

# Adlai E. Stevenson High School Student Surveys 2023-2024



November 2024

Adlai E. Stevenson High School  
Student Surveys  
2023-2024

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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 2024 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, four administered to all students in each grade and two 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 counselors' performance in various roles and functions. This year, survey questions were revised and are based on the Developmental Assets Framework created by the Search Institute. This framework identifies critical factors that support young people's healthy development through 40 developmental assets—positive experiences, relationships, and internal strengths. By measuring how counselors help students build these assets, we hope to gain valuable insights into students' sense of belonging, a key component for creating supportive and inclusive environments. This information helps us understand how counselors foster a nurturing climate that supports students' academic and personal growth.

The Senior Exit Survey additionally seeks out information about student participation and satisfaction with academic and co-curricular programs and our Social Emotional Learning initiative. The current survey has been administered since 1992, and tracking responses over six years provides trends in student perceptions and satisfaction levels.

Finally, one-year and five-year follow-up surveys attempt to ascertain graduates' perceptions about their academic preparation at Stevenson, the levels and directions of education they have attained, and their chosen careers. This year's survey sample sizes continue to include at least ten percent (10%) of each class.

The methodology included surveying most freshmen, sophomores, juniors, and seniors; 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 "did not utilize/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 specific 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 2024. We continue to partner with the Stevenson Alumni Association and conducted a three-email campaign, sending the survey as a Google form to 810 alumni from the class of 2019 and 954 alumni from the class of 2023. We received 210 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 encourage qualitative rather than quantitative responses continue to be developed to allow individuals to respond from their perspectives.



The 2024 Student Surveys will likely provide information to board members, administrators, faculty, and staff about current programs' effectiveness and areas that might be further examined and addressed.

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

**SA = Strongly Agree**

**A = Agree**

**D = Disagree**

**SD = Strongly Disagree**

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

<b>1 day</b>	<b>=</b>	<b>40%</b>
<b>2-3 days</b>	<b>=</b>	<b>40%</b>
<b>1 week</b>	<b>=</b>	<b>14%</b>
<b>2 weeks</b>	<b>=</b>	<b>2%</b>
<b>More than 2 weeks</b>	<b>=</b>	<b>4%</b>

**N=452**

2. I feel welcome in my counselor's office.

<b>SA = 67%</b>	<b>D = 0%</b>
<b>A = 33%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N= 953**

3. The information that my counselor shares in Advisory is helpful in navigating my high school experience.

<b>SA = 53%</b>	<b>D = 2%</b>
<b>A = 44%</b>	<b>SD = 1%</b>
<b>97%</b>	<b>3%</b>

**N= 979**

4. My counselor treats me with respect.

<b>SA = 77%</b>	<b>D = 0%</b>
<b>A = 23%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N=979**

5. My counselor believes in my ability to achieve my goals.

<b>SA = 68%</b>	<b>D = 0%</b>
<b>A = 32%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N= 979**

6. I can rely on my counselor to follow through when I need something.

<b>SA</b>	<b>=</b>	<b>61%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>37%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>99%</b>			<b>1%</b>

**N= 979**

7. My counselor cares about me and my feelings.

<b>SA</b>	<b>=</b>	<b>63%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>36%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>99%</b>			<b>1%</b>

**N= 979**

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

<b>SA</b>	<b>=</b>	<b>59%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>40%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>99%</b>			<b>1%</b>

**N= 979**

9. My counselor helps me to learn from setbacks or mistakes.

<b>SA</b>	<b>=</b>	<b>51%</b>	<b>D</b>	<b>=</b>	<b>2%</b>
<b>A</b>	<b>=</b>	<b><u>47%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>98%</b>			<b>2%</b>

**N= 979**

10. My counselor provides me with information about classes, co-curricular activities, resources, supports, coping strategies, and/or other opportunities to explore.

<b>SA</b>	<b>=</b>	<b>62%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>37%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>99%</b>			<b>1%</b>

**N= 979**

11. My counselor listens to me.

<b>SA</b>	<b>=</b>	<b>67%</b>	<b>D</b>	<b>=</b>	<b>0%</b>
<b>A</b>	<b>=</b>	<b><u>33%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>100%</b>			<b>0%</b>

**N= 979**

12. My counselor tries to understand me as a person.

<b>SA</b>	<b>=</b>	<b>59%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>40%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>99%</b>			<b>1%</b>

**N= 979**

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

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

**N= 979**

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

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

**N= 638**

15. Did you participate in the "Let's Talk about Your Future" Curricular Fair during lunch periods on October 20th?

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

**N= 979**

16. If you did participate, did this event help to inform your course selection choices?

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

**N= 535**

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

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

**N= 979**

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

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

**N= 979**

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

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

**N= 979**

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

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

**N= 979**

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

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

**N= 979**

22. 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** = **28%**  
**1 - 2 hours** = **55%**  
**2 - 3 hours** = **13%**  
**More than 3 hours** = **3%**

**N= 979**

## **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%). Overall, 97% of students agree that the Freshman Mentor Program (FMP) has been a good way to see their counselor. The Advisory continues to be an excellent means for students and counselors to establish a connection as they commence their high school careers.

100% of students feel their counselor listens to them, treats them with respect, and believes in their ability to achieve their goals. 99% of freshmen report that their counselor tries to understand them as a person, cares about them and their feelings and that they can rely on their counselor to follow through when something is needed. 100% of freshman students feel welcome in their counselor's office, and 94% reported that they can schedule a meeting with their counselor within 1 week or less. The freshman class has also reported how helpful their counselor is to them. 98% stated that their counselor helps them learn from mistakes and setbacks, and 99% reported that their counselor provides information about classes, co-curricular activities, resources, supports, coping strategies, and other exploration opportunities.

For the tenth year, we asked survey questions focusing on academic assistance and time spent on academics. When asking students to identify which school resources they access for academic support, students most often seek academic assistance from their peers (63%). 52% of students seek assistance from parents/guardians. 36% of students report accessing the Learning Center tutors for support, and 42% accessing their teachers directly outside of class. However, 21% of students still report receiving assistance from paid tutors.

When freshmen were asked to indicate the hours spent on homework or studying on a typical school day, including study halls. 1% said they spent zero hours doing homework. 28% reported less than 1 hour of homework, and 68% reported having 1-3 hours of homework. Only 3% stated they spend more than 3 hours of homework on a typical day.

Let's Talk About Your Future (LTAYF) night is an initiative that has been implemented for the past seven 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. 47% of freshmen report that their families participated. Of that group, 74% indicated that they used the guided questions provided on the SHS website to help navigate their conversations, which is almost double last year's number of 39%. Last year was also the first year that students had access to the academic expo held during lunch hours. 28% percent of freshmen reported participating in the expo, and 53% of those students reported that this experience 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 also provide students with academic and non-academic counseling services in meaningful and beneficial ways. 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 number of advisories among counselors to obtain fewer students per advisory class. Maintaining advisories with a manageable number of students provides a greater opportunity for counselors to breed familiarity and provide quality contacts. Overall, reported satisfaction levels 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 typically able to schedule an appointment to see my counselor, either by dropping in or making an appointment in the Student Services Office or on Calendly, within

<b>1 day</b>	<b>=</b>	<b>45%</b>
<b>2-3 days</b>	<b>=</b>	<b>40%</b>
<b>1 week</b>	<b>=</b>	<b>11%</b>
<b>2 weeks</b>	<b>=</b>	<b>2%</b>
<b>More than 2 weeks</b>	<b>=</b>	<b>2%</b>

**N=626**

2. I feel welcome in my counselor's office.

<b>SA = 76%</b>	<b>D = 0%</b>
<b>A = 24%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N= 924**

3. My counselor treats me with respect.

<b>SA = 85%</b>	<b>D = 0%</b>
<b>A = 15%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N=927**

4. My counselor believes in my ability to achieve my goals.

<b>SA = 78%</b>	<b>D = 0%</b>
<b>A = 22%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N= 927**

5. I can rely on my counselor to follow through when I need something.

<b>SA = 72%</b>	<b>D = 0%</b>
<b>A = 27%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N= 927**

6. My counselor cares about me and my feelings.

<b>SA</b>	<b>=</b>	<b>74%</b>	<b>D</b>	<b>=</b>	<b>0%</b>
<b>A</b>	<b>=</b>	<b><u>26%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>100%</b>			<b>0%</b>

**N= 927**

7. My counselor helps me to learn from setbacks or mistakes.

<b>SA</b>	<b>=</b>	<b>64%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>35%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>99%</b>			<b>1%</b>

**N= 927**

8. My counselor provides me with information about classes, co-curricular activities, resources, supports, coping strategies, and/or other opportunities to explore.

<b>SA</b>	<b>=</b>	<b>75%</b>	<b>D</b>	<b>=</b>	<b>0%</b>
<b>A</b>	<b>=</b>	<b><u>25%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>100%</b>			<b>0%</b>

**N= 927**

9. My counselor listens to me.

<b>SA</b>	<b>=</b>	<b>78%</b>	<b>D</b>	<b>=</b>	<b>0%</b>
<b>A</b>	<b>=</b>	<b><u>22%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>100%</b>			<b>0%</b>

**N= 927**

10. My counselor tries to understand me as a person.

<b>SA</b>	<b>=</b>	<b>72%</b>	<b>D</b>	<b>=</b>	<b>0%</b>
<b>A</b>	<b>=</b>	<b><u>28%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>100%</b>			<b>0%</b>

**N= 927**

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

<b>Yes</b>	<b>=</b>	<b>53%</b>
<b>No</b>	<b>=</b>	<b>47%</b>

**N= 927**

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

<b>Yes</b>	<b>=</b>	<b>78%</b>
<b>No</b>	<b>=</b>	<b>22%</b>

**N= 651**

13. Did you participate in the "Let's Talk about Your Future" Curricular Fair during lunch periods on October 20th?

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

**N= 927**

14. If you did participate, did this event help to inform your course selection choices?

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

**N= 535**

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

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

**N= 927**

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

**Yes** = **41%**  
**No** = **59%**

**N= 927**

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

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

**N= 927**

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

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

**N= 927**

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

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

**N= 927**

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

**0 hours** = **1%**  
**Less than 1 hour** = **26%**  
**1 - 2 hours** = **52%**  
**2 - 3 hours** = **17%**  
**More than 3 hours** = **4%**

**N= 927**

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

<b>SA</b>	<b>=</b>	<b>64%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>32%</u></b>	<b>SD</b>	<b>=</b>	<b><u>3%</u></b>
		<b>96%</b>			<b>4%</b>

**N=130**

## **Sophomore Survey Summary**

Students' positive perceptions of counselors continue to be highlighted by the responses to the tenth-grade survey. Nearly all (96%) of sophomores feel that they are able to schedule an appointment with their counselor within 1 week. Students can make appointments in person, by email, or through Calendly.

Students express that they feel welcome in their counselor's office (100%). All sophomore students also feel that their counselors treat them with respect, believe in their ability to achieve their goals, and follow through when they need something. Nearly all sophomores (99%) report that their counselor helps them to learn from setbacks and mistakes. 100% of sophomore students also feel that their counselor cares about them and their feelings, listens to them, and tries to understand them as a person. Lastly, 100% of sophomores report that their counselor provides them with information about classes, co-curricular activities, resources, supports, coping strategies, and/or other opportunities to explore. It is clear that counselors hold strong developmental relationships with their sophomores and provide meaningful services.

For the ninth 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. 45% seek teachers outside of class time while 47% seek academic assistance from parents/guardians. Learning Center tutors are utilized by 41% of the respondents, while 22% of sophomores utilize paid 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, 27% spent less than one hour. 52% of students spent one to two hours while 17% had two to three hours of homework. Only 4% 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 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. In addition, a few days after the LTAYF night, all students were invited to attend our Curricular Fair during lunch periods where they could visit with teachers and counselors to find out more about classes that tap into their interests.

53% of sophomores report their families participated in the LTAYF evening discussion. 78% of those participants affirmed that the discussion helped to inform their course selection choices. 19% of sophomores report that they participated in the Curricular Fair during lunch periods and 47% of those participants shared that this event helped to inform their course selection choices.

The overall overwhelmingly positive responses from sophomores suggest that students are highly satisfied with SHS counselors and their respective services. The data indicates

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 developmental relationships 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 typically able to schedule an appointment to see my counselor, either by dropping in or making an appointment in the Student Services Office or on Calendly, within

<b>1 day</b>	<b>=</b>	<b>44%</b>
<b>2-3 days</b>	<b>=</b>	<b>39%</b>
<b>1 week</b>	<b>=</b>	<b>13%</b>
<b>2 weeks</b>	<b>=</b>	<b>2%</b>
<b>More than 2 weeks</b>	<b>=</b>	<b>1%</b>

**N=553**

2. I feel welcome in my counselor's office.

<b>SA = 78%</b>	<b>D = 0%</b>
<b>A = 22%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N= 718**

3. My counselor treats me with respect.

<b>SA = 85%</b>	<b>D = 0%</b>
<b>A = 15%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N=719**

4. My counselor believes in my ability to achieve my goals.

<b>SA = 77%</b>	<b>D = 0%</b>
<b>A = 23%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N= 719**

5. I can rely on my counselor to follow through when I need something.

<b>SA = 73%</b>	<b>D = 0%</b>
<b>A = 27%</b>	<b>SD = 0%</b>
<b>100%</b>	<b>0%</b>

**N= 719**



6. My counselor cares about me and my feelings.

<b>SA</b>	<b>=</b>	<b>74%</b>	<b>D</b>	<b>=</b>	<b>0%</b>
<b>A</b>	<b>=</b>	<b><u>26%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>100%</b>			<b>0%</b>

**N= 719**

7. My counselor helps me to learn from setbacks or mistakes.

<b>SA</b>	<b>=</b>	<b>65%</b>	<b>D</b>	<b>=</b>	<b>0%</b>
<b>A</b>	<b>=</b>	<b><u>35%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>100%</b>			<b>0%</b>

**N= 719**

8. My counselor provides me with information about classes, co-curricular activities, resources, supports, coping strategies, and/or other opportunities to explore.

<b>SA</b>	<b>=</b>	<b>74%</b>	<b>D</b>	<b>=</b>	<b>0%</b>
<b>A</b>	<b>=</b>	<b><u>26%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>100%</b>			<b>0%</b>

**N= 719**

9. My counselor listens to me.

<b>SA</b>	<b>=</b>	<b>78%</b>	<b>D</b>	<b>=</b>	<b>0%</b>
<b>A</b>	<b>=</b>	<b><u>22%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>100%</b>			<b>0%</b>

**N= 719**

10. My counselor tries to understand me as a person.

<b>SA</b>	<b>=</b>	<b>72%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>27%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>99%</b>			<b>1%</b>

**N= 719**

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

<b>Yes</b>	<b>=</b>	<b>52%</b>
<b>No</b>	<b>=</b>	<b>48%</b>

**N= 719**

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

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

**N= 651**

13. Did you participate in the "Let's Talk about Your Future" Curricular Fair during lunch periods on October 20th?

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

**N= 719**

14. If you did participate, did this event help to inform your course selection choices?

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

**N= 535**

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

**Yes** = **50%**  
**No** = **50%**

**N= 719**

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

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

**N= 719**

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

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

**N= 719**

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

**Yes** = **69%**  
**No** = **31%**

**N= 719**

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

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

**N= 719**

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

**0 hours** = **1%**  
**Less than 1 hour** = **13%**  
**1 - 2 hours** = **46%**  
**2 - 3 hours** = **28%**  
**More than 3 hours** = **12%**

**N= 719**

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

<b>SA</b>	<b>=</b>	<b>58%</b>	<b>D</b>	<b>=</b>	<b>2%</b>
<b>A</b>	<b>=</b>	<b><u>37%</u></b>	<b>SD</b>	<b>=</b>	<b><u>2%</u></b>
		<b>96%</b>			<b>4%</b>

**N=81**

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

<b>SA</b>	<b>=</b>	<b>56%</b>	<b>D</b>	<b>=</b>	<b>0%</b>
<b>A</b>	<b>=</b>	<b><u>44%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>100%</b>			<b>1%</b>

**N= 588**

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

<b>SA</b>	<b>=</b>	<b>63%</b>	<b>D</b>	<b>=</b>	<b>0%</b>
<b>A</b>	<b>=</b>	<b><u>37%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>100%</b>			<b>0%</b>

**N= 593**

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

<b>SA</b>	<b>=</b>	<b>60%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>39%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>99%</b>			<b>1%</b>

**N= 492**

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

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

**N= 718**

26. My parents/guardians and I have utilized the Stevenson's CCC YouTube channel for college information.

<b>Yes</b>	<b>=</b>	<b>19%</b>
<b>No</b>	<b>=</b>	<b>81%</b>

**N=718**

27. My parents/guardians and I have utilized a privately hired college consultant/tutor for college support (specifically essay and/or college list development not including test-prep)

<b>Yes</b>	<b>=</b>	<b>17%</b>
<b>No</b>	<b>=</b>	<b>83%</b>

**N= 718**

28. 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.

<b>Yes, I believe I qualify as a first generation student</b>	<b>=</b>	<b>42%</b>
<b>No, I do not qualify as a first generation student</b>	<b>=</b>	<b>58%</b>

**N= 660**

## **Junior Survey Summary**

Junior responses to the survey continue to be exceptionally positive. Nearly all (96%) of juniors feel that they are able to schedule an appointment with their counselor within 1 week. Students can make appointments in person, by email, or through Calendly.

Students express that they feel welcome in their counselor's office (100%). All junior students also feel that their counselors treat them with respect, believe in their ability to achieve their goals and follow through when they need something. Nearly all juniors (99%) report that their counselor tries to understand them as a person. 100% of junior students also feel that their counselor cares about them and their feelings, listens to them, and helps them learn from setbacks or mistakes. Lastly, 100% of juniors report that their counselor provides them with information about classes, co-curricular activities, resources, supports, coping strategies, and/or other opportunities to explore. The data illustrates that counselors hold strong developmental relationships with their juniors and provide meaningful services.

Student Services works to provide supportive programming for our transfer students each year. We facilitate transfer student lunch groups, pair students with transfer buddies, and provide social work check-ins to aid in the transition to Stevenson. Similar to last year, 96% of junior transfer students agreed that their counselor, social worker, and/or school psychologist has been helpful in their transition and adjustment to Stevenson High School.

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. 100% of students agreed counselors and/or post-secondary counselors not only are knowledgeable about the college application and selection 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 related information (college, scholarships, etc.) by parents/guardians according to students: post-secondary counselors (34%), Stevenson's CCC YouTube channel (19%), privately hired college consultant/tutor (17%). 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. In addition, a few days after the LTAYF night, students were invited to attend our Curricular Fair during lunch

periods where they could visit with teachers and counselors to find out more about classes that tap into their interests.

52% of juniors report their families participated in the LTAYF evening discussion. 82% of those participants affirmed that the discussion helped to inform their course selection choices. 18% of juniors report that they participated in the Curricular Fair during lunch periods and 47% of those participants shared that this event helped to inform their course selection choices.

For the eleventh year, juniors were asked about academic assistance and time spent on academics. Similar to the other grade levels, (69%) predominantly seek peers for academic assistance outside of the classroom. 50% seek teachers outside of class time and 34% seek academic assistance from parents/guardians. Learning Center tutors are utilized by 44% of the respondents, which is consistent with last year's juniors. Paid tutors are sought out by 20% of juniors.

When juniors were asked to indicate the hours spent on homework or studying on a typical school day, including study halls, it was generally consistent with last year's survey results. 14% spent less than one hour. 46% of students spent one to two hours. 28% had two to three hours of homework and 12% of juniors felt they spent more than three hours on studying and doing homework.

For the seventh 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 (42%) of the juniors surveyed report that they qualify as a first-generation student, which is a 3% increase from last year. 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 10 times)**

- I had an SST to support me. I was able to see my counselor, social worker, psychologist and dean when I needed help. – 120
- The sports, clubs, and intramurals I was involved in helped me to develop these skills. – 96
- It was taught in specific classes/curriculum that had SEL targets that we were graded on (classes mentioned were health, psychology, applied health, band, math, Spanish, mentor skills, APUSH, study skills, French, TYC, English, PE). – 92
- The academics were challenging and stressful, and we had to learn SEL skills to get through it.– 78
- Many of the activities we did in Freshman Advisory were SEL-focused and I learned as a freshman/FMP– 75
- Stevenson had school-wide activities that focused on Mental Health (including Freshman Wellness Day, Comfort Dogs, Destress Days, Mental Health Forum, Wellness Week, SOS, and Odyssey). – 68
- SHS is such a large school that I met new people all of the time and got comfortable making new friends every year. – 65
- Teachers made it a priority to build community in our classrooms. – 59
- The classrooms were set up in groups and the collaboration helped to develop my SEL. – 54
- We were surrounded by adults who were positive role models – 40
- SHS was positive and welcoming. I was able to get help when I needed it. – 42
- SHS is open about mental health and it made it easier to talk about - 35
- I gained confidence and learned to ask for the things I needed – 20
- SHS provided many fun places to socialize like the ILC and PWC - 15
- 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 and build empathy for people who had different experiences than I did – 12



**2. In your opinion, how could SHS better help students develop SEL skills?  
(most representative responses with more than 10)**

- Nothing - Keep doing what you are doing now – 110
- Students should have a chance to meet with their SSTs more often for check-ins about their mental health and emotions– 103
- Teach SEL in all of our classes and make it a part of everything we do, not something special - 97
- Have SEL activities or speakers during activity periods and other times during the year – 86
- Make it easier to get mental health support – 68
- Make the school environment less competitive and stressful – 52
- We need more help with stress management. Teach relaxation, time management, emotion regulation, and healthy balance – 47
- Expose us to new people so we can get out of our comfort zone, make new friends, and learn empathy - 32
- Focus on mental health. Have teachers talk about it and tell us how to get help if we are struggling – 29
- Use advisory to teach SEL skills – 21
- Put students in real-world situations so they can practice SEL skills – 20
- Encourage collaboration with our classmates with group projects and study groups– 18
- Give us more time in our day for rest- longer lunches and passing periods – 15
- Make a mandatory SEL Class – 13
- Promote kindness and stop bullying – 12

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

Heather Abrams  
Jaclyn Adler  
Edgar Aguirre  
Agnes Aichholzer  
Matthew Akin  
Steven Akinfala  
Maureen Albert  
David Allard  
Hannah Alperstein  
Patrick Ambrose  
Bryan Anderson  
Eric Anderson  
Katie Anderson  
Michael Anderson  
Peter Anderson  
Nicole Andruszko  
Christina Anker  
Raquel Antillera  
Aileen Aragon  
Brandi Argentar  
Dan Argentar  
Jennifer Arias  
Ryan Aronoff  
Danielle Aulisio  
Abygail Austin  
Michelle Backes  
Aristotle Bakke  
Kendra Ballardini  
Anna Baron  
James Barnabee  
Mike Barnes  
Dean Barr  
Kristin Barrett  
Tom Baumann  
TJ Beale  
Brent Becker  
Chris Beedie  
Katie Bennett  
Hans Berduo  
Tova Bernstein  
Thomas Blasius  
Patrick Block  
Andrew Bouque  
Tom Bowman  
Josh Bozeday  
Dean Bradshaw  
Courtney Bresnen  
Beth Brilowski  
Jenna Breuer  
Elizabeth Bromet  
Eric Brown  
Amy Brubaker  
Issac Brubaker  
Ryan Buchan

Brian Burja  
Claire Burja  
Kelly Burns  
Robbie Burroughs  
Morgan Bykoff  
Sergio Cabrera  
Chris Caballero  
Jane Caballero  
Sara Cahill  
Erik Campbell  
Seamus Campion  
Estephany Campos  
Kelly Caplan  
Jason Carlson  
Ryan Carlson  
Regan Carmichael  
Amerigo Carnazzola  
Jennifer Carney  
Monica Carrillo  
Rigoberto Carrillo  
Alondra Carrillo  
Mia Carris  
Ryan Castle  
Erin Cepa  
Pepejon Chavez  
Abra Chusid  
Carissa Clark  
Jenny Clark  
Carloine Clauser  
Danielle Colan  
Andrew Conneen  
Maureen Connolly  
Shane Cook  
Cristina Cortesi  
Sarah Cotter  
Melinda Criglar  
Rochelle Cripe  
Timothy Crow  
Annie Cucili  
Jacqueline Cullen  
Amanda Cummings  
Melissa Cwan  
Mary Czaplewski  
Jennifer Daniels  
Teresa daPonte  
Angela Dauphin  
Chad Dauphin  
Jimmy Davis  
Othella 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  
Tony Difiglio  
Danielle Dileto  
Zara Dittman  
John Dizon  
Beth Dostal  
Clayton Duba  
Carolyn Dunne  
Jorie Dwyer  
James Dzialo  
Tricia Ebel  
Dave Eddy  
Matthew Edstrom  
Sheila Edstrom  
Tom Edwards  
Jason Ehrenberg  
Sara English  
Lauren Epstein  
Christina Erickson  
Melissa Fainman  
Connie Faith  
Jennifer Falk  
Gillian Falknor  
Patrick Fairchild  
Mike Farina  
Andy Farrissey  
Ryan Fedewa  
Ally Fein  
Nancy Fenton  
Patricia Figueroa  
Paez  
Sam Figueroa  
Allison Fink  
Patty Fiore  
Colleen Fischer  
Stephanie Fischer  
Miriam Fisch  
Justin Fisk  
Andy Fitz  
Mindy Fitzgibbons  
Joseph Fitzpatrick  
Joseph Flanagan  
Eddie Fligel  
Joshua Flood  
Juan Ibarra Flores  
Nicholas Flynn  
Kelly Foley  
Timothy Foley

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

Grant Forberg  
Jason Ford  
Dawn Forde  
Christina Foss  
Jerry Franklin  
Richard Frankowski  
David Frantonius  
Stacy Frazer  
Emily Friedman  
Matt Friedman  
William Fritz  
Elisa Galvan Alba  
Michelle  
Gammelgaard  
Robert  
Gammelgaard  
Terry Gavin  
Jenessa Gerber  
Joe Gibson  
Kevin Gimre  
Lucas Glinschert  
Troy Gobble  
Matt Godlewski  
Julie Goldberg  
Shiri Goldenstein  
Michelle Goldstein  
Lysette Gonzalez  
Rodolfo Gonzalez  
Eric Goolish  
Anna Gorbikoff  
Toni Gorman  
Jillian Grady  
Patrick Grady  
Ashley Graham  
Ryan Graham  
Grisel Granados  
Molly Greenberg  
Jori Greenhill  
Jon Grice  
Marco Grigoletto  
Amy Grove  
Austin Gruber  
Mara Grujanac  
Sarah Gutierrez  
David Gumming  
Nathan Gustin  
Bradley Habel  
Thomas Hake  
Jordan Halic  
David Handelman  
LeViis Haney  
Jim Hanley  
Keith Hannigan  
Sam Hansen

Katrina Haritos  
Alyssa Harn  
Glenn Harris  
Annie Hart  
Judy Harwood  
Katie Haskins  
Teri Haskins  
Roland Hatcher  
Stephen Heller  
Stefanie Henkel  
Vicki Heredia  
Mark Hiebert  
Cristina Higgins  
Molly Hill  
Joshua Hjorth  
Richard Ho  
Paige Hodes  
Matthew Hodge  
Kate Hoopes  
Carly Hope  
Allison Hughes  
Caroline Humes  
Ryan Hutchins  
Jin Kyung Hwang  
Catherine Hyken  
Jordyn Imána  
Amy Inselberger  
David Irsay  
Marla Israel  
Kristy Jacob  
David Jacobson  
Michael Jerzyk  
Jeff Johansson  
Grant Johnson  
Mandy Johnson  
Noel Johnston  
Gurpreet Juneja  
Lindsay Jurjovec  
Chris Kaechele  
Jennifer Kazimer  
Julia Kalmens  
Faina Kaminsky  
Dawn Kaplan  
Angelica Karim  
Art Kasemets  
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  
Kristin Koe  
Michelle Koehl  
Irina Kogan  
Kristen Koll  
Tyler Kollmann  
Ryan Korah  
Anna Kotvis  
Christy Koulouris  
Dylan Kowatsch  
Matthew Kozem  
Rebecca Krause  
Anthony Krempa  
Marcin Kubrick  
Brigitte Kusevskis  
Mike Kusevskis  
Angela Kvitek  
Dimitra Labbe  
Eva Ladenburger  
Sarah LaFrancis  
Barry Lapping  
Scott Lang  
Wang Laoshi  
Oriana Laredo  
John Lartz  
Lauren LaSota  
Ken Latka  
Nancy Latka  
Anthony Lazarra  
Christina Lee  
Paige Lehman  
Stephanie  
Levenbrook  
Nathan  
Lewandowski  
Mara Lewis  
Judy Lewnard  
Mike Lill  
Doug Lillydahl  
Sari Linder  
Mark Linnenburger  
Jill Lipman  
Sydney Lishka  
Jill Lisius  
Matthew Lockowitz  
Sara Lohrmann  
Nicole Lombardo  
Jami Lopez

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

Luis Lopez  
Christy Loukas  
Barry Love  
Kimberly Lubecke  
Abbie Lueken  
Melissa Mack  
Andrea MacLennan  
Kolleen Madeck  
David Makuch  
Christine Marr  
Patricia Martin  
Michael Martinez  
Rosanne Masters  
Cody Mathias  
Elizabeth Maxwell  
Ryan May  
Paul Mazzuca  
Jennifer McBride  
Kathleen McCauley  
Megan McCullough  
Caitlyn McGovern  
Jay Mehta  
Natalie Meiners  
Rich Meltzer  
Kristen Metzler-  
Riccardo  
Beth Merkin  
Jennifer Merlitti  
Valerie Miceli  
Dana Mihajlovic  
Maddie Miklautsch  
Dan Miller  
Jennifer Miller  
Melanie Miller  
Denzel Mitchem  
Dean Moran  
Timothy Moran  
Amy Morales  
Jose Morales-  
Iturralde  
Jodie Mosk  
Christina Mueller  
Christopher Mural  
Angela Muresan  
Kimberly Musolf  
Timothy Myers  
Lisa Nehring  
Ria Nehring  
Brittany Neil  
Terry Nikolarelis  
Artavius Nixon  
Margaret Noble  
Michael Nocella  
Tina Nocella

Alice Nuteson  
Angela O'Brien  
Brian Oberhauer  
Karen O'Connor  
Sean O'Donnell  
Anastasiya  
Olkanetskaya  
Nancy O'Malley  
Kristen One  
Kelley O'Reilly  
Debbie Orlando  
Megan O'Sullivan  
Julie Pacheco  
Christina Palffy  
Jennie Pankiewicz  
Jennifer Parisi  
Angela Park  
Jane Park  
Kelsey Patten  
Mark Patton  
Laura Paynter  
Simmia Pearson  
Amanda Peterlin  
Theron Petway  
Christine Pfaffinger  
Jasmine Picker  
Kristin Piekarski  
Naomi Pierce  
Carly Pietro  
Rebecca Pike de  
Oliveira  
Yolanda Pilch  
Joe Pine  
Robert Pinta  
Gerriann Pioquinto  
Neil Plotski  
Tinna Plueger  
Michael Podolak  
Marisol Polanco  
Sandra Pollari  
Jennifer Polisky  
Meghan Preissing  
Dan Puglisi  
Malinda Pum  
Lindsay Puppola  
Frank Radostits  
Abirami  
Raghavendran  
Elizabeth Randall  
Lavanya Rao  
Demar Ray  
Jean Rebarchak  
Anthony Reibel  
Jamie Reiman

Elizabeth Reimann  
Joseph Reinmann  
Anna Renken  
Elfie Repel  
Linda Reusch  
Victoria Reznicek  
Andrew Richardson  
Manuel Rider-  
Sanchez  
Lauren Rinchiuso  
Carlos Rivera  
Oscar Rivera  
Rodolfo Rodriguez  
Janet Rothwell  
Jeff Robinson  
Jonathan Roby  
Sara Rogers  
Ashley Rose  
Jaclyn Rosenberg  
Stephanie Ross  
Kaitlin Rossi  
Madelyn Rowan  
Jennifer Ruda  
John Ruth  
Julisa Ruiz  
Natalia Ruiz  
Alex Rutherford  
Adrienne Ruzicka  
Nicole Ryan  
Cristal Sabbagh  
Guiliana Scardina  
Joseph Sarmiento  
Kathleen Sassan  
Laurie Scaffidi  
Lisa Scanio  
John Schauble  
Jennifer Schiavone  
Elizabeth Scheinkopf  
David Schoenfisch  
Eileen Schopen  
Amy Schroeder  
Matthew Schwenk  
Jodi Scott  
Taurus Scurlock  
Petra Sebastian  
Carol Seeger  
Sarah Seidler  
Jennifer Sellers  
Mahuya Sengupta  
Juli Shah  
Sakthi  
Shanmugasundaram  
Gregory Sherwin  
Liza Shoemaker

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

Stacy Shub  
Caroline Shupe  
Andrea Siwik  
Nick Skala  
Mary Smaga  
Brad Smeele  
Kelly Smith  
Nicole Smith  
Ryan Smith  
Kirstin Snelten  
Scott Sommers  
Brad Sorkin  
Matt Sorkin  
Steven Soszko  
Justin Sponholz  
Molly Sponseller  
Jason Soulje  
Vincent Springer  
Thomas Stanhope  
Jessica Stavros  
Melissa Stennett  
Maura Sternberg  
Susan Steslow-Shams  
India Steward  
Charissa Stodola  
Alex Stoller  
Sarah Stolzenberg  
Michelle Stone  
Josue Rios Suarez  
Carlos Suaste  
Bill Suerth  
Sunny Suntharanund  
Janet Sushinski  
Mary Svihra  
Holly Swansen  
Ray Tad-y  
Alma Tamayo  
Addison Taylor  
Bob Taylor  
Christian  
Thibaudeau  
Brenda Thomas Hill  
Jane Thomas  
Jennifer Tierney  
Dawn Timm  
Michael Tobin  
Lou Ann Tollefson  
Valerie Tomkiel  
Richard Tompson  
Aylin Topalian  
Megan Trant  
Lynn Tremmel  
Michael Tseitlen

Paulina Tuman  
Marian 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  
Kaite Weisen  
Jackie Weissmueller  
Aaron Wellington  
Claire Werling  
Laura Wesslund  
Barb Whalen  
Deborah Wiersema  
John Wilkie  
Nicole Williams  
Scott Williams  
Jeff Wimer  
Rose Wimer  
Sean Wimer  
Christopher  
Winkelman  
Greg Winters  
Thomas Wolfe  
Carla Wood  
Christina Wood  
Dan Wood  
Steven Wood  
Tom Wood  
Brian Woodward  
Sandra Wright  
Kristina Wrona  
Li Ye  
Tianzhou Ye  
Young You  
Sunny Yun  
Maria Choi Yung  
Jasmine Yusef  
Courtney Zabrin  
Robert Zagorski  
Kamila Zaremba  
Alden Zimlich  
Jack Zimmerman

Shaun Zimmerman  
Jennifer Zizzo  
Jenna Zukin

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

- After my sudden loss of mobility and my inability to come to school physically, these adults have helped me succeed. They are going above and beyond to help me graduate while still caring for me as a person.
- They have given me the support system that I desperately needed, and I would not have the courage to continue pursuing my dreams of becoming a psychologist.
- Without them, I would be a shell of my former self as both a student and a person.
- I had a stronger connection with these teachers because they were engaging and motivating.
- They made the class engaging and enjoyable. They also made the content understandable and helped me gain confidence in the topics.
- All of the staff members say hi to me in the hallways and are always positive and upbeat. They can tell when I'm having an "off" day and strive to make sure I'm doing okay.
- All of these staff members have been so supportive of me and my journey through high school. I really couldn't have done this without them.
- These teachers understood me and helped me get through my high school years. The past two years of my life have been tough, and whenever I come to school, they remind me to keep going, and that's why I do.
- If it weren't for these teachers, I wouldn't be here today.
- Every single teacher I listed deserves so much! I want to thank them for everything they have done for me and for believing in me when I didn't believe in myself!
- All teachers were extremely supportive and helpful. They made my senior year very special. I look up to these adults as friends, parental figures, and honorable mentors.
- She took care of me in times of struggle, made sure I could succeed and lifted me back up to my best.
- These teachers taught well, and were good at keeping people on task, but also keeping people engaged with fun activities. It wasn't so much that they just taught. They taught in a fun way—a fun way for high schoolers, not little kids.
- They were always giving me a chance to do better.
- They assisted with class material, assistance with personal situations, and helped me grow.
- Both coaches truly cared about everyone on the team and have fostered a real and meaningful community that isn't seen elsewhere in Stevenson.
- She has really helped me grow as a student, athlete, and overall person. She has taught me to hold myself to higher expectations and exceed in whatever I do. I cannot fully describe the positive impact she has had on my personal growth throughout high school.
- Consistent respect and kindness every day I see them. Support in class and outside of class.
- They are kind people, which makes the day feel a bit brighter every morning and after school.
- They both guided me through leadership within my club and have made such an impactful contribution to my future plans and career and have helped to lead me on a greater path than originally planned.
- He has helped me figure out the path I want to take to get to where I'm headed.
- He gave me many different views and ideas of the world, all from the perspective of another human being.
- Each of these staff members had one crucial element that made them such incredible staff members- they put the well-being of others before themselves.

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

- In the nicest way possible, her positive attitude and dedication to her craft make her feel more like a loving grandma who's so proud of her grandchildren than a teacher. She is a person who always will go to extremes to ensure her student's success and happiness, even if that means taking some risks.
- He gave me a chance at leadership by becoming a TA and has been one of the friendliest and kindest teachers I've ever had the pleasure of encountering.
- He's the GOAT.
- She is the best teacher I have ever had in my whole life. She cares so much about her students, especially me. When I am having a bad day, she takes time out of her schedule to talk with me, and she is just the best person in the world. She literally tries so hard to make sure everyone succeeds.
- I wish I could have her as my buddy for life.
- I have gone to her for all four years of high school for tutoring, and it has been really helpful. I am so thankful that I knew a really good tutor like her. It was always fun talking to her and seeing her. It helped my grades a lot as well.
- I suffered through a lot. This year especially. From an injury to a lot of personal stuff happening. They both helped ensure I was in a better place and that I was caught up in the same place as the rest of my classmates.
- He took the subject math (which was one of my absolute least favorites) and turned it into a class I looked forward to each day. Because of his clear passion for teaching and the class as a whole, I am now looking to minor in Statistics and I have more of a plan of exactly what I want to do in the future!
- During my junior year, I was unbelievably stressed and had a lot going on in my life outside of school. Still, they both fostered classroom environments that made school more tolerable and made me consistently feel supported and understood. I will never ever forget the teachers who have made a positive difference in my life from SHS :)
- These people have exhibited empathy and humor while still being effective teachers. They taught me to not only excel in their classes but also as a human being. I am kinder, smarter, and stronger because of what they have taught me.
- It just felt really nice having teachers that wanted to see us do better and win in life, while also trying to help us do so.
- They were also always really welcoming, and it just made the class feel like such a better place, which was really helpful considering I'd spent my entire first year of high school at home because of the Pandemic. In-person learning had just become such a foreign thing when I came during sophomore year, so having teachers who made the in-person learning experience so much better was really nice.
- He has been my guide through everything in high school- academic struggles and friend struggles. Overall, he has been a great guide, and I would have made a lot of mistakes without his help. I learned a lot, and I can't thank him enough.
- She has always been like a mom to me at school. She's so caring and positive and just an enjoyable person to be around. She helped me with my anxiety management, and thanks to her, I no longer get anxiety attacks anymore, at least not as much as I used to.
- Without him, I wouldn't be studying what I am going to be studying. He awakened my passion for athletics and pushed me beyond my boundaries. I owe him a big thank you. Without him, I would not have the level of fitness that I have now.
- He was extremely welcoming and supportive during the time my grandpa passed away. He also always believed in me and made class so enjoyable just because he would stop teaching when he noticed something wasn't right with the class and would just talk to us, and I think that is very important.



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

- I would like to thank her for knocking some sense into me when I wanted to do something dumb. She was always there for me and always cared about how my day was. She is super positive and dedicated to her job.
- He created an environment in which students felt very comfortable speaking out and felt heard. He was also truly understanding in situations when he needed to be. Many teachers at Stevenson preach to be understanding and helpful during difficult times, but when it comes down to it, they rarely are. He genuinely was.
- They created amazing environments to be in, always very lighthearted, and they were very warm to me.
- He gives his students the agency and opportunity to discover their own interests. His classes are engaging because they encourage students to engage in thoughtful discussions about pertinent topics related to the curriculum.
- They were both impactful on my education, especially during my junior year. They provided me with academic assistance and guided me through my college decisions.
- He how to become comfortable with hundreds of people in the audience. His work has tremendously helped me.
- I see him in the parking lot every day when going to school. He is always friendly and is excited to work, despite some of those frigid winter days.
- She was amazing in building a community out of her classroom and making it a very fun and safe environment when learning was really hard.
- She's amazing, beautiful, and special, and she makes me feel cared for and loved. She has helped me so much more than I can even explain. I'm extremely thankful for her. Thanks.
- They have always been highly understanding of my individual needs as a student and flexible in terms of having discussions to help coordinate my learning experience.
- These staff members have not only done a phenomenal job teaching the content required by their respective courses but have gone beyond in terms of getting to know students as people and engaging with me in a manner that is constructive and beneficial to my academic success and growth as a student.
- They were able to connect with me personally and relate to my experiences, as well as give me advice on the problems and worries that I was having.
- They made the day go by easier, make students laugh, and enjoy their time while in that class. They care about the student's future and try to get closer with students to understand them better.
- Thank you for making me smoothies every day.
- The staff members who had an impact on me were some of the most genuine people I've ever met. They were always looking out for those around them, and they had the biggest hearts, and that's what kids will remember.
- They came to school each day just as we did, but they went about every day with a positive attitude and intention to always care for their students and other colleagues. They always showed up with a kind heart, unlimited support, and a way to brighten anyone's day, and that is something that I know has impacted so many people, and never has their attitudes and actions towards me and my journey in high school gone unseen.
- The staff members always understood my circumstances and did their best to accommodate me. They also made my classes enjoyable through their personalities and humor.
- The staff members were special in that they were very kind, respectful, and supportive to every single student, even if they had never seen and talked with the student before or if they shied away from an interaction.
- They listened and responded in an appropriate manner

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

- They genuinely cared about creating a community inside their classes and forming individual bonds with students; they were the ones who made my time at Stevenson memorable and valuable.
- The teachers at SHS taught me how to be open-minded and helped me better understand the world.
- They are all very patient and understanding (even with me, a student with a bad habit of not turning things in on time). This helped me immensely in keeping stress levels under control while giving me the chance to prove my knowledge of the content.
- These teachers are clearly passionate about their subjects, and are happy to talk about them with me, even if it isn't related to class material.
- These teachers have a sense of humor and often joke around with us while still teaching us the content. I really appreciated that from them.
- These teachers were always kind to me, and always happy to help me with any projects our topics we've done through throughout the year. I could always count on them to help me, and they are some of the kindest people I've ever met.
- I'm grateful to have had them for my senior year, helping me finish my high school career strongly and without trouble at all. This year has been the best of my four years here because of these teachers, and I'll remember it that way for as long as I live.
- These two teachers went out of their way to get to know me and form teacher-student connections that I will remember forever.
- These were some GOATS who were exceptionally passionate about how I did in school and the courses they taught. They are kind people who deserve all the praise and pure excellence.
- They all know ME! Now, I am a student, not another kid or a statistic, but they know me. They all know who I am as an individual, and they've always shown me kindness.
- They all treated me with respect, whether I deserved it or not, and were truly positive role models, engaging with students and leaving an impact whether they knew it or not.
- They made me feel comfortable, safe, and secure. Making sure I know that I matter, and my efforts are worth it. Helping me when I needed it, even when I didn't ask for it, worked with me for my needs in and out of school. Believing in me and making sure I wasn't scared to do anything!
- They always check in and are all so sweet, and I truly love their classes.
- They care about my mental and physical health.
- They are truly people in my life that I will never forget because without them, I wouldn't have been the person I am now. I've learned my strengths and weaknesses because of them. I've learned that people are there even when you least expect it. They have seen me during my highest moments, during my lowest moments, when it was something about school, and even when I had personal problems.
- I never felt judged by them; because of them, I am still here.
- Whether they know it or not, these people have made a person like me, who didn't know their worth, feel that I am worth everything. Thanks to them I know that I will do great things in life. I will make myself proud and make them proud of me.
- They were kind and funny and uplifted us when we were feeling down.
- They were really nice and really wanted to get to know me and to help me in any way they could. They all cared about us individually and wanted us to succeed.
- They always understood the environment we were in, going to a competitive school. I connected with a lot of them and became friends with them, and I was able to have fun in their class while also learning.

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

- Words cannot explain what these ladies have done for me. I would push them away, but they persisted in helping me. They were the first people in my life that I felt believed in me.
- Even with everything going on at home, she would help me and then push me to do work even when I felt like giving up.
- She will not let anyone fail. She is the best Stevenson High School has got. She is dedicated to her students, even if they don't want the help.
- We started making conversation, and we shared stories, and she guided me through things I didn't know how to handle.
- She would try and keep kids out of trouble and help guide them in the right direction because she understood what it felt like to be a troubled kid.
- The Jazzman's ladies are the best! They deserve to be recognized for all their efforts to help students be better people.

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

<b>Strongly Agree</b>	=	<b>59%</b>	<b>Disagree</b>	=	<b>4%</b>
<b>Agree</b>	=	<b><u>36%</u></b>	<b>Strongly Disagree</b>	=	<b><u>1%</u></b>
		<b>95%</b>			<b>5%</b>

**N= 1039**

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

<b>Strongly Agree</b>	=	<b>30%</b>	<b>Disagree</b>	=	<b>14%</b>
<b>Agree</b>	=	<b><u>53%</u></b>	<b>Strongly Disagree</b>	=	<b><u>3%</u></b>
		<b>83%</b>			<b>17%</b>

**N= 1039**

**Adlai E. Stevenson High School**  
**SENIOR SURVEY RESPONSES**

**(Reported in percentages of student responders for each item)**

**STUDENT SERVICES**

**For the following questions:**

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

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

<b>1 day</b>	<b>=</b>	<b>39%</b>
<b>2-3 days</b>	<b>=</b>	<b>42%</b>
<b>1 week</b>	<b>=</b>	<b>13%</b>
<b>2 weeks</b>	<b>=</b>	<b>3%</b>
<b>More than 2 weeks</b>	<b>=</b>	<b>3%</b>

**N=977**

2. I feel welcome in my counselor's office.

<b>SA = 81%</b>	<b>D = 1%</b>
<b>A = 18%</b>	<b>SD = 0%</b>
<b>99%</b>	<b>1%</b>

**N= 1039**

3. My counselor treats me with respect.

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

**N=1039**

4. My counselor believes in my ability to achieve my goals.

<b>SA = 84%</b>	<b>D = 1%</b>
<b>A = 15%</b>	<b>SD = 0%</b>
<b>99%</b>	<b>1%</b>

**N= 1039**

5. I can rely on my counselor to follow through when I need something.

<b>SA = 79%</b>	<b>D = 3%</b>
<b>A = 17%</b>	<b>SD = 1%</b>
<b>96%</b>	<b>4%</b>

**N= 1039**

6. My counselor cares about me and my feelings.

<b>SA</b>	<b>=</b>	<b>81%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>17%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>99%</b>			<b>1%</b>

**N= 1039**

7. My counselor helps me to learn from setbacks or mistakes.

<b>SA</b>	<b>=</b>	<b>68%</b>	<b>D</b>	<b>=</b>	<b>4%</b>
<b>A</b>	<b>=</b>	<b><u>27%</u></b>	<b>SD</b>	<b>=</b>	<b><u>1%</u></b>
		<b>95%</b>			<b>5%</b>

**N= 1039**

8. My counselor provides me with information about classes, co-curricular activities, resources, supports, coping strategies, and/or other opportunities to explore.

<b>SA</b>	<b>=</b>	<b>69%</b>	<b>D</b>	<b>=</b>	<b>4%</b>
<b>A</b>	<b>=</b>	<b><u>26%</u></b>	<b>SD</b>	<b>=</b>	<b><u>1%</u></b>
		<b>95%</b>			<b>5%</b>

**N= 1039**

9. My counselor listens to me.

<b>SA</b>	<b>=</b>	<b>76%</b>	<b>D</b>	<b>=</b>	<b>1%</b>
<b>A</b>	<b>=</b>	<b><u>22%</u></b>	<b>SD</b>	<b>=</b>	<b><u>1%</u></b>
		<b>98%</b>			<b>2%</b>

**N= 1039**

10. My counselor tries to understand me as a person.

<b>SA</b>	<b>=</b>	<b>71%</b>	<b>D</b>	<b>=</b>	<b>3%</b>
<b>A</b>	<b>=</b>	<b><u>25%</u></b>	<b>SD</b>	<b>=</b>	<b><u>0%</u></b>
		<b>100%</b>			<b>3%</b>

**N= 1039**

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

<b>SA</b>	<b>=</b>	<b>71%</b>	<b>D</b>	<b>=</b>	<b>3%</b>
<b>A</b>	<b>=</b>	<b><u>25%</u></b>	<b>SD</b>	<b>=</b>	<b><u>1%</u></b>
		<b>96%</b>			<b>4%</b>

**N=220**

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

<b>SA</b>	<b>=</b>	<b>62%</b>	<b>D</b>	<b>=</b>	<b>3%</b>
<b>A</b>	<b>=</b>	<b><u>34%</u></b>	<b>SD</b>	<b>=</b>	<b><u>1%</u></b>
		<b>96%</b>			<b>4%</b>

**N=979**

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

<b>SA</b>	<b>=</b>	<b>60%</b>	<b>D</b>	<b>=</b>	<b>5%</b>
<b>A</b>	<b>=</b>	<b><u>33%</u></b>	<b>SD</b>	<b>=</b>	<b><u>2%</u></b>
		<b>93%</b>			<b>7%</b>

**N=925**

14. I have found group programs with the College Career Center staff to be informative and helpful.

<b>SA</b>	<b>=</b>	<b>50%</b>	<b>D</b>	<b>=</b>	<b>9%</b>
<b>A</b>	<b>=</b>	<b><u>37%</u></b>	<b>SD</b>	<b>=</b>	<b><u>4%</u></b>
		<b>87%</b>			<b>13%</b>

**N=759**

15. My parents/guardians and I found our Post-Secondary Student Counselor Parent Engagement (P-SCoPE) meeting informative and helpful.

<b>SA</b>	<b>=</b>	<b>50%</b>	<b>D</b>	<b>=</b>	<b>10%</b>
<b>A</b>	<b>=</b>	<b><u>38%</u></b>	<b>SD</b>	<b>=</b>	<b><u>2%</u></b>
		<b>88%</b>			<b>12%</b>

**N=727**

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

<b>SA</b>	<b>=</b>	<b>43%</b>	<b>D</b>	<b>=</b>	<b>8%</b>
<b>A</b>	<b>=</b>	<b><u>45%</u></b>	<b>SD</b>	<b>=</b>	<b><u>3%</u></b>
		<b>89%</b>			<b>11%</b>

**N=769**

17. My parents/guardians and/or I have utilized my own school counselor for college information.

<b>Yes</b>	<b>=</b>	<b>67%</b>
<b>No</b>	<b>=</b>	<b>33%</b>

**N=1039**

18. My parents/guardians and/or I have utilized a Stevenson post-secondary counselor for college information.

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

**N= 1039**

19. My parents/guardians and/or I have utilized a privately hired college consultant/tutor for college support (specifically essay and/or college list development, not including test-prep).

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

**N= 1039**

20. My parents/guardians and/or I have utilized Stevenson's College Career Center YouTube Channel.

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

**N= 1039**

### **ACADEMIC SUPPORT**

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

**Yes** = **41%**  
**No** = **59%**

**N= 1039**

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

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

**N= 1039**

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

**Yes** = **24%**  
**No** = **75%**

**N=1039**

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

**Yes** = **59%**  
**No** = **41%**

**N= 1039**

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

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

**N= 1039**

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

**Yes** = **43%**  
**No** = **57%**

**N= 1039**

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

**SA** = **35%**      **D** = **8%**  
**A** = **56%**      **SD** = **1%**  
         **91%**                      **9%**

**N= 826**



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

<b>SA</b>	<b>=</b>	<b>52%</b>	<b>D</b>	<b>=</b>	<b>5%</b>
<b>A</b>	<b>=</b>	<b>42%</b>	<b>SD</b>	<b>=</b>	<b>1%</b>
		<b>94%</b>			<b>6%</b>

**N= 907**

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

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

<b>Yes</b>	<b>=</b>	<b>94%</b>
<b>No</b>	<b>=</b>	<b>6%</b>

**N=1039**

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

<b>Extremely positive</b>	<b>=</b>	<b>35%</b>
<b>Positive</b>	<b>=</b>	<b>47%</b>
<b>Satisfactory</b>	<b>=</b>	<b>15%</b>
<b>Unsatisfactory</b>	<b>=</b>	<b>4%</b>
<b>Did not participate</b>	<b>=</b>	<b>7%</b>

**N= 1039**

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

<b>Extremely positive</b>	<b>=</b>	<b>33%</b>
<b>Positive</b>	<b>=</b>	<b>36%</b>
<b>Satisfactory</b>	<b>=</b>	<b>21%</b>
<b>Unsatisfactory</b>	<b>=</b>	<b>10%</b>
<b>Did not participate</b>	<b>=</b>	<b>32%</b>

**N=1039**

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

<b>Extremely positive</b>	<b>=</b>	<b>39%</b>
<b>Positive</b>	<b>=</b>	<b>40%</b>
<b>Satisfactory</b>	<b>=</b>	<b>18%</b>
<b>Unsatisfactory</b>	<b>=</b>	<b>3%</b>
<b>Did not participate</b>	<b>=</b>	<b>54%</b>

**N= 1039**

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

<b>Yes</b>	<b>=</b>	<b>61%</b>
<b>No</b>	<b>=</b>	<b>38%</b>

**N= 1039**

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

**Yes** = **83%**  
**No** = **17%**

**N= 1039**

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

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

**N= 1039**

### **ACADEMIC INFORMATION**

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

**1** = **1%**  
**2** = **4%**  
**3** = **5%**  
**4** = **90%**

**N= 1039**

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

**Exceptional** = **28%**  
**Above Average** = **46%**  
**Average** = **21%**  
**Minimal** = **5%**

**N=1039**

38. 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** = **55%**      **D** = **3%**  
**A** = **41%**      **SD** = **1%**  
**96%**              **4%**

**N= 1039**

39. 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** = **5%**  
**A** = **47%**      **SD** = **2%**  
**93%**              **7%**

**N= 1039**

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

<b>SA</b>	<b>=</b>	<b>52%</b>	<b>D</b>	<b>=</b>	<b>4%</b>
<b>A</b>	<b>=</b>	<b><u>43%</u></b>	<b>SD</b>	<b>=</b>	<b><u>1%</u></b>
		<b>95%</b>			<b>6%</b>

**N= 1039**

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

<b>Extremely positive</b>	<b>=</b>	<b>25%</b>
<b>Positive</b>	<b>=</b>	<b>45%</b>
<b>Satisfactory</b>	<b>=</b>	<b>24%</b>
<b>Unsatisfactory</b>	<b>=</b>	<b>6%</b>
<b>Did not participate</b>	<b>=</b>	<b>9%</b>

**N=1039**

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

<b>Less than 1 hour</b>	<b>=</b>	<b>21%</b>
<b>1 - 2 hours</b>	<b>=</b>	<b>39%</b>
<b>2 - 3 hours</b>	<b>=</b>	<b>28%</b>
<b>More than 3 hours</b>	<b>=</b>	<b>12%</b>

**N=1039**

## Senior Exit Survey Summary

Seniors provided thoughtful and extensive responses as part of the open-ended portion of the Senior Exit Survey. We asked seniors open-ended questions that focused on the district's goal to increase Social Emotional Learning opportunities. This data gives us insight into how our students realize our vision of *A Portrait of a Stevenson Graduate*.

The first open-ended question asked seniors to assess the effectiveness of Stevenson's development of Social Emotional Learning, which includes being able to demonstrate responsibility, recognize and manage emotions and challenging situations effectively, as well as develop and maintain positive relationships. Overall, respondents noted the importance of the relationships they fostered among 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 (92 students noted specific classes in which lessons were embedded) and implicitly (building community in the classroom (59), collaborative classroom environment (54), and positive role models (40). Several students (96) 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). 120 students reported that they were able to see their counselor, social worker, psychologist, or dean when they needed help. Students also felt they learned many of these skills through school-wide programming such as advisory (75) and Freshman Wellness Day/Wellness Week (68).

The second question asked for students' suggestions: "How could Stevenson better help students develop SEL skills?" 110 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 (103). 97 respondents mentioned wanting SEL skills taught in every class, and 86 students mentioned school-wide SEL learning opportunities, including speakers, workshops, class assemblies, relaxation training, and time-management skills. 52 students reported making the school less competitive and stressful would be helpful and 47 students stated they needed more help with stress management.

Overall, the class of 2024 reported a record number of meaningful connections, specifically naming 597 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 students. 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 and 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 attainable. They describe staff members as supportive, passionate, encouraging, kind, purposeful,

loving, engaging, entertaining, and happy. 95% of Seniors felt that teachers treat students with respect regardless of their individual or cultural differences. 83% of students felt that students were considered of each and treat each other with respect regardless of individual or cultural differences.

We asked students to assess the effectiveness and satisfaction rates of the Student Services Department. Based on the results, 99% of students reported that they feel welcome in their counselor's office and they are treated with respect (100%). Seniors continue to perceive counselors as both available and friendly on an interpersonal level. 94% of Seniors are able to make an appointment with their counselor within one week and 96% of Seniors reported that they find their counselor reliable to follow through when they need something. Students also indicated that their counselors believe in their ability to achieve their goals (99%), help them learn from setbacks and mistakes (95%), and provide them with information about classes, resources, coping strategies, and more (95%). Seniors feel as though their counselor listens to them (98%), cares about their feelings (99%), and understands them (100%). In addition, 220 transfer students were specifically asked about their experience. 96% reported that their SST was helpful in their transition to Stevenson.

Seniors responded positively about college counseling services. Counselors and post-secondary counselors are depicted as being knowledgeable and helpful in the college application and selection process (96%). The College and Career Center staff is viewed as being friendly and accessible (93%). 87% of Seniors found that the group programs that the CCC offers are informative and helpful. Over the past several years, Student Services has introduced Naviance, a college and career readiness platform. A large majority of students, as well as parents/guardians (89%), 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. 88% of seniors and their guardians felt this meeting was helpful.

When asked how Seniors and their families obtain information about colleges, 67% of seniors utilize their school counselor. 61% obtain help from the post-secondary counselor, an 11% increase from two years ago. 15% have taken advantage of the Stevenson's CCC Youtube channel and 34% have privately hired college consultants or tutors for college support.

For the eleventh year in a row, when asked about accessing academic support, the most popular response shows that a large majority of students get academic support from their friends (59%). The second most popular response indicates that seniors sought out help from their teachers (41%). Fewer seniors (28%) receive academic support from the Learning Center tutors, which 91% found to be beneficial and 94% found the help and equipment available to students in the learning centers were sufficient. 24% 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 94% 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 (97%). 68% of our students reported earning a position of leadership within the school. More than two-thirds of the seniors (61%) 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 involvement in a variety of co-curricular and community activities.

A large majority (90%) 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, 93% stated they were able to manage their emotions in challenging situations, and 95% 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. 12% reported spending over three hours per night. The most common response was one to two hours per night (39%), and 28% 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**

	<b><u>2020</u></b>	<b><u>2021</u></b>	<b><u>2022</u></b>	<b><u>2023</u></b>	<b><u>2024</u></b>
<b>1</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>	<b>2%</b>	<b>1%</b>
<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>
<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>5</b>
<b>4</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>90</b>

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

	<b><u>2020</u></b>	<b><u>2021</u></b>	<b><u>2022</u></b>	<b><u>2023</u></b>	<b><u>2024</u></b>
<b>exceptional</b>	<b>34%</b>	<b>27%</b>	<b>27%</b>	<b>30%</b>	<b>28%</b>
<b>above average</b>	<b>48</b>	<b>47</b>	<b>45</b>	<b>44</b>	<b>46</b>
<b>average</b>	<b>16</b>	<b>23</b>	<b>25</b>	<b>22</b>	<b>21</b>
<b>minimal</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>5</b>

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

	<b><u>2020</u></b>	<b><u>2021</u></b>	<b><u>2022</u></b>	<b><u>2023</u></b>	<b><u>2024</u></b>
<b>positive</b>	<b>97%</b>	<b>96%</b>	<b>97%</b>	<b>96%</b>	<b>96%</b>
<b>negative</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>

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

	<b><u>2020</u></b>	<b><u>2021</u></b>	<b><u>2022</u></b>	<b><u>2023</u></b>	<b><u>2024</u></b>
<b>positive</b>	<b>95%</b>	<b>92%</b>	<b>92%</b>	<b>94%</b>	<b>95%</b>
<b>negative</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>6</b>	<b>5</b>

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

	<b><u>2020</u></b>	<b><u>2021</u></b>	<b><u>2022</u></b>	<b><u>2023</u></b>	<b><u>2024</u></b>
	<b>98%</b>	<b>95%</b>	<b>96%</b>	<b>96%</b>	<b>94%</b>

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

	<b><u>2020</u></b>	<b><u>2021</u></b>	<b><u>2022</u></b>	<b><u>2023</u></b>	<b><u>2024</u></b>
<b>Satisfactory or better</b>	<b>98%</b>	<b>97%</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>
<b>N/A (did not participate)</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>7</b>

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

	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
Positive	94%	92%	90%	91%	90%
N/A (did not participate)	33	34	31	33	32

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

	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
Positive	99%	97%	96%	96%	97%
N/A (did not participate)	58	62	52	52	54

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

<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
77%	74%	70%	71%	68%

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

<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
65%	64%	63%	68%	61%

**Participation in community service activities**

<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
93%	85%	84%	83%	83%

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

<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
591	569	571	583	597

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

	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
positive	98%	94%	96%	95%	95%
negative	2	6	4	5	5



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

	<b><u>2020</u></b>	<b><u>2021</u></b>	<b><u>2022</u></b>	<b><u>2023</u></b>	<b><u>2024</u></b>
positive	85%	85%	86%	86%	83%
negative	15	15	14	14	17%

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

	<b><u>2020</u></b>	<b><u>2021</u></b>	<b><u>2022</u></b>	<b><u>2023</u></b>	<b><u>2024</u></b>
Positive	97%	94%	92%	93%	94%
N/A (did not participate)	8	10	9	9	9

## **Longitudinal Senior Exit Data**

Senior exit data has been collected and recorded for twenty-eight 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 thirteen years.

The number of seniors reporting that they have attended Stevenson for a full four years remains high, reflecting past historical trends (90%). 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 2024 (74%). Only 5% 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 95%. Student participation in at least one co-curricular activity has also been consistent. 94% 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 clubs and/or activities have also shown little deviation over the years. Of those who participated in clubs and/or activities, 96% reported a positive experience. 97% of intramural participants reported a positive experience. 90% of student-athletes reported a positive experience in athletics whereas 88% responded positively seven 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 (68%). 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 61%. 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 2024 recognized 597 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 (83% positive). Students report positive experiences in Stevenson's Advanced Placement program at a high rate of 94%.

The graduates of 2024 continued a strong tradition of being engaged and respectful students and leaders in our school and community. They have identified the positive impact of Stevenson's faculty and staff more enthusiastically than ever before.

**STUDENT SERVICES SURVEYS ACROSS**

**GRADES 9-12**

	<b>FRESHMEN</b>	<b>SOPHOMORES</b>	<b>JUNIORS</b>	<b>SENIORS</b>
1. My ability to access my counselor within a week:				
	94%	96%	97%	94%
2. My counselor's office welcoming:				
	100%	100%	100%	99%
3. My counselor respects me:				
	100%	100%	100%	100%
4. My counselor believes in my ability to reach my goals:				
	100%	100%	100%	99%
5. My ability to rely on my counselor:				
	99%	100%	100%	96%
6. My counselor cares about me and my feelings:				
	99%	100%	100%	99%
7. My counselor helps me learn from setbacks or mistakes:				
	98%	99%	100%	95%
8. My counselor provides me with information, resources, supports, or opportunities:				
	99%	100%	100%	95%
9. My counselor listens:				
	100%	100%	100%	98%
10. My counselor tries to understand me as a person:				
	99%	100%	99%	100%
11. Students participated in the LTAYF Night:				
	47%	53%	52%	N/A

	<b>FRESHMEN</b>	<b>SOPHOMORES</b>	<b>JUNIORS</b>	<b>SENIORS</b>
12. If you participated in the LTAYF Night, it informed your course selection:				
	74%	78%	82%	N/A

	<b>JUNIORS</b>	<b>SENIORS</b>
13. Counselors' and college consultants' knowledge about college applications and selection process:		
	100% Satisfied 83% Util.Rate*	96% Satisfied 94% Util.Rate*

11. College Career Center staff's friendliness and accessibility:		
	99%	93%
12. Utilized post-secondary counselors:	34%	61%
13. Utilized CCC YouTube Channel:	19%	15%
14. Utilized Private tutor/college consultant:	17%	34%

\* - Utilization Rate

#### **SOURCES OF ACADEMIC ASSISTANCE**

	<b>FRESHMEN</b>	<b>SOPHOMORES</b>	<b>JUNIORS</b>	<b>SENIORS</b>
13. Teachers	42%	45%	50%	41%
14. LC Tutors	36%	41%	44%	28%
15. Parents	52%	47%	34%	24%
16. Friends	63%	70%	69%	59%
17. Private Tutors	21%	22%	20%	15%

## **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 welcoming, respectful, reliable, and caring.

As reported by students of all four grade levels, 100% of students feel respected by their counselor. Nearly all freshmen (100%), sophomores (100%), juniors (100%), and seniors (99%) agree that they feel welcome in their counselor's office and feel their counselor believes in their ability to achieve their goals. Following a similar trend of nearly 100%, students feel their counselor listens to them: freshmen (100%), sophomores (100%), juniors (100%), seniors (98%). Students also feel their counselor tries to understand them as a person at impressive rates of nearly 100%: freshmen (99%), sophomores (100%), juniors (100%), seniors (100%). Students agree nearly 100% of the time that their counselor is reliable and cares about their feelings. In addition, freshmen (98%), sophomores (99%), juniors (100%), and seniors (95%) feel their counselor helps them learn from setbacks or mistakes.

Nearly all freshmen (99%), sophomore (100%), juniors (100%), and seniors (95%) agree that counselors provide students with information, resources, supports, or opportunities. Students also perceive counselors as accessible with freshmen (94%), sophomores (96%), juniors (97%), seniors (94%) feeling that they are able to schedule an appointment to see their counselor within a week.

These numbers resemble trends that were illustrated the previous school year, indicating that counselors and students continue to establish meaningful developmental relationships.

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 47% participation rate of LTAYF where 74% believe these discussions were very beneficial for their sophomore course selection. Our sophomores reported a 53% participation rate where 78% believe these discussions were beneficial for their junior course selection. Our juniors reported a 52% participation rate where 82% 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 (83%) and seniors (94%) who choose to tap the knowledge base of counselors and post-secondary counselors. Over a third of our juniors (34%) and the majority of our seniors (61%) utilize our post-secondary counselors. 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 twelfth 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 (63%), sophomores (70%), juniors (69%), and seniors (59%) stating that they routinely use this method to obtain academic support. Teachers came out to the following: freshmen 42%, sophomores 45%, juniors 50%, and seniors 41%. As students progress through high school, they seem to be using parents as sources of academic assistance less (juniors 34% and seniors 24%) and accessing their teachers more often. After friends, parents, and teachers, students access the learning center tutors (freshmen 36%, sophomores 41%, juniors 44%, and seniors 28%). The least popular method of accessing academic assistance is private tutors (freshmen 21%, sophomores 22%, juniors 20%, and seniors 15%). This is the tenth year of this trend. It is possible that tutor usage increases during 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 – 210**

**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 (196) 93%  
Attending college or university part time (6) 3%  
Working - (2) 1%  
Other- (6) 3%

**Note: Questions 2-9 were asked of respondents attending college or university; therefore, 202 responses are reported**

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

Yes – 190 (94%)  
No – 12 (6%)  
Transferring to another college – 12

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

Engineering – 42 (21%)  
Mechanical Engineering – 10  
Computer Engineering – 9  
Electrical Engineering – 5  
Biomedical Engineering – 4  
Chemical Engineering – 3  
Civil Engineering – 2  
Architectural Engineering – 2  
Chemical & Biomolecular Engineering – 2  
Aerospace Engineering – 1  
Biosystems Engineering – 1  
General Engineering – 1  
Molecular Engineering – 1  
Neural Engineering – 1

Business – 30 (15%)  
Finance – 9  
General Business – 7  
Marketing – 6  
Accounting – 4  
Business Management – 3  
Business Administration – 1

Science – 29 (14%)  
Biology – 12  
Biochemistry – 4  
Brain & Cognitive Science – 2  
Chemistry – 2  
Physics – 2  
Biology, Health & Society – 1

Environmental Science – 1  
Earth Science – 1  
Molecular & Cellular Biology – 1  
Neurobiology – 1  
Neuroscience – 1  
Synthetic Biology – 1

Technology – 20 (10%)  
Computer Science – 13  
Data Science – 3  
Actuarial Science – 1  
Computer Information Systems – 1  
Information Sciences – 1  
Management Information Systems – 1

Health Sciences – 20 (10%)  
Nursing – 4  
Kinesiology – 4  
Health Science – 3  
Human Physiology – 2  
Public Health – 2  
Global Health – 1  
Dietetics – 1  
Human Nutrition & Food Science – 1  
Integrated Health Studies – 1  
Physical Therapy – 1

Social Sciences – 13 (6%)  
Psychology – 5  
Political Science – 4



Economics – 3  
Criminal Justice – 1

Education – 6 (3%)

Math/Secondary Education – 1  
Elementary Education – 1  
English/Secondary Education – 1  
Family & Consumer Science/Education – 1  
History/Secondary Education – 1  
Social Studies/Secondary Education – 1

Fine Arts – 6 (3%)

Acting - 1  
Animation - 1  
Audio Arts – 1  
Bakery & Pastry Arts – 1  
Music – 1  
Saxophone Performance – 1

Mathematics – 4 (2%)

Statistics – 2  
Applied and Computational Math – 1  
Math – 1

Communication – 4 (2%)

Journalism – 2  
Media, Culture & Communication – 1  
Speech & Hearing Science – 1

Multiple Majors – 22 (11%)

Biology & History – 1  
Business & Bass Performance – 1

Computer Science & Engineering – 1  
Computer Science & Mathematics – 1  
Computer Science & Data Science – 1  
Computer Science & Physics – 1  
Economics & Math – 1  
Electrical & Computer Engineering – 1  
Electrical Engineering & Computer Science – 1  
English & History – 1  
Finance & Data Science – 1  
Finance & Business Management – 1  
Finance & Political Science – 1  
Marketing & Risk Management/Insurance – 1  
Mathematics & Philosophy – 1  
Mathematics & Computer Science – 1  
Mathematics & Public Policy – 1  
Political Science & Philosophy – 1  
Psychology & Political Science – 1  
Rhetoric & Spanish – 1  
Spanish & Communication – 1  
Statistics & Computer Science – 1

Other – 6 (3%)

Architecture – 1  
Aviation – 1  
Undecided – 1  
Interdisciplinary Studies – 1  
Interior Design – 1  
Social Work – 1

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

No – 14 (7%)  
Yes – 188 (93%)

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

Number of credits:	0 credits -	25
	I don't know -	9
	1-10 credits -	42
	11-20 credits -	37
	21-30 credits -	25
	31-40 credits -	21
	41-50 credits -	16
	51-60 credits -	6
	61 or more -	7

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

My score wasn't high enough – 12

My school doesn't accept my AP course for credit – 8

I didn't take the test – 5

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

Yes – 75 (37%)

Number of credits: 1-5 credits - 29

6-10 credits - 31

11-15 credits - 9

16-20 credits - 6

Subjects:

Math – 34

Spanish – 14

English – 9

Chemistry – 7

Physics – 7

Comp Science – 5

Psychology – 3

Biology – 2

Korean – 1

Mandarin – 1

French – 1

TYC – 1

Fashion Merchandising – 1

History – 1

General Education - 3

No – 100 (50%)

I don't know – 27 (13%)

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

	<u>Well</u>	<u>Adequately</u>	<u>Inadequately</u>	<u>N/A</u>
<b>Writing Composition/Reports</b>	62%	34%	4%	0%
<b>Mathematics</b>	70%	25%	5%	5%
<b>Social Studies</b>	53%	43%	4%	12%
<b>Science</b>	59%	34%	7%	6%
<b>Reading Comprehension</b>	64%	33%	3%	1%
<b>Foreign Language</b>	51%	40%	9%	20%
<b>Fine Arts</b>	52%	43%	6%	20%
<b>Study Skills</b>	41%	38%	21%	2%
<b>Use of Computers—Research</b>	56%	33%	11%	1%
<b>Use of Computers—Applications</b>	42%	36%	22%	4%

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

Better than most – 69%  
The same – 21%  
Not as well as others – 10%

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

Shared GPA – 183

Grade Point Average:	4.0 - 3.5 -	85%
	3.4 - 3.0 -	10%
	2.9 - 2.0 -	5%
	1.9 - 0.0 -	0%

Do not calculate GPA - 1

Did not want to share GPA – 19

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

Higher – 25%  
The same – 49%  
Lower – 27%

**Note: Questions 10-17 were asked of all respondents.**

**10. I became more responsible for my own learning as I advanced through high school.**

Strongly Agree – 48%  
Agree – 43%  
Disagree – 7%  
Strongly Disagree – 2%

**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 – 41

Make homework count – 30

We need better study habits- teach note taking, test prep, study skills, and how to make our own study guides – 26

Nothing, you are doing a good job – 19

We need high stakes cumulative exams so we are ready for them in college- bring finals and midterms back – 14

Teach time management – we have a lot of free time and need to learn how to manage it – 10

Give deadlines and enforce them – 9

Prep us for college things – financial aid, scheduling classes, studying – 9

Offer more individual research/ long term project opportunities – 8

Teach self-advocacy – 4

It is up to the students to figure it out – 4

Challenge all students more – 4  
 Normalize getting help – 4  
 Encourage taking classes that you are interested in – 3  
 Enforce an attendance policy – 3  
 Teach more tech skills – 3  
 Promote balance and having fun – 3  
 Tell students to just be themselves – 3  
 Less handholding – 3  
 Give students more freedom – 3  
 Have serious consequence for academic dishonesty – 3  
 Have useful, real-world classes – 3  
 Give us more time with our counselors – 2  
 Help students find their interests/college majors – 2  
 Get better tutors – 2  
 Stop pushing AP's – 1  
 Recognize all club awards – 1  
 Treat students better – 1  
 Give us multiple choice tests in STEM classes – 1  
 Prioritize mental health – 1  
 Advertise Tech Campus- I loved it there – 1  
 Help students make study groups – 1  
 Get rid of the toxic competition – 1  
 Teach us how to read STEM textbooks – 1

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

Yes – 74%  
 No – 26%

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

Too strict – 6%  
 About right – 74%  
 Not strict enough – 20%

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

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

Get rid of EBR, it makes grading difficult in college – 23  
 Nothing, I loved it! – 21  
 Have more fun and be more social – 18  
 Less stress about grades and more wellness – 17  
 Take different classes and explore my interests – 14  
 Get more involved earlier – 15  
 Focus more on classes and get better grades – 11  
 Take more useful AP and Dual Credit classes – 8  
 Take more APs – 8  
 Make EBR uniform – all teachers the same – 6  
 No COVID – 6

- Take less AP classes – 6
- Take advantage of tutors and teacher help – 6
- Better study habits and time management – 4
- Have more social experiences – 4
- Take advantage of the CCC – 4
- More mental health support – 3
- Better teachers – 3
- Stricter teachers – 2
- Learn study skills – 2
- Easier AP Tests – 2
- More leadership opportunities – 2
- Be nicer – 2
- Better administration – 2
- Have deadlines for things – 2
- Better community – 2
- Better preparation for adulting – 2
- Learn more about diversity – 2
- Less AP/Ivy League pressure – 3
- Be involved in different clubs – 3
- Less strict environment – 3
- Longer lunch – 1
- Graded homework – 3
- Limit AP classes – 3
- Have different friends – 2
- Have smaller classes – 1
- More tutors – 1
- Learn Excel – 1
- Less bullying – 1
- More parking – 1
- Less handholding – 1
- No advisory – 1
- Less video game playing – 1
- Later start – 1
- Leave SHS – 1
- Give more attention to the music program – 1
- Smaller school – 1
- Be at SHS all four years – 1
- Apply for scholarships – 1
- Have more challenging classes – 1
- Do a sport – 1
- Special education – 1
- Do more research – 1

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

- Teachers and Staff – 44
- Clubs – 39
- Friends – 34
- Community, connection and culture we built – 32

Rigorous academics – 21  
Sports – 21  
Large school and meeting new people – 18  
Great variety of classes – 10  
School Events – 9  
Resources – 9  
Opportunities – 7  
The food – 6  
Classroom Structures – 6  
The diverse population – 6  
AP Courses – 6  
Fine Arts programs (Band, Drama, Music, Art) – 5  
Student/teacher interactions – 4  
Learning to Study – 3  
Academic Supports – 3  
The PWC – 3  
Optional homework – 2  
Being surrounded by smart people – 2  
Privileges – 2  
Leadership Opportunities – 2  
Senior Year – 3  
Discovering my passion – 2  
Everything – 1  
Intramurals – 1  
Dual Credit Opportunities – 1  
Graduating – 1  
Being able to change my schedule – 1  
EBR – 1  
Tech Campus – 1

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

Yes – 64%  
No – 36%

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

Yes – 22%  
No – 78%

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

The one-year follow-up survey was completed by 210 respondents from the class of 2023. The purpose of the one-year follow-up survey is to ascertain the current activities of students one year after graduation to inquire about their readiness for potential college-level work and to gauge their perception of their Stevenson experience after accruing a year's worth of post-secondary opportunities.

The vast majority of 2023 graduates declare that they are attending college full-time (93%). 2 students (1%) reported to be working. A large majority of individuals attending college plan to return to the same school in the fall (94%), while others (6%) are thinking of changing their plans by transferring to another college. When asked about specific courses of study, the largest reported category was Engineering (21%) followed by business (15%) and science (14%). Multiple majors (11%), technology (10%), health sciences (10%), social sciences (6%), education (3%), fine arts (3%) and mathematics (25) as well as communication (2%).

The vast majority of this year's sample of students (93%) participated in Advanced Placement classes while in high school and 154 students reported that they earned at least 1 credit. Of the 25 students who did not receive credit, 12 students said either that their score wasn't high enough, 8 said that their college did not accept the AP course for credit and 5 students didn't take the AP test. Some respondents (37%) reported earning additional credit by way of college proficiency exams.

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 (96%), math, (95%), social studies (96%), science (93%), reading comprehension (97%), foreign language (91%) and fine arts (95%), study skills (79%), and use of computers for research (89%) applications (78%).

When asked about grades, 183 of our respondents provided their current GPA. A large percentage (95%) reported that they received a 3.0 GPA or higher. About half (49%) of students received about the same grades in college as in Stevenson, and 25% reported that they received higher grades in college. A large majority of the sample (91%) responded affirmatively when asked 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 (41 students compared to last year's 27) was to remove EBR grading because it makes the transition to college grading more difficult. 30 students suggested that homework count and 26 students reported they needed better study and test-taking habits. 14 students suggested bringing back final exams and midterms to have more high-stakes cumulative exam experience. 10 students commented on teaching time-management and 9 students mentioned having enforced deadlines. 9 students also mentioned providing them with more preparation for college life. 8 students suggested having more individual research and long-term project opportunities.

Looking back, (74%) of 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 (74%), while a smaller percentage described it as “too strict” (6%). And 20% of students felt that discipline was not strict enough, a fifteen percent increase from last year’s report.

When asked what one aspect of their high school experience they would change, the most frequent responses were; remove EBR grading (23), or make EBR more uniform (6), have more fun and be social (18), worry less about grades (17), explore interests (14), get more involved earlier (15), focus more on classes and grades (8), take more AP classes (8), take less AP classes (6). Take advantage of tutors and teachers’ help (6).

When asked to describe the best aspects of the Stevenson experience, people and relationships placed in the top category. Faculty and staff (44) garnered the most responses followed by clubs (39), friends (34), community (32), academics (21) and sports (21). Enthusiasm and appreciation for faculty/staff mirrors the annual results from the Senior Exit Survey.

Students were also asked about their voting status. 64% reported that they are registered to vote. Since leaving Stevenson, 22% reported that they had voted in a national, state, or local election.

In summary, the sample group for the Class of 2023 indicated that most are attending college and that their preparation for college was effective. 69% reported that their academic preparation was better than most others 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. Students are pursuing a variety of majors and most graduates relayed that they were pleased with their high school experience.



## **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 – 94%

Work – 6%

**Note – 86 respondents completed some college, so 86 responses are reported for questions 2, 6, 7 & 8.**

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

Social Sciences – 17 (20%)

Psychology – 7

Economics – 2

Homeland Security – 2

Anthropology – 1

Criminal Justice – 1

Environmental Policy – 1

Political Science – 1

Sustainability – 1

Urban & Regional Planning – 1

Business – 15 (17%)

Finance – 3

Business Management – 3

Marketing – 2

Accounting – 1

Advertising – 1

Business Administration – 1

Consumer Behavior & Marketplace

Studies – 1

Emerging Business in Tech & Design – 1

Fashion Merchandising – 1

Human Resources Management – 1

Engineering – 11 (13%)

Industrial Engineering – 3

Mechanical Engineering – 3

Aerospace Engineering – 1

Architectural Engineering – 1

Bioengineering – 1

Civil Engineering – 1

Computer Engineering – 1

Education – 7 (8%)

Elementary Education – 4

Early Childhood Education – 1

Math/Secondary Ed – 1

Family & Consumer Science/Secondary  
Ed – 1

Science – 7 (8%)

Biology – 3

Neuroscience – 2

Fire Science – 1

Neurobiology – 1

Health Fields – 4 (5%)

Nursing – 2

Integrated Health Science – 1

Health Promotion & Equity – 1

Communication Arts – 3 (3%)

Communications – 1

Design & Visual Communications – 1

English – 1

Other – 7 (8%)

Computer Science – 4

Math – 2

Art – 1

Multiple Majors – 15 (18%)

Political Theory & Constitutional

Democracy, Social Relations & Policy,

Interdisciplinary Humanities – 1

Biochemistry & Biology – 1

Biology & Psychology – 1

Operations Management & Information

Systems – 1

Business & Environmental Science – 1

Business Admin & Philosophy – 1

Chemistry & Psychology – 1

Computer Science & Data Science – 1

Computer Science & Chemistry – 1

Computer Science & Engineering – 1

Computer Science & Math – 1  
Finance & Economics – 1  
Public Health & Communications – 1

Public Relations/Strategic  
Communications & English Lit – 1  
Zoology & Botany – 1

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

Yes – 87%  
No – 13%

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

3 years -	4
3.5 years -	3
4 years -	59
4.5 years -	9
5 years -	4

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

Changed majors – 4  
COVID – 4  
Major Requirements - 2  
Co-ops in my program- 2  
Mental Health - 1

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

Working – 72%  
Graduate school – 15%  
Work & Grad school – 8%  
Finishing undergrad – 3%  
Looking for work – 2%

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

Higher – 21%  
The same – 58%  
Lower – 21%

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

Well – 67%  
Adequately – 25%  
Inadequately – 8%

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

Better than most – 63%  
The same – 32%  
Not as well as others – 5%

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

Strongly Agree – 31%  
Agree – 53%  
Disagree – 16%  
Strongly Disagree – 0%

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

There was too much competition- it was toxic- 13  
EBR - 11  
There was no mental health support – 4  
There was too much handholding – 3  
Students taking AP classes were praised, college prep students were not – 3  
There were no deadlines – 1  
They did not teach time management/balance – 5  
I was not taught study skills – 2  
There were no consequences for cheating – 1  
They let us do too much – 1  
I was pushed to stay in hard classes – 1  
I don't know – 2  
Not enough prep for college – 1  
I didn't get to take AP Classes – 1  
Special Education – 1  
Nothing- Stevenson did a great job making us responsible – 40

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

No EBR – 9  
More deadlines – 6  
Encourage following your passion – 5  
Encourage study groups and cooperation – 5  
Have more research & independent long-term projects – 5  
Teach study habits – 4  
Less handholding – 4  
More real-life skills – 4  
Promote self-advocacy – 4  
Encourage outside exploration of topics – 3  
Teachers should encourage students more – 3  
Schedule office hours for teachers – 3  
Stop comparing people – 3

- Less pressure – 2
- Allow major/career specializations – 2
- Assign more open-ended problems – 2
- More balance – 1
- More encouragement – 1
- Allow boys to have emotions – 1
- Stop pushing higher levels – 1
- Have fewer APs – 1
- Have homework – 1
- Tell us it is ok to fail – 1
- Change the culture – 1
- Have hybrid learning – 1
- More freedom – 1
- Emphasize learning over grades – 1
- Make attendance optional – 1
- Make tutors more accessible – 1
- Stop lecturing – 1
- Have more consequences – 1
- Have more public speaking opportunities – 1
- Nothing, it was great – 11

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

- Too strict – 19%
- About right – 74%
- Not strict enough – 7%

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

- Yes – 73%
- No – 27%

**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 – 16
- Make more friends and be more social – 11
- Have more balance/less pressure - 9
- Get rid of the culture of competition – 5
- Take more electives to explore my interests – 4
- Have more mental health support – 4
- Know that I was good enough – 3
- Stay longer – 2
- More emphasis on self-care – 2
- Have more people to rely on – 2
- Be involved in different clubs – 2
- No EBR – 2
- Everything – 2
- Change math levels – 2

- Take fewer AP classes – 1
- Have more understanding deans – 1
- Explore different careers -1
- Be less involved – 1
- Have less competitive sports to join – 1
- Done more work – 1
- Prep for college earlier – 1
- Keep playing my sport – 1
- Take more AP Science – 1
- Take more challenging courses – 1
- Less tests – 1
- Take lower classes without being made fun of – 1
- Be allowed to come back – 1
- Have better teachers – 1
- Better traffic flow – 1
- Nothing, it was great! – 16

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

- Teachers & Staff – 34
- Friends/Students – 19
- Sports – 18
- Extracurricular activities – 16
- The school spirit at the big events (Spring Fling, World's Fair, Odyssey) – 12
- Rigorous academic opportunities – 11
- Beautiful Campus and State of the art resources – 10
- The community – 7
- Variety of elective classes to explore – 6
- Fine Arts program was fantastic – 4
- AP classes – 3
- The food – 3
- Jazzman's – 2
- Student excellence was expected and nurtured – 2
- Leadership opportunities – 2
- Everything – 2
- All the life lessons learned – 1
- Senior Year – 1
- Social opportunities – 1
- The academic assistance – 1
- The large school – 1
- Classroom setup – 1

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

- Yes – 87%
- No – 13%

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

Yes – 82%

No – 18%

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

The five-year follow-up survey was conducted by a Google form sent to 810 members of the class of 2019. Ninety-one graduates completed the survey during the summer of 2024. 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 (94%) have responded that they attended college full-time upon leaving Stevenson. Different from last year, social sciences was the most popular college route among our five-year alumni (20%). Multiple majors followed close behind at 18% and thirdly business at 17%. Other areas for majors include engineering (13%), education (8%), science (8%), health fields (5%), communication arts (3%), and other (8%).

The majority of these respondents report completing an undergraduate degree (87%), similar to the last few years.

Of the seventy-nine respondents who completed a degree, 66 of these students graduated in four years or less while 13 graduates report taking longer to complete their degrees. (At the national level, about 33.33% of the students graduate in four years). Among Stevenson respondents, five different reasons for taking longer than four years to complete a degree have been described. The reasons cited are changing majors (4), COVID (4), major requirements (2), co-ops in my program (2), and mental health (1).

In terms of current activities, many respondents (15%) are attending graduate school while a large majority (72%) entered the workforce. 8% of respondents reported both working and graduate school. Some students are finishing undergraduate school (3%) while others are actively in search of a job (2%).

Twenty-one percent of the respondents who had attended a college or a university report receiving higher grades than they had earned at Stevenson while 58% earned the same grades. 21% of students who attended college shared that they earned lower grades in college. When asked, "How well did Stevenson prepare you for college?" well over half of respondents (67%) felt "well-prepared" for college. Other students (25%) described being "adequately" prepared. Only 8% 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" (63%), a smaller percentage claim that their preparation is "the same" (32%), while only 5% 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 (84%). All interviewees were asked open-ended questions regarding what Stevenson did to discourage their development in the area of responsibility. Forty graduates shared that Stevenson did a great job making us responsible. Sixteen students shared that the high-stress environment and encouragement to take AP classes did not promote healthy coping strategies. 7 students expressed a desire to learn more time management and study skills. 11 students reported that EBR discouraged the development of responsibility. 6 students shared that deadlines could have helped promote responsibility for learning. 5 students reported a desire for opportunities for research and independent long-term projects. Graduates were also asked to reflect upon Stevenson's disciplinary policies and practices. Most graduates agreed that discipline was "about

right” (74%) while 19% reported Stevenson was “too strict.” Seven 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 (73%) after leaving Stevenson; these results remained similar to the previous year’s survey results. When asked what one aspect of their high school experience they would change, 16 students responded they would have been more involved in clubs, sports, or organizations.

Another four students would have liked to take more electives and explore their interests. Eleven students said they would have liked to make more friends and be more social. Sixteen students said they wouldn’t change anything while another fourteen students said they would have liked school to be less competitive and have more balance. Eighty-seven percent of students responding shared they are registered voters and eighty-two 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 2019 affirm the notion that Stevenson is preparing students for success while creating life-long learners.