

Stevenson

ANNUAL REPORT 2022-2023





Amy Neault

President, Board of Education

On behalf of the District's Board of Education, I am proud to present this year's Annual Report, a reflection of the 2022-2023 school year and all that our faculty, staff, students and families accomplished together as a school community. As you read through the report, it is my hope that the content, images, quotes and data within these pages tell a fuller story about our commitment to student learning, wellness and growth.

I encourage you to take time to read quotes from our students, peppered throughout this report. If you like reading stories like these, you can find more #StoriesofStevenson on the school's social media channels. We hope our students' voices demonstrate how Stevenson High School serves as so much more than a place of learning. Moving forward, we look forward to continually improving, always pushing the boundaries of what is possible to support future generations of Stevenson Patriots. Thank you for your support of our work.



Eric Twadell, PhD

Superintendent

In the nearly 20 years I have served as Stevenson's superintendent, one thing that has remained constant and steadfast is our school community's belief and support of our mission:

Success for Every Student. This mission is guided by our Vision & Values and the traits we hope our students will aspire to embody through our Portrait of a Graduate.

For this reason, every decision and effort made – whether it is about academic achievement, co-curricular programming, family engagement or wellness — is closely aligned with these tenets. You can find the results of that work in these pages.

While this report provides a high-level summary of last year, what it fails to capture is the passion, time and effort put forth by many individuals to make important ideas come to life. I am truly grateful to our faculty, staff and students for their shared commitment to learning, and to our Patriot families for the support that has sustained us all these years.

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Vision & Values

Our tradition of sustained excellence has been built upon our commitment to continuous improvement and lifelong learning. This vision statement reflects what we hope to become as a school community. It rests upon five pillars:

Curriculum	Equity, Access, & Inclusivity	Professional Learning Community	Culture For Learning	Community Engagement
<p>In order to ensure “Success for Every Student,” we will implement a guaranteed, viable and rigorous curriculum that meets the evolving needs of our students while prioritizing active engagement and reflective problem-solving. Our curriculum will encourage students to scrutinize evidence of their learning, challenge their thinking, and forge new understandings. We will help students gain confidence, discover their talents, and develop the skills they need to succeed in life.</p>	<p>In order to ensure “Success for Every Student,” we will recognize every student as a valued individual. Students will learn in a safe, inclusive space, where they are taught to understand the value of their own experiences in relation to other, diverse perspectives. We will be relentless in removing barriers to full equity, access, and inclusivity in our curricular and co-curricular programming. We will establish high academic and behavioral expectations, and we will provide students with the supports required to help them meet or exceed those expectations.</p>	<p>In order to ensure “Success for Every Student,” we will sustain a culture focused on learning, collaboration, and results. Our culture of continuous improvement will be driven by collective inquiry, innovative instructional practices, and learning-centered assessment and grading practices. We will implement impactful intervention strategies that provide students with more time and support when needed in order to ensure learning and achievement. As a model Professional Learning Community, we will participate in state, national, and global initiatives focused on improving educational outcomes.</p>	<p>In order to ensure “Success for Every Student,” all decision-making processes will be based on the best interests of our students and their learning. We will promote social-emotional learning and a healthy life balance for all students as we nurture continuous improvement and growth in their curricular and co-curricular experiences. We will encourage students to set attainable and aspirational goals, learn the value of hard work and dedication, and embrace the challenges and opportunities they will experience in high school and beyond.</p>	<p>In order to ensure “Success for Every Student,” we will actively engage and support the Stevenson H.S. community. We value and respect our community’s diverse perspectives, and will provide opportunities for parents and others to inform and support the vision and values of our school. We will forge collaborative partnerships with those who share expertise, providing authentic and innovative student-learning experiences. We are committed to utilizing our resources and facilities to develop and implement educational and recreational opportunities as we work to connect the community and school.</p>

Portrait of a Stevenson Graduate

Self

- Pursue a balanced high school experience.
- Foster responsible, healthy & ethical decision-making skills.
- Develop a sense of resilience & self-awareness.
- Demonstrate self-empowered & life-ready skills.

Others

- Celebrate, honor, & respect diverse people and perspectives.
- Develop a sense of empathy for those around them.
- Serve local, national, & global communities.
- Engage in civic duties & responsibilities.

Learning

- Strive for continuous improvement.
- Foster a curious, creative, & innovative mind.
- Sustain a growth mindset when facing new challenges.
- Develop problem-solving & reflective skills.
- Collaborate with & learn from others.

Academic Achievement

For nearly 60 years since our school's founding, Stevenson High School's mission — *Success for Every Student* — has served as our guiding light as we steer the organization toward our goals of igniting and cultivating a growth mindset in students. We take great pride in aligning our goals accordingly: the consistent focus on SAT preparation — which measures a student's college readiness — and the enrichment of our curriculum with college-level experiences — which studies have shown to greatly increase a student's chances of successfully graduating from college.

These concerted efforts ensure that our students are not only prepared for the challenges of higher education but also equipped with the knowledge and skills for lifelong success. During the 2022-23 school year, we found that the grand majority of our graduating seniors took at least one college-level experience (Advanced Placement, articulated credit or dual credit courses) and SAT scores have remained stable before, through and after the pandemic.

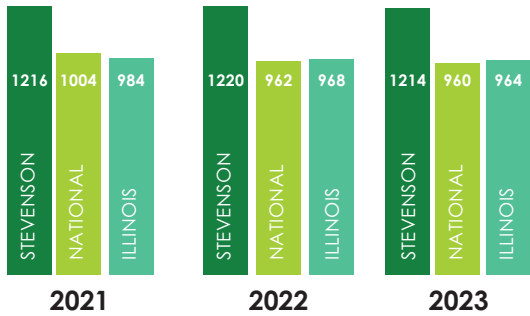
COLLEGE LEVEL EXPERIENCE

91%

Percentage of graduating seniors in 2023 took at least one college level experience:

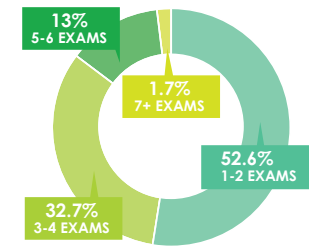


AVERAGE SAT SCORES



AP EXAM PARTICIPATION

Percentage of AP exams taken by all students who registered in 2023:



Beyond Stevenson

Every year, we survey our seniors to see where they are headed after graduation. Time and time again, we find that the vast majority of our students tend to stay in the Midwest, with a strong preference for state college and universities. We also reached out to our one-year and five-year alumni to see how they're doing with their post-secondary plans and whether they feel Stevenson adequately supported their preparation for college.

Here's what they had to say:

2022-2023 GRADUATING SENIORS

The top 10 most popular college choices among 2022-2023 graduating seniors:

- The University of Illinois Urbana-Champaign
- College of Lake County
- University of Illinois at Chicago
- Indiana University
- DePaul University
- University of Iowa
- Purdue University
- Loyola University
- University of Wisconsin-Madison
- Illinois State University

93% Agree or strongly agree that they developed and maintained positive relationships as a result of their experiences as a student at Stevenson

96% Agree or strongly agree that they are more responsible for their own learning as a result of their experiences as a student at Stevenson

90% Agree or strongly agree that they are able to recognize and manage their emotions and challenging situations effectively as a result of their experiences as a student at Stevenson

ONE-YEAR ALUMNI

92% feel adequately or well prepared for college

96% feel their preparation for college was the same or better than their peers

93% agree or strongly agree that they became more responsible for their own learning as they advanced through high school

FIVE-YEAR ALUMNI

98% felt adequately or well prepared for college

97% felt their preparation for college was the same or better than their peers

90% agree or strongly agree that they became more responsible for their own learning as they advanced through high school

Zion Li, '25

on discovering a new passion through archery



“My mom told me that I needed to be in more clubs, so I just showed up to archery as a freshman. I wasn’t sure if I liked it or not. So now, I tell other kids, ‘just try some new things, maybe you’ll be kind of good.’ If you can believe in yourself, you can push through. Just don’t give up because you are different. If you keep doing the right thing, things will come out right for you.”

For more stories like this, visit us at [#StoriesofStevenson](#)

Co-curricular activities are part and parcel of the student experience at Stevenson. It is in these spaces that our students can continue their learning and develop the skills they need — collaboration and teamwork, time management, leadership skills, empathy — to thrive at Stevenson and later in a highly connected and diverse world. This is where our Portrait of a Graduate comes to life.

Beyond acquiring and developing these vital skills, these activities promote empathy and social connection, fostering resilience and a sense of community. Thus, co-curriculars are not just hobbies; they are instrumental in shaping well-rounded, proactive individuals who are committed not just to themselves and their learning but to their peers and community as well. At Stevenson, we are committed to continuously expanding our co-curricular offerings to meet the diverse needs of our students.

STUDENTS PARTICIPATED IN ATHLETICS

2,364

SPORTS TEAMS

116



INDIVIDUAL SPORTS

42

INTRAMURALS

8



CLUBS

142



WORLD'S FAIR



39 booths
32 performances
\$12,500 raised & donated to the Stevenson Foundation

STREETFEST



1,500 attendees
\$10,000+ raised & donated to other non-profit organizations

GIVE-A-THON

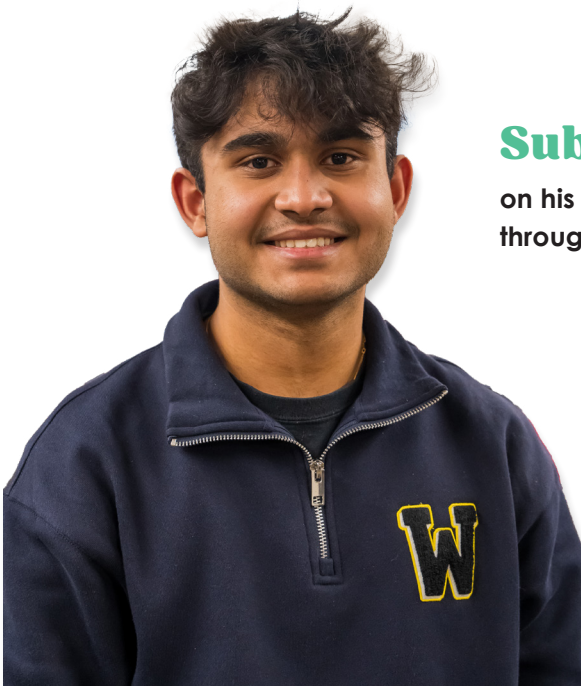


600 student-leaders
400+ families supported during the holidays with food, household goods & gifts for children

KILOMETRES FOR KENYA



555 devices collected & donated to the Angaza Center, a nonprofit organization that brings tech literacy to high school students in Kenya



Subham Mitra, '23

on his passion for giving back through Peer Tutors

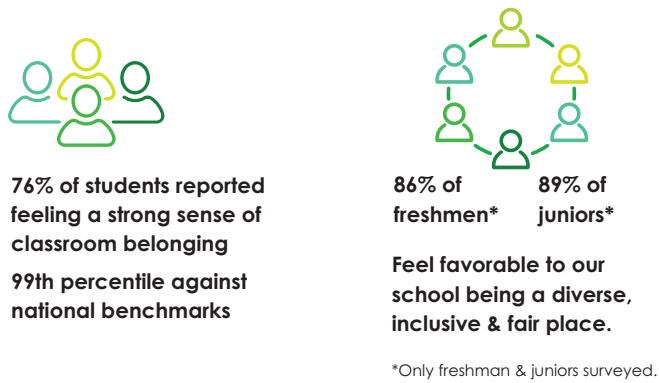
“[What] I’ve realized is that you shouldn’t have to go through your academic journey alone, that it requires collaboration and support, and that it’s OK to ask for help. What’s really good about Stevenson is that this is a very service-oriented school and a lot of students here want to do things to enhance the community. I think that’s why so many people join Peer Tutors.”

For more stories like this, visit us at #StoriesofStevenson

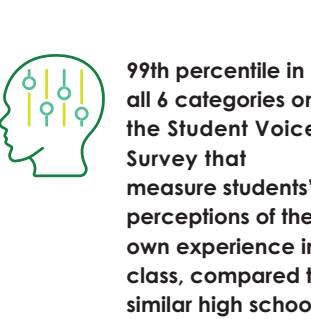
The impact of integrating social emotional learning (SEL) into curriculum has never been more clear. Research and data consistently show that incorporating SEL in learning environments results in more engaged students, more positive behaviors and attitudes and more meaningful and empathetic relationships with their teachers and peers. All these factors lead to improved academic performance.

These competencies serve our students beyond their high school experience, which is why SEL is one of our school goals and a significant priority. At Stevenson, we have doubled down on our efforts to increase students' sense of self, belonging and connection to their own learning through interdisciplinary cadre and content area-specific team professional learning. Patriot Pitstop programming for faculty and staff offers additional opportunities to learn and model SEL competencies.

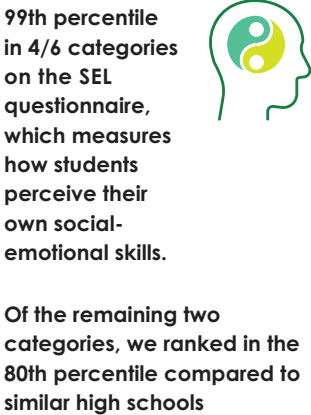
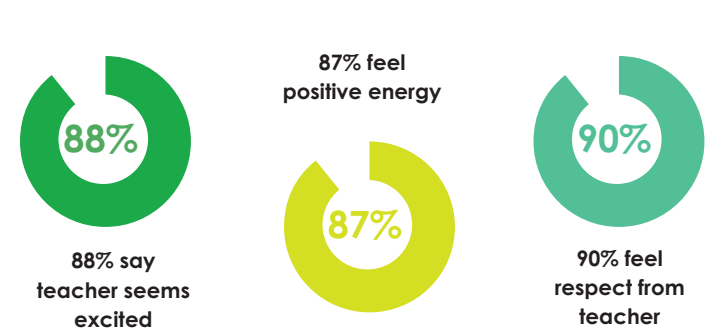
CLASSROOM BELONGING



PERCENTILES



CLASSROOM CLIMATE





Davis Jegers, '23

**on finding community
through Athletics**

“Team culture and friendship was important to me, so I found a team that had that, and we made sure to make it even better. I found a great friend group through hockey, so I’ve felt like I’ve fit in during high school. If you don’t feel like you fit in, find a sport, a club, something you enjoy, there’s so much at Stevenson. I’m sure there is something you will feel you fit in with. It might be tough at first to find that group, but there is always a group for you.”

For more stories like this, visit us at [#StoriesofStevenson](#)

Wellness has become a pervasive cultural issue — and with good reason. Recent research points to a stark rise in mental health concerns among high school students, with the American Psychological Association noting significant increases in depression and anxiety. At Stevenson, we believe there is no better place than the learning environment to help teach and reinforce wellness principles as a part of their academic journey.

Relying on our Pillars of Wellness, Stevenson faculty and staff implemented various projects and initiatives to boost student wellness and balance during the 2022-23 school year. Our Physical Welfare Division and Freshman Advisory have been instrumental in this work, teaching the importance of sleep, nutrition, movement, and mindset, while our Patriot Wellness Center has opened to amazing attendance and enthusiasm from students looking for opportunities to move and exercise with their peers.

FRESHMAN WELLNESS DAY

A day to celebrate wellness through art, movement, food and games.



73% of freshmen felt positively about their ability to reflect on their wellness



66% of freshmen felt the day contributed to their growth

PATRIOT WELLNESS CENTER

Popular gathering space for wellness activities.



63%

63% of all students used the fitness center in PWC; equal across grade levels and gender



Became a hub for wellness initiatives, including 1:1 work with PWC coaching staff, PPT, power sculpt, activities on the turf like spikeball and gaga, Sunday open gym, yoga and Zumba



Alex Kupferberg, '24

on ensuring other students feel as safe as they do being part of SAGA Club

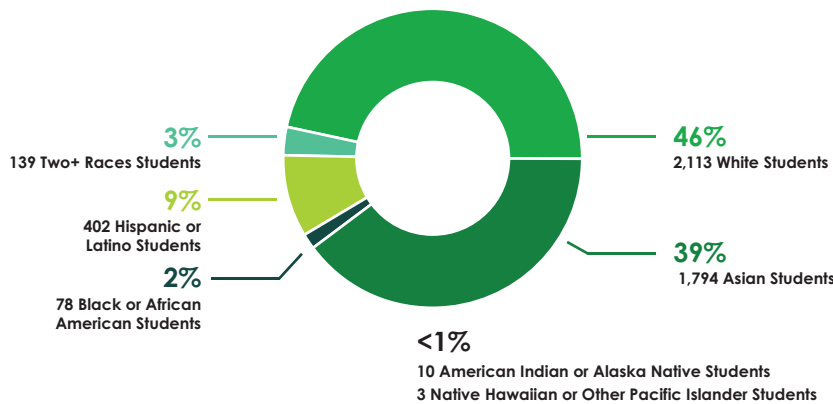
“I love that everyone is so inclusive and open and shows support for each other. No matter the situation, it’s unconditional. And it’s also cool to be part of something bigger than yourself that is allied around a cause of a safe space. ... A lot of kids aren’t out and they don’t feel safe, and honestly, that’s a big reason this club exists: to provide support to kids who feel like they don’t have it.”

For more stories like this, visit us at [#StoriesofStevenson](#)

Equity, diversity and inclusion at Stevenson is fundamental to fostering a rich learning environment where every student can succeed. Our goal through this critical work is to foster and maintain a culture that celebrates differences and empowers students. The importance of this work cannot be overstated. Diverse classrooms and voices not only enhance students' learning experience; it will prepare them for a world that is becoming increasingly diverse.

We continue to provide professional development resources to ensure our faculty and staff are implementing culturally responsive curriculum and operational protocols that support students' academic goals and social emotional development. Opportunities — such as the Speak Up protocol and Anti-Racism Week — are also extended to students looking to support and maintain a safe, inclusive environment for all.

RACIAL BREAKDOWN OF STUDENT BODY



TOP FOUR LANGUAGES SPOKEN BY FAMILIES

- English
- Spanish
- Russian
- Mandarin (Chinese)

58
Number of languages spoken by families at home

9%
Percentage of students who identify as EL



Joshua Kanakapudi, '23
on belonging at Stevenson
after his experience with Senior Showcase

“During [Senior Showcase] rehearsals, I made friendships. People treated me like a brother. I felt like I wasn’t a nobody anymore. I was feeling confident. I was like, ‘I can do this.’ When I first got to Stevenson, I worried that no one would like me. But at Senior Showcase, I realized that they weren’t looking at me as an IEP student, they were looking at me for my personality.”

For more stories like this, visit us at #StoriesofStevenson

Parents and guardians are our most essential partners. Active family engagement ensures that our students receive the support they need — as a continuum from school to home — to achieve their goals. Many of these experiences live in relationships built between families and counselors and teachers. At Stevenson, we aim to do more.

For this simple reason, we are committed to building meaningful opportunities for our families to learn about the many ways student learning is supported at Stevenson as well as to gain skills and connect with the learning community on how to extend that support at home. Our Family Engagement Coordinator partners with key thought leaders in and outside of Stevenson to offer insights, expertise and support.

FAMILY ACTION NETWORK

12

Number of Family Action Network workshops designed to help families develop in-depth understanding of Stevenson supports

40

Number of virtual discussions through the Family Action Network



Started an EDI Book Club to discuss *Belonging* by Geoffrey Cohen



6 Multilingual Family Meetings



2 meetings designed specifically for transfer families (1 per semester)

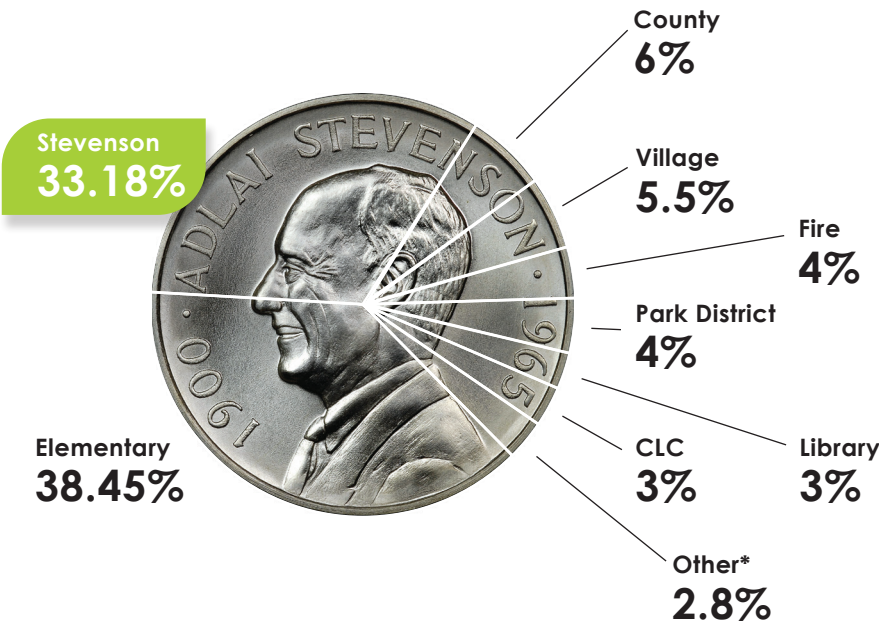
District Finances

As a publicly funded entity, we are accountable to our school community not only in our academic goals but our financial responsibilities as well. We continue to be dedicated in allocating our financial resources efficiently without compromising the quality of our teaching and learning experience.

Even with the growing curricular and co-curricular opportunities we are privileged to extend to our students, we are proud to be in the lower third among similarly sized and funded high school districts when it comes to average spend per student. This financial metric, as defined by the Illinois State Board of Education, provides a true comparison between schools and is the gold standard for measuring school financial performance. You may also find the impact of your taxpayer contributions when scaled down to a dollar as well as last fiscal year's operating budget.

Your Taxpayer Dollars at Work

A breakdown of how your tax dollars are allocated, if your property tax bill was scaled down to a dollar.



* Forest Preserve, Park District, Township

Budget

A summary of our total operating expenditures and revenue for fiscal year 2022-2023.

EXPENDITURES		REVENUE	
Total Expenditures	\$ 156,654,445	Total Revenue	\$ 141,795,362
Salaries	\$ 64,187,136	Property Taxes	\$ 120,539,746
Benefits	\$ 17,132,676	Other Local	\$ 12,149,450
Purchased Services	\$ 40,028,007	State	\$ 5,497,637
Supplies	\$ 7,134,906	Federal	\$ 3,608,529
Capital Outlay	\$ 16,506,445		
Non-capitalized equipment	\$ 3,099,503		
Other*	\$ 8,565,771		

* Debt, Private placement SPED, Student Activities

Bang for Your Buck

Our average spend per student for fiscal year 2022-2023 is defined and calculated by Illinois School Board of Education and provides a true apples-to-apples comparison of average per-student expenditures between school districts.

EXPENSE PER STUDENT COMPARISON BY SCHOOL DISTRICT

D115	Lake Forest High School	\$33,818
D113	Township High School District 113	\$31,851
D219	Niles Township High School	\$29,760
D203*	New Trier Township High School	\$27,429
D128	Community High School District 128	\$28,226
D225	Northfield Township High School	\$27,617
D202	Evanston Township High School	\$25,925
D125	Adlai E. Stevenson High School	\$24,175
D214	Township High School District 214	\$22,479
D207	Maine Township High School	\$22,469
D211	Township High School	\$22,227

* Reflects last years data



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