

Adlai E. Stevenson High School Student Surveys 2021-2022



November 2022

Adlai E. Stevenson High School
Student Surveys
2021-2022

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

Dr. Eric Twadell, Superintendent

Troy Gobble, Principal

Sarah Bowen, Director of Student Services

Sarah LaFrancis, Assistant Director of Student Services

The SHS Administrative Team

Stevenson's School Counselors

Kristin Bauman

Ashley Bunzol

Regina Anderson

Barb Whalen

Tracey Moffat

Olivia Wozniak

Donna Wallach

Jennie Pankiewicz

Debbie Carver

Maureen Owens

Cathy Rouleau

Introduction

The purpose of the 2022 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, juniors and seniors 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 2021-22 school year saw us returning to many pre-pandemic practices and the survey questions followed. Most of the students were asked again about their experiences with our support staff in offices and meeting with their counselors in their office areas. We have made some changes in the way students schedule time to see student services staff in a post-remote learning world. Both students and parents use the online appointment scheduling software Calendly to find time to see counselors, social workers, post-secondary counselors, or the career specialist.

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 9-11 were surveyed using surveys in Google Forms on iPad devices. Seniors were surveyed using Naviance surveys 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 2022. 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 694 alumni from the class of 2017 and 877 alumni from the class of 2021. We received 149 responses to our one-year survey and 118 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 2022 Student Surveys will provide some information to board members, administrators, faculty, and staff about the effectiveness of current programs and areas, which might be further examined and addressed in the future.

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

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

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

SA = 82%	D = 0%
A = 18%	SD = 0%
100%	0%

N=930

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

SA = 89%	D = 0%
A = 11%	SD = 0%
100%	0%

N= 966

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

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

N= 971

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

SA = 50%	D = 3%
A = 46%	SD = 1%
96%	4%

N=950

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

SA = 78%	D = 1%
A = 21%	SD = 0%
99%	1%

N= 957

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

SA	=	62%	D	=	4%
A	=	33%	SD	=	1%
		95%			5%

N= 927

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

SA	=	75%	D	=	2%
A	=	24%	SD	=	0%
		99%			2%

N= 954

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

SA	=	69%	D	=	2%
A	=	29%	SD	=	0%
		98%			2%

N= 933

9. Did you and your family participate in the coursebook evening discussion on October 20th?

Yes	=	49%
No	=	51%

N= 971

10. If you did participate, did you use the guiding questions from the SHS website?

Yes	=	38%
No	=	62%

N= 679

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

Yes	=	69%
No	=	31%

N= 671

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

Yes = 41%

No = 59%

N= 971

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

Yes = 32%

No = 68%

N= 971

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

Yes = 50%

No = 50%

N= 971

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

Yes = 57%

No = 43%

N= 971

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

Yes = 19%

No = 81%

N= 971

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 = 26%

1 - 2 hours = 54%

2 - 3 hours = 14%

More than 3 hours = 4%

N= 971

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

SA	=	70%	D	=	5%
A	=	<u>25%</u>	SD	=	<u>0%</u>
		95%			5%

N= 122

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 (95%). Overall, 92% of students agree that the Freshman Mentor Program (FMP) has been a good way to see their counselor. The Advisory continues to be a great means for students and counselors to establish a connection as they commence their high school careers.

100% of students view their counselor as friendly and easy to talk to and 100% of students responded that they are able to see their counselor, either by dropping in or making an appointment in the Student Services Office or through Calendly. 99% of student report that they are greeted in a friendly and helpful manner when they enter the Student Service Office. Practically all students (99%) feel positive about the academic counseling they receive, as counselors continue to be effective in helping students to select courses that meet each student's needs, interests, and goals. Freshmen, overall (96%), feel their counselor knows who they are, which is indicative of the 95% of students who feel comfortable talking with their counselor about personal or non-academic concerns.

For the ninth 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 (57%). This result reflects the importance of programs such as Peer Tutors. 50% of students seek assistance from parents/guardians. 32% of students report accessing the Learning Center tutors for support, an 8% increase from last year. 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 41% accessing their teachers directly outside of class. However, 19% of students still report receiving assistance from paid tutors.

When freshmen were asked to indicate the hours spent on homework or studying on a typical school day, including study halls. 1% said they spent zero hours doing homework, 14% spent less than an hour, 54% had one to two hours of homework, 14% had 2-3 hours of homework and 4% had 3 or more hours, so overall students are reporting more time spent on homework than the year prior.

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. 49% of freshmen report their families participated, an 8% decrease from last year. 38% indicated that they used the guided questions that were provided on the SHS website to help navigate their

conversations. 69% stated those discussions helped inform their course selection choices.

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

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

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

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

SA = 85%	D = 0%
A = 15%	SD = 0%
100%	0%

N=762

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

SA = 93%	D = 0%
A = 7%	SD = 0%
100%	0%

N= 787

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

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

N=780

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

SA = 84%	D = 0%
A = 16%	SD = 0%
100%	0%

N= 785

5. Did you and your family participate in the "Let's Talk about Your Future" coursebook evening discussion on October 20th?

Yes = 63%
No = 37%

N= 789

6. If you did participate, did you use the guiding questions from the SHS website?

Yes = 33%
No = 67%

N= 598

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

Yes = 77%
No = 23%

N= 598

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

SA = 63% **D = 3%**
A = 33% **SD = 1%**
96% **4%**

N= 585

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

SA = 75% **D = 2%**
A = 23% **SD = 0%**
98% **2%**

N= 725

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

Yes = 50%
No = 50%

N= 789

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

Yes = 37%
No = 63%

N= 789

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

Yes = 52%
No = 48%

N= 789

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

Yes = 69%
No = 31%

N= 789

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

Yes = 21%
No = 79%

N= 789

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

0 hours = 1%
Less than 1 hour = 16%
1 - 2 hours = 51%
2 - 3 hours = 26%
More than 3 hours = 7%

N= 789

16. I have had ____ counselors at Stevenson.

1 = 85%
2 = 11%
3 = 4%
More than 3 = 0%

N= 789

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

SA = 67% **D = 2%**
A = 31% **SD = 0%**
98% **2%**

N=87

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 either by dropping in, making an appointment in the Student Services Office or on Calendly. 97% of sophomores feel their counselor knows each student individually. Additionally, 98% 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, 96% of students feel comfortable talking with their counselor, social worker, or school psychologist about personal or non-academic concerns, showing consistency to past survey results. 98% of students agree they are greeted in a friendly and helpful manner when entering the Student Services office. These results come from students who predominantly maintained the same counselor (85%) while 15% had a counselor change for sophomore year.

For the eighth year in a row, sophomores were asked about academic assistance and time spent on academics. Similar to the freshmen, most sophomores (69%) predominantly seek peers for academic assistance outside of the classroom. 50% seek teachers outside of class time while 52% seek academic assistance from parents/guardians. Learning Center tutors are utilized by 37% of the respondents, while 21% 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, 16% spent less than one hour. 51% of students spent one to two hours while 26% had two to three hours of homework. Only 7% 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. 63% of sophomores report their families participated. 33% indicated they used the guiding questions that were provided on the SHS website. 77% 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 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.

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

N= 644

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

SA = 93% **D = 0%**
A = 7% **SD = 0%**
100% **0%**

N=663

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

SA = 62% **SD = 3%**
A = 35% **D = 0%**
97% **3%**

N=660

4. Did you and your family participate in the "Let's Talk about Your Future" coursebook evening discussion on October 20th?

Yes = 58%
No = 42%

N= 659

5. If you did participate, did you use the guiding questions from the SHS website?

Yes = 32%
No = 68%

N= 468

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

Yes = 75%
No = 25%

N= 452

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

SA = 82% **D = 1%**
A = 17% **SD = 0%**
99% **1%**

N= 659

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

SA = 69% **D = 5%**
A = 25% **SD = 1%**
94% **6%**

N= 628

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

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

N= 659

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

SA = 67% **D = 1%**
A = 32% **SD = 0%**
99% **1%**

N= 570

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

SA = 81% **D = 1%**
A = 18% **SD = 0%**
99% **1%**

N= 564

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

NOT ASKED DUE TO CCC PROGRAMMING OVER ZOOM

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

SA	=	52%	D	=	5%
A	=	42%	SD	=	1%
		94%			6%

N= 363

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

SA	=	51%	D	=	4%
A	=	44%	SD	=	1%
		95%			5%

N= 404

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

Yes	=	50%
No	=	50%

N= 664

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

Yes	=	35%
No	=	65%

N= 664

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

Yes	=	59%
No	=	41%

N=664

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

Yes	=	81%
No	=	19%

N= 664

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

Yes = 53%
No = 48%

N= 664

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

Yes = 52%
No = 48%

N= 664

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= 664

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 = 28%
No, I do not qualify as a first generation student = 66%

N= 664

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

Yes = 50%
No = 50%

N= 664

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

Yes = 43%
No = 57%

N= 664

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

Yes = 37%
No = 63%

N= 664

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

Yes = 34%
No = 66%

N= 664

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

Yes = 67%
No = 33%

N= 664

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

Yes = 22%
No = 78%

N= 664

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 = 44%
2 - 3 hours = 32%
More than 3 hours = 9%

N= 664

30. I have had ___ counselors at Stevenson.

1 = 80%
2 = 17%
3 = 2%
More than 3 = 0%

N= 664

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

SA	=	76%	D	=	3%
A	=	18%	SD	=	2%
		95%			2%

N= 89

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, social worker &/or school psychologist about personal or non-academic concerns (94%). Nearly all juniors (99%) feel counselors are helpful when selecting courses to meet their needs, interests, and future goals. It is clear that counselors hold strong relationships with their juniors and provide meaningful services.

Although juniors and their parents have yet to explore the series of college counseling programs prior to the survey administration, college counseling and programs as well as the help provided by the College and Career Center (CCC) is a valuable resource. 99% of students agreed counselors and/or college consultants not only are knowledgeable about the college application and selections process, but they also agree that they have been helpful in beginning the college application process. 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, 94% of juniors find college representative visits are helpful, and 95% find college evening programs to be informative. When accessing resources, the following were utilized to obtain postsecondary (college, scholarships, etc.) related information: other websites (81%), SHS website college links (59%), college campuses (52%), and social networking sites (53%), CCC (50%), postsecondary counselors (35%), and privately hired college consultant (11%). 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 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. 58% of juniors report their families participated, and 75% of those participants affirmed that the discussion helped to inform their course selections choices.

For the tenth year, juniors were asked about academic assistance and time spent on academics. Similar to the other grade levels, (67%) predominantly seek peers for academic assistance outside of the classroom. 43% seek teachers outside of class time while 34% seek academic assistance from parents/guardians. Learning Center tutors are utilized by 37% of the respondents, which is an increase of 9% from last year. Private tutors are sought out by 22% of juniors.

When juniors were asked to indicate the hours spent on homework or studying on a typical school day, including study halls, it was generally consistent from last year's survey results. 13% spent less than one hour. 44% of students spent one to two hours. 32% had

two to three hours of homework and 9% of juniors felt they spent more than three hours on studying and doing homework.

For the sixth 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 (28%) of the juniors surveyed report that they qualify as a first-generation student. Half (50%) of juniors indicated they have a parent/guardian who earned a degree from a four-year college/university outside the United States. This information continues to be important as we work to develop programs to assist this demographic.

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

- 1. Social Emotional Learning (SEL) is the process of developing the ability to demonstrate responsibility, recognize and manage emotions and challenging situations effectively, and develop and maintain positive relationships. What did Stevenson High School do, in your experience, to develop your skills in these areas? (most representative responses mentioned more than five times)**
 - The counselors, social workers, school psychologists there to support me. My SST checked in on me and helped me when things were overwhelming. – 119
 - I met so many new people and formed amazing relationships - 91
 - The sports, clubs, and intramurals I was involved in helped me to develop these skills. – 90
 - Stevenson did nothing to develop my SEL skills. – 87
 - Tables in classes helped with group activities and team building skills. – 87
 - Many of the activities we did in Freshman Advisory were SEL focused. – 68
 - 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, band, life by design, business, social studies, Latin, Spanish, journalism, dance, and choir). – 50
 - There were helpful adults that were great role models – 43
 - The diversity of the students helped me develop empathy and appreciate others as well as understand different perspectives – 37
 - Stevenson was challenging to get through so we had to learn stress management and time management techniques to succeed. – 35
 - I learned these skills on my own and did not need SHS – 32
 - There was an attention to mental health which helped me to learn to take care of myself and how to get help when I needed it – 31
 - Teachers built community in our classrooms – 26
 - I don't know – 25
 - My friends and I learned how to care for one another. – 24
 - Stevenson had school wide activities that focused on Mental Health (including Comfort Dogs, Destress Days, Mental Health Forum, Wellness Week, SOS, Odyssey). – 23
 - Stevenson was a supportive, positive, and safe place. When I struggled, I found help. – 22
 - We were taught and were encouraged to use healthy coping strategies – 19
 - We learned time management and how to balance all of our responsibilities -19
 - We were able to find connection with a diverse student body – 18
 - We were taught how to self-advocate – 16
 - There were many leadership opportunities where we practiced these skills – 15
 - SHS provided many social opportunities to focus on something other than academics – 15
 - We had so many SEL experiences during our four years – 14
 - We were given surveys to check up on our mental health. – 13
 - There were a variety of leadership opportunities and I was able to learn these skills in those situations – 12
 - The Signs of Suicide program taught us these skills – 11
 - SHS actually made my SEL skills worse – 11
 - Stevenson did a great job. – 9
 - I was taught what Social Emotional Learning is – 8
 - We had many opportunities for self-reflection in our classes – 8

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

- I don't know. – 94
- You are already doing a good job. – 53
- Make it easier to see a social worker or a counselor when you are struggling - 61
- Students should have more one-on-one contact with counselors, social workers and school psychologists. All students should have regular check ins with their SSTs. – 52
- Assign more collaboration/team/group work – 51
- Make SEL learning part of every classroom experience. Just make it part of everything else we do – 45
- We need more help in handling stress. Teach relaxation, time management, stress management and healthy balance – 41
- Have class discussions about mental health and how to get help if you are struggling. Make it a normal thing to talk about. – 39
- Help teachers to build community in classes. We start the year that way but don't continue it. – 37
- Make the school environment less competitive and less stressful. – 31
- Have school wide SEL activities (speakers, workshops, class assemblies) that are fun and more relevant. – 31
- Help us build genuine connections with adults – 27
- Encourage students to get involved in a club, activity or sport. – 27
- Have more activities during the school day (like Odyssey) that bring students together - 23
- Give us more time to relax and destress – 22
- Make a safe supportive environment – 21
- Make time for students to connect so it is easier to make friends – 21
- Put students in a variety of situations so they can practice SEL – 18
- Hire more understanding teachers – 18
- Teach us empathy and how to be kind – 17
- We need more mental health resources including more counselors and social workers – 16
- Promote respect for all and continue anti-racism training– 13
- There should be more of a focus on mental health – 12
- Teach it in advisory – 11
- Give us more days off – 10
- You need to teach it in more than just advisory. We had it freshman year and then it disappeared – 9
- You need to listen to the students – 9
- Remove EBR – 9
- Make a mandatory SEL Class – 8
- Tell students they should relax about classes and clubs. You don't have to do everything – 8
- Have less homework especially on no homework days! - 6

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

Heather Abrams
Edgar Aguirre
Katie Ahlgrim
Agnes Aichholzer
Matthew Akin
Maureen Albert
David Allard
Patrick Ambrose
Eric Anderson
Michael Anderson
Peter Anderson
Athina Angel
Christina Anker
Raquel Antillera
Aileen Aragonese
Brandi Argentar
Dan Argentar
Jennifer Arias
Ryan Aronoff
Danielle Aulisio
Abygail Austin
Lauren Avers
Michelle Backes
Isriz Balase
Kendra Ballardini
Anna Baron
James Barnabee
Dean Barr
Kristin Barrett
Thrisha Bautista
Colleen Bayoneto
Blake Bazarnik
Brent Becker
Chris Beedie
Dorice Benedetto
Maggie Benes
Eliza Benjamin
Katie Bennett
Tova Bernstein
Mark Biesiada
Thomas Blasius
Jeffery Blezien
Patrick Block
Andrew Bouque
Sarah Bowen
Josh Bozeday
Dean Bradshaw
Sheri Brady
Courtney Bresnen
Beth Brilowski
Jenna Breuer
Eric Brown
Laura Brown
Issac Brubaker

Brian Burja
Claire Burja
Sarah Burja
Sergio Cabrera
Chris Caballero
Jane Caballero
Greg Cadichon
Devin Caesar
Sara Cahill
Erik Campbell
Seamus Campion
Estephany Campos
Simon Campos
Elizabeth Canning
Kelly Caplan
Esperanza Carlos
Jason Carlson
Ryan Carlson
Amerigo Carnazzola
Rigoberto Carrillo
Alondra Carrillo
Nate Carter
Debbie Carver
Carey Cernivec
Pepejon Chavez
Abra Chusid
Carissa Clark
Jenny Clark
Danielle Colan
Andrew Conneen
Maureen Connolly
Jim Conrey
Shane Cook
Cristina Cortesi
Amy Costello
Sarah Cotter
Melinda Criglar
Rochelle Cripe
Amanda Croft
Timothy Crow
Kevin Crowe
Annie Cucili
Peg Cucci
Jacqueline Cullen
Amanda Cummings
Wendy Custable
Mary Czapplewski
Laura Czopek
Theresa D'Angelo
Teresa daPonte
Angela Dauphin
Chad Dauphin
Kellie Dean
Emma Degan

Richard DeLeon
Fernando Delgado
Nicole Demarakis
Lindsay DePaul
John Deppong
Brad Der
Dan Diambri
Evanny Diaz
Brad Dickenson
Gracie Difiglio
AnnMarie DiIorio
Danielle Dileto
Zara Dittman
Deanna Dreyer
Clayton Duba
Patricia Duncan
Carolyn Dunne
Griffin Dwyer
Josie Dwyer
James Dzialo
Tricia Ebel
Dave Eddy
Matthew Edstrom
Sheila Edstrom
Tom Edwards
Sara English
Jamie Epstein
Lauren Epstein
Christina Erickson
Brett Erdmann
Aimee Evans
Melissa Fainman
Connie Faith
Jennifer Falk
Andy Farrisey
Patrick Fairchild
Ryan Fedewa
Ilene Fedyniak
Laurie Feinzimer
Nancy Fenton
Sam Figueroa
Allison Fink
Patty Fiore
Colleen Fischer
Stephanie Fischer
Miriam Fisch
Justin Fisk
Andy Fitz
Joseph Fitzpatrick
Joseph Flanagan
Kayla Fleming
Eddie Fligel
Abel Flores
Juan Ibarra Flores

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

Kelly Foley
Timothy Foley
Grant Forberg
Jason Ford
Dawn Forde
Christina Foss
Jerry Franklin
Richard Frankowski
David Frantoni
Stacy Frazer
Matt Friedman
Lauren Frick
William Fritz
Dave Froelich
Peggy Gaier
Eileen Gaughan
Michelle
Gammelgaard
Robert
Gammelgaard
Jenessa Gerber
Joe Gilson
Kevin Gimre
Dina Gioules
Lucas Glinschert
Floyd Glinsey
Troy Gobble
Matt Godlewski
Ted Goergen
Kendra Gohr
Michelle Goldstein
Lysette Gonzalez
Rodolfo Gonzalez
Abbie Goodman
Eric Goolish
Anna Gorbikoff
Toni Gorman
Vasanth
Govindarajan
Jillian Grady
Patrick Grady
Ashley Graham
Ben Graham
Ryan Graham
Grisel Granados
Jaqueline Gray
Molly Greenberg
Jori Greenhill
Marco Grigoletto
Amy Grove
Austin Gruber
Noreen Gruber
Mara Grujanac
Sarah Gutierrez

David Gumminger
Nathan Gustin
Bradley Habel
Thomas Hake
David Handelman
LeViis Haney
Jim Hanley
Keith Hannigan
Sean Hardiman
Jennifer Harris
Annie Hart
Judy Harwood
Katie Haskins
Teri Haskins
Jackie Hauswirth
Stephen Heller
Sydney Hendricks
Gillian Hengels
Mary Herbert
Vicki Heredia
Keenan Herman
Sarah Hubbard
Mark Hiebert
Cristina Higgins
Joshua Hjorth
Joanne Hochstetter
Paige Hodes
Matthew Hodge
Kate Hoopes
Kay Holmes
Daniel Horan
Allison Hughes
Peggy Hunt
Caroline Humes
Ryan Hutchins
Jin Kyung Hwang
Catherine Hyken
Joe Hynes
Amy Inselberger
David Irsay
David Jacobson
Michael Jerzyk
Grant Johnson
Marianne Johnson
Noel Johnston
Jaclyn Jolcover
Mark Jolcover
Mary Jones
Mruduvani Jones-
Gadda
Gurpreet Juneja
Lindsay Jurjovec
Faina Kaminsky
Dawn Kaplan

Angelica Karim
Art Kasemets
Daniel Kassel
Joshua Katz
Robin Katz
Jenna Kedroski
Jim Kedroski
Adam Kehoe
Martha Keller
Sarah Kellogg
Megan Kelly
Thomas Kelly
Liz Kenney
Simone Kentish
Kathleen Kerndt
Victoria Kieft
Christina Kim
Paul Kim
Rebekah Kim
Jacqueline King
Jennifer King
Alexis Kivin
Kristin Koe
Michelle Koehl
Irina Kogan
Tyler Kollmann
Christy Koulouris
Anna Kotvi
Rebecca Krause
Anthony Krempa
Nicole Krippinger
Brigitte Kusevskis
Dimitra Labbe
Carly Lacombe
Eva Ladenburger
Sarah LaFrancis
Daniel Larsen
Lauren LaSota
Nancy Latka
Anthony Lazarra
Amy Lazzaretti
Christina Lee
Alexandra LeFlore
Paige Lehman
Stephanie
Levenbrook
Nathan
Lewandowski
Ye Li
Mike Lill
Doug Lillydahl
Mark Linnenburger
Jill Lipman
Jill Lisius

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

Matthew Lockowitz
Sam Lodygowski
Thomas Loew
Sara Lohrmann
Nicole Lombardo
Jami Lopez
Christy Loukas
Kimberly Lubecke
Cynthia Lucarelli
Megan Lukaszewski
Melissa Mack
Kolleen Madeck
Alex Mak
Patricia Martin
Michael Martinez
Rosanne Masters
Cody Mathias
Elizabeth Maxwell
Ryan May
Paul Mazzuca
Andrea MacLennan
William MacNamara
Kathleen McCauley
Erin McCook
Megan McCullough
Caitlyn McGovern
Mary McInerney
Scott McLean
Rich Meltzer
Kristen Metzler-
Riccardo
Beth Merkin
Jennifer Merlitti
Valerie Miceli
Dan Miller
Jennifer Miller
Rob Miller
Shirley Miller
Tracey Moffat
Dean Moran
Timothy Moran
Laura Moschel
Nicole Moss
Christina Mueller
Christopher Mural
Angela Muresan
Kimberly Musolf
Timothy Myers
Lisa Nehring
Michael Nocella
Tina Nocella
Alice Nuteson
Angela O'Brien
Karen O'Connor

Sean O'Donnell
Beth O'Hara
Anastasiya
Olkanetskaya
Lindsay Olsen
Nancy O'Malley
Kristen One
Kelley O'Reilly
Debbie Orlando
Marta Orlinska
Zeglen
Heather Ortiz
Taylor Osicek
Habib Osman
Megan O'Sullivan
Catherine Overbeck
Suzanne Paloian
Jennifer Parisi
Angela Park
Kelsey Patten
Ashley Patterson
Mark Patton
Theron Petway
Eve Perdikaris
Christine Pfaffinger
Heather Phelps
Jasmine Picker
Kristin Piekarski
Naomi Pierce
Patty Pierce
Carly Pietro
Rebecca Pike de
Oliveira
Yolanda Pilch
Robert Pinta
Tinna Plueger
Jennifer Polisky
Jorge Pozo
Meghan Preissing
Dan Puglisi
Malinda Pum
Lindsay Puppolo
Lynne Rabbe
Frank Radostits
Lavanya Rao
Kim Rauchfuss
Jean Rebarchak
Jamie Reiman
Joseph Reinmann
Anna Renken
Elfie Repel
Linda Reusch
Victoria Rezniak
Mike Rice

Andrew Richardson
Manuel Rider-
Sanchez
Sean Riley
Lauren Rinchiuso
Jamie Reiman
Janet Rothwell
Jeff Robinson
Sara Rogers
Ashley Rose
Stephanie Ross
Kaitlin Rossi
Timothy Roznowski
Maureen Rubenstein
Jennifer Ruda
Julisa Ruiz
Alex Rutherford
Adrienne Ruzicka
Cristal Sabbagh
Christopher Salituro
Rolando Santana
Joseph Sarmiento
Kathleen Sassan
Lisa Scanio
Mark Schartner
John Schauble
Jennifer Schiavone
Elizabeth Scheinkopf
Spencer Schmidt
David Schoenfisch
Eileen Schopen
Matthew Schwenk
Jodi Scott
Taurus Scurlock
Petra Sebastian
Carol Seeger
Sarah Seidler
Saman Shafii-
Mousavi
Sakthi
Shanmugasundaram
Gregory Sherwin
Liza Shoemaker
Stacy Shub
Caroline Shupe
Chandler Simon
Todd Sikora
Andrea Siwik
Mary Smaga
Kelly Smith
Nicole Smith
Ryan Smith
Kirstin Snelten
Scott Sommers

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

Annette Sorkin	Jennifer Walker
Brad Sorkin	Daryl Wallace
Matt Sorkin	Janet Wang
Steven Soszko	Robert Ward
Jason Soulje	Deanna Warkins
Justin Sponholz	Curtis Weber
Molly Sponseller	Rob Weis
Vincent Springer	Aaron Wellington
Thomas Stanhope	Claire Werling
Rinaldo Stefani	Barb Whalen
Luke Stell	Bernadette Whealy
Irene Stergiou	Deborah Wiersema
Maura Sternberg	Reid Wiersema
Susan Steslow-Shams	John Wilkie
Kathryn Stoczany	Scott Williams
Charissa Stodola	Diane Willock
Sarah Stolzenberg	Bryan Wills
Michelle Stone	Jeff Wimer
Natalya Sturlis	Sean Wimer
Josue Rios Suarez	Brian Wise
Carlos Suaste	Thomas Wolfe
Terese Sullivan	Carla Wood
Sunny Suntharanund	Christina Wood
Janet Sushinski	Dan Wood
Paul Swan	Steven Wood
Holly Swansen	Tom Wood
Ray Tad-y	Brian Woodward
Alma Tamayo	Olivia Wozniak
Christian	Sandra Wright
Thibaudeau	Kristina Wrona
Jane Thomas	Li Ye
Justin Thornton	Tianzhou Ye
Ryan Thut	Maria Yung
Jennifer Tierney	Courtney Zabrin
Dawn Timm	Robert Zagorski
Lou Ann Tollefson	Sarah Zellmann
Valerie Tomkiel	Alden Zimlich
Richard Tompson	Jack Zimmerman
Megan Trant	Shaun Zimmerman
Lynn Tremmel	Jennifer Zizzo
Michael Tseitlen	Marie Zlotnikov
Paulina Tuman	Jenna Zukin
Nicholas Valenziano	
Tiffany VanCleaf	
Jaison Varghese	
Rehan Vastani	
Hector Vazquez	
Julie Vickers	
Enrique Vilaseco	
Kirsten Voelker	
Madeline Vogler	
Matt Voracek	
Pam Vukovics	

4. What made these staff members so special?

- They both managed to make science classes interesting even during Zoom learning, and I'm grateful to have come in person to see them when I got the chance.
- He was a patient teacher, but still gave specific and targeted advice and help to all his students.
- He manages to tell stories and make what might be the driest class in all of Stevenson constantly interesting.
- I could talk to her about problems inside and outside of school.
- I'm an international student. Studying with him in Stevenson was a whole new experience, which I can never forget in my life due to both the hardships and the joyful moments I had in this high school.
- They made the day much more enjoyable and fun.
- They are just nice to talk to and they're usually pretty updated on the goings on around here so sometimes I get helpful tips about that kind of stuff from them too.
- They are enthusiastic about the subject they teach and that makes it way more fun and interesting to participate in their respective classes. (Double shoutout because he made math fun and interesting which is actually crazy impressive)
- They are open, kind, passionate, and eager to see me succeed
- She is my second mom. She takes care of me.
- She is a super nice lady who I can say literally anything to.
- They are the goofballs I mess around with in the halls.
- Their support, knowledge, and time taken to truly understand the students that they teach makes for such an individualized experience
- Senior year comes with its own difficulties as the college process and general ending of high school piles up, but the conscious effort that these staff members make to take care of their students helps make it a little bit easier each day.
- They all provided a space in class not only to learn, but to form positive relationships with them and other students
- They encouraged my inner nerd, taught with passion, and took the time to check in with me personally
- They have put in the effort to push me to the best of my abilities and challenged me to be better than I was the day before.
- They listen to what I have to say whether they agree with it or not and overall, they have just made my high school experience very positive this last year.
- They just put a good ending to my final year in high school. It was my first time back in the building in a long time, so it helped invigorate my excitement for school again.
- They made an impact on my learning and made an effort to maintain a connection with me throughout high school.
- The teachers mentioned gave me a lot of advice and helpful criticism that allowed me to grow as a student.
- She is my favorite tutor and was very patient in teaching.

4. What made these staff members so special?

- He is one of the most serious but hilarious teachers I've ever had. He grades a little harshly sometimes, but it's always because he knows the true worth of his students.
- I am very thankful to have them as representatives for my culture, especially within the Stevenson staff.
- She was also extremely helpful because she was such a breath of fresh air in my day! She is always positive, bright, and willing to work with students so that they can reach their potential.
- She understands the necessity of breaks and taking care of mental health and she is so fun.
- He teaches in an engaging manner that encourages students to interact and apply critical thinking abilities to ethics systems and more
- Weirdly enough everyone here is always energized, happy, funny, and kind. It makes Stevenson really enjoyable to attend despite it being a high school.
- All of teachers I mentioned above cared about the students beyond what they completed in class. I felt that they were passionate and knowledgeable about what they were teaching.
- Their energy would transfer to me whenever I was in class, and I would never hesitate to reach out to them if I had a question in the class.
- He's cool and funny. He taught me about poems.
- Each of them were highly devoted to their job, as well as their goal of helping students wherever they could. Overwhelmingly, they are professional, responsible, and fair to all students, and truly help them achieve their goals.
- All these people have provided a smile to me, guided me through tough decisions, and understood me as a person. These people were there for me when I needed it and I knew that I could go to them for a lot.
- I truly cared for these people during my time here and I know they cared for me which meant a lot.
- They put up with my bs.
- He is the reason I am still here today. He has been such an amazing light in times of darkness, he is so candid about his own life and experiences, he makes learning personal and amazing. He is truly the best teacher at this school.
- I don't particularly love Stevenson because of the kids who go here, however, I have made the most amazing relationships with the most amazing teachers and staff here that have taught me so much beyond just education.
- I could write essays upon essays on why Stevenson's staff and teachers are absolutely exceptional and go above and beyond to ensure their students success. I seriously can't express it enough; the teachers and staff here have solely made my time at Stevenson.
- I have really developed a strong connection with her and I feel like she is like another family member of mine and this is really special to me because I have not really had a lot of teachers in my life where I can say that.
- They were extremely understanding and helpful whenever I came in to see them to ask questions or to just vent.
- I had some great teachers who make my favorite subjects even more exciting to learn about and keep me engaged during class and even after school.

4. What made these staff members so special?

- The security team here is amazing. I love seeing all the friendly faces in the hallway and I always try to say hi to everyone because they are always so nice to me as well. Whether they recognize me by name, give me fist bumps, or wave at me in the morning when I get dropped off, seeing them are some of the best parts of my day and they always make me smile.
- Many of them taught me things that I will remember and use for the rest of my life. They have taught me how to be better citizen and person.
- He is a teacher in one of my most difficult classes, yet I enjoy the class and interacting with him the most. Whether it's conversation about the material or our outside lives, it's always a blast.
- Even though I am currently struggling in this class due to motivation, she is still in my side, rooting for my success. She also is just a fun person and deserves the best regards.
- These teachers and faculty members always show up with a positive attitude every day. They genuinely care for every student they interact with and provide the best support for every student no matter what the situation is.
- They provided me some of the best advice I've ever gotten from a teacher or faculty member and have always cared for how I felt. They always take time to ask about my day and how I am feeling. I've truly appreciated every day with these staff members.
- She has been my coach for 4 years and she has been my teacher as well. She walked me down for my senior night and she helped me when things got hard in my personal life. She is one of my favorite people ever and she has made the biggest impact on my life. She has made me feel special and worth it.
- They are truly dedicated to what they do and take the time and effort to truly listen to and understand their students
- He puts together cohesive and complex lesson plans that push students to independently think and learn to critically analyze media. Students leave his class with a deep knowledge of political science in our daily lives.
She is a really fun and kind teacher who knows how to corral rowdy students and create lesson plans that are efficient and interactive.
- She is a teacher who always makes herself available whenever students need questions answered. She does a really good job at making resources available for students and answering questions, or explaining things in a different way.
- They believed in me when I didn't believe in myself.
- Some of the teachers listed helped me feel more confident in the type of person I want to be. I don't like crying in front of people but with these staff members, they made me feel welcomed enough to express my emotions.
- They always helped clean up messes, gave me extra food and always were very friendly to talk to.
- Their unconditional positive regard towards students, enormous positivity and flexibility, how much they care about their job and the job their students do
- Unparalleled knowledge/experience in the subject and passion for teaching demonstrated in every lesson. Explains tedious and overwhelming concepts in easily understandable ways

4. What made these staff members so special?

- The staff at Stevenson always tries to build stronger bonds and always try their best to advocate to all students.
- What is amazing about staff members at SHS is that they care about all of their students, yearning for a positive connection while also pushing us to do the best we can.
- Although certain subjects are much harder than others, all of my teachers have been able to meet in order to discuss grades, assignments, and anything personal.

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

Strongly Agree	=	44%	Disagree	=	4%
Agree	=	52%	Strongly Disagree	=	0%
		96%			4%

N= 1039

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

Strongly Agree	=	24%	Disagree	=	13%
Agree	=	62%	Strongly Disagree	=	1%
		86%			14%

N= 1039

Adlai E. Stevenson High School
SENIOR SURVEY RESPONSES

(Reported in percentages of student responders for each item)

STUDENT SERVICES

For the following questions:

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

1. I am able to see my counselor, either by dropping in or making an appointment in the student services office or on Calendly.

SA = 71%	D = 1%
A = 28%	SD = 0%
99%	1%

N= 1016

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

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

N= 1030

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

SA = 53%	SD = 9%
A = 36%	D = 2%
89%	11%

N= 1026

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

SA = 58%	D = 6%
A = 34%	SD = 2%
92%	8%

N= 1008

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

SA	=	53%	D	=	8%
A	=	35%	SD	=	4%
		88%			12%

N= 983

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

NOT ASKED DUE TO COVID

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

1	=	60%
2	=	37%
3	=	3%
More than 3	=	0%

N= 1035

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

SA	=	56%	D	=	5%
A	=	35%	SD	=	4%
		91%			9%

N=172

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

SA	=	59%	D	=	4%
A	=	37%	SD	=	0%
		96%			4%

N=970

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

SA	=	54%	D	=	5%
A	=	40%	SD	=	1%
		94%			6%

N=869

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

SA	=	41%	D	=	10%
A	=	48%	SD	=	1%
		89%			11%

N=731

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

SA	=	42%	D	=	8%
A	=	48%	SD	=	2%
		90%			10%

N=722

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

SA	=	40%	D	=	10%
A	=	45%	SD	=	5%
		85%			15%

N=669

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

Yes	=	65%
No	=	35%

N=1039

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

Yes	=	50%
No	=	50%

N= 1039

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

Yes = 21%
No = 79%

N= 1039

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

Yes = 62%
No = 38%

N= 1039

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

Yes = 55%
No = 45%

N= 1039

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

Yes = 47%
No = 53%

N= 1039

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

Yes = 65%
No = 35%

N= 1039

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

Yes = 81%
No = 19%

N= 1039

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

Yes = 86%
No = 14%

N= 1039

ACADEMIC SUPPORT

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

Yes = 37%
No = 63%

N= 1039

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

Yes = 27%
No = 73%

N= 1039

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

Yes = 22%
No = 78%

N=1039

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

Yes = 51%
No = 49%

N= 1039

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

Yes = 14%
No = 86%

N= 1039

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

Yes = 47%
No = 53%

N= 1039

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

SA = 41% **D = 6%**
A = 51% **SD = 2%**
92% **8%**

N= 846

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

SA = 56% **D = 4%**
A = 40% **SD = 0%**
96% **4%**

N= 928

CLUBS, ACTIVITIES, SPORTS AND INTRAMURALS:

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

Yes = 96%
No = 4%

N=1039

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

Extremely positive = 37%
Positive = 45%
Satisfactory = 14%
Unsatisfactory = 4%
Did not participate = 6%

N= 1039

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

Extremely positive = 34%
Positive = 37%
Satisfactory = 19%
Unsatisfactory = 10%
Did not participate = 31%

N=1039

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

Extremely positive = **38%**
Positive = **44%**
Satisfactory = **14%**
Unsatisfactory = **4%**
Did not participate = **52%**

N= 1039

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

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

N= 1039

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

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

N= 1039

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

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

N= 1039

ACADEMIC INFORMATION

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

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

N= 1039

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

Exceptional	=	27%
Above Average	=	45%
Average	=	25%
Minimal	=	3%

N=1039

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

SA	=	54%	D	=	3%
A	=	43%	SD	=	0%
		97%			3%

N= 1039

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

SA	=	41%	D	=	8%
A	=	48%	SD	=	3%
		89%			11%

N= 1039

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

SA	=	47%	D	=	6%
A	=	46%	SD	=	1%
		93%			7%

N= 1039

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

Extremely positive	=	19%
Positive	=	46%
Satisfactory	=	27%
Unsatisfactory	=	8%
Did not participate	=	9%

N=941

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

Less than 1 hour	=	23%
1 - 2 hours	=	40%
2 - 3 hours	=	23%
More than 3 hours	=	14%

N=1039

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 noted the importance of the relationships they fostered amongst their peers and the faculty/staff. They 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. Furthermore, they attributed much of their SEL learning to the work that was done in the classroom both explicitly (50 students noted specific classroom lessons) and implicitly (classroom seating arrangements (87), rapport with teachers (43) as well as the community and collaboration that was fostered in the course (34)). Several students (90), also commented on the importance of joining clubs, sports and intramurals to help enhance their skills. Students then went on to report about their experiences with their 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" (119).

The second question asked for students' suggestions: "How could Stevenson better help students develop SEL skills?" Many respondents suggested that "students should have more access to and one-on-one check ins with counselors, social workers, and school psychologists (105). 45 respondents mentioned wanting SEL skills taught in every class, and 31 students mentioned school-wide SEL learning opportunities including: speakers, workshops, class assemblies, relaxation training and time-management skills (41). 53 students stated, "You are already doing a good job", almost double what it was two years ago.

Overall, the class of 2022 reported a record number of meaningful connections, specifically naming 571 individual faculty and staff members who made a positive impact with inspirational teaching, encouragement, and personal interest. The overwhelming message gathered from students was that teachers truly cared about them and their success in the course. Another theme was the personal connections that faculty members made with the student. They mentioned that teachers devoted time to individual students, asking them about their lives outside the academic realm, or having faith in their growth and development as young adults. Students consistently articulated that the staff and faculty members fostered a positive attitude, belief in the students as individuals, and boosted their confidence or self-esteem. Some seniors commented that Stevenson personnel helped them achieve a level of success that many did not believe to be attainable. They describe staff members as being supportive, passionate, encouraging, kind, purposeful, loving, engaging, entertaining, 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 (99%) and friendly on an interpersonal level (99%). Seniors indicate that their counselors consistently know them (89%) 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 (88%). 60% of seniors had the same counselor throughout their time at Stevenson. Most transfer students view their counselors, social workers, and/or school psychologists as being helpful in their transition and adjustment to SHS (91%).

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 (96%). The College and Career Center staff is viewed as being friendly and accessible (94%). 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 (90%) 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. 85% of seniors and their guardians felt this meeting was helpful.

When asked how they obtain information about colleges and scholarships, 65% of seniors utilize their school counselor, a 7% increase from last year. 50% obtain help from the post-secondary counselors. Students and parents access information about colleges from the CCC (62%) as well as the college links on Stevenson's home page (47%). "Other websites" continue to remain a substantial source of information for many of our families (82%). When asked more specifically, more than two-thirds of the students (65%) 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 (86%). 55% of seniors 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 (21%).

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 (37%). Fewer seniors (27%) receive academic support from the Learning Center tutors, which 92% found to be beneficial and 96% found the help and equipment available to students in the learning centers were sufficient. 22% academic support from parents. Seniors utilized paid tutors the least when accessing academic support (14%) and 47% utilized a private company for ACT/SAT prep.

Participation in school activities continue to hold a high percentage with 96% of seniors, indicating that they have participated in at least one club, activity, sport, or intramural during their high school tenure and the vast majority were satisfied with their experience. 70% of our students reported earning a position of leadership within the school. More

than two-thirds of the seniors (63%) were members of a club or organization not affiliated with SHS; a larger percentage of seniors (84%) 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 (72%). As a product of their time and experiences at Stevenson, 97% reported being more responsible for their own learning, 89% stated they were able to manage their emotions in challenging situations, and 93% 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, 92% expressed their satisfaction. Seniors were also asked to reflect on the amount of time typically spent on homework. 14% reported spending over three hours per night. The most common response was one to two hours per night (40%), and 23% 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>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
1	2%	1%	2%	1%	1%	2%
2	3	4	4	3	2	2
3	3	5	4	3	4	3
4	92	90	90	93	93	93

Student perception of own individual effort at Stevenson

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
exceptional	31%	27%	34%	27%	27%
above average	43	44	48	47	45
average	21	23	16	23	25
minimal	5	6	2	3	3

Student perception of growth in responsibility for learning through high school

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
positive	96%	97%	97%	96%	97%
negative	4	3	3	4	3

Satisfaction with academic planning and course selection assistance from counselors

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
positive	91%	91%	95%	92%	92%
negative	9	9	5	8	8

Student perception of SST members' accessibility

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
positive	97%	96%	96%	96%	99%
negative	3	4	4	4	1

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

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
	97%	95%	96%	98%	95%	96%

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

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Satisfactory or better	98%	96%	98%	97%	96%
N/A (did not participate)	7	7	4	3	6

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

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Positive	93%	92%	94%	92%	90%
N/A (did not participate)	30	31	33	34	31

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

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Positive	97%	97%	99%	97%	96%
N/A (did not participate)	47	52	58	62	52

Participation in a leadership role within the school

<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
76%	75%	74%	77%	74%	70%

Participation in clubs or organizations not affiliated with Stevenson HS

<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
66%	63%	61%	65%	64%	63%

Participation in community service activities

<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
91%	90%	91%	93%	85%	84%

Number of faculty and staff cited as having a positive impact

<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
492	546	568	591	569	571

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

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
positive	96%	95%	98%	94%	96%
negative	4	5	2	6	4

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

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
positive	84%	83%	85%	85%	86%
negative	16	17	15	15	14

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

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Positive	96%	95%	97%	94%	92%
N/A (did not participate)	7	8	8	10	9

Longitudinal Senior Exit Data

Senior exit data has been collected and recorded for twenty-six 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 eleven 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 2022 (72%). 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 (97%).

Satisfaction with academic counseling, such as receiving course selection assistance from counselors, continues to be very high at 92%. Students' perception of SST members' accessibility has remained high over the years; 99% of seniors reported feeling that their SST members are accessible. 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. 96% of seniors report participation in at least one club, activity, or sport. When we asked this question about 25 years ago, only 74% of respondents were participating in clubs and/or activities. Satisfaction levels for club and/or activities have also shown little deviation over the years. Of those who participated in clubs and/or activities, 96% reported a positive experience. 96% of intramural participants reported a positive experience. 90% of student athletes reported a positive experience in athletics where 88% responded positively just five years ago. These numbers have been consistent over the last five years and continued to be high.

The percentage of students who identify themselves as playing a role in school leadership has remained relatively high (70%). Just under three-quarters of our senior class experienced a leadership role within the school, which is noteworthy. 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

(84%). This is a drop from our all-time high in 2020 at 93% and we hope that this number increases this year as additional 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 63%. These impressive statistics show that Stevenson instills in its students a dedication and desire to give back to their communities.

The number of faculty and staff named as having a positive influence on students has risen dramatically. Over the past 25 years. In 1992, seniors recognized 144 staff members. By contrast, the class of 2022 recognized 571 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 (96% positive) and peers (86% positive). Students report positive experiences in Stevenson's Advanced Placement program at a high rate of 92%.

The graduates of 2022 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

	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
1. Counselor accessibility:	100%	100%	99%	99%
2. Counselor friendliness and approachability:	100%	100%	100%	99%
3. Counselor knowledge/recognition of student:	96%	97%	97%	89%
4. Counselor helpfulness with academic counseling:	99%	100%	99%	92%
5. Student comfort level discussing personal issues or nonacademic concerns:	95%	96%	93%	88%
6. Student Services Office - friendliness and helpfulness:	99%	98%	99%	N/A
7. Students participated in the LTAYF Night	49%	63%	58%	N/A
8. If you participated in the LTAYF Night, it informed your course selection	69%	77%	75%	N/A
9. Counselors' and college consultants' knowledge about college applications and selection process:			99% Satisf. 85% Util.Rate*	96% Satisf. 93% Util.Rate*

	JUNIORS	SENIORS
10. Use of the College Career Center:	55% Util. Rate*	62% Util. Rate*
11. College Career Center staff's friendliness and accessibility:		94%
12. Visits from college representatives:	94% Satisf. 56% Util. Rate*	N/A 55% Util. Rate*
13. College evening programs:	95% Satisf. 61% 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

	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
13. Teachers	41%	50%	43%	37%
14. LC Tutors	32%	37%	37%	27%
15. Parents	50%	52%	34%	22%
16. Friends	57%	69%	66%	51%
17. Private Tutors	19%	21%	22%	14%

*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 (99%), and seniors (99%) agree that counselors are friendly and approachable. Knowledge and recognition of students follow close behind in the high eighties to nineties among all grades: freshmen (96%), sophomores (97%), juniors (97%), seniors (89%). 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 nearly all freshmen (99%), all sophomores (100%), nearly all juniors (99%), and nearly all seniors (92%), remaining fairly consistent with last year's results. These numbers resemble trends that were illustrated the previous school year, indicating that counselors and students continue to establish meaningful relationships.

Relative to comfort levels when discussing personal issues, more than nine out of ten freshmen (95%), sophomores (96%), juniors (93%), and seniors (88%) feel comfortable discussing non-academic concerns with counselors.

Students are surveyed regarding the friendliness and helpfulness of Student Services personnel. The office is staffed with counselors, deans, social workers, school psychologists, and administrative assistants. Although students may visit the office on their own accord, others are summoned for various reasons (such as disciplinary infractions). Current student satisfaction rates resembled the previous year's percentages with freshmen at 99%. Nearly all sophomores (98%) and juniors (99%) agree that the Student Services staff is helpful.

During the past five 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 49% participation rate of LTAYF where 69% believe these discussions were very beneficial for their sophomore course selection. Our sophomores reported a 63% participation rate where 77% believe these discussions were beneficial for their junior course selection. Our juniors reported a 58% participation rate where 75% 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 (85%) and seniors (93%) who choose to tap the knowledge base of counselors and college consultants. More than half of our juniors (55%) and seniors (62%) utilize our College and Career Center. Nearly all seniors (94%) who have chosen to use the CCC find it to be friendly and accessible and these numbers continue to remain stable from year to year.

For the tenth 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 (57%), sophomores (69%), juniors (66%) and seniors (51%) stating that they routinely use this method to obtain academic support. Teachers came out to the following: freshmen 41%, sophomores 50%, juniors 43%, and seniors 37%. As students progress through high school, they seem to be using parents as sources of academic assistance less (juniors 34% and seniors 22%) and accessing their teachers more often. After friends, parents and teachers, students access the learning center tutors (freshmen 32%, sophomores 37%, juniors 37%, and seniors 27%). The least popular method of accessing academic assistance is private tutors (freshmen 19%, sophomores 21%, juniors 22%, and seniors 14%). This is the eighth 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 – 149

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 - (144) 97%
- Attending college or university part time – (2) 1%
- Working - (3) 2%

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 – 140 (95%)
- No – 6 (4%)
 - Transferring to a four-year college – 5
 - Taking a break – 1

3. What is your current or anticipated major?

- | | |
|------------------------------------|------------------------------------|
| <u>Business</u> – 25 (17%) | Chemical Engineering – 3 |
| Marketing – 6 | Electrical Engineering – 3 |
| Finance – 4 | Computer Engineering – 2 |
| General Business – 4 | General Engineering – 2 |
| Public Relations – 2 | Aerospace Engineering – 2 |
| Accounting – 1 | Bioengineering – 2 |
| Business Management – 1 | Biomedical Engineering – 1 |
| Business Administration – 1 | Environmental Engineering – 1 |
| Business Economics – 1 | Mechanical Engineering – 1 |
| Fashion Merchandising – 1 | Construction Engineering – 1 |
| Supply Chain Management – 1 | Industrial Engineering – 1 |
| Textile & Apparel Management – 1 | |
| Sports Management – 1 | <u>Technology</u> – 14 (10%) |
| Public Administration – 1 | Computer Science – 12 |
| | Artificial Intelligence – 1 |
| <u>Science</u> – 25 (17%) | Information Systems Management – 1 |
| Biology – 7 | |
| Neuroscience – 7 | <u>Health Sciences</u> – 11 (7%) |
| Chemistry – 3 | Nursing – 4 |
| Biomedical Sciences – 1 | Health Science – 3 |
| Cognitive Science – 1 | Kinesiology – 1 |
| Environmental Studies & Policy – 1 | BA/MD – 1 |
| Geology – 1 | Orthopedics – 1 |
| Equine Science – 1 | Nutrition & Dietetics – 1 |
| Biochemistry – 1 | |
| Microbiology – 1 | <u>Social Sciences</u> – 9 (6%) |
| Physics – 1 | Psychology – 4 |
| | Economics – 2 |
| <u>Engineering</u> – 23 (16%) | Political Science – 2 |
| Civil Engineering – 4 | Urban Studies – 1 |

Education – 5 (3%)

Early Childhood Education – 1
Family Consumer Science/Secondary Education – 1
Math/Secondary Education – 1
Music Education – 1
History/Middle School Education - 1

Fine Arts – 4 (3%)

Dance Arts Administration – 1
Audio Production – 1
Theater Design & Production – 1
Animation – 1

Multiple Majors – 24 (20%)

Accounting & Business Administration – 1
Anthropology & History – 1
Applied Math & Physics – 1
Architecture & Computer Science – 1
Biology & Psychology – 1
Cell and Molecular Biology & Biochemistry – 1
Computer Science & Business – 1
Computer Science & Philosophy – 1
Computer Science & Statistics – 1

Computer Science & Violin Performance – 1

Data Science & Economics – 1
Economics & Statistics – 1
Finance & Accounting – 1
Finance & Statistics – 1
German & English – 1
Information Science & Data Science – 1
International Studies, Political Science & Spanish – 1
Music Industry & Business – 1
Neuroscience & Biology – 1
Nursing & MBA – 1
Physics & Math – 1
Policy Studies & Citizenship and Civic Engagement – 1
Political Science & Managerial Economics – 1
Spanish & International Affairs – 1

Other – 6 (8%)

Statistics – 3
Speech, Language & Hearing Science – 1
English – 1
International Liberal Studies -1
Journalism - 1

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

No – 5 (3%)
Yes – 141 (97%)

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

Number of credits: 0 credits - 20
I don't know - 4
1-10 credits - 30
11-20 credits - 34
21-30 credits - 17
31-40 credits - 13
41-50 credits - 12
51-60 credits - 6
61 or more credits - 2

4c. If you received no credit, why?

My score wasn't high enough – 12
My school doesn't accept my AP course for credit – 4
Didn't take the test – 3
I don't know why – 1

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

Yes – 43 (29%)

Number of credits: 1-5 credits - 24
 6-10 credits - 16
 11-15 credits - 2
 16-20 credits - 1

Subjects:

Spanish – 14	Comp Science – 2	Sociology – 1
Math – 27	Psychology – 2	German – 1
English – 9	Life Science – 2	History - 1
Chemistry – 3		

No – 71 (49%)

I don't know – 32 (22%)

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

	<u>Well</u>	<u>Adequately</u>	<u>Inadequately</u>	<u>N/A</u>
Writing Composition/Reports	70%	24%	6%	1%
Mathematics	62%	32%	6%	3%
Social Studies	63%	34%	3%	11%
Science	65%	30%	5%	5%
Reading Comprehension	70%	27%	3%	3%
Foreign Language	50%	42%	8%	17%
Fine Arts	59%	33%	8%	20%
Study Skills	41%	41%	18%	2%
Use of Computers—Research	52%	39%	9%	2%
Use of Computers—Applications	42%	31%	27%	2%

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

Better than most – 72%
 The same – 23%
 Not as well as others – 5%

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

Shared GPA – 137

Grade Point Average:	4.0 - 3.5 -	85%
	3.4 - 3.0 -	12%
	2.9 - 2.0 -	2%
	1.9 - 0.0 -	1%

Do not calculate GPA - 1

Did not want to share GPA – 8

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

Higher – 19%

The same – 56%

Lower – 25%

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 – 46%

Agree – 44%

Disagree – 9%

Strongly Disagree – 1%

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

Get rid of EBR- College doesn't work like that – 27

Teach note taking and study skills – 18

Teach time management & organization – 14

Assign more out of class reading – 10

Assign larger long-term projects, less daily work – 11

Nothing, you are doing a good job – 7

Let students explore their passions and do what they love – 7

Be strict about deadlines, tough love works – 7

Increase independence as they get older, no reminders – 7

Teach self-advocacy for academic help – 6

Reduce the competitive atmosphere – 6

Teach adulting especially finances – 5

I don't know – 4

Find more to motivate students – 4

Prioritize mental health over grades – 4

Make homework count – 3

Teach students to make their own study guides – 3

Classes should be more about learning and less about grades – 2

Provide research opportunities – 2

Give students more individual attention – 2

More help in finding a major – 2

Get rid of retakes – 2
Provide more college information especially financial aid – 1
Create networking opportunities – 1
Get rid of MTT – 1
Teachers should have office hours – 1
Provided quiet study areas – 1
Have more counselor check ins – 1
Get more college help – 1
Get rid of APs – 1
Put all class information online – 1
Reward good attendance – 1
Talk more about the future – 1
Use the same technology as colleges – 1
Believe in the students – 1
Encourage students to get involved – 1
Only have AP Classes in STEM subjects – 1

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

Yes – 71%
No – 29%

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

Too strict – 21%
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 – 21
Get rid of EBR, it makes grading difficult in college – 20
Have more fun and worry less about grades – 20
Nothing, I loved it! – 13
No COVID – 11
Less competition/more cooperation – 10
Take electives and explore my interests – 8
Take more AP classes – 7
Less handholding and more freedom – 5
More social experiences – 5
Have more counselors and social workers – 4
Better mental health awareness – 3
Better study habits – 3
Better College Career Center – 2
More diversity – 2
Build more connections with teachers – 2
Better teachers – 2

Take more dual credit classes – 2
Try harder and get better grades – 2
Worry less about taking AP classes – 1
Focus on learning – 1
Get more help from tutors – 1
Understand that freshman year mattered – 1
Better food – 1
No vaping – 1
Form better community in classes – 1
Take a gap year – 1
Fewer liberals – 1
Maintain clubs during COVID – 1
Have a college-like schedule during senior year – 1
Realize how much time it takes to get an A – 1
Better athletic facilities – 1
Make it easier to move up levels – 1
Take less AP classes – 1
Take harder classes – 1
Go to a smaller school – 1
Take different coding classes – 1
Get out of my comfort zone – 1
Take summer school – 1
Go to a different school – 1

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

Teachers and Staff – 45
Friends – 43
Clubs – 24
Sports – 16
Community – 14
Opportunities – 13
Great variety of classes – 11
Classes – 9
Rigorous education – 8
All of the great spaces – 8
The food – 8
Fine Arts programs (Band, Drama, Music, Art) – 6
Freedom – 6
Getting to discover my interests – 5
Resources – 4
The college preparation – 3
The tech – 3
Supportive Environment – 2
The S2C program – 2
Social Events – 2
AP Classes – 1
Maturing – 1
Leadership Opportunities – 1

16. Are you registered to vote?

Yes – 58%
No – 42%

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

Yes – 26%
No – 74%

One-Year Follow-Up Survey Summary

The one-year follow-up survey was conducted by a Google form sent to 887 members of the class of 2021 and 149 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 (97%). Three students (2%) reported to be working. A large majority of individuals attending college plan to return to the same school in the fall (95%) while others, (6%) are thinking of changing their plans by transferring to a two or four-year college or entering the work place. When asked about specific courses of study, the largest reported category was multiple majors (20%), followed by business (17%) and science (17%). Engineering (16%), technology (10%), health sciences (7%), social sciences (6%), education (3%), and fine arts (3%). 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 (97%) participated in Advanced Placement classes while in high school, a 6% increase from last year's survey. The majority of those who completed an AP course (85%) earned college credit, and of those students, about 67% earned more than ten credits at the college level. Of the 20 students who did not receive credit, 16 students said either that their score wasn't high enough or that their college did not accept the AP course for credit. Three students didn't take the AP test. Some respondents (29%) reported earning additional credit by way of college proficiency exams. Sixteen 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, (94%), social studies (97%), science (95%), reading comprehension (97%), foreign language (92%) and fine arts (92%), study skills (82%), and use of computers for research (91%) applications (73%).

When asked about grades, 137 of our respondents provided their current GPA. A large percentage (97%) reported that they received a 3.0 GPA or higher. More than half (56%) of students received about the same grades in college as in Stevenson, and 20% reported that they received higher grades in college. A large majority of the sample (90%) 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 (27 students) was to remove EBR grading because it makes the transition to college grading more difficult. "Teach study skills and note-taking" (18), time management and organization (14), assign more out of class reading (10), assign longer projects rather than daily work (11), 7 students suggested that Stevenson should change nothing. 7

students suggested that students should explore their own passion, be strict about deadlines (7), increase independence by removing reminders (7) teach self-advocacy (6), reduce the competitive atmosphere (6), teach life skills like finances (5), find more ways to motivate students (4), keep homework included in a grade (3), teach students to make their own study guides (3), have classes focus more on learning than on grades (2), provide research opportunities (2), give students more individual attention (2), and help students find a major of study (2).

Looking back, over three-quarters (71%) 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” (21%). 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” (21), remove EBR grading (20) worry less about grades (20), have a less competitive environment (10), take more electives and explore interests (8), take more AP classes (8), have more resources for mental health including counselors and social workers (7), more diversity (2) and better teachers that foster better connections (4).

When asked to describe the best aspects of the Stevenson experience, people and relationships placed in the top category. Faculty and staff (45) garnered the most responses followed by friends (43), clubs (24) and sports (16). Having a sense of community (14), a great deal of resources (13): this includes a variety of classes (11), Fine Arts Program (6), the S2C program (2) and various opportunities in general (13). Enthusiasm and appreciation for faculty/staff mirrors the annual results from the Senior Exit Survey.

Students were also asked about their voting status. 58% reported that they are registered to vote, a 30% decrease since 2019. Since leaving Stevenson, 26% reported that they had voted in a national, state, or local election, which is a large decrease from previous years.

In summary, the sample group for the Class of 2021 indicated that most are attending college, their preparation for college was effective, 72% reported that their academic preparation was better than most other in their classes, 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 and the interest in the science field continues to grow. However, students are pursuing a variety of majors in the fields of 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 – 118

1. Upon leaving Stevenson, what did you do?

College or university full time – 97%

Work – 2%

Military – 1%

Note – 117 respondents completed some college, so 117 responses are reported for questions 2, 6, 7 & 8.

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

Social Sciences – 19 (16%)

Economics – 5

Psychology – 4

Political Science – 3

Social Work – 1

Criminal Justice – 1

Justice Studies – 1

Jewish Studies – 1

Public Policy – 1

History – 1

Organizational Psychology – 1

Business – 16 (14%)

Finance – 7

Accounting – 4

Marketing – 2

Supply Chain Management – 2

Hospitality Management – 1

Engineering – 10 (8%)

Mechanical Engineering – 4

Biomedical Engineering – 1

Electrical Engineering – 1

Industrial Engineering – 1

Bioengineering – 1

Civil Engineering – 1

Engineering Physics – 1

Health Fields – 9 (8%)

Nursing – 3

Kinesiology – 1

Integrated Health Science – 1

Gender and Health – 1

Exercise Science – 1

Occupational Therapy – 1

Health Science – 1

Science – 9 (8%)

Environmental Science – 2

Molecular & Cellular Biology – 1

Biology – 1

Human Biology – 1

Integrated Biology – 1

Physiology – 1

Animal Science – 1

Chemistry – 1

Computer Science – 8 (7%)

Computer Science – 4

Information Systems Management – 1

Cybersecurity – 1

Information Systems – 1

Information Science – 1

Communication Arts – 6 (5%)

Journalism – 2

Communication Science & Disorders – 1

Linguistics – 1

Contemporary Writing & Production – 1

Communication & Leadership – 1

Education – 5 (4%)

Elementary Education – 1

Music Education – 1

Physical Education – 1

Math/Secondary Ed – 1

Chemistry/Secondary Ed – 1

Other – 6 (5%)

Math – 1

Architecture – 1

Industrial Design – 1

Digital Illustration – 1

Undecided – 2

Multiple Majors – 29 (25%)
 Finance & Information Systems
 Management – 3
 Accounting, Sustainable Business,
 Environmental Management – 1
 Advertising & English – 1
 Advertising & Political Science – 1
 Agricultural Engineering & Computer
 Engineering – 1
 Business Analytics & Information
 Systems – 1
 Business Analytics & Economics – 1
 Business Law & Accounting – 1
 Chemical Engineering & Applied
 Statistics – 1
 Crop Sciences & Business – 1
 Computer Science, Economics & Data
 Science – 1
 Dance & Legal Studies – 1
 Graphic Design & Media and
 Information – 1
 Psychology & Spanish – 1
 Economics, Statistics & Mathematics – 1
 Environmental Studies & Sustainability
 – 1

Finance & Accounting – 1
 Finance & International Business – 1
 Gemology, Jewelry Manufacturing, &
 CAD Design – 1
 History & Anthropology – 1
 Marketing & Management – 1
 Marketing, Operations Management &
 Digital Technology Management – 1
 Marketing, Merchandising & Business
 Management – 1
 Neuroscience & Biology – 1
 Nursing & Psychology – 1
 Physics & Mathematics – 1
 Psychology & Communication Science
 and Disorders – 1

3. Did you complete an undergraduate degree?

Yes – 88%
 No – 12%

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

2 years-	1
3 years -	4
3.5 years -	10
4 years -	77
4.5 years -	6
5 years -	7

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

Changed schools – 3
 Changed major – 2
 Took a gap year – 2
 It is a joint BA/MA – 2
 Worked and part time school – 1
 Transferred schools – 4
 Extended internship – 1
 Forgot to take a class – 1

5. What are you doing now?

Working – 70%

Graduate school – 13%

Work & Grad school – 10%

Finishing undergrad – 4%

Looking for work – 1%

Military – 1%

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

Higher – 44%

The same – 41%

Lower – 15%

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

Well – 64%

Adequately – 34%

Inadequately – 2%

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

Better than most – 75%

The same – 22%

Not as well as others – 3%

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

Strongly Agree – 29%

Agree – 54%

Disagree – 15%

Strongly Disagree – 2%

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

There was too much competition/pressure/stress- 15

EBR – 6

There was too much help/support – 6

I never had to study – 4

There was too much focus on the AP students – 4

The career counseling was not helpful – 3

Grades were more important than actually learning the material – 3

There was no focus on mental health – 3

There was too much flexibility – 3

Too much AP pressure – 2

You made college sound difficult and it wasn't – 2

There were too many activities to choose from – 2

Balance was not encouraged – 2
The teachers were mean – 2
It was easy to ditch class – 2
Teachers rushed through without everyone understanding the material – 1
Classes were too hard – 1
I felt below average but wasn't – 1
There was too much focus on college being the only option – 1
I couldn't change my math level – 1
It was hard socially – 1
There were no long-term projects – 1
We were too sheltered – 1
The adults discouraged me – 1
Nothing- Stevenson did a great job making us responsible – 55

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

Assign more long-term, open-ended projects – 8
Give students outside reading – 7
Have more independent study/research opportunities – 6
Encourage students to explore their passions with electives - 6
Have a mandatory real world “adulting” class- 6
Remind students about all of the resources – 5
Go back to ABC grading – 5
Expand post-secondary options – 4
Let kids fail – 4
Have less stress – 4
Focus on learning, less on grades and standardized tests – 4
Give students a syllabus and no reminders like college – 3
Support average students – 3
Offer online classes – 3
Give students more choice in the curriculum – 3
Encourage more participation in class – 2
Be strict about deadlines – 2
Don't allow students to skip tests – 2
Treat seniors like adults – 2
Give daily homework – 2
Stop the “college is really hard” story – 2
More group work – 2
More freedoms – 1
Smaller classes – 1
More discussion-based classes – 1
Teach students how to ask for help – 1
Have more help – 1
Make students do things because they are passionate, not to fill a resume – 1
More career help – 1
Hold clubs during the day – 1
Make it hard to ditch class – 1
Don't require homework but if you don't do it you can't pass – 1
Introduce scientific paper reading – 1
Make study hall a requirement – 1

Have more mental health awareness and support – 1
Teach time management – 1
Help struggling students more – 1
Teach growth mindset – 1
Give money for good grades – 1
More independent work – 1
More leadership opportunities – 1
More volunteer opportunities – 1
Have teacher office hours – 1
I don't know - 10
Nothing, it was good the way it was – 19

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

Too strict – 19%
About right – 73%
Not strict enough – 8%

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

Yes – 71%
No – 29%

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?

Have more fun with my friends and worry less about college and grades – 16
Be more involved in clubs, sports or organizations – 9
Less competition – 8
Try harder in school – 6
Take more electives in subjects that interest me – 5
Be involved in fewer clubs (ones that I actually liked)– 5
More mental health support – 4
Have a better social life – 3
Have a required coding class – 3
No EBR – 3
Easier classes – 3
More options after SHS – 2
Have better info about classes before choosing them – 2
Career exploration – 2
Have relationships with my teachers – 2
Try more things – 2
More community building in classes – 2
More projects and less busy work – 2
Take less AP classes – 2
Understand that CLC is a good option, especially financially – 1
Have more maturity – 1
Learn more SEL skills – 1
Safer spaces for all students to lift weights – 1

Help for addicts – 1
More college support – 1
More support when I was sick – 1
Shorter school days – 1
Different people – 1
Required fine arts classes – 1
Calm down about sports – 1
Mandatory personal finance/adulting class – 1
Less strict – 1
More check ins with students – 1
Ask more questions – 1
Have a more global curriculum – 1
More dual credit classes – 1
Encourage more learning, less grades – 1
Everything – 1
The ending – 1
No advisory – 1
More self-discipline – 1
More time for travel – 1
Nothing – 15

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

Teachers & Staff – 40
Friends/Students – 23
Extracurricular activities – 30
Excellent education and preparation for college – 21
Sports – 17
Variety of elective classes – 9
The school community – 8
Fine Arts program was fantastic – 6
Big Diverse school – 5
Resources to get help – 5
Amazing opportunities – 4
Freedom – 4
The fun days- Spring Fling, Mr. SHS, Decision Day, World's Fair etc. - 4
Leadership – 4
Everything – 3
Finding my passion – 3
Graduating college early with all of the AP credit – 3
Helpful people – 2
Volunteering – 2
The food – 2
Weekends – 1
The tutoring – 2
The Statesman – 1
Leaving – 1
Hanging out before and after school – 1
Club and sports offerings – 1
PE classes – 1
School spirit – 1

16. Are you registered to vote?

Yes – 94%

No – 6%

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

Yes – 86%

No – 14%

Five-Year Follow-Up Survey Summary

The five-year follow-up survey was conducted by a Google form sent to 694 members of the class of 2017. One hundred and eighteen graduates completed the survey during the summer of 2022. 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 (25%). Social sciences followed close behind as the most popular single area of career pathways at 16% and thirdly business at 14%. Other areas for majors include engineering (8%) health (8%), science (8%), computer science (7%), education (4%), communication arts (5%), and other (9%). The majority of these respondents report completing an undergraduate degree (88%), similar to the last few years.

Of the one hundred and four respondents who completed a degree, 92 of these students graduated in four years or less while 13 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, eight different reasons for taking longer than four years to complete a degree have been described. The reasons cited are changing majors (2), changing schools (3), extended internship (1), took a gap year (2), took a joint BA/MA program (2), worked and took part time school (1), transferred schools (4), and forgot to take a class (1). In terms of current activities, some respondents (13%) are attending graduate school while a large majority (70%) entered the workforce. 10% of respondents reported both working and graduate school. Some students are finishing undergraduate school (4%) while others are actively in search of a job (1%) or are in the military (1%).

Forty four percent of the respondents who had attended a college or a university report receiving higher grades that they had earned at Stevenson while 41% earned the same grades. Lower grades prevailed for a smaller percentage (15%) of students who attended college. When asked, "How well did Stevenson prepare you for college?" well over half of respondents (64%) felt "well-prepared" for college. Other students (34%) described being "adequately" prepared. Only 2% of students reported feeling inadequately prepared. When asked to compare themselves to their college peers, a large majority of students perceive themselves as "better prepared than most" (75%), a smaller percentage claim that their preparation is "the same" (22%), while only 3% of 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 (83%). All interviewees were asked open-ended questions regarding what Stevenson did to discourage their development in the area of responsibility. Fifty-five graduates shared that Stevenson did a great job making us responsible. Twenty-two 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 they would like to learn more about “adulting” including self-management and other life skills. Fourteen students felt that more long-term open-ended projects and independent research opportunities would help students become more responsible for their own learning. Graduates were also asked to reflect upon Stevenson’s disciplinary policies and practices. Most graduates agreed that discipline was “about right” (73%) while 19% reported Stevenson was “too strict.” Eight 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 (71%) 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, nine students responded they would have been more involved in clubs, sports, or organizations. Another sixteen 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 eight students said they would have liked school to be less competitive. Two students would have taken less AP courses. Ninety-four percent of students responding shared they are registered voters and the eighty-six percent 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 over a quarter of respondents (28%) 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 2017 affirm the notion that Stevenson is preparing students for success while creating life-long learners.