more – 1  
 Take an ‘adulting’ class – 1  
 Travel less between buildings – 1  
 Plan for my future – 1  
 Take advantage of all of the opportunities – 1  
 Go to Snowball again – 1  
 Get more help – 1  
 Be less involved – 1  
 Get more sleep – 1  
 Make the ILC staff nicer – 1  
 Go to high school with all of my friends not at SHS – 1

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

Teachers and Staff – 43  
 Friends – 39  
 Clubs – 32  
 Sports – 14  
 All-school events (dances, Spring Fling, etc.) – 13  
 Fine Arts programs (Band, Drama, Music, Art) – 9  
 Opportunities – 7  
 Great elective options – 7  
 Community – 6  
 Excellent education – 5  
 Meeting so many people – 5  
 Sports events – 5  
 Prep for College – 4  
 The food! – 4

Social opportunities – 4  
Resources – 3  
Making great connections – 3  
Free periods – 3  
The environment – 2  
AP Classes – 2  
Time management skills – 2  
Leadership opportunities – 5  
Graduating – 2  
Fellow motivated students – 2  
Engineering program – 2  
Hanging out in the ILC – 2  
Being able to see a counselor or teacher for help – 2  
Bowling Team – 1  
Basketball – 1  
Diversity Council – 1  
SNN – 1  
The size- big was good – 1  
The security staff – 1  
The school spirit – 1  
Community service opportunities – 1  
Volleyball – 1  
Trips for competitions – 1  
Open campus – 1  
Operation Snowball – 1  
Science and math – 1  
EBR – 1  
Sushi Friday – 1  
Therapy dogs – 1  
I don't know – 1

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

Yes – 88%  
No – 12%

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

Yes – 79%  
No – 21%

## **Table A**

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

- English teachers did not inform students of punctuation errors, most people's punctuation became worse during high school.
- Received little to no constructive feedback on writing assignments

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

- The level and depth of math covered in college was much deeper, even for classes I had already taken.
- Math teachers were bad and mean.
- I feel like Stevenson did not prepare me in this area.
- College math is more theoretical and we did not do a lot of that at Stevenson.

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

- Social studies teachers failed to prepare students for AP tests due to inadequate focus on writing.
- Social Studies is a section of classes that I did not take a lot, and thus, don't feel like Stevenson had a large footprint on me in that subject.

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

- College prep science was basic and I'd venture to say anyone who took those courses would fail the accelerated or AP equivalent even after taking the college prep one for a whole year.
- Taking chemistry and biology as a college freshman, I felt completely unprepared even though the first semester should have been similar to the content learned in the AP science courses.
- Science classes in college are much more difficult than at Stevenson.

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

- Got terrible score on French placement test for college despite taking it at SHS.
- I didn't remember anything
- I did not feel well prepared in language when I got to college and in the real world. I didn't feel as if I could have a conversation with someone who knew Spanish fluently.
- Spanish was terrible
- I took Spanish at Stevenson and the language department did not prepare me well. I forgot almost everything I knew and didn't do well in those college classes.

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

- Didn't take any fine arts – 2
- Fine arts weren't as heavily suggested/required as the other subjects, so I didn't really take that many is all.

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

- Lack of hard deadlines enabled extreme procrastination; continuous exploitation of this developed terrible study habits.
- Note taking is something Stevenson should focus on at some point because notes are extremely important in college.

- I never spent too much time studying for Stevenson classes but at college I spend a lot more time studied and had to really change that
- I prepared for easier classes in high school, so studying is completely different.
- Stevenson never required me to study for tests to still do well but in college I had to teach myself how to study because I couldn't just get by like I did in high school
- I never really learned how to take notes or improve my study habits in high school. It was primarily just writing down everything I heard the teacher say and trying to distinguish what was important
- In SHS, I was told to study, but I don't remember being taught HOW to study

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

- We did not do any research in high school
- It was not taken seriously

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

- I never learned how to use Excel - 25
- At college we use laptops but in High School we used iPads and all the software is different.

### **Reasons for "Inadequate" Responses in multiple subject areas**

- Having EBR in high school made traditionally graded classes very difficult in college. I did very well in high school and struggled in college.
- EBR modality was like playing a game, if you could do what the teacher thought was right for the course, you would get the 3 or 4 for the category and that was that. It didn't help me in college.
- Upon taking these classes in college I felt as if others knew more about the subject matter than I did. – 4
- Not enough emphasis on the process of studying and research and communication as well as programs and websites for streamlining these processes.

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

The one-year follow-up survey was conducted by a Google form sent to 751 members of the class of 2020 and 147 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 2020 graduates declare that they are attending college full time (99%). One student (1%) reported to be working. A large majority of individuals attending college plan to return to the same school in the fall (94%) while others are thinking of changing their plans by transferring to a two or four-year college (8%) or entering the work place. When asked about specific courses of study, the largest reported category was multiple majors (20%), followed by business (14%), health sciences (11%), science (10%), engineering (9%), social sciences (9%), technology (8%), education (7%), and fine arts (4%). In addition, some students are reporting that they are in the "other" category (8%); this included undecided, architecture, statistics and East Asian Language and Cultures.

The vast majority of this year's sample of students (91%) participated in Advanced Placement classes while in high school. The majority of those who completed an AP course (85%) earned college credit, and of those students, about a two-thirds (60%) earned more than ten credits at the college level. Of the 17 students who did not receive credit, 7 students said either that their score wasn't high enough or that their college did not accept the AP course for credit. Two students didn't take the AP test. Some respondents (23%) reported earning additional credit by way of college proficiency exams. Seven 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. The large majority of students agreed that Stevenson had adequately prepared them for writing composition/reports (94%), math, (95%), social studies (95%), science (93%), reading comprehension (97%), foreign language (89%) and fine arts (90%), study skills (86%), and use of computers (91%).

When asked about grades, 127 of our respondents provided their current GPA. A large percentage (95%) reported that they received a 3.0 GPA or higher. Almost half (48%) of students received about the same grades in college as in Stevenson, while nearly a third received higher grades in college (30%). A large majority of the sample (94%) 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" (23), while 16 students suggested that Stevenson should change nothing. 10 students suggested that Stevenson should have less study packets and teach note taking (10), while 8 students agreed that Stevenson should make homework optional (8), reconsider EBR grading practices (8), and assign more out of class reading (8). 6 students suggested Stevenson should teach time management, reduce the competitive

atmosphere, advocate for healthy balance and less stress, and tell students to take more electives to explore their passions. A few students(5) said Stevenson should promote more independence and decrease handholding. Four (4) students agreed that Stevenson should provide more college information about financial aid and that classes should be more about learning and less about grades. Three (3) students agreed that Stevenson should support mental health, have more individual classwork instead of group work, give students more freedom with deadlines, assign larger long-term projects, teach adulting, encourage students to get involved, have real world application of ideas and have office hours for teachers. Two students agreed that Stevenson should have hard deadlines (2), give harsher penalties for cheating (2), differentiate instruction (2), have students form study groups (2), grade homework (2), and grade assessments quicker so that students know what to study (2). Other suggestions included: Stevenson should have more AP classes, reach out to struggling students (1), provide a semester syllabus for classes (1), have weighted assignments (1), have more experiential learning (1), teach students how to conduct research (1), build independent study time in the day (1), have alumni return to share experiences (1), teach learning habits (1), provide more world language help (1), and be deliberate about forming a school community (1).

Looking back, over three-quarters (67%) for one-year graduates related that they had received assistance from their counselors with post-secondary plans. The clear majority of respondents felt discipline was maintained at an appropriate level (71%), while a smaller percentage described it as “too strict” (24%). A small minority of students (5%) felt that discipline was not strict enough.

When asked what one aspect of their high school experience they would change, the most frequent responses were “get more involved” (16), worry less about grades (12) and have more fun (12), followed by “take more electives” (9), and take less AP classes” (9), while some students would change nothing (7). Six (6) students agreed that they would have tried harder to get better grades, would have had more social experiences; would have taken more electives, and would not engaged in EBR grading. Five (5) students suggested that they would have increased their mental health awareness, would have learned study skills, would have played sports and would have enjoyed not having Covid issues to deal with. When asked to describe the best aspects of the Stevenson experience, people and relationships placed in the top category. Faculty and staff (43) garnered the most responses followed by friends (39), clubs (32) and sports (14). All-School Events are also popular for many (13), with some students naming their fine arts programs such as band, drama, music and art, to have been a favorite high school experience (9). Students (7) also mentioned that the opportunities at Stevenson are multifold, and that they appreciated having so many elective options (7). Enthusiasm and appreciation for faculty/staff mirrors the annual results from the Senior Exit Survey.

Students were also asked about their voting status. 88% reported that they are registered to vote, an 8-point increase since 2019. Since leaving Stevenson, 79% reported that they had voted in a national, state, or local election, which is an increase over previous years.

In summary, the sample group for the Class of 2020 indicated that most are attending college, their preparation for college was effective, and they earned a significant number of college credits while at Stevenson. It appears that grades earned at Stevenson might be a good predictor of success in college as a large majority of sampled graduates are earning the same or improved grades in college. Business continues to be the top spot as the most popular college major; however, students are pursuing a variety of majors in the fields of science, communication arts, fine arts, engineering, social science, health sciences, and education. Most graduates related that they were pleased with their high school experience. Positive faculty and staff relationships established during their tenure at Stevenson remains the highlight as it was specifically mentioned by a large number of students (43, consistently ranking higher than any other category, including friendships (39)).

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

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

**Five-year graduates responding – 148**

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

College or university full time – 97%  
Work – 2%  
Military – 1%

**Note - 147 respondents completed some college, so 147 responses are reported for questions 2, 6, 7 & 8.**

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

Business – 24 (17%)

Marketing – 6

Business – 4

Finance – 3

Advertising – 3

Accounting – 3

Personal Finance – 1

Marketing & Professional Sales – 1

Sport & Recreation Management – 1

Business Administration – 1

Hospitality Management – 1

Engineering – 22 (15%)

Mechanical Engineering – 5

Biomedical Engineering – 4

Computer Engineering – 3

Aerospace Engineering – 2

Chemical Engineering – 2

Electrical Engineering – 2

Civil & Environmental Engineering – 1

Biosystems Engineering – 1

Civil Engineering – 1

Computer Science Engineering – 1

Health Fields – 15 (10%)

Nursing – 3

Kinesiology – 3

Speech and Hearing Science – 3

Nutrition & Dietetics – 2

Bioscience (Pre-Nursing) – 1

Recreational Therapy – 1

Health Policy and Administration – 1

Public Health – 1

Science – 13 (9%)

Molecular & Cellular Biology – 2

Biology – 2

Neuroscience – 2

Biochemistry – 1

Biophysics – 1

Earth, Society and Environmental

Sustainability – 1

Geology – 1

Environmental Science – 1

Marine Biology – 1

Neurobiology – 1

Social Sciences – 12 (8%)

Psychology – 4

Economics – 2

Social Work – 2

Sociology – 1

Anthropology – 1

Global Studies – 1

Law Enforcement & Criminal Justice – 1

Education – 8 (5%)

Elementary Education – 4

Special Education – 2

Math/Secondary Ed – 1

Early Childhood Education – 1

Communication Arts – 7 (5%)

Communications – 3

English – 1

Journalism – 1

Spanish – 1

Television Production – 1

Fine Arts – 6 (4%)

Fine Arts – 3

Graphic Design – 1

Music – 1

Music Therapy – 1

Other – 13 (9%)  
 Math – 2  
 Computer Science – 4  
 Architecture – 2  
 Automotive Collision Repair/Service – 1  
 Construction Management – 1  
 Packaging – 1  
 Undecided – 2

Multiple Majors – 27 (18%)  
 Business Administration & Molecular,  
 Cellular & Developmental Biology – 1  
 Computer Science, Public Health, &  
 Psychology – 1  
 Environmental Sustainability & Food  
 Service Operations Sustainability – 1  
 Statistics & Econometrics – 1  
 Philosophy & English – 1  
 Business Management & Philosophy – 1  
 Economics, Environmental Science &  
 Spanish – 1  
 Economics & Statistics – 1  
 Economics & Environmental Studies – 1

English Literature, Computer Science &  
 Graphic Design – 1  
 Graphic Design & Strategic  
 Communication – 1  
 Kinesiology & Psychology – 1  
 Fashion Merchandising & Marketing – 1  
 Linguistics & Spanish – 1  
 Material Science & Engineering – 1  
 Math & Computer Science – 1  
 Neurobiology & Psychology – 1  
 Psychology & Anthropology – 1  
 Psychology & Gender and Sexuality  
 Studies – 1  
 Psychology & Philosophy – 1  
 Psychology & Sociology – 1  
 Psychology & Molecular Genetics – 1  
 Psychology & Public Relations – 1  
 Social Work & Legal Studies – 1  
 Sociology & Social Work - 1  
 Supply Chain Management & Finance –  
 1  
 Supply Chain Management &  
 Information Systems – 1

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

Yes – 91%  
 No – 9%

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

3 years -	13
3.5 years -	10
4 years -	96
4.5 years -	4
5 years -	12

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

Changed major – 5  
 Changed schools – 3  
 It is a 5-year program – 2  
 Failed classes – 2  
 I added a Master's degree – 1  
 COVID – 1  
 Double Major – 1  
 Took an easier freshman year – 1  
 Took electives – 1

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

Working – 74%

Graduate school – 20%

Finishing undergrad – 3%

Looking for work – 1%

Military – 1%

Professional Athlete – 1%

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

Higher – 34%

The same – 49%

Lower – 17%

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

Well – 76%

Adequately – 23%

Inadequately – 1%

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

Better than most – 77%

The same – 21%

Not as well as others – 2%

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

Strongly Agree – 44%

Agree – 47%

Disagree – 8%

Strongly Disagree – 1%

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

High stress promoted unhealthy coping (low sleep, poor diet, cheating)- 12

Just prepping for tests, never learning – 8

There was too much hand holding, no independence - 4

The pressure to perform was too stressful – 4

Too much pressure to take AP classes – 3

Homework and clubs were exhausting – 3

The intense competition was detrimental – 3

Kids were stuck up and wouldn't help – 2

It was a toxic overworked, cheating culture – 2

Too much homework, too little sleep – 2

No career prep, just college pressure – 2

Daily mandatory homework did not help my time management skills – 2

Never needed to study – 1

I was told I wasn't smart enough for higher level classes – 1  
We were not taught what to do in college – 1  
Not enough public speaking – 1  
Didn't let me switch teachers – 1  
Teachers were strict and overbearing and never explained things – 1  
Core classes were the only important ones – 1  
I was forced to take AP math- no accelerated calculus – 1  
There was too much bureaucracy – 1  
There was not enough help – 1  
Did not teach time management – 1  
Very difficult to make up work when you miss – 1  
No access to higher level classes – 1  
Nothing- Stevenson did a great job making us responsible – 81

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

Have more independent study opportunities – 9  
Teach study skills – 7  
Give less busy work/homework – 7  
More experiential learning – 7  
Assign more long-term projects that are individual assignments – 5  
Have less daily work and more cumulative information – 5  
Have more mental health awareness and support – 5  
More independence and less handholding – 5  
Encourage students to explore their passions with electives - 5  
Focus on learning, less on grades and standardized tests – 4  
Assign outside reading – 4  
Be strict about deadlines – 4  
Teach real world “adulting” skills- 4  
Have teacher office hours – 3  
Let kids fail – 3  
Have capstone projects – 3  
Less reliance on teachers – 3  
Teach how to do research – 3  
Encourage self-care – 2  
Encourage getting help – 2  
Have less stress – 2  
Encourage students to form study groups – 2  
Encourage taking AP tests – 2  
Give extra credit opportunities – 2  
Connect students with career mentors – 2  
Vary the way you show information- paper, video, presentations – 2  
More tutoring – 2  
Teach resilience – 1  
More fun in classes – 1  
More analytical writing – 1  
Grade like college during senior year – 1  
Encourage creative classes and clubs – 1  
Teachers should be more like college professors – 1  
Have more leadership opportunities – 1

Better teachers – 1  
Offer more online classes – 1  
Career exploration – 1  
More daily college life prep – 1  
I don't know - 3  
Nothing – 13

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

Too strict – 23%  
About right – 74%  
Not strict enough – 3%

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

Yes – 74%  
No – 26%

**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 – 14  
Have more fun and hang out with my friends – 11  
Take more electives in subjects that interest me – 11  
Less academic stress and pressure – 11  
Less about grades and competition – 9  
Try harder in school – 7  
Have more social opportunities – 6  
Take less AP classes – 4  
Play sports – 4  
More diverse study body – 3  
Mandatory personal finance/adulting class – 3  
Better deans – 2  
Be involved in less clubs – 2  
Meet with my teachers – 2  
Understand that average is fine – 2  
Prepare me for people not caring – 2  
Chose different classes – 2  
Try new things – 2  
Take more APs – 2  
More breaks/rest in the day – 2  
Do some career exploration – 2  
Learn how to study – 2  
More real-world connections – 2  
Graduate early – 1  
Have better math teachers – 1  
No iPad – 1  
Have a Spanish textbook – 1  
Challenge myself – 1

- Different friends – 1
- Go to a different school – 1
- Have a better Spanish teacher – 1
- Come out as trans in high school – 1
- Come to SHS as a freshman – 1
- Get more help – 1
- Take less-challenging classes - 1
- Don't have PE class right after lunch – 1
- Be a leader – 1
- No advisory – 1
- Have an S2C program – 1
- Take print media earlier – 1
- Be not so afraid to be myself – 1
- Take more Art – 1
- Do less drugs – 1
- Less strict – 1
- Build community – 1
- Have more of an awareness of mental health – 1
- More outdoor spaces – 1
- Nicer students – 1
- Not get injured playing students – 1
- Greater empathy and support for BIPOC students – 1
- Optional homework – 1
- More sleep – 1
- More freedom – 1
- Smaller school – 1
- Have a less liberal SHS – 1
- Stronger soccer program – 1
- Different friends – 1
- Better Sped program – 1
- Nothing – 15

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

- Teachers & Staff – 39
- Friends/Students – 34
- Extracurricular activities – 26
- Resources to get help – 11
- Sports – 11
- Amazing opportunities – 9
- The preparation for college – 7
- Challenging environment – 7
- Variety of classes – 7
- Academics – 7
- Meeting new people – 6
- Fine Arts program was fantastic – 6
- Freedom – 5
- Beautiful campus – 5
- Elective courses – 5
- Diversity – 5
- Great educational experiences – 4

Seeing my friends at school – 4  
School pride – 3  
Supportive Environment – 3  
FMP – 3  
Schoolwide cultural events – 3  
Social opportunities – 3  
Band program - 3  
Wonderful sense of community – 3  
Hanging out in the ILC after school – 2  
Cheer – 2  
The Allied Sports program – 2  
Service opportunities – 1  
Leadership opportunities – 1  
GSA – 1  
TYC – 1  
Traveling to competitions – 1  
Archery – 1  
Gymnastics – 1  
Musicals – 1  
Encouraging staff – 1  
Cross country – 1  
Everything – 1  
Growth as a student – 1  
Guitar – 1  
STEM and the Arts – 1  
Large school – 1  
AP Classes – 1  
Guidance for the future – 1  
Water Polo – 1  
Wrestling – 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 – 95%  
No – 5%

## Five-Year Follow-Up Survey Summary

The five-year follow-up survey was conducted by a Google form sent to 754 members of the class of 2016. One hundred forty-eight five-year graduates completed the survey during the summer of 2021. 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 (97%) have responded that they attended college full-time upon leaving Stevenson. In line with last year, multiple majors were the most popular college route among our five-year alumni (18%) with Business following close behind as the most popular single area of career pathways at 17%. Engineering (15%) came in third, up 13% from last year. Other areas for majors include health (10%), science (9%), social science (8%), education (5%), communication arts (5%), fine arts (4%) and other (9%). The majority of these respondents report completing an undergraduate degree (91%), similar to the last few years.

Of the one hundred thirty-five respondents who completed a degree, 119 of these students graduated in four years or less while sixteen 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, nine different reasons for taking longer than four years to complete a degree have been described. The reasons cited are changing majors (5), changing schools (3), in a five-year program (2), failed classes (2), adding a master's degree (1), double majoring (1), COVID (1), taking fewer classes freshman year (1), and taking more electives (1). In terms of current activities, some respondents (20%) are attending graduate school while a large majority (74%) entered the workforce. Some students are finishing undergraduate school (3%) while others are actively in search of a job (1%). One student is in the military while another student is a professional athlete.

Thirty four percent of the respondents who had attended a college or a university report receiving higher grades that they had earned at Stevenson while 49% earned the same grades. Lower grades prevailed for a smaller percentage (17%) of students who attended college. When asked, "How well did Stevenson prepare you for college?" over three-quarters of respondents (76%) felt "well-prepared" for college. Other students (23%) described being "adequately" prepared. Only one student 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" (77%), a smaller percentage claim that their preparation is "the same" (21%), while only two students reported feeling "not as prepared as others".

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 (91%). All interviewees were asked open-ended questions regarding what Stevenson did to discourage their development in the area of responsibility. Eighty-one graduates shared that Stevenson did a great job making us responsible. Thirty-eight students

shared that the high stress environment and pressure to take AP classes and go to college did not promote healthy coping strategies. Students went on to share that there was not enough support with time management, life skills, mental health balance or academic skills. Eight students felt that their education was solely focused on exam preparation. 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" (74%) while 23% reported Stevenson was "too strict." Three 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 (74%) after leaving Stevenson; these results remained similar from the previous year's survey results. When asked what one aspect of their high school experience they would change, fourteen students responded they would have been more involved in clubs, sports, or organizations. Another forty would have liked to have been less stressed and have more fun inside and outside of the classroom. Fifteen students said they wouldn't change anything while another six students said they would have liked to have more social opportunities. Four students would have taken less AP courses. Ninety-five percent of students responding shared they are registered voters and the same percentage of respondents reported they had voted in an election.

In retrospect, the vast majority of this group attended college, and 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. However, it is important to note that about a quarter of respondents (26%) felt overwhelmed with the stress and pressure of high school and were seeking more balance for their mental health. Most graduates evaluate Stevenson's discipline as being appropriate. Generally speaking, the responses of the Class of 2016 affirm the notion that Stevenson is preparing students for success while creating life-long learners.