

Adlai E. Stevenson High School Student Surveys 2022-2023



December 2023

Adlai E. Stevenson High School
Student Surveys
2022-2023

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

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Introduction

The purpose of the 2023 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.

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 2023. We continue to partner with the Stevenson Alumni Association and conducted a three-email campaign sending the survey as a Google form to 524 alumni from the class of 2018 and 983 alumni from the class of 2022. We received 161 responses to our one-year survey and 91 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.

It is hoped that the 2023 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 = 1%
A = 17%	SD = 0%
99%	1%

N=983

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

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

N= 1017

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

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

N= 1021

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

SA = 54%	D = 4%
A = 42%	SD = 0%
96%	4%

N=1004

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

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

N= 1012

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

SA = 66%	D = 4%
A = 30%	SD = 0%
96%	4%

N= 964

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

SA	=	75%	D	=	1%
A	=	<u>24%</u>	SD	=	<u>0%</u>
		99%			1%

N= 1004

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

SA	=	69%	D	=	1%
A	=	<u>30%</u>	SD	=	<u>0%</u>
		99%			1%

N= 988

9. Did you and your family participate in the coursebook evening discussion on October 19th?

Yes	=	45%
No	=	55%

N= 1021

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

Yes	=	39%
No	=	61%

N= 717

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

Yes	=	66%
No	=	34%

N= 707

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

Yes	=	40%
No	=	60%

N= 1021

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

Yes	=	34%
No	=	66%

N= 102

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

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

N= 1021

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

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

N= 1021

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

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

N= 1021

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 = **2%**
Less than 1 hour = **33%**
1 - 2 hours = **53%**
2 - 3 hours = **11%**
More than 3 hours = **2%**

N= 1021

18. I have had ____ counselors at Stevenson.

1 = **97%**
2 = **2%**
3 = **0%**
More than 3 = **0%**

N= 1021

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

SA = **68%** **D** = **4%**
A = **28%** **SD** = **0%**
 96% **4%**

N= 151

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 (99%) and those who transferred from outside districts (96%). Overall, 92% of students agree that the Freshman Mentor Program (FMP) has been a good way to see their counselor. 97% of students reported having had 1 counselor at Stevenson. 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 99% of students responded that they can 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 (100%) feel positive about the academic counseling they receive, as counselors continue to be effective in helping students to select courses that meet each student's needs, interests, and goals. Freshmen, overall (96%), feel their counselor knows who they are, which is indicative of the 96% 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 (62%). This result reflects the importance of programs such as Peer Tutors. 47% of students seek assistance from parents/guardians. 34% of students report accessing the Learning Center tutors for support, and 40% 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. 2% said they spent zero hours doing homework. Last year 14% of students reported spending less than one hour on homework, this year that number more than doubled to 33%. 53% reported having one to two hours of homework, 11% had 2-3 hours of homework and 1% had 3 or more hours of homework each day. Overall students are reporting much less 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. 45% of freshmen report their families participated. 39% indicated that they used the guided questions that were provided on the SHS website to help navigate their conversations. 66% 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=792

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

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

N= 703

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

SA = 64%	D = 2%
A = 34%	SD = 0%
98%	2%

N=698

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

SA = 83%	D = 1%
A = 16%	SD = 0%
99%	0%

N= 701

5. Did you and your family participate in the "Let's Talk about Your Future" coursebook evening discussion on October 19th?

Yes = 61%
No = 39%

N= 703

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

Yes = 33%
No = 67%

N= 533

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

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

N= 516

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

SA = **70%** **D** = **3%**
A = **26%** **SD** = **1%**
 96% **4%**

N= 679

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= 699

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

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

N= 703

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

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

N= 703

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

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

N= 703

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

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

N= 703

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

Yes = 22%
No = 78%

N= 703

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

0 hours = 0%
Less than 1 hour = 15%
1 - 2 hours = 52%
2 - 3 hours = 25%
More than 3 hours = 7%

N= 703

16. I have had ____ counselors at Stevenson.

1 = 94%
2 = 6%
3 = 0%
More than 3 = 0%

N= 703

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

SA = 70% **D = 2%**
A = 28% **SD = 0%**
98% **2%**

N=79

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 can see their counselor either by dropping in, making an appointment in the Student Services Office or on Calendly. 98% 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, 99% of students specifically agree that his/her counselor is helpful for selecting courses that meet needs, interests, and future goals. Overall, in regard 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. 99% 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 (94%) while 6% 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 (70%) predominantly seek peers for academic assistance outside of the classroom. 46% seek teachers outside of class time while 49% seek academic assistance from parents/guardians. Learning Center tutors are utilized by 39% of the respondents, while 22% 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, 15% spent less than one hour. 52% of students spent one to two hours while 25% 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. 61% of sophomores report their families participated. 33% indicated they used the guiding questions that were provided on the SHS website. 78% 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 see my counselor, either by dropping in or making an appointment in the Student Services Office or on Calendly.

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

N= 606

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

SA = 94%	D = 0%
A = 6%	SD = 0%
100%	0%

N=619

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

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

N=619

4. Did you and your family participate in the "Let's Talk about Your Future" coursebook evening discussion on October 19th?

Yes = 56%
No = 44%

N= 619

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

Yes = 26%
No = 74%

N= 449

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

Yes = 73%
No = 27%

N= 424

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

SA	=	85%	D	=	1%
A	=	<u>14%</u>	SD	=	<u>0%</u>
		99%			1%

N= 619

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

SA	=	70%	D	=	4%
A	=	<u>26%</u>	SD	=	<u>0%</u>
		96%			4%

N= 597

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

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

N= 614

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

SA	=	69%	D	=	1%
A	=	<u>30%</u>	SD	=	<u>0%</u>
		99%			1%

N= 545

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

SA	=	79%	D	=	1%
A	=	<u>21%</u>	SD	=	<u>0%</u>
		99%			1%

N= 553

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

SA	=	74%	D	=	1%
A	=	<u>25%</u>	SD	=	<u>0%</u>
		99%			1%

N= 404

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

SA	=	60%	D	=	4%
A	=	<u>35%</u>	SD	=	<u>1%</u>
		95%			5%

N= 341

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

SA	=	53%	D	=	4%
A	=	43%	SD	=	1%
		95%			5%

N= 360

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

Yes	=	49%
No	=	51%

N= 619

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

Yes	=	32%
No	=	68%

N= 619

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

Yes	=	63%
No	=	37%

N=619

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

Yes	=	76%
No	=	24%

N= 619

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

Yes	=	57%
No	=	43%

N= 619

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

Yes	=	58%
No	=	42%

N= 619

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

Yes	=	15%
No	=	85%

N= 619

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	=	39%
No, I do not qualify as a first generation student	=	61%

N= 619

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

Yes	=	51%
No	=	49%

N= 619

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

Yes	=	57%
No	=	43%

N= 619

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

Yes	=	44%
No	=	56%

N= 619

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

Yes	=	37%
No	=	63%

N= 619

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

Yes	=	70%
No	=	30%

N= 619

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

Yes	=	23%
No	=	77%

N= 619

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	=	11%
1 - 2 hours	=	51%
2 - 3 hours	=	29%
More than 3 hours	=	9%

N= 619

30. I have had ____ counselors at Stevenson.

1	=	88%
2	=	10%
3	=	2%
More than 3	=	1%

N= 619

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

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

N= 82

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 (98%). Students continue to feel comfortable talking with their counselor, social worker &/or school psychologist about personal or non-academic concerns (96%). 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 post-secondary counselors 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. In addition, the CCC staff is found to be friendly and accessible 99% of the time. When attending programming, 95% 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 (76%), SHS website college links (63%), college campuses (58%), and social networking sites (57%), CCC (49%), postsecondary counselors (32%), and privately hired college consultant (15%). 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. 56% of juniors report their families participated, and 73% 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, (70%) predominantly seek peers for academic assistance outside of the classroom. 57% seek teachers outside of class time, which is an increase of 14% from last year. 37% seek academic assistance from parents/guardians. Learning Center tutors are utilized by 44% of the respondents, which is an increase of 7% from last year. Private tutors are sought out by 23% 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. 11% spent less than one hour. 51% of students spent one to two hours. 29% had two to three hours of homework and 9% 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. Over a third (39%) of the juniors surveyed report that they qualify as a first-generation student, which is an 11% increase from last year. About half (51%) 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 supported me. My SST helped me when I was struggling. – 108
- 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, philosophy, study skills, dance, Spanish, dance, physics, AP Chemistry, EL program, and choir). – 80
- Stevenson was challenging and we learned how to get through it together. – 74
- The sports, clubs, and intramurals I was involved in helped me to develop these skills. – 72
- Stevenson had school wide activities that focused on Mental Health (including Comfort Dogs, Destress Days, Mental Health Forum, Wellness Week, SOS, Odyssey). – 63
- Teachers built community in our classrooms where we learned empathy, patience and to care for each other – 59
- SHS is so big that I was able to meet so many new people that became friends - 58
- The collaborative group work in classes helped to develop my SEL – 56
- Many of the activities we did in Freshman Advisory were SEL focused. – 55
- We were surrounded by adults that were positive role models – 43
- SHS was my safe place, positive and welcoming. When I struggled, I found help. – 42
- My friends and I helped each other to grow in SEL – 40
- We learned time management and how to balance our academics & extracurriculars – 23
- 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 – 23
- I gained confidence and learned to ask for the things I needed – 20
- We were able to find connection with a diverse student body – 18
- SHS provided many fun places to socialize like the ILC and PWC - 15
- We had great discussions in classes about SEL – 14
- We had so many resources that it was easy to get the help we needed - 13
- There were many leadership opportunities where we practiced these skills – 12
- The diversity of the students helped me appreciate others as well as understand different perspectives – 11
- We were given surveys to check up on our mental health. – 7
- We were allowed Mental Health Days – 7
- We were allowed to make mistakes and learn from them – 6

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

- Keep doing what you are doing now – 93
- 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. – 84
- Teach SEL in all of our classes – 62
- Build relationships and community in our classes. Make SEL real – 47
- Have school wide SEL activities (Wellness Week, speakers, workshops, class assemblies) that are engaging and meaningful – 47
- Make it easier to get help when you are struggling – 34
- Have more social activities during the school day (like Odyssey and class meetings) that bring students together – 32
- We need more help in handling stress. Teach relaxation, time management, stress management and healthy balance – 30
- Make the school environment less competitive and more cooperative – 30
- Focus on mental health. Normalize class discussions and how to get help if you are struggling – 29
- Assign more group projects in classes – 18
- You need to teach SEL to sophomores, juniors, and seniors. We had it in advisory and then it disappeared – 15
- Promote respect for all and continue anti-racism training – 14
- Make a mandatory SEL Class – 14
- Help us build genuine connections with adults that are role models – 13
- Give us more mental health days – 13
- Put students in real world situations so they can practice SEL – 13
- Promote kindness – 12
- Assign less homework – 10
- Have an SEL club – 9
- Have school wide SEL days – 9
- Encourage students to get involved in a club, activity, or sport. – 9
- We need to learn how to ask for help. Find a way to teach us how. – 9
- Increase awareness of SEL – 8
- You need to listen to the students – 8

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

Heather Abrams
Edgar Aguirre
Agnes Aichholzer
Matthew Akin
Steven Akinfala
Maureen Albert
David Allard
Bella Licciardello
Patrick Ambrose
Eric Anderson
Michael Anderson
Peter Anderson
Athina Angel
Christina Anker
Raquel Antillera
Aileen Aragon
Brandi Argentar
Dan Argentar
Jennifer Arias
Ryan Aronoff
Danielle Aulisio
Abygail Austin
Michelle Backes
Kendra Ballardini
Anna Baron
James Barnabee
Mike Barnes
Dean Barr
Kristin Barrett
Brent Becker
Chris Beedie
Eliza Benjamin
Katie Bennett
Hans Berduo
Tova Bernstein
Trish Betthausen
Theresa Binder
Thomas Blasius
Jeffery Blezien
Patrick Block
Andrew Bouque
Josh Bozeday
Dean Bradshaw
Courtney Bresnen
Beth Brilowski
Jenna Breuer
Elizabeth Bromet
Emily Bronswick
Michael Brooks
Sue Brosio
Bethany Brown
Eric Brown
Issac Brubaker
Brian Burja

Claire Burja
Sarah Burja
Morgan Bykoff
Sergio Cabrera
Jane Caballero
Sara Cahill
Erik Campbell
Trish Campbell
Seamus Campion
Estephany Campos
Kelly Caplan
Jason Carlson
Ryan Carlson
Amerigo Carnazzola
Jennifer Carney
Monica Carollo
Rigoberto Carrillo
Alondra Carrillo
Nate Carter
Debbie Carver
Erin Cepa
Grant Chapman
Pepejon Chavez
Abra Chusid
Carissa Clark
Jenny Clark
Ryan Clark
Danielle Colan
Andrew Conneen
Maureen Connolly
Shane Cook
Gustavo Cortinas-
Fouilloux
Cristina Cortesi
Amy Costello
Sarah Cotter
Martha Craig
Melinda Criglar
Rochelle Cripe
Timothy Crow
Kevin Crowe
Annie Cucili
Peg Cucci
Jacqueline Cullen
Amanda Cummings
Samantha
Cummings
Wendy Custable
Melissa Chan
Mary Czapslewski
Laura Czopek
Theresa D'Angelo
Jennifer Daniels
Teresa daPonte

Angela Dauphin
Chad Dauphin
Jimmy Davis
Kellie Dean
Emma Degan
Richard DeLeon
Fernando Delgado
Ronan Delve
Nicole Demarakis
Lindsay DePaul
John Deppong
Brad Der
Dan Diambri
Evanny Diaz
Gracie Difiglio
Danielle Dileto
Zara Dittman
Beth Dostal
Deanna Dreyer
Clayton Duba
Carolyn Dunne
Griffin Dwyer
Jorie Dwyer
James Dzialo
Tricia Ebel
Dave Eddy
Matthew Edstrom
Sheila Edstrom
Tom Edwards
Sara English
Jaqueline Espinosa
Jamie Epstein
Lauren Epstein
Christina Erickson
Aimee Evans
Melissa Fainman
Connie Faith
Jennifer Falk
Andy Farrisey
Patrick Fairchild
Ryan Fedewa
Nancy Fenton
Sam Figueroa
Allison Fink
Maggie Finn
Patty Fiore
Breeon Fisher
Colleen Fischer
Stephanie Fischer
Miriam Fisch
Justin Fisk
Andy Fitz
Mindy Fitzgibbons
Patrick Fitzgibbons

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

Joseph Fitzpatrick
Joseph Flanagan
Eddie Fligel
Joshua Flood
Juan Ibarra Flores
Kelly Foley
Timothy Foley
Grant Forberg
Jason Ford
Dawn Forde
Christina Foss
Lindy Fox
Jerry Franklin
Richard Frankowski
David Frantonius
Stacy Frazer
Lauren Frick
Emily Friedman
Matt Friedman
William Fritz
Dave Froelich
Mruduvani Jones
Gadde
Elisa Galvan Alba
Michelle
Gammelgaard
Robert
Gammelgaard
Jenessa Gerber
Kevin Gimre
Lucas Glinschert
Floyd Glinsey
Troy Gobble
Matt Godlewski
Michelle Goldstein
Lysette Gonzalez
Rodolfo Gonzalez
Eric Goolish
Anna Gorbikoff
Toni Gorman
Vasanth
Govindarajan
Jillian Grady
Patrick Grady
Bem Graham
Ashley Graham
Ryan Graham
Grisel Granados
Molly Greenberg
Jori Greenhill
Amy Grove
Sarah Gutierrez
David Gumming
Nathan Gustin

Bradley Habel
Thomas Hake
David Handelman
LeViis Haney
Jim Hanley
Keith Hannigan
Sean Hardiman
Annie Hart
Judy Harwood
Katie Haskins
Teri Haskins
Jackie Hauswirth
Kelsey Havell
Molly Havlic
Stephen Heller
Sydney Hendricks
Gillian Hengels
Vicki Heredia
Keenan Herman
Mark Hiebert
Cristina Higgins
Zach Hittie
Joshua Hjorth
Joanne Hochstetter
Paige Hodes
Matthew Hodge
Kate Hoopes
Kay Holmes
Carly Hope
Nancy Hudson
Allison Hughes
Caroline Humes
Ryan Hutchins
Jin Kyung Hwang
Catherine Hyken
Jordyn Imána
Amy Inselberger
David Irsay
David Jacobson
Lisa Jensen
Jeff Johansson
Grant Johnson
Marianne Johnson
Noel Johnston
Gurpreet Juneja
Nancy Juckett
Lindsay Jurjovec
Julia Kalmens
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
Liz Kenney
Simone Kentish
Victoria Kieft
Christina Kim
Eun Bee Kim
Paul Kim
Rebekah Kim
Jacqueline King
Jennifer King
Lauren Kistler
Alexxis Kivin
Kristin Koe
Michelle Koehl
Irina Kogan
Kristen Koll
Tyler Kollmann
Ryan Korah
Christy Koulouris
Dylan Kowatsch
Matthew Kozem
Rebecca Krause
Anthony Krempa
JP Kulick
Dimitra Labbe
Carly Lacombe
Eva Ladenburger
Sarah LaFrancis
Elizabeth Lamb
Wang Laoshi
Oriana Laredo
Daniel Larsen
John Lartz
Lauren LaSota
Nancy Latka
Anthony Lazarra
Amy Lazzaretti
Christina Lee
Alexandra LeFlore
Paige Lehman
Stephanie
Levenbrook
Nathan
Lewandowski
Mara Lewis
Mike Lill
Doug Lillydahl
Sylvia Lima

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

Mark Linnenburger
Jill Lipman
Jill Lisius
Matthew Lockowitz
Sara Lohrmann
Nicole Lombardo
Jami Lopez
Christy Loukas
Barry Love
Veronica Lozano
Kimberly Lubecke
Cynthia Lucarelli
Abbie Lueken
Lisa Lukens
Melissa Mack
Kolleen Madeck
Christine Marr
Patricia Martin
Michael Martinez
Rosanne Masters
Cody Mathias
Elizabeth Maxwell
Ryan May
Paul Mazzuca
Andrea MacLennan
William MacNamara
Ethan Masters
Jennifer McBride
Kathleen McCauley
Megan McCullough
Caitlyn McGovern
Amy Meister
Rich Meltzer
Kristen Metzler-
Riccardo
Beth Merkin
Jennifer Merlitti
Dan Miller
Jennifer Miller
Rob Miller
Shirley Miller
Dean Moran
Timothy Moran
Aimee Morales
Jose Morales-
Iturralde
Jodie Mosk
Christina Mueller
Christopher Mural
Angela Muresan
Kimberly Musolf
Timothy Myers
Lisa Nehring
Sotiria Nikolarelis

Artavius Nixon
Margaret Noble
Michael Nocella
Tina Nocella
Vicky Nordhem
Alice Nuteson
Angela O'Brien
Brian Oberhauer
Karen O'Connor
Sean O'Donnell
Beth O'Hara
Anastasiya
Olkanetskaya
Nancy O'Malley
Kristen One
Kelley O'Reilly
Debbie Orlando
Taylor Osicek
Megan O'Sullivan
Julie Pacheco
Christina Palffy
Jennifer Parisi
Angela Park
Kelsey Patten
Mark Patton
Jenna Pavlik
Simmia Pearson
Theron Petway
Eve Perdikaris
Christine Pfaffinger
Jasmine Picker
Kristin Piekarski
Naomi Pierce
Carly Pietro
Rebecca Pike de
Oliveira
Yolanda Pilch
Joe Pine
Robert Pinta
Gerriann Pioquinto
Shawn Pitts
Neil Ploski
Michael Podolak
Jennifer Polisky
Jorge Pozo
Meghan Preissing
Dan Puglisi
Malinda Pum
Lindsay Puppola
Lynne Rabbe
Frank Radostits
Lavanya Rao
Kim Rauchfuss
Jean Rebarchak

Jamie Reiman
Elizabeth Reimann
Joseph Reinmann
Anna Renken
Mariana Reyes
Victoria Rezniak
Andrew Richardson
Manuel Rider-
Sanchez
Lauren Rinchiuso
Jessica Rios
Carlos Rivera
Janet Rothwell
Jeff Robinson
Sara Rogers
Ashley Rose
Stephen Rose
Stephanie Ross
Kaitlin Rossi
Jennifer Ruda
John Ruth
Julisa Ruiz
Natalia Ruiz
Alex Rutherford
Adrienne Ruzicka
Mariana Reyes
Cristal Sabbagh
Georgio Sakkos
Christopher Salituro
Rolando Santana
Joseph Sarmiento
Kathleen Sassan
Lauren Scafidi
Lisa Scanio
John Schauble
Jennifer Schiavone
Elizabeth Scheinkopf
Spencer Schmidt
David Schoenfisch
Eileen Schopen
Matthew Schwenk
Jodi Scott
Taurus Scurlock
Petra Sebastian
Carol Seeger
Sarah Seidler
Jennifer Sellers
Mahuya Sengupta
Saman Shafii-
Mousavi
Sakthi
Shanmugasundaram
Gregory Sherwin
Liza Shoemaker

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

Alexis Shiffman
Caroline Shupe
Todd Sikora
Andrea Siwik
Joe Skala
Nick Skala
Mary Smaga
Brad Smeele
Kelly Smith
Nicole Smith
Ryan Smith
Kirstin Snelten
Scott Sommers
Annette Sorkin
Brad Sorkin
Matt Sorkin
Steven Soszko
Justin Sponholz
Molly Sponseller
Jason Soulje
Vincent Springer
Thomas Stanhope
Emma Starr
Melissa Stennet
Maura Sternberg
Susan Steslow-Shams
Charissa Stodola
Sarah Stolzenberg
Michelle Stone
Natalya Sturlis
Kathie Swanson
Josue Rios Suarez
Carlos Suaste
Terese Sullivan
Sunny Suntharanund
Janet Sushinski
Mary Svihra
Holly Swansen
Ray Tad-y
Alma Tamayo
Addison Taylor
Bob Taylor
Christian
Thibaudeau
Jane Thomas
Jennifer Tierney
Dawn Timm
Lou Ann Tollefson
Valerie Tomkiel
Richard Tompson
Aylin Topalian
Megan Trant
Jamie Travis

Lynn Tremmel
Michael Tseitlen
Paulina Tuman
Emma Valentine
Nicholas Valenziano
Mario Valkov
Tiffany VanCleaf
Jaison Varghese
Rehan Vastani
Hector Vazquez
Julie Vickers
Enrique Vilaseco
Kirsten Voelker
Madeline Vogler
Matt Voracek
Pam Vukovics
Jennifer Walker
Daryl Wallace
Janet Wang
Deanna Warkins
Joshua Watson
Curtis Weber
Rachel Weber
Aaron Wellington
Claire Werling
Barb Whalen
Ryan Whitcomb
Deborah Wiersema
Reid Wiersema
John Wilkie
Scott Williams
Jeff Wimer
Rose Wimer
Sean Wimer
Greg Winters
Theresa Wonton
Thomas Wolfe
Carla Wood
Christina Wood
Dan Wood
Steven Wood
Tom Wood
Brian Woodward
Olivia Wozniak
Sandra Wright
Kristina Wrona
Li Ye
Tianzhou Ye
Sunny Yun
Maria Yung
Courtney Zabrin
Robert Zagorski
Kimberly Zaucha
Sky Zeise

Alden Zimlich
Jack Zimmerman
Shaun Zimmerman
Jennifer Zizzo
Jenna Zukin

4. What made these staff members so special?

- They made me feel like I belonged, and they made sure to show that they truly cared about my well-being.
- They went out of their way to form and maintain a personal relationship with me. They all made me feel very important and valued within the Stevenson community and contributed to my great experience senior year.
- They demonstrated lots of care for their subject, making it much easier to learn.
- They were consistently going above and beyond to get to know me as an individual and as a student. They sought me out to assist me with anything class work related and were consistently willing to help me outside of class time.
- They collectively listened to me whenever I spoke to them about problems in my life in and outside of school. They all gave me helpful advice and made it obvious that my feelings were accounted for. I really appreciated these staff members.
- They were very knowledgeable in their fields and helped me learn difficult topics well.
- I felt as if they truly cared about me as a person, each of these teachers were concerned when I was unwell and always ensured I was doing well at class. They have all made me love coming to school and enjoy my day thoroughly.
- Although I wasn't in class with them, they were very relatable to me and made me feel comfortable in the big school.
- Always kind and pleasant to me and my friends. Very caring people who wanted to help us achieve success whatever it may be however in a very healthy manner and not in an over-the-top way.
- There is no adult at Stevenson I look up to and trust more.
- They are down to Earth people, who understood what it was like to once be a high school student.
- They always help me with math (I really need it) and are always willing to listen to me and help me through tough moments.
- He always makes my day better and pushes me to be find ways to be better.
- They really loved their jobs and were passionate and engaging every single day. I looked forward to classes, and to learning or even just to be there.
- They helped me when I was going through an emotional time personally and helped me remember my worth.
- She was extremely caring and understanding when my grandparents died, and I feel safe near her.
- She wrote my letter of recommendation for college, and she always made my day much better, and I see her in the halls all the time and we say hi.
- They have helped me develop into the man I am today. They are the reason why I can be such a positive person with mental discipline. I cannot thank them enough for their efforts in helping me grow.
- She really was able to understand me as a player and a person throughout all 4 years of my high school experience and speak up for me the best she could when my voice wasn't heard.
- Each of these staff members would actively greet me outside of class, even if we passed by in the hallway. They all stand out because they would also ask me about what I've been up to, mention anything they've seen or heard about me, and overall make it known that they remember and enjoyed having me as a student.
- He always gave me feedback, when asked, and I knew I could count on him. Most teachers wouldn't dedicate time to students who they had in prior years, but he was always willing to help no matter what. He definitely was my favorite teacher from high school.
- They were great at showing empathy to their students, created a fun environment, etc.

4. What made these staff members so special?

- They were a great coach, helped me become a not only a better player, but a better person.
- Helped me and believed in me to try harder and do better in a subject I struggle in.
- Helped me with my iPad, college application, and feeling safe in school.
- I don't open up, but I did with them.
- She put up with a lot because of me so I'm grateful and apologetic to her.
- I entered his class during my sophomore year while I was going through a rough time and over the years, we've created a great bond between one another. He's become one of the only adults I trust in the school to talk to about personal topics.
- They've helped me with many things from getting me out of trouble to making me into a successful human being that is ready to leave this school and become more responsible and mature.
- I found that many of the staff members at Stevenson were incredibly passionate about both their subjects and teaching. That kind of passion can really rub off on a student and I think motivated me and made me interested in subjects and topics that I otherwise may not have been.
- I have been to three different high school and by far the staff members at SHS have been the most special. The staff members at SHS are extremely friendly and passionate towards their careers and areas of expertise.
- Teachers here are extremely friendly and approachable regarding any potential issues a student may have. They go out of their ways to help students who are struggling and ensure that they are truly dedicated to promoting the motto "Success for every student".
- The teachers are very much involved in their classes and are engaged in numerous extracurricular activities as well making them very involved with the students. My Stevenson experience was greatly enhanced by the exemplary teaching staff at SHS.
- I like my tutor, but I forgot her name, (how disrespectful of me, I am sorry) she was great and funny, I liked hanging around with her and talking about my personal stuffs too, she was open hearted and really nice person, she is the best.
- I've been struggling a lot with my health, and they've been so understanding and have made my life so much less stressful.
- In comparison to my teachers in Turkey, the teachers were much kinder and focused on actually teaching students the subjects of their classes instead of just making them memorize. They all had unique ways of teaching, but every system was laid out in detail, so they were really easy to get used to and adjust our studying schedule accordingly.
- He is hands down the best teacher/staff I've ever had. I've been with him for 4 years, and he has shaped me as a person, and my future to the greatest of his ability. He is funny, kindhearted, and supportive, while knowing when to take things serious and I cannot thank him enough for what he has done to me as an individual over the years.
- He made the class fun and engaging and genuinely interesting and had I not been in that class I would be on an entirely different life path.
- She has a passion for creative writing and set me up with several publishing firms in order to share my work.
- She is someone I consider a friend rather than a counselor. I come to see her often and to give her life updates and to talk to her about anything and everything. I'll miss having her in my life after graduation.
- He is highly passionate about what he teaches, and you can tell he loves what he does. He is also exceptionally good at making the topics easy to understand and straightforward, and I have never had a problem in his class.
- He made me really love biology, and I am majoring in it this fall because of this class.

4. What made these staff members so special?

- He is exceptional, not just as a teacher but as a mentor. He looks for each student's strengths, finding their "spark" in mathematics, and providing the advice, motivation, and resources to help students reach their greatest potential.
- Any student at Stevenson should count themselves as extremely lucky to have the chance to interact him, and I am infinitely grateful for what he has provided for me.
- She has continuously shown my sister and I great kindness and respect throughout the year. She welcomes us every day with a smile on her face and truly enjoys taking the time to see how others are doing.
- Every day, when I walk into class, she has a smile on her face. She is very understanding, very respectful, and truly wants the best for all her students. She is also an excellent listener and I trust her enough to be able to speak with on matters beyond just school and education.
- She was good at making connections and creating a student-teacher relationship.
- He was funny, enjoyable, and entertaining during class.
- They were stellar at remembering students despite how many they had, taking care of the student population, and being exceptionally charismatic, congenial, and enjoyable to be around.
- Her non-stop support and help have motivated me to be the best artist I can be, and her positive attitude makes me feel like I am actually recognized in class. She has never given up faith in my abilities and makes me feel proud of who I am and my perspective in the art world.
- She helped me feel confident in my work and made me realize my own strengths as an artist, along with my weaknesses in areas like time management.
- We formed a sort of trusting bond throughout these years, and his classes were always fun to learn within because he made the topic, we learned very interesting. It was actually thanks to him that I learned to love history.
- My favorite teachers from Stevenson have been those that you can tell really love their job and the information they are teaching us.
- Her class has made me want to come to school most days and is always an exciting class even when we are just taking notes. The speed at which she talks and the way in which she teaches fit mine so well that I was able to complete course work in that class very easily.
- I've never met any other teacher who is as understanding and compassionate as her. I can definitely say she is one of the best teacher's I've ever had during my time at SHS.
- She was always there for me and even spent extra time out of her day after school to take care and worry for me. She helped through the worst of times, and I felt a super strong connection with her- super amazing teacher.
- She was strict, but very nice, friendly, just, etc.
- The ladies at Jazzman's have always been so kind and greet you with a smile on your face and it feels like someone knows you.
- The lunch ladies by the wood commons are sweet.
- The ones who stood out were always both eccentric (like myself), and patient and kind- I take great joy in classes where teachers have a great deal of personality and create something unique of their classroom.
- The ones who are the most patient with my needs and struggles also hold a close place in my heart, and they've extended kindness that has provided me great comfort and safety at school.
- The staff members at SHS are dedicated to teaching students, not only how to be good students, but also how to be great learners, friends, leaders, thinkers. They make it their mission to help students strive to be their best in any and every situation. I believe a lot

4. What made these staff members so special?

of the staff members build meaningful relationships with the students which makes class experiences more special.

- The staff members at SHS truly cared about each and every student. They went the extra mile to build meaningful connections with their students and made students feel like they had a community around them.
- The staff members made my years here so special because they were positive every single day and always look excited to teach and to see me and other classmates. Additionally, these staff members thoroughly cared about me, and other classmates and they cared about the subject they taught. Lastly, they always attempted their best to make classes as interesting and fascinating as they could.
- The struggles and challenges that I had gone through throughout my years of high school will always remain a prevalent part of my life. The staff members have helped me tremendously by getting me through this period of time.
- Their happy energy was so genuine and pushed me keep working in class. They made senior year so much easier when I didn't have the energy to do more.
- These staff members have made me change the way I look at the world in a good way. I have so much to thank them for the class experience and life lessons they have given me.
- These staff members have made my years at Stevenson so special due to their great efforts of kindness and patience. These staff members in particular helped me not only in the classroom but emotionally and mentally outside of class time.
- Whether it was helping me catch up on a topic I didn't understand or giving a few minutes to talk outside of class, these staff members went over the bar with their kindness towards me and that made my year very special and memorable for the future.
- These teachers were invested in not just my academic standings, but also who I am and what I value. They all helped me grow as a person and enabled me to pursue my interests bravely.
- They all created a space that was genuine. These staff members provided genuine care and concern for whenever I had off days as well as extra care to know why my great days are that great. These people are real and I'm so grateful to have met them, they taught me a lot about maturity and helped me grow to be kinder this year to both me and others. Forever appreciative!
- They all were very supportive of my mental health struggles and were very understanding.
- She was so helpful in having me finish high school. I don't think I could have done it without her.
- They always made sure to work with each student individually and it was clear that they truly cared about our experience here. They are extremely knowledgeable and always willing to share, and they take what they do very seriously.
- They are life savers, a godsend, turned my Fs into As and Bs
- She pushed me to be my very best in her class even when I felt like giving up.
- He always encouraged me to read and helped me pick up my love of reading again, he's also always there to talk to about anything that's mentally distracting you from your work.
- They continually showed so much care for me. We're always willing to be of assistance and cared about my personal life.
- They created classes with welcoming environments and great community.
- They encouraged me to grow and work hard and were understanding when I struggled. They made classes engaging and showed a genuine interest on my success.

4. What made these staff members so special?

- They genuinely cared about me as a person not just as a student. They took interest in who I am. They saw me grow and develop and could tell what was going on and cared enough to reach out.
- They have inspired me to become better versions of myself inside and outside school. They also care a lot about their students and are there for you if you are struggling.
- They helped me gain context beyond textbooks and basic learning by providing worldly perspectives.
- They just care for me :)
- They made class fun and actually built relationships with me and my other classmates. They let us in about their personal lives and would joke around. They didn't make us feel bad if we didn't understand something that we had already learned previously, which allowed me to ask for help when I needed it because I wasn't afraid.
- They made learning easy.
- They made it a point to learn my story and my personality and would not hold any shortcomings against me.
- They made me feel like I belonged and mattered.
- They made me feel seen and important. They encouraged me to do more at school and to believe that I was deserving of having a successful future with many opportunities.
- They made the classes they teach very interesting, helped me through non-school challenges, genuinely cared about my wellbeing.
- They pushed me to be my best self and move forward with my head up even on the worst days. They never allowed me to fall behind. I appreciate each and every one of them in different ways for allowing me to become a better version of myself. For never making me feel as if I had no hope left. There were times when I didn't have motivation and I felt like giving up on everything, but they were there and worked around my schedule so that I could be successful in school.
- They respected my identity and didn't invalidate my gender. Many also helped me feel more comfortable about my skills by the time I left (like I became more confident in myself)
- They tried their best to be understanding and empathetic in trying to support and help me with whatever challenges I faced during Stevenson. I truly do appreciate it so much and definitely would not have been where I am or who I am without them!
- They were all people that were very welcoming and enthusiastic about what they do, they made me feel valued and talented.
- They were always extremely nice and let me know this is a safe space to reach out for help.
- They were always willing to meet with me and talk about the college process because I am a first-generation student who didn't know much about how to apply for colleges.
- They were extremely personable and very open about their lives to students. Rather than standard teaching, they excelled in several ways by teaching in ways that stimulated students' creativity, interests, and passions, they were the people who were able to give us a greater life lessons that went above and beyond teaching just one standard subject. I currently credit much of my interests and character to these people who have shaped me and undoubtedly made me who I am today.
- They were super supportive and understanding individuals who helped me tremendously when I fell behind in classwork with patience. They were very understanding about any issues that may have come across throughout my year and are very kind and caring!
- Their commitment to prioritizing our learning, mental health, personal growth, and connecting with us on a personal level rather than focusing on the grades is appreciated.
- Words cannot describe the help they have provided me.

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

Strongly Agree	=	57%	Disagree	=	4%
Agree	=	<u>38%</u>	Strongly Disagree	=	<u>1%</u>
		95%			5%

N= 1060

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	=	33%	Disagree	=	12%
Agree	=	<u>53%</u>	Strongly Disagree	=	<u>2%</u>
		86%			14%

N= 1060

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 = 73%	D = 2%
A = 25%	SD = 0%
98%	2%

N= 1042

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

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

N= 1055

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

SA = 59%	SD = 7%
A = 33%	D = 1%
92%	8%

N= 1050

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

SA = 62%	D = 5%
A = 32%	SD = 1%
94%	6%

N= 1041

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

SA = 60%	D = 6%
A = 31%	SD = 3%
91%	9%

N= 1018

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

SA	=	49%	D	=	3%
A	=	<u>48%</u>	SD	=	<u>0%</u>
		97%			3%

N= 1036

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

1	=	78%
2	=	17%
3	=	4%
More than 3	=	1%

N= 1060

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

SA	=	57%	D	=	7%
A	=	<u>36%</u>	SD	=	<u>0%</u>
		93%			7%

N=207

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

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

N=999

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

SA	=	54%	D	=	5%
A	=	<u>39%</u>	SD	=	<u>2%</u>
		93%			7%

N=952

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

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

N=836

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

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

N=763

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

SA = 46% **D = 9%**
A = 41% **SD = 4%**
 87% **13%**

N=761

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

Yes = 66%
No = 34%

N=1060

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

Yes = 58%
No = 42%

N= 1060

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

Yes = 23%
No = 77%

N= 1060

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

Yes = 69%
No = 31%

N= 1060

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

Yes = 58%
No = 42%

N= 1060

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

Yes = 51%
No = 49%

N= 1060

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

Yes = 71%
No = 29%

N= 1060

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

Yes = 80%
No = 20%

N= 1060

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

Yes = 87%
No = 13%

N= 1060

ACADEMIC SUPPORT

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

Yes = 41%
No = 59%

N= 1060

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

Yes = 31%
No = 69%

N= 1060

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

Yes = 22%
No = 78%

N=1060

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

Yes = 54%
No = 46%

N= 1060

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

Yes = 15%
No = 85%

N= 1060

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

Yes = 43%
No = 57%

N= 1060

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

SA	=	40%	D	=	7%
A	=	51%	SD	=	2%
		91%			9%

N= 890

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

SA	=	51%	D	=	5%
A	=	42%	SD	=	2%
		93%			7%

N= 949

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=1060

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

Extremely positive	=	35%
Positive	=	44%
Satisfactory	=	18%
Unsatisfactory	=	4%
Did not participate	=	6%

N= 1060

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

Extremely positive	=	37%
Positive	=	33%
Satisfactory	=	20%
Unsatisfactory	=	9%
Did not participate	=	33%

N=1060

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

Extremely positive	=	41%
Positive	=	42%
Satisfactory	=	12%
Unsatisfactory	=	4%
Did not participate	=	52%

N= 1060

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

Yes = 68%
No = 32%

N= 1060

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

Yes = 83%
No = 17%

N= 1060

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

Yes = 71%
No = 29%

N= 1060

ACADEMIC INFORMATION

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

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

N= 1060

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

Exceptional = 30%
Above Average= 44%
Average = 22%
Minimal = 4%

N=1060

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 = 53% **D = 3%**
A = 43% **SD = 1%**
96% **4%**

N= 1060

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

N= 1060

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

N= 1060

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

Extremely positive	=	23%
Positive	=	46%
Satisfactory	=	25%
Unsatisfactory	=	7%
Did not participate	=	9%

N=1060

44. 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	=	44%
2 - 3 hours	=	23%
More than 3 hours	=	10%

N=1060

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, as well as 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 (80 students noted specific classes in which lessons were embedded) and implicitly (collaborative classroom environment (56), classroom discussion (14), positive role models (43). Several students (72), 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" (108).

The second question asked for students' suggestions: "How could Stevenson better help students develop SEL skills?" 93 students mentioned that Stevenson should maintain what they are doing. Many respondents suggested that "students should have more access to and one-on-one check ins with counselors, social workers, and school psychologists (84). 62 respondents mentioned wanting SEL skills taught in every class, and 47 students mentioned school-wide SEL learning opportunities including: speakers, workshops, class assemblies, relaxation training and time-management skills.

Overall, the class of 2023 reported a record number of meaningful connections, specifically naming 583 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, 97% of students reported that they are greeted in a friendly and helpful manner when they enter the student services office. Seniors continue to perceive counselors as both available (98%) and friendly on an interpersonal level (99%). Seniors indicate that their counselors consistently know them (92%) in addition to finding them helpful with academic guidance (94%). A vast majority of seniors reported feeling comfortable talking to counselors, social workers, and SST coordinators about personal or non-academic issues (91%). 78% of seniors had the same counselor throughout their time at Stevenson. This is an 18%

increase from last year, which also contributed to increased feelings of connection to their counselors and SST. Most transfer students view their counselors, social workers, and/or school psychologists as being helpful in their transition and adjustment to SHS (93%).

Seniors responded positively about college counseling services. Counselors and post-secondary counselors are depicted as being knowledgeable and helpful in the college application and selection process (95%). The College and Career Center staff is viewed as being friendly and accessible (93%). Seniors are attending more group guidance programs during the school day in the CCC and 89% found these programs to be helpful. Over the past several years, Student Services has introduced Naviance, a college and career readiness platform. A large majority of seniors (90%) feel that Naviance has been an effective and informative way to research college information. Furthermore, Post-Secondary Counselors are now primarily responsible for facilitating Post-Secondary Student Counselor Parent Engagement (P-SCoPE) meetings. 87% of seniors and their guardians felt this meeting was helpful.

When asked how they obtain information about colleges and scholarships, 66% of seniors utilize their school counselor. 58% obtain help from the post-secondary counselor, and 8% increase from last year. Students and parents access information about colleges from the CCC (69%) as well as the college links on Stevenson's home page (51%). Both notable increases from last year's reports. "Other websites" continue to remain a substantial source of information for many of our families (80%). When asked more specifically, more than two-thirds of the students (71%) 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 (87%). 58% 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 (2%).

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 (54%). The second most popular response indicates that seniors sought out help from their teachers (41%). Fewer seniors (31%) receive academic support from the Learning Center tutors, which 91% found to be beneficial and 93% 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 (15%) and 43% 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. The vast majority were satisfied with their experience in clubs/activities (97%) as well as sports (90%) and intramurals (95%). 71% of our students reported earning a position of leadership within the school. More than two-thirds of the seniors (68%) were members of a club or organization not affiliated with SHS; a larger percentage of seniors (83%) participated in school or community service. Survey responses reflect the high involvements in a variety of co-curricular and community activities.

A large majority (93%) of seniors have attended Stevenson for a full four years. In assessing their own individual effort at Stevenson, well over half of the seniors perceive their directed energy toward school as being exceptional or above average (74%). As a product of their time and experiences at Stevenson, 96% reported being more responsible for their own learning, 90% 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, 94% expressed their satisfaction. Seniors were also asked to reflect on the amount of time typically spent on homework. 10% reported spending over three hours per night. The most common response was one to two hours per night (44%), 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>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
1	1%	2%	1%	1%	2%	2%
2	4	4	3	2	2	4
3	5	4	3	4	3	2
4	90	90	93	93	93	93

Student perception of own individual effort at Stevenson

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
exceptional	27%	34%	27%	27%	30%
above average	44	48	47	45	44
average	23	16	23	25	22
minimal	6	2	3	3	4

Student perception of growth in responsibility for learning through high school

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
positive	97%	97%	96%	97%	96%
negative	3	3	4	3	4

Satisfaction with academic planning and course selection assistance from counselors

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
positive	91%	95%	92%	92%	94%
negative	9	5	8	8	6

Student perception of SST members' accessibility

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
positive	96%	96%	96%	99%	98%
negative	4	4	4	1	2

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

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
	95%	96%	98%	95%	96%	96%

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

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Satisfactory or better	96%	98%	97%	96%	96%
N/A (did not participate)	4	3	6	6	

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

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Positive	92%	94%	92%	90%	91%
N/A (did not participate)	31	33	34	31	33

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

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Positive	97%	99%	97%	96%	96%
N/A (did not participate)	52	58	62	52	52

Participation in a leadership role within the school

<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
75%	74%	77%	74%	70%	71%

Participation in clubs or organizations not affiliated with Stevenson HS

<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
63%	61%	65%	64%	63%	68%

Participation in community service activities

<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
90%	91%	93%	85%	84%	83%

Number of faculty and staff cited as having a positive impact

<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
546	568	591	569	571	583

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

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
positive	95%	98%	94%	96%	95%
negative	5	2	6	4	5

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

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
positive	83%	85%	85%	86%	86%
negative	17	15	15	14	14

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

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Positive	95%	97%	94%	92%	93%
N/A (did not participate)	8	8	10	9	9

Longitudinal Senior Exit Data

Senior exit data has been collected and recorded for twenty-seven 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 twelve 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 2023 (74%). Only 4% of students described their effort as "minimal," and this is also relatively consistent with past years. Growth in responsibility for learning throughout high school has remained strong and constant over the past few years (96%).

Satisfaction with academic counseling, such as receiving course selection assistance from counselors, continues to be very high at 94%. Students' perception of SST members' accessibility has remained high over the years; 98% 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. 91% of student athletes reported a positive experience in athletics where 88% responded positively just six 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 (71%). 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 (83%). The number of Stevenson seniors participating in clubs and organizations outside the school domain continued to be significant at 68%. 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 30 years. In 1992, seniors recognized 144 staff members. By contrast, the class of 2023 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 (95% positive) and peers (86% positive). Students report positive experiences in Stevenson's Advanced Placement program at a high rate of 93%.

The graduates of 2023 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:				
	99%	100%	100%	98%
2. Counselor friendliness and approachability:				
	100%	100%	100%	99%
3. Counselor knowledge/recognition of student:				
	96%	98%	98%	92%
4. Counselor helpfulness with academic counseling:				
	100%	99%	99%	94%
5. Student comfort level discussing personal issues or nonacademic concerns:				
	96%	96%	96%	91%
6. Student Services Office - friendliness and helpfulness:				
	99%	99%	99%	97%
7. Students participated in the LTAYF Night				
	45%	61%	56%	N/A
8. If you participated in the LTAYF Night, it informed your course selection				
	66%	78%	73%	N/A
9. Counselors' and college consultants' knowledge about college applications and selection process:				
			99% Satisf. 89% Util.Rate*	95% Satisf. 94% Util.Rate*

	JUNIORS	SENIORS
10. Use of the College Career Center:	49% Util. Rate*	69% Util. Rate*
11. College Career Center staff's friendliness and accessibility:	99%	93%
12. Visits from college representatives:	95% Satisf. 55% Util. Rate*	N/A 58% Util. Rate*
13. College evening programs:	95% Satisf. 58% 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	40%	46%	57%	41%
14. LC Tutors	34%	39%	44%	31%
15. Parents	47%	49%	37%	22%
16. Friends	62%	70%	70%	54%
17. Private Tutors	19%	22%	23%	15%

*Utilization Rate

Comparison of Student Services Surveys – Grades 9-12

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

As reported by students of all four grade levels, counselor accessibility, friendliness, and approachability continue to post levels of nearly 100%. Nearly all freshmen (100%), sophomore (100%), juniors (100%), and seniors (99%) agree that counselors are friendly and approachable. Knowledge and recognition of students follow close behind in the nineties among all grades: freshmen (96%), sophomores (98%), juniors (98%), seniors (92%). Continued SCoPE meetings for freshmen and their families and our deliberate counselor curriculum in advisory are among the changes credited for these results. Counselors are also perceived to be helpful with academic counseling among all freshmen (100%), nearly all sophomores (99%), nearly all juniors (99%), and nearly all seniors (94%), 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 (96%), sophomores (96%), juniors (96%), and seniors (91%) 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 (99%), juniors (99%), and seniors (97%) agree that the Student Services staff are friendly and helpful.

During the past six 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 45% participation rate of LTAYF where 66% believe these discussions were very beneficial for their sophomore course selection. Our sophomores reported a 61% participation rate where 78% believe these discussions were beneficial for their junior course selection. Our juniors reported a 56% participation rate where 73% 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 (89%) and seniors (94%) who choose to tap the knowledge base of counselors and post-secondary counselors. Nearly half of our juniors (49%) and seniors (69%) utilize our College and Career Center. Nearly all

seniors (93%) and juniors (99%) 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 eleventh 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 (62%), sophomores (70%), juniors (70%) and seniors (54%) stating that they routinely use this method to obtain academic support. Teachers came out to the following: freshmen 40%, sophomores 46%, juniors 57%, and seniors 41%. As students progress through high school, they seem to be using parents as sources of academic assistance less (juniors 37% and seniors 22%) and accessing their teachers more often. After friends, parents and teachers, students access the learning center tutors (freshmen 34%, sophomores 39%, juniors 44%, and seniors 31%). The least popular method of accessing academic assistance is private tutors (freshmen 19%, sophomores 22%, juniors 23%, and seniors 15%). This is the ninth 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 – 161

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 (155) 96%
Attending college or university part time (3) 2%
Working - (1) 1%
Other- (1) 1%

Note: Questions 2-9 were asked of respondents attending college or university; therefore, 158 responses are reported

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

Yes – 150 (95%)
No – 8 (5%)
Transferring to another college – 7
Work – 1

3. What is your current or anticipated major?

Business – 30 (19%)

Marketing – 3

Finance – 8

General Business – 3

Public Relations – 1

Accounting – 4

Business Management – 2

Business Administration – 2

Business Economics – 2

Supply Chain Management – 1

Sports Management – 1

Advertising – 1

Consumer Behavior/Studies – 1

Entrepreneurial Management – 1

Environmental Science – 1

Integrative Biology – 1

Engineering – 21 (13%)

Civil Engineering – 1

Electrical Engineering – 6

Computer Engineering – 3

Aerospace Engineering – 2

Bioengineering – 1

Biomedical Engineering – 1

Environmental Engineering – 1

Mechanical Engineering – 3

Construction Engineering – 2

Systems Engineering – 1

Technology – 23 (15%)

Computer Science – 19

Computer Integrated Technology – 1

CS- Software/AI Development – 1

Data Science – 1

Video Game Design – 1

Social Sciences – 13 (8%)

Psychology – 6

Sociology – 2

Economics – 2

History – 1

International Relations – 1

Pre-Law – 1

Science – 22 (14%)

Biology – 10

Neuroscience – 2

Chemistry – 2

Biomedical Sciences – 1

Biochemistry – 1

Physics – 4

Education – 8 (5%)

Math/Secondary Education – 1

Elementary Education – 3

Middle Grades Education/English – 1

Spanish/Secondary Education – 1

Special Education – 2

Health Sciences – 8 (5%)

Nursing – 3

Health Science – 1

Kinesiology – 1

Applied Health Science – 1

Global Health – 1

Public Health – 1

Communication – 6 (4%)

Sports Communication – 2

Communication – 1

Media Advertising – 1

Interpersonal Communication – 1

Political Communication – 1

Multiple Majors – 23 (15%)

Business & Computer Science – 1

Accounting & Finance – 1

Astrophysics & Molecular Engineering – 1

Communications & Political Science – 1

Computer Science & Data Science – 1

Economics & Data Science – 1

English & Legal Studies – 1

Finance & Business Analytics – 1

Finance & Data Science – 1

Finance, Public Policy & Data Analytics
– 1

History & Communications – 1

Journalism & Policy Studies – 1

Integrated Marketing &
Communications – 1

Marketing & Information Systems – 2

Materials Science & Engineering – 1

Math & Artificial Intelligence – 1

Math & Computer Science – 2

Neuroscience & Biology – 1

Political Science & Legal Studies – 1

Psychology & Business – 1

Supply Chain Management &
Information Systems – 1

Other – 4 (2%)

Architecture – 2

Environmental Design - 1

Theater - 1

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

No – 13 (8%)

Yes – 145 (92%)

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

Number of credits: 0 credits - 21

I don't know - 6

1-10 credits - 30

11-20 credits - 36

21-30 credits - 18

31-40 credits - 15

41-50 credits - 9

51-60 credits - 7

61 or more credits - 3

4c. If you received no credit, why?

My score wasn't high enough – 12

My school doesn't accept my AP course for credit – 5

I didn't take the test – 2

I didn't submit them. Wanted to take the classes – 2

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

Yes – 43 (28%)

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

Subjects:

Math – 21	Chemistry – 2	Sociology – 1
English – 7	Economics – 2	German – 1
Spanish – 6	Government – 2	French – 1
Psychology – 4	Korean – 1	History – 1
Physics – 3	Mandarin – 1	
Comp Science – 3	Hindi – 1	

No – 79 (56%)

I don't know – 26 (16%)

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	69%	26%	5%	3%
Mathematics	65%	29%	6%	1%
Social Studies	54%	41%	5%	9%
Science	55%	41%	4%	6%
Reading Comprehension	64%	35%	1%	3%
Foreign Language	52%	39%	9%	19%
Fine Arts	61%	36%	3%	19%
Study Skills	42%	36%	22%	4%
Use of Computers—Research	59%	34%	7%	2%
Use of Computers—Applications	38%	40%	22%	4%

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

Better than most – 62%
 The same – 34%
 Not as well as others – 4%

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

Shared GPA – 146

Grade Point Average:	4.0 - 3.5 -	75%
	3.4 - 3.0 -	22%
	2.9 - 2.0 -	3%
	1.9 - 0.0 -	0%

Do not calculate GPA - 1

Did not want to share GPA – 11

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

Higher – 22%

The same – 46%

Lower – 32%

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 – 51%

Agree – 42%

Disagree – 7%

Strongly Disagree – 0%

11. How could Stevenson help students become more responsible for their own learning and better prepared for college?

Get rid of EBR- it is not how colleges grade – 32

We need better study habits- teach note taking, test prep, study skills, and how to make our own study guides – 27

Give deadlines and stick to them – 20

Teach time management – we have a lot of free time and need to learn how to manage it – 15

Make homework count – 14

Nothing, you are doing a good job – 10

We need to take high stakes exams- bring finals back – 7

Emphasize self-determination- let students explore their passions and do what they love – 5

Increase independence as they get older, no reminders – 4

Teach self-advocacy for academic help – 4

Provide more independent study opportunities to pursue passions – 4

More career exploration – 3

Assign more out of class reading – 3

Provide more post-secondary planning information especially financial aid – 3

Teachers should have office hours – 3

Bring lectures back- that is all they do in college – 3
 Teach adulting, especially finances – 3
 Prioritize mental health support - 2
 Reduce the pressure to be perfect – 2
 Teach more tech/AI – 2
 Teach Excel – 2
 Have a class on preparing for college – 2
 Have more counselor check ins – 1
 Stop the AP pressure – 1
 Have flipped classrooms – 1
 Curve the grades – 1
 Make every student take at least one AP class – 1
 Make the clubs more equitable – 1
 Stop students from resume building – 1
 Help students with digital profile building – 1
 Make it more difficult to get A's – 1
 Use a syllabus. Put everything on it and don't give reminders – 1
 Have more opportunities for students to travel – 1
 Prioritize social skills – 1
 Emphasize growth mindset – 1
 Provide research opportunities – 1
 Assign larger long-term projects, less daily work – 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 – 13%
 About right – 80%
 Not strict enough – 7%

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?

Less stress about grades and more wellness – 21
 Get more involved earlier– 19
 Have more fun and be more social – 16
 Nothing, I loved it! – 16
 Get rid of EBR, it makes grading difficult in college – 13
 No COVID – 10
 Take different classes and explore my interests – 9
 Focus more on classes and get better grades – 6
 Take less AP classes – 5
 Take more AP and Dual Credit classes – 5
 More social experiences – 4
 More mental health support – 2

Better study habits and time management – 2
 More projects – 2
 Explore my identity – 2
 Transfer to SHS earlier – 2
 More independence – 2
 Grade homework – 2
 Less resume padding – 2
 More field trips – 1
 Consistent security – 1
 Have the same counselor all 4 years – 1
 Equitable clubs – 1
 Focus on STEM – 1
 Attend sporting events – 1
 Less privileges for athletes – 1
 More post-secondary options – 1
 Less STEM and more fine arts focus – 1
 Have more school spirit – 1
 Take better advantage of the resources – 1
 Take college apps seriously – 1
 Have a block schedule – 1
 Challenge myself – 1
 Be involved in sports – 1
 More field trips – 1
 Consistent security – 1
 Have the same counselor all 4 years – 1
 Equitable clubs – 1
 Focus on STEM – 1
 Attend sporting events – 1
 Have a better SPED program – 1
 Make EBR uniform – 1
 More learning focus/less grade focus – 1
 Less ACT/SAT focus – 1

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

Teachers and Staff – 46
 Clubs – 38
 Friends – 34
 Great variety of classes – 18
 Sports – 17
 Opportunities – 16
 Social Events – 16
 Fine Arts programs (Band, Drama, Music, Art) – 10
 The diverse population – 8
 Rigorous learning opportunities – 7
 Community and culture we built – 6
 All of the great spaces (ILC, PWC, Commons) – 6
 The food – 6
 The college preparation – 4
 Discovering/exploring my interests – 3

Everything – 3
FMP – 1
Wellness events – 1
Grading – 1
Travel Opportunities – 1

16. Are you registered to vote?

Yes – 68%
No – 32%

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

Yes – 42%
No – 58%

One-Year Follow-Up Survey Summary

The one-year follow-up survey was conducted by a Google form sent to 983 members of the class of 2022 and 161 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 postsecondary opportunities.

The vast majority of 2022 graduates declare that they are attending college full time (96%). One student (1%) reported to be working. A large majority of individuals attending college plan to return to the same school in the fall (95%) while others, (5%) 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 business (19%), followed by multiple majors (15%), technology (15%), and science (14%). Engineering (13%), social sciences (8%), education (5%), health sciences (5%), communication (4%). In addition, some students are reporting that they are in the "other" category (2%); this included architecture, environmental design, and theater.

The vast majority of this year's sample of students (92%) participated in Advanced Placement classes while in high school. The majority of those who completed an AP course (81%) earned college credit, and of those students, about 60% earned more than ten credits at the college level. Of the 27 students who did not receive credit, 17 students said either that their score wasn't high enough or that their college did not accept the AP course for credit. Two students didn't take the AP test. Some respondents (28%) 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 (95%), math, 94%), social studies (95%), science (96%), reading comprehension (99%), foreign language (91%) and fine arts (97%), study skills (78%), and use of computers for research (93%) and applications (78%).

When asked about grades, 146 of our respondents provided their current GPA. A large percentage (97%) reported that they received a 3.0 GPA or higher. Nearly half (46%) of students received about the same grades in college as in Stevenson, and 22% reported that they received higher grades in college. A large majority of the sample (93%) 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 (32 students) was to remove EBR grading because it makes the transition to college grading more difficult. "Teach study skills, note-taking, test prep, and how to make study guides" (27), time management and organization (15), give deadlines and stick to them (20), make homework count (14), "we need to take high stakes tests – bring finals back" (7), assign more out of class reading (3), 10 students suggested that Stevenson should change nothing. 5 students suggested that students should explore their own passion, increase independence by removing reminders (4) teach self-advocacy for academic help (4), teach life skills like finances (3), provide more postsecondary planning information and career exploration opportunities (6).

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 (80%), while a smaller percentage

described it as “too strict” (13%). A small minority of students (7%) 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 to be less stressed about grades and more focused on wellness (21), get more involved earlier (19), have more fun and be more social (16), remove EBR grading (13), take different classes and explore my interests (9), no COVID (10), focus on classes and get better grades (6), take less AP classes (5), take more AP and dual credit classes (5), more social experiences (4), more mental health support (2).

When asked to describe the best aspects of the Stevenson experience, people and relationships placed in the top category. Faculty and staff (46) garnered the most responses followed by clubs (38), friends (34) and great variety of classes (18). Sports (17), opportunities (16), social events (16), fine arts programs (10), the diverse population (8), rigorous learning opportunities (7), and community and culture we built (6). Enthusiasm and appreciation for faculty/staff mirrors the annual results from the Senior Exit Survey.

Students were also asked about their voting status. 68% reported that they are registered to vote. Since leaving Stevenson, 42% reported that they had voted in a national, state, or local election.

In summary, the sample group for the Class of 2022 indicated that most are attending college, their preparation for college was effective, 62% 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 technology, 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 (46, consistently ranking higher than any other category, including friendships (34).

Five-Year Follow-Up Survey Results

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

Five-year graduates responding – 91

1. Upon leaving Stevenson, what did you do?

College or university full time – 98%

Work – 1%

Military – 1%

Note – 89 respondents completed some college, so 89 responses are reported for questions 2, 6, 7 & 8.

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

Science – 14 (16%)

Biology – 4

Neuroscience – 2

Chemistry – 1

Biochemistry – 1

Environmental Studies – 1

Food Science – 1

Forensic Science – 1

Medical Lab Science – 1

Molecular/Cellular Neuroscience – 1

Neurobiology – 1

Social Sciences – 13 (15%)

Psychology – 6

Economics – 2

Political Science – 2

Developmental Psychology – 1

Philosophy – 1

Human Development & Family Studies – 1

Business – 8 (9%)

Accounting – 4

Marketing – 2

Finance – 1

Business Management – 1

Health Fields – 7 (8%)

Nursing – 2

Integrated Health Science – 1

Exercise Science – 1

Health Science – 1

Community Health – 1

Therapeutic Recreation – 1

Fine Arts – 6 (7%)

Illustration – 2

Instrumental Performance – 1

Computer Art & Animation – 1

Music – 1

Music Production – 1

Education – 5 (6%)

Elementary Education – 2

Math/Secondary Ed – 1

Special Education Learning Behavior Specialist – 1

Theater/Secondary Ed – 1

Engineering – 4 (5%)

Computer Engineering – 2

Mechanical Engineering – 1

Electrical Engineering – 1

Communication Arts – 3 (3%)

Communication Science & Disorders – 2

Communications – 1

Other – 10 (11%)

Computer Science – 5

Math – 1

Architecture – 1

Agricultural Systems Management – 1

Interdisciplinary Major- Legal

Institutions, Economics, Government &

Interior Design – 1

Liberal Arts – 1

Multiple Majors – 19 (22%)

Accounting & Business Analytics – 1

Brain and Cognitive Sciences &

Psychology – 2

Finance & Marketing – 2
 Finance & Accounting – 1
 Finance & Economics - 1
 Economics & Public Policy – 1
 English Literature & Creative Writing – 1
 Information Systems & Business – 1
 Marketing & Risk Management
 Insurance – 1
 Math & Computer Science – 1

Math, Physics & Music – 1
 Molecular and Cellular Biology &
 Developmental Psychology – 1
 Political Science & Psychology – 1
 Political Science, International Business
 & German – 1
 Psychology & Creative Writing – 1
 Sociology & Biology – 1
 International Business & Marketing – 1

3. Did you complete an undergraduate degree?

Yes – 91%
 No – 9%

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

2.5 years-	1
3 years -	4
3.5 years -	12
4 years -	56
4.5 years -	5
5 years -	3

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

Took a lighter load – 3
 Double Major – 1
 COVID – 1
 Failed Classes – 1
 One more athletic year – 1
 Changed majors – 1

5. What are you doing now?

Working – 66%
 Graduate school – 27%
 Work & Grad school – 3%
 Looking for work – 2%
 Finishing undergrad – 2%

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

Higher – 43%
 The same – 43%
 Lower – 14%

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

Well – 74%
Adequately – 24%
Inadequately – 2%

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

Better than most – 70%
The same – 27%
Not as well as others – 2%

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

Strongly Agree – 49%
Agree – 41%
Disagree – 9%
Strongly Disagree – 1%

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

There was too much competition/pressure- 13
There was no mental health support – 5
There was too much homework – 3
The concentration was on STEM and that was not for me - 2
There was too much handholding – 2
The teachers were harsh – 2
Too much AP pressure – 1
I felt below average but wasn't – 1
There was too much focus on in state colleges – 1
I couldn't change my math level and I felt stuck – 1
There were no deadlines – 1
There were eight classes a day – 1
No help for my disability – 1
No goal setting for after college – 1
EBR – 1
Teachers didn't realize I was struggling – 1
They undermined me – 1
I was not taught study skills – 1
There were no consequences for cheating – 1
Nothing- Stevenson did a great job making us responsible – 29

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

Have more independent study opportunities to explore interests – 11
More discussion and active recall in classes – 8
Teach time management and study skills – 8
Less competition and stress, more cooperation – 6
Encourage students to explore their passions with electives – 5
Less handholding – 5
Focus on learning, less on grades and standardized tests – 5
Have internship and research opportunities – 4
Assign more long-term, open-ended projects and less busywork – 4
Instill intrinsic motivation – 3
Teach them about study tools and how to use them – 3
Make it easier to access tutoring support – 3
Have a mandatory real world “adulting” class – 2
Have a block schedule – 2
Make students tougher – 1
Have more social activities – 1
Build in self-reflection time – 1
Have capstone projects – 1
Have strict deadlines – 1
Less groupwork – 1
More quizzes – 1
More real-life examples – 1
More lectures – 1
More mental health support – 1
Better technology – 1
Give optional homework – 1
Have a higher eligibility requirement for sports – 1
Have teacher office hours – 1
I don’t know – 5
Nothing, it was good the way it was – 13

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

Too strict – 21%
About right – 75%
Not strict enough – 4%

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

Yes – 75%
No – 25%

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

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

Be more involved in clubs, sports or organizations – 13
Take more electives to explore my interests – 12
Get rid of the culture of competition – 11
Have more confidence – 6
Take fewer AP classes – 5
Have more diverse friends – 5
Be involved in more clubs – 4
Ask for academic help - 3
Learn real life skills – 3
Have more Free/Fun time – 3
Focus on mental health– 2
Have a better social life – 2
Explore more options after SHS – 2
The “Politics” of sports –2
Try harder in school – 2
Be more organized - 2
Change my sport – 2
Not have an IEP – 2
Try more things – 2
Have more community service – 1
Have relationships with my teachers – 1
Listen to college counselors – 1
Have less security/cameras - 1
Have more computer classes – 1
The community – 1
Have better Attendance – 1
Stagger exam days – 1
I don’t know – 2
Nothing, it was great! – 14

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

Teachers & Staff – 26
Extracurricular activities – 26
Friends/Students – 19
Amazing opportunities and resources – 17
Sports – 13
Rigorous academic opportunities – 11
Variety of elective classes – 10
Fine Arts program was fantastic – 8
The large community – 5
Preparation for college – 4
The facilities – 3
The coffee – 2
Small Classes – 2
AP Classes – 1

School Spirit – 2

The events- Spring Fling, Mr. SHS, Decision Day, World's Fair etc. - 5

The tech – 1

The open-minded atmosphere – 1

16. Are you registered to vote?

Yes – 91%

No – 9%

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

Yes – 80%

No – 20%

Five-Year Follow-Up Survey Summary

The five-year follow-up survey was conducted by a Google form sent to 524 members of the class of 2018. Ninety-one graduates completed the survey during the summer of 2023. The purpose of the five-year follow-up study is to ascertain the activities of students five years after graduation to gather perceptions about their high school preparation for college and to solicit feedback about their overall Stevenson education.

Many of the polled students (98%) have responded that they attended college full-time upon leaving Stevenson. In line with last year, multiple majors were the most popular college route among our five-year alumni (22%). Science followed close behind as the most popular single area of career pathways at 16% and thirdly social sciences at 15%. Other areas for majors include business (9%), health fields (8%), fine arts (7%), education (6%), engineering (5%), communication arts (3%), and other (11%). The majority of these respondents report completing an undergraduate degree (91%), similar to the last few years.

Of the eighty-one respondents who completed a degree, 73 of these students graduated in four years or less while 8 graduates report taking longer to complete their degrees. (At the national level, about 33.33% of the students graduate in four years). Among Stevenson respondents, six different reasons for taking longer than four years to complete a degree have been described. The reasons cited are changing majors (1), took a lighter load (3), double major (1), COVID (1), one more athletic year (1), failed classes (1). In terms of current activities, many respondents (27%) are attending graduate school while a large majority (66%) entered the workforce. 3% of respondents reported both working and graduate school. Some students are finishing undergraduate school (2%) while others are actively in search of a job (2%).

Forty three percent of the respondents who had attended a college or a university report receiving higher grades than they had earned at Stevenson while 43% earned the same grades. Lower grades prevailed for a smaller percentage (14%) of students who attended college. When asked, "How well did Stevenson prepare you for college?" well over half of respondents (74%) felt "well-prepared" for college. Other students (24%) 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" (70%), a smaller percentage claim that their preparation is "the same" (27%), while only 2% 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 (90%). All interviewees were asked open-ended questions regarding what Stevenson did to discourage their development in the area of responsibility. Twenty-nine graduates shared that Stevenson did a great job making us responsible. Fourteen students shared that the high stress environment and pressure to take AP classes and go to college did not promote healthy coping strategies. 11 students shared that they would have liked more independent study opportunities to explore their interests. 8 students expressed a desire to learn more time management and study skills. 8 students also shared that they would have preferred more discussion and active recall opportunities in classes. Graduates were also asked to reflect upon Stevenson's disciplinary policies and practices. Most graduates agreed that discipline was "about right" (75%) while 21% reported Stevenson was "too strict." Four percent of students reported that the discipline was "not strict enough."

Five-year graduates were asked if they had been involved in some kind of community service/volunteer work since exiting Stevenson. There continues to be a large percentage of alumni, engaging in service activities (75%) 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, 13 students responded they would have been more involved in clubs, sports, or organizations. Another twelve students would have liked to take more electives and explore their interests. Fourteen students said they wouldn't change anything while another eleven students said they would have liked school to be less competitive. Five students would have taken less AP courses. Ninety-one percent of students responding shared they are registered voters and eighty 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. Most graduates evaluate Stevenson's discipline as being appropriate. Generally speaking, the responses of the Class of 2018 affirm the notion that Stevenson is preparing students for success while creating life-long learners.

