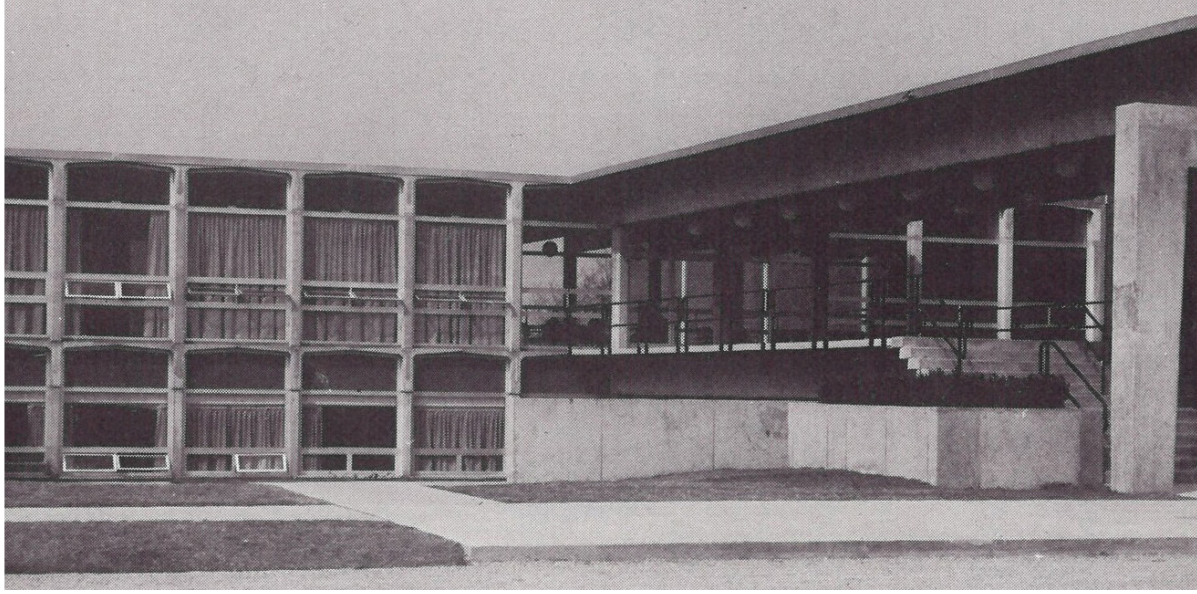
STEVENSON HIGH SCHOOL

ANNUAL REPORT 2026

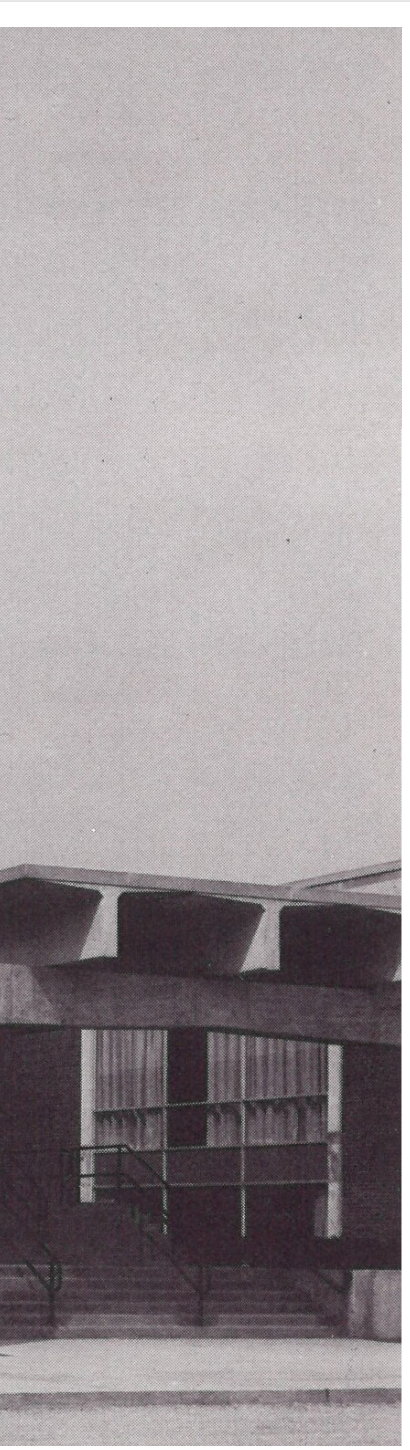




SPECIAL ISSUE—
CELEBRATING 60 YEARS SERVING THE DISTRICT 125 COMMUNITY



BOARD OF EDUCATION
Amy Neault, President
Steven Frost, Vice President
Roni Ben-Yoseph, Secretary
Parag Agrawal, Member
Grace Cao, Member
Gary Gorson, Member
Don Tyer, Member



A MESSAGE FROM OUR BOARD PRESIDENT AND SUPERINTENDENT

In honor of our school's milestone anniversary, we invite you to join us in celebrating 60 years of continuous improvement at Stevenson High School! On behalf of the Board of Education, we are pleased to present this year's Annual Report, a retrospective of the 2024-25 school year. It reflects key outcomes and milestone moments, as well as summaries of key initiatives related to student activities, wellness, family engagement and district finances.

Our hope as you read through this Annual Report is that you will see how our Portrait of a Graduate comes to life inside and outside of our classrooms. For 60 years, Stevenson students have continued the tradition of committing themselves, not just to their learning and personal growth, but to their community as well.

We are deeply grateful to our faculty, students and families for their partnership, without whose support our mission simply would not be possible. As we mentioned, this report provides a high-level overview of the 2024-25 school year, but our Daily Digest and social media channels offer more of a daily peek at the magic that happens at Stevenson.

We welcome you to follow along with our story. Again, thank you for your continued support of our students.

Amy Neault
President, Board of Education

Dr. Eric Twadell
Superintendent

VISION & VALUES

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

❶ CURRICULUM

In order to ensure "Success for Every Student," we will implement a guaranteed, viable and rigorous curriculum that meets the evolving needs of our students while prioritizing active engagement and reflective problem-solving. Our curriculum will encourage students to scrutinize evidence of their learning, challenge their thinking and forge new understandings. We will help students gain confidence, discover their talents and develop the skills they need to succeed in life.

❷ EQUITY, ACCESS AND INCLUSIVITY

In order to ensure "Success for Every Student," we will recognize every student as a valued individual. Students will learn in a safe, inclusive space, where they are taught to understand the value of their own experiences in relation to other diverse perspectives. We will be relentless in removing barriers to full equity, access and inclusivity in our curricular and co-curricular programming. We will establish high academic and behavioral expectations, and we will provide students with the supports required to help them meet or exceed those expectations.

❸ PROFESSIONAL LEARNING COMMUNITY

In order to ensure "Success for Every Student," we will sustain a culture focused on learning, collaboration and results. Our culture of continuous improvement will be driven by collective inquiry, innovative instructional practices and learning-centered assessment and grading practices. We will implement impactful intervention strategies that provide students with more time and support when needed in order to ensure learning and achievement. As a model Professional Learning Community, we will participate in state, national and global initiatives focused on improving educational outcomes.

❹ CULTURE FOR LEARNING

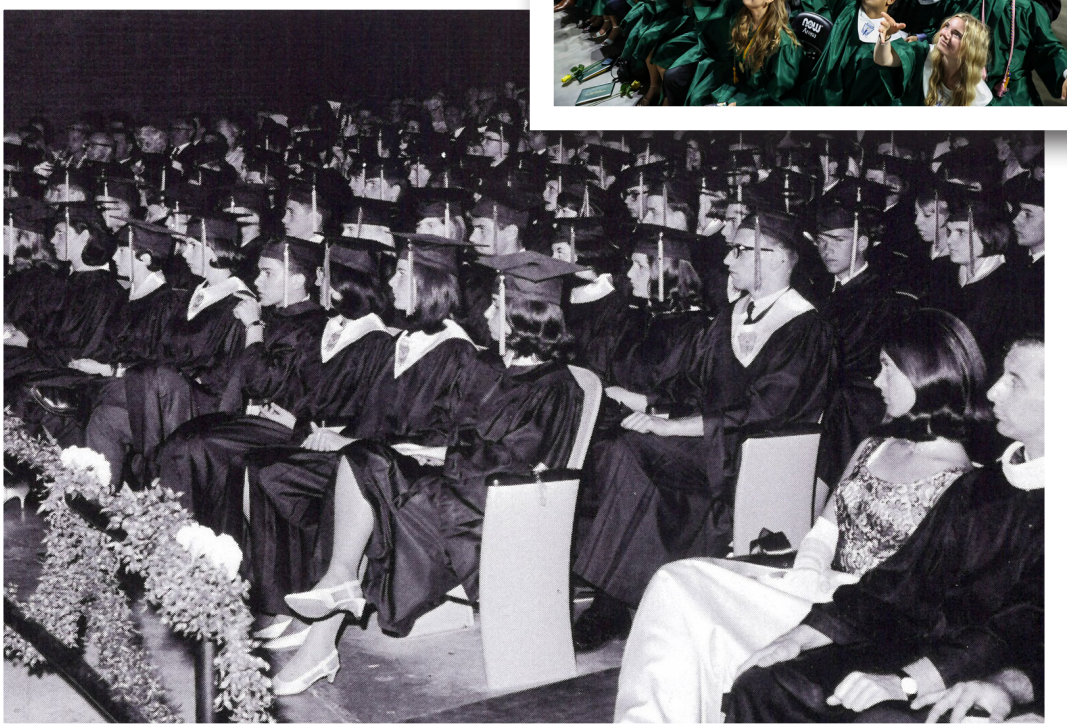
In order to ensure "Success for Every Student," all decision-making processes will be based on the best interests of our students and their learning. We will promote social-emotional learning and a healthy life balance for all students as we nurture continuous improvement and growth in their curricular and co-curricular experiences. We will encourage students to set attainable and aspirational goals, learn the value of hard work and dedication and embrace the challenges and opportunities they will experience in high school and beyond.

❺ COMMUNITY ENGAGEMENT

In order to ensure "Success for Every Student," we will actively engage and support the Stevenson community. We value and respect our community's diverse perspectives, and will provide opportunities for parents and others to inform and support the vision and values of our school. We will forge collaborative partnerships with those who share expertise, providing authentic and innovative student-learning experiences. We are committed to utilizing our resources and facilities to develop and implement educational and recreational opportunities as we work to connect the community and school.

PORTRAIT OF A GRADUATE





COMMITMENT TO SELF

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

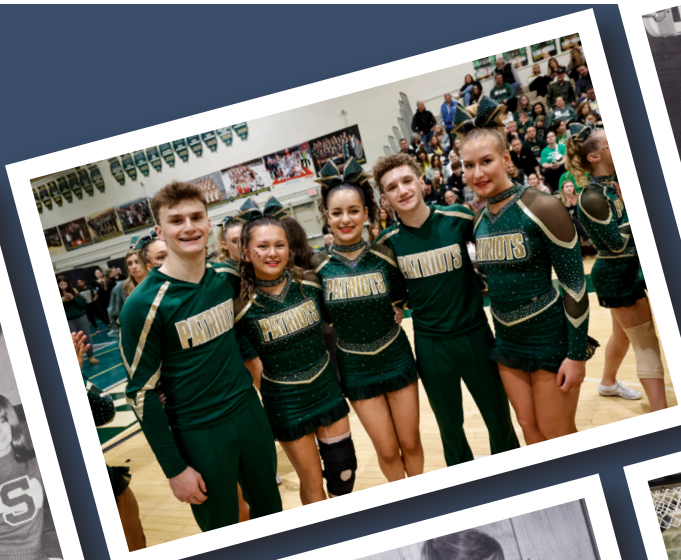
COMMITMENT TO OTHERS

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

COMMITMENT TO LEARNING

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




PATRIOTS
PATRIOTS
PATRIOTS
PATRIOTS










STUDENT COUNCIL


Student Council
JOIN
STU









ACADEMIC ACHIEVEMENT

Stevenson High School's mission–Success for Every Student–calls us to foster a growth mindset and empower every learner to take ownership of their academic journey. Guided by this mission, we are steadfast in our commitment to strengthening college readiness through high levels of student achievement on standardized assessments and expanded access to rigorous, college-level experiences.





COLLEGE-LEVEL EXPERIENCE

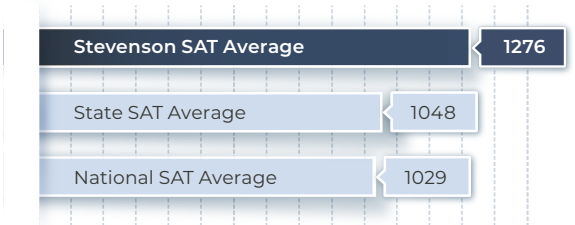
by 2025 Seniors (Class of 2025)

94%	graduated with at least one college-level experience
86%	completed an AP course
43%	completed a dual-credit course
15%	received articulated credit

The 2024-25 school year marked a year of transition as the State of Illinois switched its suite of standardized assessments from the SAT to the ACT, which measures students' level of college preparedness.

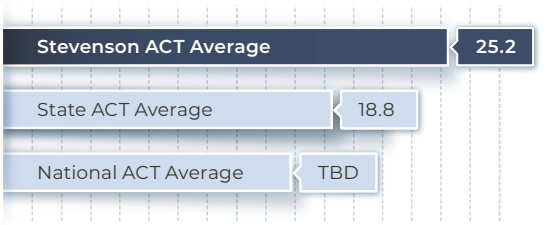
AVERAGE SAT SCORES

by 2025 Juniors (Class of 2026)



AVERAGE ACT SCORES

by 2025 Juniors (Class of 2026)



CLASS OF 2025 SENIORS

The data captured on student academic outcomes and social-emotional development are just part of the story. Every year, our Student Services Division asks graduating seniors to give feedback about their learning experience. Students from the Class of 2025 shared that as a result of their experiences at Stevenson, **they agree or strongly agree that:**

96% *"**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.)."*

93% *"**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.)."*

95% *"**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.)."*



TOP 10 MOST POPULAR COLLEGE CHOICES

#1 THE UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN
#2 COLLEGE OF LAKE COUNTY
#3 UNIVERSITY OF ILLINOIS AT CHICAGO
#4 INDIANA UNIVERSITY
#5 PURDUE UNIVERSITY
#6 UNIVERSITY OF IOWA
#7 DEPAUL UNIVERSITY
#8 LOYOLA UNIVERSITY
#9 OHIO STATE UNIVERSITY
#10 UNIVERSITY OF WISCONSIN, MADISON





ONE-YEAR ALUMNI AND FIVE-YEAR ALUMNI

Every year, we also reach out to recent graduates to see how they are faring in their post-secondary journeys. **Here's what they had to say:**

95% of one-year alumni feel their academic reparation was the same or better than their peers.

93% of one-year alumni became more responsible for their own learning as they advanced through high school.

92% of five-year alumni felt adequately or well prepared for college.

96% of five-year alumni feel their academic preparation was the same or better than their peers.

87% of five-year alumni became more responsible for their own learning as they advanced through high school.



STUDENT LIFE

Co-curricular activities are an essential part of the Stevenson experience. As extensions of the classroom, they help students deepen critical skills such as collaboration, teamwork and time management while pursuing their interests. These opportunities can be transformative, empowering students to demonstrate commitment to themselves, their learning and their community.



STREETFEST

More than 1,700 people enjoyed this annual celebration of wellness and community. Peer Helpers and National Honor Society students raised $9,000 for local wellness-based charities.



GIVE-A-THON

Students in National Honor Society coordinated the 40th annual holiday drive, collecting gifts and essentials for almost 350 families, including 70 bikes, 200 boxes of food and 65 boxes of diapers and wipes.



FINE ARTS

Our students in Fine Arts produced more than 50 events across multiple disciplines, including the full-scale theatrical, musical and dance performances as well as art exhibits.

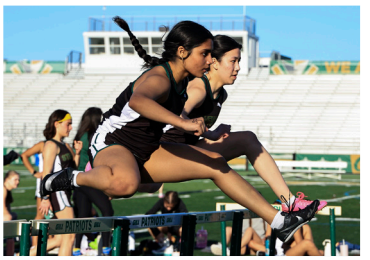


175 Clubs

15 Intramurals

120+ Sports Teams

44 Individual Sports



2,600 students participated in athletics.

32 athletes signed college commitment letters to participate in their respective sports.

7 teams qualified for State finals.

4 teams won State championships.



29 winter and spring sports teams received the IHSA Team Academic Award, which recognizes teams that maintain an average GPA of 3.0 or higher throughout their respective season.

SOCIAL EMOTIONAL LEARNING

Students' social and emotional development is fundamental to their capacity to learn and thrive. Research clearly shows that students with strong social-emotional competencies perform better academically and socially. This enduring truth is why SEL remains a central focus and strategic priority at Stevenson. Our SEL initiatives continue to emphasize professional learning for faculty, equipping them to cultivate classroom environments that nurture students' well-being, resilience and growth.

SOCIAL EMOTIONAL LEARNING COMPETENCIES

99% of Juniors (Class of 2026) scored favorably in four SEL competencies:

- Self Management
- Social Awareness
- Growth Mindset
- Perseverance

99th In all SEL competencies, these percentages put Stevenson in the 99th percentile compared to other schools nationally.

83% of all students scored favorably in teacher-student relationships.

87% of all students scored favorably in classroom climate.

85% of fall student-athletes report a strong sense of belonging.

87% of winter and spring student-athletes report strong team pedagogical effectiveness.



STUDENT BODY

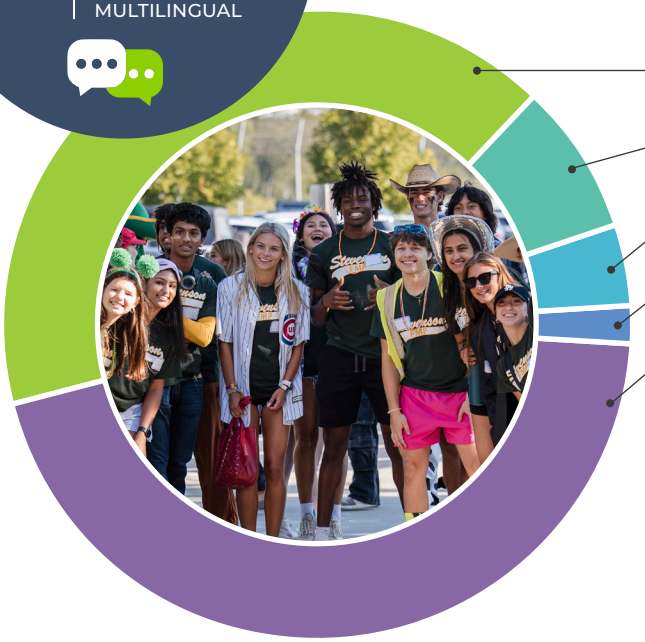
One of Stevenson's greatest distinguishing strengths is the richness of our diversity. We believe that the wide range of cultural backgrounds and perspectives within our community creates a more vibrant and meaningful learning experience, preparing students to thrive in an increasingly diverse world. Aligned with our culture of wellness, students, faculty and staff actively advance our equity work through classroom experiences, co-curricular programming and ongoing professional learning.





59 NUMBER OF LANGUAGES SPOKEN AT HOME

9% PERCENTAGE OF FAMILIES WHO IDENTIFY AS MULTILINGUAL



41% WHITE STUDENTS

8% HISPANIC OR LATINO STUDENTS

4% TWO+ RACES

2% BLACK OR AFRICAN AMERICAN STUDENTS

45% ASIAN STUDENTS

4,759 STEVENSON PATRIOTS

FAMILY ENGAGEMENT

A strong partnership with families creates a vital bridge between school and home, ensuring parents receive clear, timely information about their child's learning and development. At Stevenson, we are committed to deepening this partnership by equipping families with the tools and insight needed to support their student's growth.



PATRIOT FAMILY PROGRAMMING

Our Patriot Family Programming has expanded significantly over the years, now encompassing a wide range of topics—including grading practices, academic programs and student supports—along with guidance on college admissions, wellness and financial aid.

In addition to covering relevant topics with Patriot families, all meeting recordings were translated into the 10 most common languages spoken at Stevenson and viewed 2,145 times.

The District also supported 55 Family Action Network events and created a FAN Book Library to further enhance family access to valuable resources that support their student's growth.

VIRTUAL AND IN-PERSON TOPICS COVERED WITH FAMILIES

- *Learning supports at Stevenson*
- *What to expect when your teen turns 18*
- *Resources for ACT and Pre-ACT preparation*
- *What does the Portrait of a Graduate mean?*
- *What to expect sophomore, junior and senior year*

DISTRICT FINANCES

BUDGET

A summary of our total operating expenditures and revenue for fiscal year 2024-25.

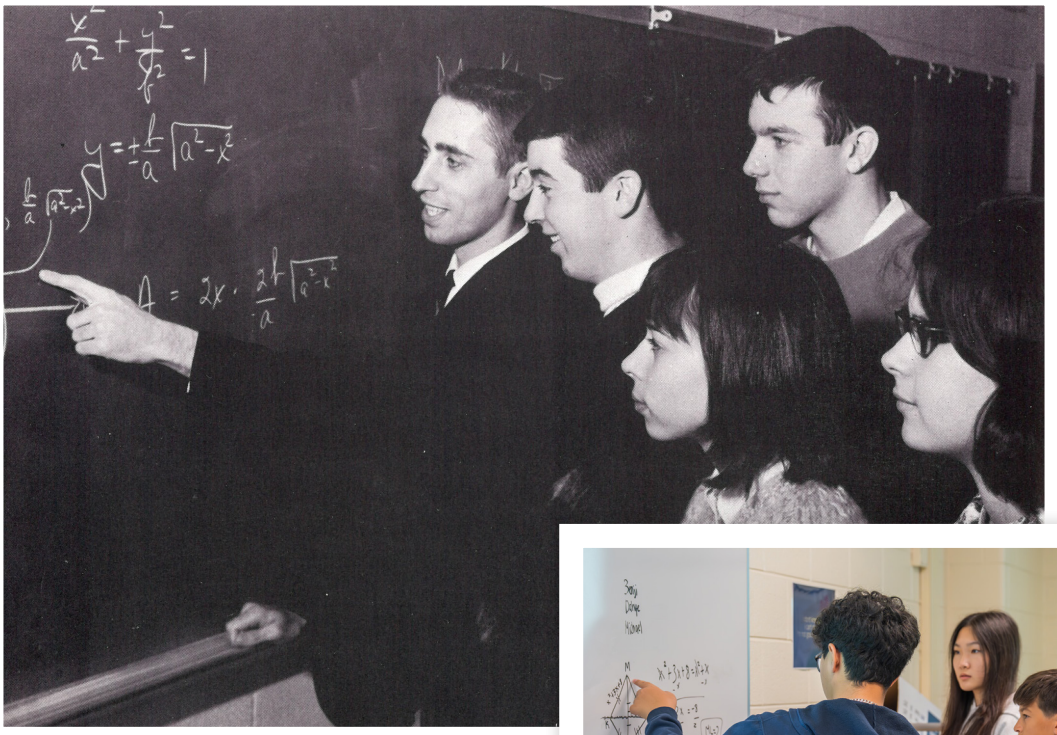
EXPENDITURES

Salaries	$70,048,968
Benefits	$19,096,679
Purchased Services	$43,266,911
Supplies	$7,466,067
Capital Outlay	$4,206,080
Non-Capitalized Equipment	$2,474,891
Other*	$8,846,215
TOTAL EXPENDITURES	**$155,405,811**

** Debt, Private Placement SPED, Student Activities*

REVENUES

Property Taxes	$128,664,418
Other Local	$17,476,519
State	$6,781,529
Federal	$1,630,282
TOTAL REVENUES	**$154,552,748**





BANG FOR YOUR BUCK

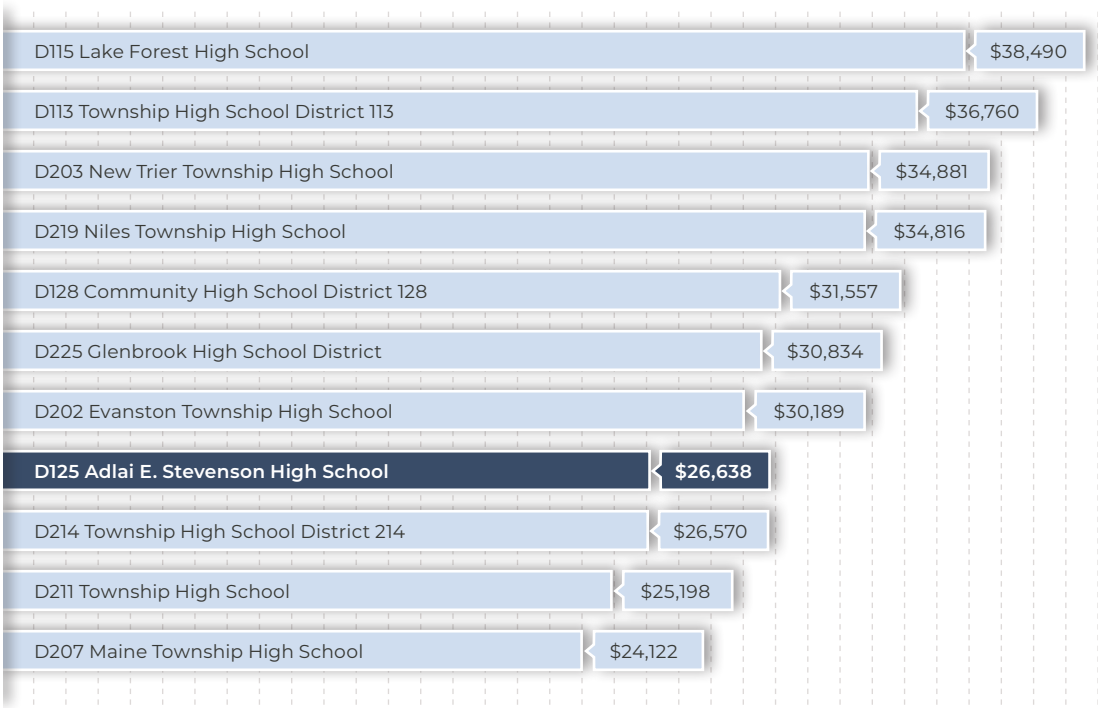
A breakdown of your property tax dollars at work, if your property tax bill was scaled down to a dollar.



39.67% ELEMENTARY SCHOOL
32.77% HIGH SCHOOL
5.79% COUNTY
5.09% VILLAGE
4.07% FIRE
1.35% TOWNSHIP
1.70% FOREST PRESEVERE
2.95% CLC
3.29% LIBRARY
3.33% PARK DISTRICT

EXPENSE PER STUDENT COMPARISON BY SCHOOL DISTRICT

Our average spend per student for fiscal year 2024-25 is defined and calculated by the Illinois State Board of Education and the chart below provides a true “apples-to-apples” comparison of average per-student expenditures between school districts.

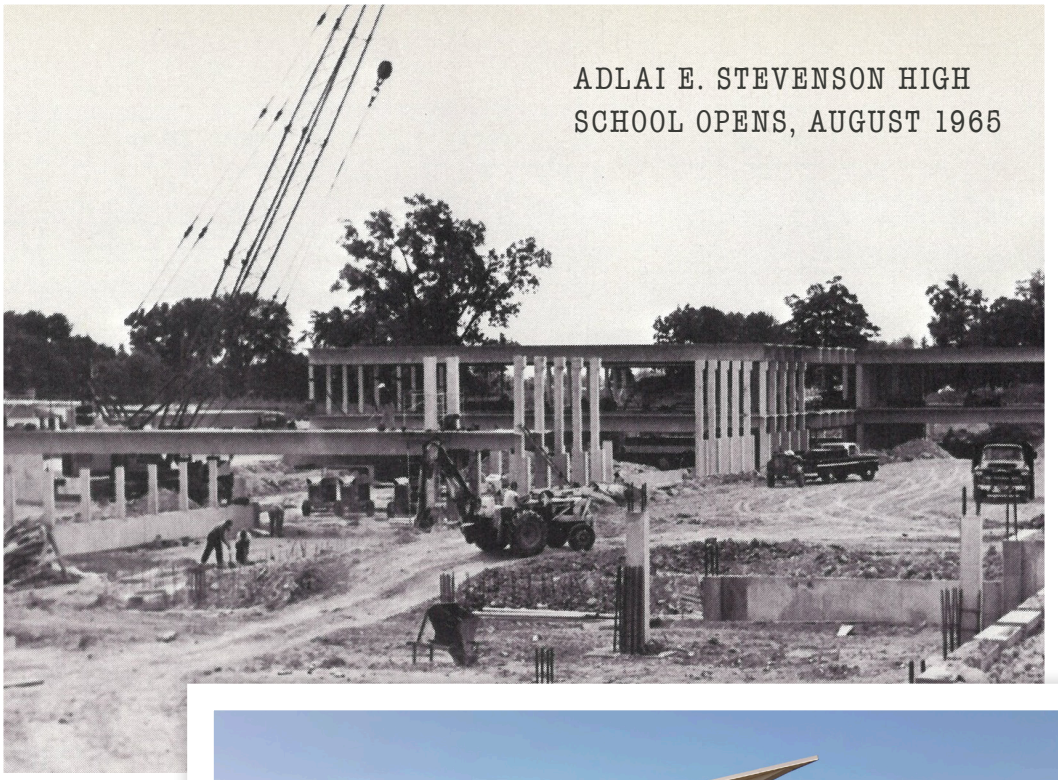


ADLAI E. STEVENSON HIGH SCHOOL
1 Stevenson Drive
Lincolnshire, IL 60069
(847) 634-4000 | www.d125.org

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