



Adlai E. Stevenson High School Student Surveys 2015-2016

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Introduction

The purpose of the 2016 Student Surveys is to collect data that provides information about student perspectives regarding the effectiveness of and extent of participation in services and programs at Adlai E. Stevenson High School. It consists of six surveys in all, four of which are administered to all students in each grade, as well as two surveys administered to representative random samples of one-year and five-year graduates.

Specifically, the surveys administered to freshmen, sophomores, and juniors polled students of all four grade levels about their degree of satisfaction with the performance of counselors in a variety of roles and functions. Items were derived from the responses of juniors and seniors in preliminary focus groups about what characteristics and functions they considered desirable in the counselors' role.

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

Finally, one-year and five-year follow-up surveys attempt to ascertain graduates' perceptions about their academic preparation at Stevenson, as well as the levels and directions of education they have attained and the careers they have chosen. The survey sample sizes this year continue to include approximately fifteen percent (15%) of each class.

Methodology included surveying most of the freshman, sophomore, junior, and senior classes; seniors were surveyed in their senior English classes in the spring, while juniors, sophomores and freshmen participated in the survey during course selection where they met in very small groups. For the first time in 2012, students in grades 9-12 were surveyed using the Naviance software on iPad devices. Results are reported in percentages using the number of students who responded to the item ("n" is reported for each item) and not including those students who did not respond or who responded, "Does not apply" in calculating each percentage. Utilization of particular services and participation are also derived and reported from the numbers of students responding to particular items. In discussing results, percentages of more than 50% are reported as a majority and, using correlation statistics as a guide, percentages over 75% are reported as "large" or "strong" majorities, and, conversely, percentages under 25% are reported as "small" or "weak" minorities.

Follow-up surveys were conducted by telephone with samples of one hundred (100) 2015 Stevenson graduates, and one hundred (100) 2011 graduates. Results are reported in both raw numbers and percentages. These individuals were selected at random from their respective classes. The follow-up surveys intend to provide perspectives from a vantage point that expands information derived from current students. Open-ended questions that

encouraged qualitative, rather than quantitative, responses continue to be expanded to give individuals the opportunity to respond from their own perspectives. As in the previous year, students were asked to complete these qualitative questions at the beginning, rather than the end of the survey in order to maximize student effort and sincerity.

It is hoped that the 2016 Student Surveys will provide some information to board members, administrators, faculty, and staff about the effectiveness of current programs and areas, which might be further examined and addressed in the future.

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

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

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

SA = 84%	D = 0%
A = <u>16%</u>	SD = <u>0%</u>
100%	0%

N=841

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

SA = 94%	D = 0%
A = <u>6%</u>	SD = <u>0%</u>
100%	0%

N= 889

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

SA = 30%	D = 13%
A = <u>55%</u>	SD = <u>2%</u>
85%	15%

N= 845

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

SA = 45%	D = 4%
A = <u>50%</u>	SD = <u>1%</u>
89%	5%

N=881

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

SA = 80%	D = 1%
A = <u>19%</u>	SD = <u>0%</u>
99%	1%

N= 883

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

SA	=	51%	D	=	6%
A	=	<u>41%</u>	SD	=	<u>2%</u>
		92%			8%

N= 822

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

SA	=	73%	D	=	1%
A	=	<u>26%</u>	SD	=	<u>0%</u>
		99%			1%

N= 877

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

SA	=	66%	D	=	2%
A	=	<u>31%</u>	SD	=	<u>1%</u>
		97%			3%

N= 850

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

Yes	=	37%
No	=	63%

N= 895

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

Yes	=	25%
No	=	75%

N= 895

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

Yes	=	44%
No	=	56%

N= 895

Yes = 60%
No = 40%

N= 895

Yes = 18%
No = 82%

N= 895

0 hours	=	0%
Less than 1 hour	=	10%
1 - 2 hours	=	52%
2 - 3 hours	=	32%
More than 3 hours	=	6%

N= 895

SA	=	71%	D	=	1%
A	=	<u>28%</u>	SD	=	<u>0%</u>
		99%			1%

N= 117

Freshman Survey Summary

Student responses to the freshman survey indicate very positive perceptions about counselors. For the past two years, counselors went back to meeting with freshman in their office and not visiting the advisory for their individual course selection appointments. This environment change may have contributed to us seeing increases in many categories. The overwhelming majority of freshmen view their counselor in an extremely positive light. Every freshman feels that they are able to meet with their counselors when they need to or want to (100%). In addition, all students we surveyed (100%) believe that their counselor is friendly and easy to talk to. The Advisory program continues to be an effective conduit for freshmen to communicate with their respective counselors. This year there was a one percent decrease (85%) in the number of freshmen who agree that advisory is a useful way to visit with their counselor. Five years ago 75% thought that advisory was a good way to see their counselor, so this number continues to rise. Compared to last year, 89 percent of the freshmen feel that their counselor knows them. Most students feel positive about the academic counseling that they receive (99%) and this constitutes a three point increase from last year's results. Although some students are not comfortable discussing non academic concerns with counselors (8%), more than three quarters of the students do feel at ease talking with their counselors about personal and individual matters (92%). This constitutes an impressive 8 percent increase from last year's results. The perception of Student Services' office personnel as being helpful and friendly remains high, registering at 99 percent. Both the general population (97%) and transfer students (99%) agree that their counselors are able to ease their transition and adjustment to Stevenson. It is important to note that both of these numbers increased from last year and are both at an all time high.

For the fourth year in a row, we asked new questions which focus on academic assistance, seeking out resources, and time spent on academics. We asked students to identify which resources they access for academic supports. For the fourth year in a row, the results indicate that students most often seek academic assistance from their fellow peers (60%). This result depicts how important programs like Peer Tutors are considering that freshman are feeling most comfortable asking their peers for help. After their peers, freshman will seek help from their parents/guardian (45%), followed closely by their classroom teachers (37%). A smaller amount of freshman (25%), seek help from the Learning Center tutors, while eighteen percent seek assistance from outside paid tutors. This information is helpful in understanding how students access the supports available to them. It is important to note that each area decreased by five points or more except the paid tutors which went up one point. This group of freshman seem to be asking for help less than previous years. We also asked

them to indicate how many hours they spend doing homework or studying during a typical school day. 10% study for less than one hour, 52% study for one to two hours, 32% study for two to three hours, and 6% study for more than three hours. This is very similar to last year's results.

Overall, freshmen continue to view counselors in a positive light. As a counseling department, we have made a conscious effort to ensure we are finding a balance between providing academic support, while also creating meaningful relationships with our freshman. One focus was making sure one on one time was built into our annual advisory curriculum; however, there is also a lot of topics we are increasingly addressing with students in Advisory such as explaining grading procedures, Panorama survey administration, course selection, four year plans, etc. We will continue to find a balance between discussing these important topics but also finding time to get to know our freshman on an individual basis. The results indicate that there was a 1% decrease in the amount of freshman who feel that advisory is a productive time to meet with their counselor (85%).

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

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

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

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

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

N=848

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

SA = 92%	D = 0%
A = <u>8%</u>	SD = <u>0%</u>
100%	0%

N= 860

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

SA = 60%	D = 3%
A = <u>37%</u>	SD = <u>0%</u>
97%	3%

N=855

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

SA = 80%	D = 1%
A = <u>19%</u>	SD = <u>0%</u>
99%	1%

N= 860

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

SA = 64%	D = 4%
A = <u>32%</u>	SD = <u>0%</u>
96%	4%

N= 822

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

SA	=	78%	D	=	1%
A	=	<u>21%</u>	SD	=	<u>0%</u>
		99%			1%

N= 856

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

Yes	=	40%
No	=	60%

N= 865

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

Yes	=	33%
No	=	67%

N= 865

9. I routinely seek academic assistance outside of class time from my parents.

Yes	=	40%
No	=	60%

N= 865

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

Yes	=	68%
No	=	32%

N= 865

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

Yes	=	19%
No	=	81%

N= 865

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

0 hours	=	0%
Less than 1 hour	=	10%
1 - 2 hours	=	42%
2 - 3 hours	=	35%
More than 3 hours	=	13%

N= 865

13. I have had ____ counselors at Stevenson.

1	=	91%
2	=	9%
3	=	0%
More than 3	=	0%

N= 865

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

SA = 72%	D = 3%
A = <u>23%</u>	SD = <u>2%</u>
95%	5%

N=86

Sophomore Survey Summary

Student responses to the sophomore survey indicate positive perceptions about counselors' accessibility and amiable qualities. Every sophomore surveyed (100%) feels that they are able to see their counselor when they need or want to. Additionally, every sophomore surveyed (100%) agreed with the statement that counselors are friendly and easy to talk to. Survey results reveal that tenth graders believe their counselors know them (97%). Most sophomores have a positive perception of counselors as being helpful with individualized academic counseling (99%). The comfort level among students when talking with counselors about personal or non-academic concerns is also high, depicting a four percent increase from last year (96%). The perception of Student Services' office personnel as being friendly and helpful is shared among most of our students (99%). Many of the District's sophomore transfer students have described their counselor as being helpful in easing their transition and adjustment to Stevenson (95%) and this depicts a four point decrease from last year. Ninety one percent of sophomores have had the same counselor since beginning at Stevenson and only nine percent have had two counselors. This is consistent with last year's data.

For the third year in a row, we also asked the sophomores relatively new questions which focus on academic assistance, seeking out resources, and time spent on academics. We asked students to identify which resources they access for academic supports. Similar to the freshmen survey, the results indicate that students most often seek academic assistance from their fellow peers/friends (68%). This result depicts how important programs like Peer Tutors are considering that sophomores are feeling most comfortable asking their peers for help. After their peers, sophomores indicated that they seek help from their teachers (40%) at the same rate as their parents (40%). A smaller amount of freshman (33%), seek help from the Learning Center tutors, while nineteen percent seek assistance from outside paid tutors. This information is helpful in understanding how students access the available supports available to them. We also asked them to indicate how many hours they spend doing homework or studying during a typical school day. 10% study for less than one hour, 42% study for one to two hours, 35% study for two to three hours, and 13% study for more than three hours.

Generally speaking, the great number of positive responses from sophomores suggests that they are satisfied with counselors and their respective services. There are a few noteworthy percentage changes from the previous school year, indicating that counselors have been able to maintain the

enthusiastic perception that the previous sophomore class possessed. For example, most categories went slightly up by a few percentage points. There was a four percent increase in student's comfort level in discussing non academic issues with their counselor, as well as one percent increases in students feeling like their counselor truly knows who they are, feeling their counselor is friendly, and ease of accessing their counselor. Overall, counselors are continuing to create an inviting atmosphere that is conducive to communication and relationship building.

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

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

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

SA = 87%	D = 1%
A = <u>12%</u>	SD = <u>0%</u>
99%	1%

N= 671

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

SA = 93%	D = 0%
A = <u>7%</u>	SD = <u>0%</u>
100%	0%

N=675

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

SA = 62%	SD = 3%
A = <u>35%</u>	D = <u>0%</u>
97%	3%

N=669

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

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

N= 640

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

SA = 59%	D = 6%
A = <u>34%</u>	SD = <u>1%</u>
93%	7%

N= 640

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

SA	=	74%	D	=	2%
A	=	<u>24%</u>	SD	=	<u>0%</u>
		98%			2%

N= 668

7. Counselors and/or college consultants have been helpful to me and/or my parent(s) in beginning the college application process.

SA	=	59%	D	=	3%
A	=	<u>38%</u>	SD	=	<u>0%</u>
		97%			3%

N= 547

8. Counselors and/or college consultants are knowledgeable about the college application and selection process.

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

N= 596

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

SA	=	68%	D	=	1%
A	=	<u>31%</u>	SD	=	<u>0%</u>
		99%			1%

N= 432

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

SA	=	49%	D	=	6%
A	=	<u>44%</u>	SD	=	<u>1%</u>
		93%			7%

N= 332

11. My parents and/or I have found college evening programs informative.

SA	=	42%	D	=	7%
A	=	<u>50%</u>	SD	=	<u>1%</u>
		92%			8%

N= 393

12. My parents and I have utilized Stevenson's College Career Center to obtain information about colleges, scholarships, etc.

Yes = 38%
No = 62%

N= 675

13. My parents and I have utilized my counselor to obtain information about colleges, scholarships, etc.

Yes = 56%
No = 44%

N= 675

14. My parents and I have utilized Stevenson's post-secondary counselors to obtain information about colleges, scholarships, etc.

Yes = 29%
No = 71%

N= 675

15. My parents and I have utilized the Stevenson Home Page college links to obtain information about colleges, scholarships, etc.

Yes = 55%
No = 45%

N= 675

16. My parents and I have utilized other web sites to obtain information about colleges, scholarships, etc.

Yes = 81%
No = 19%

N= 675

17. My parents and I have utilized social networking sites (Facebook, MySpace, Xanga, etc.) to obtain information about colleges, scholarships, etc.

Yes = 40%
No = 60%

N= 675

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

Yes = 62%
No = 38%

N= 675

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

Yes = 12%
No = 88%

N= 675

20. A first generation college student is a student whose parents and/or guardians did not graduate from a 4-year college or university in the United States. Please let us know what best describes you.

Yes, I believe I qualify as a first generation student	24%
No, I do not qualify as a first generation student	69%
I am unsure	5%
I prefer not to respond	2%

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

Yes = 41%
No = 59%

N= 662

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

Yes = 45%
No = 55%

N= 675

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

Yes = 34%
No = 66%

N= 675

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

Yes = 25%
No = 75%

N= 675

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

Yes = 67%
No = 33%

N= 675

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

Yes = 25%
No = 75%

N= 675

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

0 hours = 0%
Less than 1 hour = 7%
1 - 2 hours = 36%
2 - 3 hours = 35%
More than 3 hours = 22%

N= 675

28. I have had ____ counselors at Stevenson.

1 = 88%
2 = 12%
3 = 0%
More than 3 = 0%

N= 675

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

SA = 71% **D = 2%**
A = 26% **SD = 1%**
97% **3%**

N= 60

Junior Survey Summary

Junior responses to the survey continue to be exceptionally positive, closely duplicating the responses of the previous year's junior class and going up in many areas as well. Overall, juniors possess affirming perceptions about counselors and the services they render. Not only do juniors feel that they are readily able to see their counselors (99%), but they also find them approachable (100%). Students continue to express that their counselor knows them (97%) and find them helpful with course selections (99%). Comfort levels in discussions of a personal nature with counselors are strong (93%), while the number of juniors who are greeted in a friendly and helpful manner by Student Services office personnel is agreed upon by most (98%). Many of the junior transfer students who were surveyed related that counselors were helpful with their transition and adjustment to Stevenson (97%). It was found that 12 percent of the juniors have had two or more counselors at SHS, which is a 4-point decrease from last year's results.

Survey trends demonstrate that nearly all juniors are more than satisfied with general counseling services as questions continue to elicit similar results from year-to-year on the junior survey.

Even though juniors and their parents are not yet fully exposed to the series of informative college counseling programs prior to survey administration, college counseling services are viewed almost as favorably as general counseling services among respondents. Responses to college counseling-related items are similar to previous years. Juniors perceive counselors and College/Career Center (CCC) personnel as being helpful at the beginning of the college application process (97%), and even more perceive them to be knowledgeable about the selection process (99%). Juniors who visit the CCC find staff to be friendly and accessible (99%). Those juniors who avail themselves to visiting college representatives report that they find these contacts to be helpful (93%). Likewise, those who choose to attend evening programs that deal with college-related topics view the programs as informative (92%). All of these areas went up 1-2 points this year.

How many Stevenson students are utilizing college counseling services? Data from this section was obtained by asking a series of statements that require yes/no responses. Less than half of the juniors (38%) have utilized the College Career Center to obtain information about post-secondary planning. For the past five years survey results indicate that juniors are accessing counselors (56%) more than college counselors (29%) about college related information. It is important to note that surveys are conducted well before juniors have typically

been able to take advantage of the department's *Narrowing Your Options* appointment. However, this group of juniors was able to attend the fall *Finding Your Fit* program. More than half of juniors (55%) claim to have accessed college information by way of college links located on Stevenson's home page. This is a five-point decrease from last year. There is a four percent increase in the amount of students utilizing outside links like Facebook to obtain information about college (40%). In the past few years, one of our college counselors created a CCC Facebook page, so that could be what's impacting the increase in student's utilizing other social media sites to access college related information. Though it is early in the process, more than half of the junior class (62%) report that they have visited college campuses, which is the same result as previous year's class. A small percentage of students are seeking the services of privately hired college consultants (12%), which indicates that our junior class relies on Stevenson's resources and services when inquiring about college information. Favorable views towards college counseling and accompanying resources continue to result in utilization. Hopefully, based upon utilization and services rendered, students will become informed college consumers.

For the fifth year in a row, we asked the juniors some new questions which focus on academic assistance, seeking out resources, and time spent on academics. We asked students to identify which resources they access for academic supports. Similar to the freshman and sophomore survey, the results indicate that students most often seek academic assistance from their fellow peers/friends (67%). This result depicts how important programs like Peer Tutors are considering that juniors are feeling most comfortable asking their peers for help. After their peers, juniors indicated that they seek help from their classroom teachers (45%) and then from the Learning Center (34%). For the fifth year in a row, this is the first age group that listed teachers and Learning Center before parents. It's interesting to note considering that as juniors they might be getting more comfortable advocating for themselves and utilizing the school resources more freely. Next, juniors (25%), seek help from their parents/guardians, while twenty-five percent seek assistance from outside paid tutors. This information is helpful in understanding how students access the available supports available to them.

We also asked them to indicate how many hours they spend doing homework or studying during a typical school day. 7% study for less than one hour, 36% study for one to two hours, 35% study for two to three hours, and 22% study for more than three hours. This is the first age group where a large percentage of students are studying for 3 or more hours per school day. This might be indicative of how important the junior year becomes for students, as well as the increasing rigor of the curriculum as more AP classes become

available for students.

For the first time, we asked two new questions to try and gather information about first generation students. We are trying to determine whose parents and/or guardians did not graduate from a four year college or university in the United States. Twenty four percent of the juniors surveyed believe they qualify as a first generation student, while sixty nine percent do not qualify. Five percent were not sure and two percent chose not to respond. This information is important for us to identify so we can consider developing certain programs for this demographic and determine potential referrals for our newer Stevenson to College mentoring program.

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

1. **Social Emotional Learning (SEL) is the process of developing the ability to demonstrate responsibility, recognize and manage emotions and challenging situations effectively, and develop and maintain positive relationships. What did Stevenson High School do, in your experience, to develop your skills in these areas? (most representative responses mentioned more than five times)**
 - Stevenson had great teachers, counselors, social workers, and other staff members. They were compassionate and extremely supportive. – 83
 - We were put in collaborative teams in our classes and did a lot of group activities. The techniques I was taught helped me to learn to work effectively with other people. – 74
 - Stevenson did nothing to develop my SEL skills. – 72
 - Stevenson is such a huge place I met new people and made new friends every year – 70
 - It was taught in specific classes/curriculum (including English, theater, sociology, applied health, social studies, fine arts, mentor skills, Spanish, resource, dance, life management, activity period with counselors). – 58
 - The sports, clubs, and intramurals I was involved in helped me to develop these skills. – 52
 - We were under so much stress and high pressure that we had to learn stress management and time management techniques to survive. – 47
 - The counselors, social workers, school psychologists and case managers were very supportive. They helped me learn to understand and manage my emotions. – 42
 - It was such a big school I was always in social situations with diverse groups of people. This really helped me build relationship skills. - 40
 - Stevenson was a very caring, safe, and positive learning environment, and I was free to be myself and learn these skills. – 33
 - Freshman Advisory was the perfect place for this learning. It helped me to meet new people and I learned to get along with a lot of different people. – 32
 - There were so many places to get help at SHS; I was always supported when it was needed. – 27
 - The adults in the building were always open to helping me and building my SEL skills. – 24
 - SHS taught me have more confidence in myself and I got involved because of it. – 20
 - Programs like Odyssey and A World of Difference taught us these skills. – 20
 - We were taught to be self advocates and encouraged to be independent – 19
 - Some teachers treated SEL as a joke. They should stop. – 15
 - Teachers now make SEL part of our grades so we focus on it. – 15
 - SHS shouldn't worry about this. It is not the school's job. – 12
 - We were given opportunities to challenge ourselves and learn about what we are good at. – 12
 - We are involved in activities and academics and were encouraged to find a healthy balance – 10
 - Student Services support groups taught us these skills – 9
 - We were put in challenging situations out of our comfort zone and we learned these skills. – 8
 - There were many leadership opportunities that I took advantage of and I was able to work on these skills. – 7
 - SHS gave us a survey that asked about out SEL skills. – 6
 - We were taught self-awareness in our classes through reflections we would do. – 6

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

- SEL should be taught in our classes. If you take it seriously, we will too. – 57
- You are already doing a good job. – 53
- Students should have more one-on-one check-ins with counselors/social workers. – 49
- Assign more group projects and team-building activities in classes. – 42
- There is too much competition and stress. Do something about it! – 38
- I don't know. – 34
- You should have more SEL activities during activity period that involve large groups (speakers, workshops, class assemblies). – 33
- Encourage students to get involved in a club, activity or sport. – 28
- The people who need help don't know where to get it. Get more help to them. – 28
- All teachers should be caring and understanding – 22
- There should be less of an AP/ACT/grades focus and more of an SEL focus. – 22
- Have more social activities so we can meet different people. – 22
- It is not the school's job; students get this on their own – 20
- Teach relaxation, stress management and healthy balance – 20
- Have less homework. – 15
- Make it a point to get to know the students so we are more than just a number – 14
- Make more time to build relationships with teachers and staff – 14
- Make one of the classes that teaches SEL (philosophy, life management, study skills) mandatory. – 13
- Make SHS a more inviting school environment – 13
- Give us more freedom to make mistakes and learn from them – 12
- Have students make speeches and presentations in class so they can practice communication skills – 11
- Teach tolerance and respect for others – 10
- Let us have more unstructured time to socialize. – 10
- Ask students what they need in these areas – 9
- Give students advisory all four years so you can continue working on these skills. – 7
- Get people out of their comfort zones so they can grow in these areas. – 7
- Teach the staff these skills so we have better adult (faculty/staff) role models. – 6
- Stop giving SEL grades – 6
- Have a regular SEL day when everyone teaches SEL – 7

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

Joan Ackerman-Zimny	Cynthia Burrows	Clayton Duba
Alfredo Acosta	Stephanie Bush	Eric Duda
Agnes Aichholzer	Carol Butcher	Fil Dudic
Maureen Albert	Sergio Cabrera	Melissa Dudic
Patrick Ambrose	Sara Cahill	Patricia Duncan
Eric Anderson	Merle Callisher	Debbie Durham
Michael Anderson	Kathleen Campbell	Griffin Dwyer
Peter Anderson	Erik Campbell	James Dzialo
Christina Anker	Seamus Campion	Mary Eber
Brandi Argentar	Jennifer Carlson	Nancy Eberhardt
Daniel Argentar	Jason Carlson	Dave Eddy
Jennifer Arias	Donald Carmichael	Matthew Edstrom
Christopher Arnold	Stephen Carmody	Sheila Edstrom
Ryan Aronoff	Amerigo Carnazzola	Tom Edwards
Greg Augsburg	Sean Carney	David Elbaum
Michelle Backes	Rigoberto Carrillo	Jeremiah Enright
James Barnabee	Carey Cernivec	Christina Erickson
Dean Barr	Pepe Jon Chavez	Brett Erdmann
Kristin Barrett	Michelle Cheng	Melissa Fainman
Heather Bartos	Mike Cimmarusti	Andy Farrissey
Thrisha Bautista	Danielle Colan	Patrick Fairchild
Bear	Victoria Collins	Mike Farina
Brent Becker	Andrew Conneen	Ryan Fedewa
Dorice Benedetto	Shane Cook	Laurie Feineimer
Elisa Benjamin	Monica Cornille	Mike Feigh
Katie Bennett	Cristina Cortesi	Rebecca Feldman
Helen Berger	Leonard Cottrell	Cassie Fenton
Joseph Bettina	Daniel Craig	Nancy Fenton
Jeremy Beyer	Melinda Criglar	Sam Figueroa
Susan Biemeret	AnnMarie Dilorio	Andi Fine
Mark Biesiada	Amanda Croft	Allison Fink
Mary Blair	Susan Crook	Colleen Fischer
Thomas Blasius	Timothy Crow	Miriam Fisch
Jeffery Blezien	Peg Cucci	Justin Fisk
Patrick Block	Jacqueline Cullen	Mike Fitzgerald
Jan Bobek	Amanda Cummings	Joseph Flanagan
Jen Bouchard	Wendy Custable	Josh Flood
Andrew Bouque	Mary Czaplewski	Kelly Foley
Sarah Bowen	Theresa D'Angelo	Timothy Foley
Josh Bozeday	Victoria Davies	Jason Ford
Dean Bradshaw	Angela Dauphin	Dawn Forde
Sheri Brady	Chad Dauphin	Claire Forde
Laura Brandt	Kelly Dean	Christina Foss
Stoppek	Emma Degan	Denise Foster
Tom Branick	Sarah DeHoyos	Shelley Frain
Rhea Braslow	Fernando Delgado	Gerald Franklin
Courtney Bresnen	Nicole Demarakis	Richard Frankowski
Jenna Breuer	Daniel DeMarco	David Frantonius
Barbara Brown	John Deppong	Lisa Franz
Laura Brown	Lisa Dettling	Lauren Frick
Lauren Brownstone	Laurie Dickenson	Justin Frieman
Brian Burja	Gracie DiFiglio	William Fritz
William Burroughs	Zara Dittman	Nicole Fuller
	Ron Drag	Chris Gadzic

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

Peggy Gaier	Marissa Hollenbeck	Maureen Levanti
Michelle	Caroline Humes	Stephanie
Gammelgaard	Ryan Hutchins	Levenbrook
Robert	Jin Kyung Hwang	Doug Lillydahl
Gammelgaard	Catherine Hyken	Mark Linnenburger
Gordon Gandy	Mike Impastato	Jill Lipman
Eileen Gaughan	Amy Inselberger	Matthew Lockowitz
Joe Geocarlis	David Irsay	Thomas Loew
Jenessa Gerber	Patricia Jackson	Sara Lohrmann
Kevin Gimre	David Jacobson	Spencer Lome
Angela Ginnan	Darshan Jain	Kimberly Lubecke
Dina Giles	Jennifer Jensen	Kristina Lubinski
Floyd Glinsey	Erik Joerns	Elizabeth Lucas
Paulina Glowacka	Gina Johnson	Lisa Lukens
Troy Gobble	Grant Johnson	Melissa Mack
Matt Godlewski	Kaitlin Johnson	Terrance Maloney
Theodore Goergen	Noel Johnston	Susan Marcus
Nancy Gold	Jeff Johannsen	Patricia Martin
Abbie Goodman	Mary Jones	Michael Martinez
Eric Goolish	Parul Joshipura	Roseann Masters
Rodolfo Gonzalez	Julia Kalmens	Shannon Mauro
Anna Gorbikoff	Robin Katz	Elizabeth Maxwell
Toni Gorman	Adam Kehoe	Paul Mazzuca
Janet Gotrik	Jean Kell	William MacNamara
Vasantha	Martha Keller	Kevin McBride
Govindarajan	Sarah Kellogg	Kathleen McCauley
Jillian Grady	Megan Kelly	Susan McCormick
Patrick Grady	Thomas Kelly	Caitlyn McGovern
Michelle Grassly	Mary Kenney	Megan McCullough
Rebecca Greene	Kevin Kent	Rich Meltzer
Jori Greenhill	Victoria Kieft	Beth Merkin
Rachel Gressel	Paul Kim	Judy Merola
Richard Green	Jacqueline King	Carole Meyer
Amy Grove	Merle Klein	Dave Meyers
Sarah Guitterez	Jane Klewin	Ellen Micheli
David Gumming	Lisa Knauf	Jennifer Miller
Steve Ghost	Michelle Koehl	Dan Miller
Nicholas Haan	Tyler Kollmann	Sandra Millman
Bradley Habel	James Kollar	Tracey Moffat
Tom Habley	Michael Kolze	Dan Monaghan
Chad Hager	Mary Korta	Laura Moschel
Debra Hanlon	Jacob Kramer	Dean Moran
Keith Hannigan	Allison Kulla	Kate Moran
Jennifer Harris	Dimitra Labbe	Brent Mork
Gregory Hartman	Carly Lacombe	Colleen Mullaney
Ruth Hedburg	Kevin Lambermont	Christopher Mural
Stephen Heller	Eva Lange	Angela Muresan
David Hess	Barry Lapping	Jessica Murphy
Sara Hess	Daniel Larsen	Kimberly Musolf
Maureen Heun	Kenneth Latka	Timothy Myers
Cristina Higgins	Nancy Latka	Lisa Nehring
Joshua Hjorth	Lisa Lau	Heather Nissenberg
Matthew Hodge	Mary Layco	Vicky Nordhem
Cheryl Hoffman	Joyce Leong	Gary Novak

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

Paula Nowak
Alice Nuteson
Angela O'Brien
Kevin O'Connell
Emily O'Kelly
Daniel Ogborn
Radmila Olshansky
Kristen One
Timothy O'Reilly
Deborah Orlando
Marta Orlinska
Zeglen
Andrew Ortman
Taylor Osicek
Christina Palffy
Suzanne Paloian
Jennifer Parisi
Mark Patton
Anne Pekovich
Lindsay Perkins
Gerald Peters
Theron Petway
Nancy Peterson
Ann Pfeiffer
Christine Pfaffinger
Kristin Piekarski
Richard Pierce
Yolanda Pilch
Joe Pine
Robert Pinta
Rob Plohr
Pamela Polakow
Lori Polin-Silva
Jennifer Polisky
Susan Polonsky
Christy Psihogios
Lynne Rabe
Frank Radostits
Mary Ragusa
Shannon Ramirez
Eric Ramos
Catherine Rauch-Morse
Lauren Rawitz
Anthony Rebel
Samantha Reid
Michael Reimer
Barry Reimer
Joseph Reinmann
Elfie Repel
Linda Reusch
Victoria Reznicek
Mike Rice
Andrew Richardson

Jennifer Richardt
Manuel Rider-Sanchez
Lori Rockoff
Sara Rogers
Kathlene Rodriquez
Kaitlin Romanchuk
Lindsay Ross
Stephanie Ross
Neal Roys
Timothy Roznowski
Maureen Rubenstein
Julisa Ruiz
Cristal Sabbagh
Miriam Sacksteder
Sheryl Sager
Christopher Salituro
Jose Sandoval
Kathleen Sassan
Vickie Saunders
Lisa Scanio
Mark Schaedel
Jamie Scharfe
Mark Schartner
John Schauble
Jennifer Schiavone
David Schoenfisch
Eileen Schopen
Amy Schroeder
Andrew Schroeder
Tamara Sears
Petra Sebastian
Carol Seeger
Helen Seretis
Gregory Sherwin
Megan Shipley
Caroline Shupe
Nicholas Skala
Todd Sikora
Cheryl Singley
Andrea Siwik
Jeffrey Slepak
Davida Small
Kelly Smith
Nicole Smith
Robert Smith
Ryan Smith
Sherry Smith
Kirstin Snelten
Scott Sommers
Annette Sorkin
Steven Soszko
Molly Sponseller
Vincent Springer

Thomas Stanhope
Irene Stergiou
Nicole Stephens
Kathryn Stoczany
Sarah Stolzenberg
Michelle Stone
Christina Suarez
Carlos Suaste
M Terese Sullivan
Janet Sushinski
Paul Swan
Susan Taylor
Christian Thibaudeau
Jane Thomas
Sharlene Tiagonce
Jennifer Tierney
Dawn Timm
Lou Ann Tollefson
Timothy Tomaso
Valerie Tomkiel
Richard Tompson
Lynn Tremmel
Amy Tucker
Steven Tucker
Tova Urborg
Nicholas Valenziano
Joe Vallone
Elizabeth
VanLieshout
Tiffany Van Cleaf
Hector Vazquez
Kristen Velazquez
Julie Vickers
Jodi Vignassi
Alex Vikartovsky
Enrique Vilaseco
Kirsten Voelker
Daryl Wallace
Jacquie Walton
Jianhong Wang
Robert Ward
Deanna Warkins
Mike Wasielewski
Curtis Weber
Jacob Weiner
Stephanie Weiss
Jacqueline
Weissmuller
Aaron Wellington
Deborah Wiersema
Reid Wiersema
Chalice Wilczynsky
John Wilkie
Matt Williams

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

Scott Williams
Diane Willock
Bryan Wills
Jeff Wimer
Sean Wimer
Brian Wise
Joseph Wittenstein
Thomas Wolfe
Carla Wood
Christina Wood
Steven Wood
Brian Woodward
Sandra Wright
Li Ye
Robert Zagorski
Kevin Zakrzewski
Alden Zimlich
Gwen Zimmermann
Jennifer Zizzo
Justin Zummo

4. What made these staff members so special?

- They were so formal and professional, as well as really polite.
- They were smart and helpful and kind.
- Teachers were not only there to help me learn their subjects, but also cared about me as a person and took the time to get to know me outside of the classroom.
- They let me have freedom to explore new ideas or learn in a different way.
- They encouraged us to not think inside the box, but to find new ways to accomplish things with previously learned knowledge.
- They genuinely cared about me not only in the classroom, but also emotionally/socially.
- They were fun and never had any favorites. They always treated everyone equally and were really good teachers overall.
- His teaching style makes the material stick in your brain. He is also overall the friendliest teacher I have had.
- These staff members really treat you more as an equal rather than a teacher/student relationship. I loved how friendly they were, and they really looked at students as an individual.
- Each of these teachers made me feel like more than just a name among his/her hundreds of students; they made me feel important and wanted and special.
- She helped me get better at English.
- I will be forever grateful for the things they have taught, and I will carry them with me forever.
- A lot of them were pretty cool and knew how to take a joke. They were always able to keep class relatively light-hearted when able, and they kept things serious when needed to be.
- They made me feel like I had a place in this giant school. I was a transfer student here in my junior year, so finding a place where I fit in was really important to me.
- All of the staff members I listed pushed me outside of my comfort zone, knowing that I could attain greater things than I was pushing myself to do.
- They genuinely cared about each and every one of their students.
- They went out of their way to treat everybody with respect, and they took time out of their day to come in and help students outside of class.
- These teachers were the ones who would stop me in the halls and ask if everything was okay because I seemed distressed, and they treated me as an individual, not just as a collective group of students.
- I feel like in ten years I can have coffee with these teachers and tell them everything that has been going on in my life because they are genuinely interested in me.
- Well, our security staff members I think did a good job at whatever they do, because after all these four years, nothing happened at our school.
- These teachers were able to impose their wisdom on students while also being quality educators.
- They took extra care in each and every student. If they noticed one of their students seemed off, I noticed they would go out of their way to make sure they were okay.

4. What made these staff members so special?

- They didn't care about what people think, they did what they thought was best, and I enjoyed sitting in their classes.
- They really tried to understand what I was going through and helped me succeed.
- They made classes I didn't like bearable, and they made sure I remembered that tests aren't everything.
- The man that stands at Circle Drive and directs traffic is one of the most influential people in my life despite only seeing him for three seconds a day. It's just the fact that no matter his own struggles and stresses and hard times, he finds it within himself to share happiness with others. He's brightened my day multiple multiple times, and I appreciate him so much.
- They came up with unique and creative ways to teach that helped to keep me engaged.
- These teachers have never made me feel stupid in their class, and they treat me like I'm their own kid by showing a personal investment in my success at school.
- Staff members at SHS are extremely amiable, helpful, and easygoing. These characteristics made them so special when comparing to other schools.
- They went to bat for me. They really went above and beyond to get me on track to graduate. They were also a great support system.
- They were chill.
- They were always very supportive and helped me through some very difficult times, even though they weren't aware of what I was going through.
- The ladies at Jazzman's that ask about my day, remember my coffee order, suggest different coffees to me, and just smile at me, make me feel so happy. They work so hard, and live with positivity, and it promotes an attitude I want as well. They are such a blessing.
- They helped me try to adjust my needs because I have accommodations, and these help me adjust with my class and classmates.
- She had a perspective outside strictly my academics so it made my life a lot easier when she made time on her schedule to see me. She helped and talked to me about what I wanted to do and to what colleges I wanted to apply. I'm very grateful for all her help.
- I was made to feel welcome and safe at Stevenson, even when I was down on my luck.
- My teachers have been wonderful to learn from and have made the learning experience fun, interesting, and have made me strive to be a bit better.
- The staff members are all so devoted and give up their time outside of school hours to help or interact with students. For example, many teachers are club sponsors or athletic coaches outside of class, and still come in early in the mornings or stay after school if you ever need help.
- They showed an obvious passion for what they do and strive to see their students be successful both in academics and in life.
- They all came from different kinds of backgrounds with different life journeys and stories. I loved how each person varied in personality, and mended the curriculum in his/her own personal way, teaching with love and enthusiasm

4. What made these staff members so special?

- They're like friends to me, rather than an authoritarian figures. Simple as that, that's what makes going to Stevenson so great.
- They were optimistic, caring, thoughtful, compassionate, and passionate.
- Awesome people, nice + some sass.
- They've also been super open about me asking them a million questions, both school-related and not school-related.
- They made me fall in love with their classes, and I was truly excited each day.
- There were times that I had a difficult time in terms of family life being tough, and when I explained my situation to them, they were more than helpful and very understanding.
- They had unique senses of humor, organized natures of teaching, interesting classroom experiences, and always reach their hands out for anyone in need of help.
- These people have made my year so special because I have made so many new discoveries about myself and other people that I didn't even know about.
- These teachers provided a different and interesting way of learning that really engaged me in the course. They allowed the students to both have fun and learn which inevitably created the most productive atmosphere.
- These staff members have developed relationships with me to the point where I respect them so much I don't want to do anything to let them down, which is rare for a senior to say. They went beyond just teaching me and connected with me.
- These staff members superseded the traditional role; they taught me in more than just their discipline and really allowed me to succeed under their guidance. These teachers also went the extra mile to really get to know their students.
- I felt like I was more than just an ID number in their classrooms. These individuals made me look forward to come to their classrooms/office.
- Sodexo and the staff at Jazzman's are some of the nicest people at Stevenson. They work all day long serving the students, and we rarely hear a word from them other than when we're placing our orders. I have much appreciation to them for working with a smile. #GIVETHEMARAISE
- They all taught me something that allowed me to mature, provided me with exceptional assistance, pushed me to be my best, taught me something that sparked inspiration and curiosity, allowed me to be creative, and developed me not only as a student but as a better, more aware human being.
- They taught me to respect others and never be scared to take a risk and stand strong with what I believe, while also being open to what others say and believe.
- They allowed me to learn and strive to want to learn even when I struggled, got me to enjoy myself, sparked my curiosity, and challenged me and provided me with opportunities.
- Made learning fun...FINALLY.
- She helped me the most in developing my leadership skills and teaching me how to work hard for what I wanted.

4. What made these staff members so special?

- Every single staff member in my day-to-day encounters, including the Attendance Office, Security, and Teachers, were interested in my life. Never would an encounter with these individuals be brief, as they were truly invested in how I was doing.
- They supported me in times of need, valued me as a person, connected with me on a personal level and believed in me.
- Their intelligence and patience—their ability to deal with obnoxious students in a chill and friendly way—their love for the subjects they taught

5. Sports or intramural activities students would have participated in if they were added to Stevenson's programs and number of requests (activities with 10 or more requests)

Quidditch	22
Rugby	18
Crew/Rowing	15
Ultimate Frisbee	14
Spikeball	10

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

Strongly Agree	=	47%	Disagree	=	6%
Agree	=	<u>46%</u>	Strongly Disagree	=	<u>1%</u>
		93%			7%

N= 726

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

Strongly Agree	=	23%	Disagree	=	16%
Agree	=	<u>58%</u>	Strongly Disagree	=	<u>3%</u>
		81%			19%

N= 726

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 am able to
No = No, I am not able to

1. I am able to see my counselor, social worker &/or SST coordinator either by dropping in or making an appointment in the Student Services Office.

SA = 67%	D = 3%
A = <u>29%</u>	SD = <u>1%</u>
96%	4%

N= 683

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

SA = 78%	D = 3%
A = <u>18%</u>	SD = <u>1%</u>
96%	4%

N= 700

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

SA = 55%	SD = 10%
A = <u>32%</u>	D = <u>3%</u>
87%	13%

N= 695

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

SA = 55%	D = 8%
A = <u>35%</u>	SD = <u>2%</u>
90%	10%

N= 693

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

SA	=	52%	D	=	13%
A	=	<u>31%</u>	SD	=	<u>4%</u>
		83%			17%

N= 644

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

SA	=	50%	D	=	8%
A	=	<u>41%</u>	SD	=	<u>1%</u>
		91%			9%

N= 681

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

1	=	78%
2	=	21%
3	=	1%
More than 3	=	0%

N= 705

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

SA	=	59%	D	=	7%
A	=	<u>30%</u>	SD	=	<u>4%</u>
		89%			11%

N=111

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

SA	=	59%	D	=	5%
A	=	<u>35%</u>	SD	=	<u>1%</u>
		94%			6%

N=653

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

SA	=	48%	D	=	11%
A	=	<u>38%</u>	SD	=	<u>3%</u>
		86%			14%

N=609

11. I have found group guidance programs in the College /Career Center informative and helpful to me.

SA	=	32%	D	=	17%
A	=	<u>46%</u>	SD	=	<u>5%</u>
		78%			22%

N=412

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

SA	=	34%	D	=	13%
A	=	<u>48%</u>	SD	=	<u>5%</u>
		82%			18%

N=553

13. My parents and/or I found our Narrowing your Options appointment information and helpful.

SA	=	29%	D	=	19%
A	=	<u>43%</u>	SD	=	<u>9%</u>
		72%			28%

N=415

14. My parents and I have utilized my school counselor to obtain information about colleges, scholarships, etc.

Yes	=	64%
No	=	36%

N= 705

15. My parents and I have utilized Stevenson's post secondary counselors to obtain information about colleges, scholarships, etc.

Yes	=	32%
No	=	68%

N= 705

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

Yes = 13%
No = 87%

N= 705

17. My parents and I have utilized Stevenson's College/Career Center to obtain information about colleges, scholarships, etc.

Yes = 68%
No = 32%

N= 705

18. My parents and I have utilized college rep visits in the CCC to obtain information about colleges, scholarships, etc.

Yes = 55%
No = 45%

N= 705

19. My parents and I have utilized Stevenson's College/Career Center website to obtain information about colleges, scholarships, etc.

Yes = 46%
No = 54%

N= 705

20. My parents and I have utilized online social networking sites (Facebook, Twitter, MySpace, etc) to obtain information about colleges, scholarships. etc.

Yes = 54%
No = 46%

N= 705

21. My parents and I have utilized other websites (college, collegeboard.com, ACT.org etc.) to obtain information about colleges, scholarships, etc.

Yes = 84%
No = 16%

N= 705

22. My parents and I have utilized college visits to obtain information about colleges, scholarships, etc.

Yes = 90%
No = 10%

N= 705

ACADEMIC SUPPORT

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

Yes = 33%
No = 67%

N= 705

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

Yes = 26%
No = 74%

N= 705

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

Yes = 17%
No = 83%

N= 705

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

Yes = 56%
No = 44%

N= 705

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

Yes = 16%
No = 84%

N= 705

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

Yes = 55%
No = 45%

N= 705

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

SA = 40% **D = 10%**
A = 47% **SD = 3%**
 87% **13%**

N= 534

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

SA = 53% **D = 10%**
A = 35% **SD = 2%**
 88% **12%**

N= 626

CLUBS, ACTIVITIES, SPORTS AND INTRAMURALS:

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

Yes = 96%
No = 4%

N= 705

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

Extremely positive = 36%
Positive = 46%
Satisfactory = 16%
Unsatisfactory = 2%
Did not participate = 7%

N= 657

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

Extremely positive	=	34%
Positive	=	38%
Satisfactory	=	19%
Unsatisfactory	=	7%
Did not participate	=	31%

N=485

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

Extremely positive	=	38%
Positive	=	44%
Satisfactory	=	15%
Unsatisfactory	=	3%
Did not participate	=	36%

N= 408

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

Yes	=	65%
No	=	35%

N= 705

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

Yes	=	90%
No	=	10%

N= 705

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

Yes	=	74%
No	=	26%

N= 705

ACADEMIC INFORMATION

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

1	=	2%
2	=	3%
3	=	3%
4	=	92%

N= 705

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

Exceptional	=	29%
Above Average	=	46%
Average	=	21%
Minimal	=	4%

N= 705

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

SA = 54%	D = 3%
A = <u>42%</u>	SD = <u>1%</u>
96%	4%

N= 705

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

SA = 47%	D = 10%
A = <u>41%</u>	SD = <u>2%</u>
88%	12%

N= 705

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

SA	=	52%	D	=	6%
A	=	<u>40%</u>	SD	=	<u>2%</u>
		92%			8%

N= 705

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

Extremely positive	=	24%
Positive	=	51%
Satisfactory	=	20%
Unsatisfactory	=	5%
Did not participate	=	8%

N= 651

44. My weighted GPA at the end of my 7th semester is

4.00 or above	=	40%
3.5 - 3.99	=	29%
3.0 - 3.49	=	21%
2.5 - 2.99	=	9%
Less than 2.49	=	1%

N= 705

45. 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	=	4%
Less than 1 hour	=	18%
1 - 2 hours	=	32%
2 - 3 hours	=	26%
More than 3 hours	=	20%

N= 705

Senior Exit Survey Summary

Thoughtful and extensive responses were garnered from 12th graders by continuing the practice of having them first respond to the open-ended portion of the Senior Exit Survey. For the tenth year in a row, there is a component to the open-ended questions, which focuses on the district's goal to increase Social Emotional Learning opportunities to ensure that all students are developing as critical thinkers, effective problem solvers, and good citizens. The first question asked respondents to assess how effective Stevenson was at developing their Social Emotional Learning, which includes being able to demonstrate responsibility, recognize and manage emotions and challenging situations effectively, and developing and maintaining positive relationships. Overall, respondents praised Stevenson's effective blend of freedom and limits along with its challenging, yet supportive, academic environment where time-management skills were developed and personal initiative was rewarded. Judging by their comments, it is apparent that many students have indeed made the connection that demanding assignments and high expectations have all served to generate positive outcomes, while forcing them to take responsibility for their own learning. For the second year in a row, the most popular response was that Stevenson had great teachers, counselors, social workers and other staff members that were supportive (83). The second most popular shared sentiment is that they have learned to manage their emotions because they did a lot of group activities in classes which helped them to work effectively with other people (74 students). This is the third time this feedback was the second most popular response on the list. The next response said Stevenson did nothing to develop their SEL skills (72). Seniors also felt that the sheer size of Stevenson allowed for them to make new friends (70 students), as well as recognizing that SEL was taught in specific classes (58).

The second question asked for students' suggestions: "How could Stevenson better help students develop SEL skills?" For the second time the most popular response was that teachers should spend time explicitly teaching SEL in classes. Fifty seven students felt that if teachers took it seriously, then they would too. The next most popular shared response among recent graduates is that Stevenson is already doing a good job in this area (53). Followed closely was the idea of making more time for students to meet with their Student Support Team (41), while thirty eight students urged Stevenson to do something about the overwhelming amount of stress and competition.

A large number of faculty and staff members (506) are specifically named as having a positive impact on students because of their inspirational teaching, encouragement, and personal interest. Last year, 492 faculty and staff were mentioned in the survey and this year's number depicts an all time high in this

category. The ubiquitous message is that students describe SHS personnel as being agents of change in their lives. These teachers impacted their student's lives by stimulating intellectual curiosity, encouraging them to reach their fullest potential, and taking their individual needs into consideration at all times. Another major theme is the fact that students were inspired by the teachers' passions for the subject matter and their ability to make learning fun. In addition, students agree that the care and support that staff members extend to them help them weather difficult times. Students consistently stressed the fact that faculty and staff believe in their potential and are capable of boosting their confidence and self-esteem. They comment that Stevenson personnel helped them achieve at a level of success that many had never believed to be obtainable. They describe staff members as being understanding, approachable, passionate, inspirational, honest, respectful, supportive, patient, entertaining, authentic, enthusiastic, and engaging.

Graduates are asked to comment on which sports or intramural activities they would have participated in if they were added to Stevenson's programs. For the second time Quidditch was mentioned the most (22), followed by the second most popular response Rugby (18). Crew/Rowing (15), Ultimate Frisbee (14), and Spikeball (10) were the next activities mentioned most.

A large majority (93%) of senior students believe that faculty members treat students fairly and without discrimination regardless of individual and cultural differences, which is a two-point increase from last year's survey results. A small percentage of students (1%) have the impression that some teachers favor certain students and do not treat all students the same. The second question inquires about peers' ability to demonstrate respect of cultural differences. More than half of students indicate that fellow students are considerate of each other regardless of differences (81%). Over the past three years, this statistic continues to increase and this year it stayed the same. A number of seniors (19%) believe that their peers are inconsiderate and disrespectful of each other.

For the past five years, we made some minor adjustments and additions to the Student Services exit survey. Most notably, we added wording on this new form which was more inclusive, adding in social workers and SST coordinators to assess a more comprehensive view of the effectiveness and satisfaction rates of Student Services. Based on the results, seniors perceive counselors as both available (96%) and friendly on an interpersonal level (96%). Seniors indicate that their counselors know them (87%), in addition to finding them helpful with academic guidance (90%). More than three quarters of seniors feel comfortable talking to counselors, social workers, and SST coordinators about personal or non-academic issues (83%). This is a 2 percent increase from last year's results.

Over three quarters of students (91%) believe that the Student Services offices are “user-friendly.” Most transfer students (89%) view their counselors, social workers, and SST coordinators as being helpful in their transition and adjustment to SHS. More than half of the class (78%) has had the same counselor for all four years and this is a 14 percent increase from last year.

Seniors respond positively about college counseling services. Counselors and college consultants are depicted as being knowledgeable and helpful in the college application and selection process (94%). The College/Career Center staff is viewed as being friendly and accessible (86%). Three new questions were composed to try and capture some of the changes in the CCC curriculum and service delivery. Seniors are now attending more group guidance programs during the school day in the CCC. When asked about these guidance programs, 78 percent of seniors found them to be helpful. Over the past few years, Student Services has been introducing the seniors to an online college search program called Naviance. A large majority (82%) of seniors feel that Naviance has been an effective and informative way to research college information; this depicts a two-point decrease from last year. Another recent change reflects that post-secondary counselors are now primarily responsible for facilitating the Narrowing Your Options college appointments with families. Historically, the counselor shared the responsibility of conducting NYO meetings. Almost three-quarters of seniors (72%) felt that their NYO appointment with a post-secondary counselor was helpful and this is seven percent higher than last year.

When asked how they obtain information about colleges and scholarships, 32 percent of seniors utilize the post-secondary counselors, whereas 64 percent of seniors get help from their individual counselor. Students and parents access information about colleges from the CCC (68%) as well as using college links on Stevenson’s home page (46%). “Other” websites continue to be a substantial source of information for many of our families (84%). When asked more specifically, more than half of students (54%) access social networking sites, such as Facebook, to obtain post-secondary information. College campus visits continue to be the most popular way families retrieve information about college and scholarships (90%). Almost half of the seniors (55%) took advantage of the college rep visits held in the CCC to obtain college information. Families that procure the services of private college consultants have stayed fairly consistent (13%). We continue to see the trend that more students are utilizing online resources to assist them in the college application process.

Several new questions were composed to determine how students are getting their academic support. Historically, we’ve only asked questions pertaining to the Learning Center; however, we understand that students are most likely accessing a variety of different sources to obtain academic assistance

and support. For the seventh year in a row, the most popular response shows that a large majority of students get academic support from their friends (56%). The second most popular response indicates that seniors sought out help from their teachers (33%). Next, less than half (26%) receives academic support from the Learning Center tutors, followed closely by their parents (17%). This is the fifth year in a row that the Learning Center surpassed parents as a more desirable resource for academics. Lastly, the fewest students access academic support from paid tutors (16%). It is interesting to see that most students will go to their peers first when they are seeking academic support. More than three quarters (87%) of seniors have found the Learning Centers and their tutors to be beneficial, with almost the same number (88%) reporting the amount of help and equipment to be adequate.

A very high percentage of seniors (96%) indicate that they have participated in at least one club, activity, sport, or intramural during their high school tenure and this depicts a one percent increase from last year. More than three quarters (82%) of the students who have participated in clubs/activities feel positive about their experience with just another 16 percent simply expressing satisfaction. About seven out of ten (72%) of the interscholastic sport participants view their experiences as positive or extremely positive, while others describe their experience as satisfactory (19%). Most seniors (82%) express that their intramural experience has been positive, while nearly the rest (15%) find some satisfaction in these activities. About seven out of ten of seniors (74%) report that they have achieved a position of leadership within the school; this constitutes a one-point decrease from last year. More than half of seniors (65%) are members of a club or organization not affiliated with SHS, while a larger percentage of seniors (90%) have volunteered their time to perform school or community service. Survey responses portray Stevenson students as being highly involved in a wide variety of co-curricular and community activities.

A large majority (92%) 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 (29%) or above average (46%), with about a quarter (21%) describing their output as average. Although this form of self-assessment is highly subjective, quantitative measures of student achievement at Stevenson; e.g., standardized test scores, results of Advanced Placement exams, widespread summer school enrichment, and the number of students choosing to attend four-year colleges, suggest their perceptions are valid.

For the ninth year in a row, we are asking three questions which are intended to gauge how well Stevenson is equipping the graduating seniors with Social Emotional Learning skills. We did some rewording of these questions to

try to facilitate a better understanding as to how these SEL skills relate to their tenure at SHS. The first question depicts that more than 90 percent (96%) of seniors believe that their experiences as a student at SHS taught them to become more responsible for their own learning as they progressed through high school. This is a two point increase from last year's results. The second question found that more than three quarters of the senior class (88%) believed that their experiences as a student at SHS helped them to recognize and manage emotions and challenging situations effectively. This was the same as last year. Finally, the third question shows that most seniors (92%) believe that their experiences at SHS helped them to develop and maintain positive relationships in their lives. This depicts a one-point increase from last year. It is positive to see that all of the SEL results either stayed the same or increased which lends support to the fact that we are accomplishing the school-wide district goal of ensuring that Stevenson is teaching students these positive, life-long SEL skills.

When asked to rate their overall Advanced Placement experience, seven out of ten (75%) of the participants assess their experience as positive, while just under one quarter (20%) express mere satisfaction.

Upon comparing answers among seniors to the previous year's graduates, upward trends are evident in most categories. The current senior survey suggests that students continue to perceive counselors as accessible (three-point increase), helpful in selecting courses (two-point increase), and able to provide a setting whereby students feel comfortable speaking about non-academic concerns (two-point increase). Seniors continue to be highly satisfied with college counseling services and they are continuing to utilize the resources of the College/Career Center. A large number of students access information from their counselors (one-point decrease) and college consultants (one-point increase). A larger majority of seniors say that they are visiting college campuses (two-point increase). Students are reporting increased levels of satisfaction with the Learning Center's services and resources (one-point increase). Yearly trends demonstrate that Stevenson students are participating in clubs, activities, sports, and intramurals in greater numbers. Accompanying satisfaction levels remain positive, managing to sustain healthy gains that have been noticed in the past couple of years. In the free response portion of the survey, seniors have delivered a host of positive feedback. Once more, Stevenson's administration, faculty, and staff are credited with humanizing and enriching their high school experience.

Longitudinal Senior Exit Data
(Reported in percentages)

(Please note that year stated refers to graduation year)

Number of years in attendance at Stevenson High School

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
1	3%	1%	2%	1%	1%	2%
2	4	1	2	2	3	3
3	4	3	2	4	3	3
4	95	95	94	93	93	92

Student perception of own individual effort at Stevenson

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
exceptional	29%	30%	29%	32%	29%
above average	44	45	43	43	46
average	21	22	24	21	21
minimal	6	3	4	4	4

Student perception of growth in responsibility for learning through high school

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
positive	95%	95%	94%	94%	96%
negative	5	5	6	6	4

Satisfaction with academic planning and course selection assistance from counselors

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
positive	85%	85%	85%	88%	90%
negative	15	15	15	12	10

Student perception of SST members' accessibility

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
positive	94%	92%	92%	93%	96%
negative	6	8	8	7	4

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

<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
95%	97%	96%	97%	95%	96%

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

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Satisfactory or better	97%	97%	96%	96%	98%
N/A (did not participate)	9	9	6	7	7

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

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Positive	92%	92%	89%	88%	93%
N/A (did not participate)	34	34	31	30	31%

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

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Positive	99%	98%	97%	98%	97%
N/A (did not participate)	34	32	32	36	36

Participation in a leadership role within the school

<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
69%	72%	75%	77%	75%	74%

Participation in clubs or organizations not affiliated with Stevenson HS

<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
59%	63%	61%	65%	65%	65%

Participation in community service activities

<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
87%	91%	90%	91%	90%	90%

Number of faculty and staff cited as having a positive impact

<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
406	N/A	465	468	492	506

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

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
positive	95%	94%	92%	93%	93%
negative	5	6	8	7	7

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

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
positive	70%	76%	75%	81%	81%
negative	30	24	25	19	19

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

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Positive	97%	95%	94%	95%	95%
N/A (did not participate)	12	9	8	9	8

Summary of Longitudinal Senior Exit Data

Senior exit data has been collected and recorded for over 17 years; however, some survey items have been amended or added during that time. This summary examines and highlights the changes and trends that have been gleaned from the experiences and perceptions of Stevenson's seniors over the past seven years.

The number of seniors reporting that they have attended Stevenson for a full four years remains high, reflecting past historical trends and only went down one point from last year (92%). It should be noted that this figure does not reflect a eight percent mobility rate because those students who leave before completing senior year are not included in this survey.

Stevenson students continue to feel that they are working diligently. Since 2001, more than six out of ten students have described their individual effort as being "above average" or "exceptional," echoing the current survey's data (75%). As a point of comparison, in 1993, a smaller number of seniors, or less than half of all Stevenson students, viewed their effort as "above average" (38%) or "exceptional" (11%). However, recent data has supported the belief that an ever-increasing number of students are challenging themselves academically. Just a little over one quarter of seniors (29%) described their effort level as "exceptional." The largest majority described their effort level as "above average" (46%). The number of students describing their effort level as exceptional and above average has stayed the same from last year and it depicts an all time survey high. These increases support the continued practice of recent efforts to assess the amount of stress incurred among Stevenson students, even though since 2002, just about one third of students have consistently described their individual effort as average. Students who describe themselves as exerting minimal effort (4%), remains at a low percentage. The percentage of respondents who have described their high school effort as minimal has remained fairly constant over the years, fluctuating between 7-10 percent of the student population, but this year it continues to be the lowest it has been in awhile. Growth in responsibility for learning throughout high school has remained strong and constant over the past few years and reached an all time high this year (96%).

Satisfaction with academic counseling, such as receiving course selection assistance from counselors, increased by two points and depicts another all time high (90%). Over the past decade, counselors' caseloads have gradually increased from roughly 285 students per counselor to 315 students. However,

administrative retooling within Student Services, as well as an expected decrease in enrollment, should eventually reduce the size of caseloads. Hopefully, counselors will be able to provide more individualized attention during the course selection process. Student perception of counselors' accessibility has remained high over the years and this year's results echoes last years. Ninety six percent of seniors feel that their counselor is accessible and this depicts a three-point increase from last year, tying with the all time high in this category. The current percentage also represents a vast improvement from about ten years ago (69%). These gains in accessibility are gratifying considering the significant increase in schedule change traffic at the beginning of each semester. Counselors have worked to craft ways to increase accessibility during times of high student need.

Student participation in at least one co-curricular activity has remained one of the most consistent survey statistics. This year the reported participation rate increased slightly by one point (96%) just one point short of the all time high. In contrast in 1993, only 74 percent of respondents were participating in clubs and/or activities. Predictably, this percentage of participation falls within a narrow band of four points that has ranged 90-93 percent for the past 12 years. Satisfaction levels for club and/or activities have also shown very little deviation over the years; in fact, between 2003 and 2006, or for four years, 95 percent of respondents reported that they were satisfied with their experiences in Stevenson clubs and/or activities. The current survey is similar to last year's satisfaction results (98%) and depicts another all time high. Positive experiences for athletic participants have wavered from 1996's high of 95 percent to a low of 84 percent in 2001. This year's satisfaction level increased by five points (93). Students' rate of participation in sports has remained high (69%). The intramural program has maintained a high rate of participation (64%). Before 2007, the level of participation in intramural programs was much lower than the past two years (2004=48%, 2005=56%, 2006=57%). The intramural program also managed to maintain almost perfect satisfaction levels, posting a one-point decrease from last year's survey (97%).

The percentage of students who identify themselves as playing a role in school leadership has remained relatively high this year, but depicts a one-point decrease from the previous year's results (74%). This means that roughly seven out of ten respondents of 2016 graduates claim to have held a leadership role (74%). Once again, participation in a leadership role was determined by offering students choices from a menu of school leadership activities. We should be cognizant of striving to provide leadership opportunities for students, especially in light of demonstrated interest. Furthermore, universities continue to report that students who can demonstrate leadership experience may enjoy a slight

advantage in the competitive college admissions arena.

Given the extensive involvement of Stevenson students in academics and extracurricular activities, it is gratifying that so many individuals make time for community service (90%). This is the same result as last year's survey. The number of Stevenson seniors participating in clubs and organizations outside the school domain stayed the same as last year (65%), and this signifies that more than six out of ten seniors are pursuing opportunities outside of the school setting. This is the third year in a row this reached an all time high in this category. These impressive statistics show that Stevenson instills in its students a dedication and desire to give back to the community.

The number of faculty and staff named as having a positive influence on students has risen dramatically from 144 individuals in 1992 to this year's number of 506, which happens to be an all time high number of faculty mentioned by senior students. Even though the composition of staff changes yearly, the number of cited teachers continues to be a large number. 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.

Relative to individual and cultural differences, respect and consideration accorded by teachers to students has historically remained steady and this year it remained the same (93%). When asked the same question in terms of students treating one another with respect regardless of their differences, current respondents answered the same as last year's survey (81%). This is an all time high in this category and it is nice to see that student's are treating others with respect more. In 2009 this number was at 52 percent, so we are very happy to see this positive trend. This could be due to our district wide goal of instilling Social Emotional Skills in our students.

Student's reporting of positive experiences in Stevenson's Advanced Placement program remains high and stayed the same as last year (95%). Four years ago depicted an all time high satisfaction rate for those participating in our AP program.

In summary, graduates of 2016 surpassed milestones described by other seniors in eight categories: record high in student's perception of own individual effort at SHS (75%) and student perception of growth in responsibility for learning (96%) and student perception of respect and consideration accorded them by

their peers relative to individual and cultural differences (81%). In addition record highs in satisfaction with academic counseling (90%) and SST accessibility (96%). Satisfactory experiences in SHS clubs/activities scored an all time high (98%). Participation in clubs and organizations not affiliated with SHS tied for an all time high response (65%). The most faculty ever mentioned occurred in this survey (506). This shows that SHS students are continually striving for excellence. Students also continue to articulate unequivocal regard and appreciation for the devotion of Stevenson faculty and staff.

STUDENT SERVICES SURVEYS ACROSS

GRADES 9-12

	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
1. Counselor accessibility:				
	100%	100%	99%	96%
2. Counselor friendliness and approachability:				
	100%	100%	100%	96%
3. Counselor knowledge/recognition of student:				
	89%	97%	97%	87%
4. Counselor helpfulness with academic counseling:				
	99%	99%	99%	90%
5. Student comfort level discussing personal issues or nonacademic concerns:				
	92%	96%	93%	83%
6. Student Services Office - friendliness and helpfulness:				
	99%	99%	98%	91%
7. Counselors' and college consultants' knowledge about college applications and selection process:				
			97% Satisf. 88% Util.Rate*	94% Satisf. 92% Util.Rate*

NOTE: Numbers 7, 8, 9, 10, and 11 indicate the percentage of students who utilized a service and, of that group, the percent who reported satisfaction with that service.

* - Utilization Rate

	JUNIORS	SENIORS
8. Use of the College Career Center:	38% Util. Rate*	68% Util. Rate*
9. College Career Center staff's friendliness and accessibility:	99%	86%
10. Visits from college representatives:	93% Satisf. 49% Util. Rate*	N/A 55% Util. Rate*
11. College evening programs:	92% Satisf. 58% Util. Rate*	N/A N/A
12. CCC group guidance programs:		78% Satisf.

SOURCES OF ACADEMIC ASSISTANCE

	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
13. Teachers	37%	40%	45%	33%
14. LC Tutors	25%	33%	34%	26%
15. Parents	44%	40%	25%	17%
16. Friends	60%	68%	67%	56%
17. Private Tutors	18%	19%	25%	16%

*Utilization Rate

Comparison of Student Services Survey - Grades 9-12

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

As reported by students of all four grade levels, counselor accessibility, friendliness, and approachability continue to post above levels of 90 percent. All freshmen (100%) and sophomores (100%) and nearly all juniors (99%) and seniors (96%) agree that counselors are friendly and accessible. Knowledge and recognition of students follow close behind in the mid eighties to nineties among freshmen (89%), sophomores (97%), juniors (97%), and seniors (87%). Counselors are also perceived to be helpful with academic counseling among freshmen (99%), sophomores (99%), juniors (99%), and seniors (90%). These numbers resemble trends that were illustrated the previous school year although there were increases in many areas. The freshman, sophomore, and junior numbers either stayed the same or went up in every category.

Relative to comfort levels when discussing personal issues, more than eight out of ten freshmen (92%), sophomores (96%), juniors (93%), and seniors (83%) do feel comfortable about discussing non academic concerns with counselors. All age levels reported higher comfort levels this year with freshman going up a significant 8 points and sophomores 4 points. These are all time highs in every age group for this category..

Students are surveyed regarding the friendliness and helpfulness of Student Services personnel. The office is staffed with counselors, deans, social workers, student support team coordinators, and secretaries. Although students may visit the office on their own accord, others are summoned for various reasons (such as disciplinary infractions). Current student satisfaction rates resemble the previous year's percentages, with freshmen showing a three-point increase in satisfaction levels (99%). Sophomores stayed the same (99%), and nine out of ten juniors (98%) agree that the Student Services staff is helpful. All three groups' satisfaction levels have surpassed the nineties. Senior satisfaction also increased this year (91%) but remains lower than the other groups, which is a consistent trend.

Maintaining counseling relationships with juniors and seniors as they progress through the college admissions process continues to be a priority of Student Services personnel. Juniors and seniors were queried about their levels of satisfaction and utilization in five areas of college counseling. Survey results regarding college admissions counseling closely mirror the previous year's findings. When compared to seniors, juniors expressed higher degrees of satisfaction in conjunction with less usage. Satisfaction levels remain extremely high for juniors (97%) and seniors (94%) who choose to tap the knowledge base of counselors and college consultants. Juniors check

in at an 88 percent utilization rate, while seniors log in at 92 percent. The junior's utilization rate increased by 2 percent this year; the seniors' utilization rate went down by one point. College Career Center usage by the end of first semester for juniors was 38 percent; by the conclusion of senior year, usage rose to 68 percent. These numbers are similar to last year's results, except seniors increased by two points. Bear in mind that some students feel confident in their choices and do not feel compelled to research further. The vast majority of juniors (99%) and seniors (86%) who have chosen to use the CCC find it to be friendly and accessible.

This year seniors (55%) slightly outpaced juniors (49%) when it came to meeting with college representatives who visit Stevenson. Compared to the previous year, the senior attendance rate increased by six points putting them ahead of juniors in accessing these services. Based on the changing CCC curriculum and focus, we did not elicit the senior's satisfaction levels with college rep visits or college evening programs. We did find that 58 percent of juniors attended college evening programs and even more (92%) were satisfied with these programs. This is a three point increase in utilization. We did ask a newer question this year to try and gauge whether students are satisfied with the ever-increasing CCC group guidance programs during the school day. A little more than three quarters (78%) of the seniors were satisfied with these informational meetings.

For the fifth time, we have comparison data relating to the sources of academic assistance students choose to seek out. We asked students to identify whom they routinely seek academic assistance from. The choices included were teachers, Learning Center tutors, parents, friends, and private tutors. When we compare their answers across the grade levels, we can see some consistent trends. For the fifth year in a row, friends is the most popular response across all grade levels with freshmen (60%), sophomores (68%), juniors (67%), and seniors (56%) stating that they routinely use this method to obtain academic support. The second most popular response for freshmen is parents (44%) and for sophomores this year teachers (40) and parents (40) tied for the second most popular resource. As students progress through high school, they seem to be using parents less (juniors 25%, seniors 17%) and accessing their teachers more often (freshman 37%, sophomores 40%, juniors 45%, seniors 33%). After friends, parents, and teachers, the most popular response tends to be Learning center tutors, with freshman (25%), sophomores (33%), juniors (34%), and seniors (26%) using them as resources. The least popular method of accessing academic assistance is by hiring private tutors. Freshmen (18%), sophomores (19%), and seniors (16%) utilize them less than juniors (25%). This is the fourth year we've seen this trend. It is possible that tutors increase in the junior year because it is such an important academic year for ACT and classes before applying to colleges. It makes sense that seniors would access them the least because the college application process is typically over early on in senior year. One thing to point out is that freshman and sophomore numbers decreased in every area, indicating that these two groups are seeking academic assistance at a lower rate. The junior class went up in every area for academic assistance.

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 long been integral to the mission of Student Services.

One-Year Follow-Up Survey Results
One-Year Graduates Interviewed – 100

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 -	95 (95%)
Working -	3 (3%)
Gap Year -	2 (2%)

Note: Questions 2-9 were asked of respondents attending college or university; therefore, 95 responses are reported.

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

Yes –	92 (97%)
No –	3 (3%)
Transferring to a four-year college –	3

3. What is your current or anticipated major?

Business – 17 (18%)

International Business Admin – 1
Accounting – 1
General Business – 5
Economics – 3
Public Relations – 1
Business Law – 1
Learning & Organizational Change – 1
Workplace Training & Development – 1
Business Management – 1
Finance – 2

Health Sciences – 11 (12%)

Nursing – 3
Pre-Veterinary Science – 1
Exercise Science – 1
Pharmacy – 1
Public Health – 1
Human Physiology – 1
Athletic Training – 1
Nutritional Biochem & Metabolism – 1
Occupational Therapy – 1

Engineering – 9 (9%)

General Engineering – 2
Mechanical Engineering – 1
Biomedical Engineering – 1
Electrical Engineering – 2
Computer Engineering – 2
Civil Engineering – 1

Social Sciences – 8 (8%)

Psychology – 2
Criminal Justice – 2
Political Science – 1
History – 1
Comparative Cultures & Politics – 1
Sociology – 1

Science – 6 (6%)

Biology – 3
Human Biology – 1
Biochemistry – 1
Microbiology – 1

Education – 5 (5%)

Elementary Education – 2
Secondary Education-ELL – 1
Secondary Education-Math – 1
Music Education – 1

Communications – 3 (3%)

Communications – 1
Journalism – 1
Spanish – 1

Fine Arts – 3 (3%)

Film – 1
Music Performance – 1
Film Directing – 1

Multiple Majors – 15 (16%)
 History & Theater – 1
 Business & Cinematic Arts – 1
 Finance & Pre-Med – 1
 Advertising & Graphic Design – 1
 Archeology & Classics – 1
 Psychology & Religion – 1
 Chemistry & Economics – 1
 Design & Marketing – 1
 Economics & Finance – 1
 Finance & Entrepreneurship – 2
 Material Science & Electrical Engineering – 1

Creative Writing & Psychology – 1
 Finance & Accounting – 1

Other – 19 (20%)
 Undecided – 7
 Applied Math – 1
 Social Work – 2
 Graphic Information Technology – 1
 Interior Design – 2
 Computer Science – 5
 Hospitality Management – 1

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

No – 14 (15%)

Yes – 81 (85%)

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

Number of credits:	0 credits -	12
	I don't know -	2
	1-10 credits -	22
	11-20 credits -	14
	21-30 credits -	9
	31-40 credits -	10
	41-50 credits -	2
	51-60 credits -	2
	61-70 credits -	1
	71 or more -	7

4c. If you received no credit, why?

My score wasn't high enough – 6

Didn't take the test – 3

The credit wasn't accepted for my major – 3

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

Yes – 16 (17%)

Number of credits:	1-5 credits -	11
	6-10 credits -	5

Subjects:

Spanish – 7

Math – 2

Music - 1

English - 6

No – 79 (83%)

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

	<u>Well</u>	<u>Adequately</u>	<u>Inadequately</u>	<u>N/A</u>
Writing Composition/Reports	73%	26%	1%	1%
Mathematics	66%	34%	0%	6%
Social Studies	74%	24%	2%	8%
Science	67%	33%	0%	8%
Reading Comprehension	75%	25%	0%	0%
Foreign Language	70%	29%	1%	27%
Fine Arts	75%	25%	0%	27%
Study Skills	65%	31%	4%	1%
Use of Computers—Research	71%	28%	1%	1%
Use of Computers—Applications	54%	36%	10%	2%

Note: Explanations given for "inadequately" responses can be found in Table A at the end of the one-year survey responses.

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

Better than most – 72%
The same – 28%
Not as well as others – 0%

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

Shared G.P.A. – 84

Grade Point Average: 4.0 - 3.5 - 53%
3.4 - 3.0 - 33%
2.9 - 2.0 - 14%
1.9 - 0.0 - 0%

Did not know G.P.A. – 7

Did not want to share G.P.A – 4

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

Higher – 28%
The same – 53%
Lower – 19%

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 – 45%
Agree – 53%
Disagree – 2%
Strongly Disagree – 0%

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

Give students more independence – 7
Teach study skills – 7
Teach time management for long-term projects – 5
Have less handholding – 5
Give less steps to projects, give them a due date and make them figure it out themselves – 5
Base grades on tests only – 4
Increase “at home” work- reading, taking notes etc – 3
Have office hours for teachers – 3
Teach being a learner – 2
Tell teachers to follow due dates, don’t allow late work – 2
Give more long term assignments – 2
Have everyone take hard classes – 1
Tell students why they should go to college – 1
Have more lecture based classes – 1
Let them mature – 1
Get rid of extra credit – 1
Teach a class on basic adult life skills – 2
Make ‘minuses’ count – 1
Give more help with college and career – 2
Spread out tests – 1
Give less busywork – 1
I don’t know – 5
Nothing, you are doing a good job – 36

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

Yes – 78%
No – 22%

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

Too strict – 18%
About right – 80%
Not strict enough – 2%

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?

Try Harder – 15
Get more involved sooner – 12
Have less pressure – 11
Take more electives and less AP classes – 9
Take more AP classes – 4
Have a closer relationship with teachers – 3
Take advantage of all of the opportunities – 3
Join sports earlier – 2
Be more social – 2
Be more selective with clubs – 2
Have a more accepting student body – 2
Go to a smaller school – 1
Less handholding – 1
Have less of a “dumb kid” stigma – 1
Go to school longer – 1
More fulfilling, less box checking – 1
Have a later start time – 1
No special education – 1
Have a new dean – 1
Have better time management skills – 1
Have more of an emphasis on community service – 1
More project based learning – 1
Fix Spanish 2 and Spanish 2-3x – 1
Focus more on emotional health – 1
Not go to SHS – 1
Have a quiet place to study – 1
Have a longer lunch – 1
Take an AP class – 1
I don't know – 3
Nothing – 18

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

Teachers and Staff – 47
Friends – 11
Clubs – 11
Sports – 11
Great preparation for college – 8
Fine Arts – 8
Classes – 6
Academic support – 5
Opportunities – 4
Diversity of students – 3
Everything – 3
World's Fair – 2
AP classes – 2
The community – 2
The size – 2
Community service activities – 1
Rigor – 1
Maturing – 1
Project Dance – 1
COA group – 1
My counselor – 1
Graduating early – 1
PE Leader program – 1

16. Are you registered to vote?

Yes – 67%
No – 33%

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

Yes – 37%
No – 63%

Table A

Reasons for "Inadequate" Responses in Writing

The writing in college is completely different than the writing in high school.– 1

Reason for "Inadequate" Response in Social Studies

I never did well in social studies – 1

Our classes have been based on primary source materials – 1

Reason for "Inadequate" Response in Foreign Language

The pace is much faster in college – 1

Reasons for "Inadequate" Responses in Study Skills

I was not taught how to study at SHS – 4

Reasons for "Inadequate" Responses in Computer Research

The research is much more in depth in college – 1

Reasons for "Inadequate" Responses in Computer Applications

I never learned how to use Excel and I needed it in college – 3

I needed Excel, Abode and InDesign – 1

I was never taught these skills – 5

One-Year Follow-Up Survey Summary

Data for this year's survey was garnered from telephone interviews with 100 randomly selected 2015 Stevenson graduates. The purpose of the one-year follow-up is to ascertain the activities of students one year after graduation, to question them about their readiness for college-level work, and to gauge their perception of their Stevenson experience after accruing a year's worth of post- secondary perspective.

The vast majority of 2015 graduates declare that they are attending college full time (95%), and that depicts a two-point decrease for the second year in a row. Three students are working and two students are taking a gap year. A large majority of individuals attending college plan to return to the same school in the fall (92%), while some are thinking of changing their plans by transferring to another four-year college (3%). When asked about courses of study, the largest reported category is business (18%) for the sixth year in a row. The second most cited response was Health Sciences (12%), followed closely by Engineering (9%), which ended up decreasing by nine percent this year. The fourth most popular major is Social Science (8%) and Science (6%). Multiple majors continues to be a popular route for our post graduates (16%) and actually went up by 4 percent this year In addition, many students are reporting that they are in the "other" category (20%); this includes undecided, computer science, interior design, and social work. This "other" category went up by 10 percent this year.

This year's sample of students cited a 10 percent decrease in participation rate in AP classes as compared to last year's senior class (85%). Are students earning credit towards college graduation while in high school? The large majority (83%) of AP participants declare that they have earned credit. Out of the 83 percent of students who received credit, 45 of them earned more than ten credits. Of the 12 students who did not receive credit, 6 students said their score wasn't high enough, 3 students didn't take the test, and three students said the credit wasn't accepted for their major. Many respondents (17%) report earning additional credit by way of college proficiency exams. Five students reported that they received 6-10 credits this way.

Recent graduates were asked to answer whether they felt that Stevenson had prepared them for college in different academic areas. Lofty satisfaction levels of 95 percent or higher were achieved in nine of the ten areas and skills polled, with the exception of use of computer applications (90%). Eight subject areas reached near perfect percentages including writing composition (99%), mathematics (100%), reading comprehension (100%), foreign languages (99%), social studies (98%), science (100%), Use of computers-research (99%) and fine arts (100%). These areas were followed closely by study skills (96%), and use of computers-applications (90%). Nearly three quarters (72%) of one-year respondents said the skills and knowledge that they acquired in high school were greater than that of their college classmates. This is a two-point increase from the previous year. While some students consistently report that they are equally prepared (28%), it is worthwhile to note that no students stated he/she

felt less prepared than his or her college peers. Of the number of one-year grads (84) that knew or were willing to share grade point average information, the majority (86%) reported college GPA's of "B" or better; however, this is a two point decrease from last year's results. A similar percentage of students (88%) indicated that their college grades were the same or better than what they had earned at Stevenson.

A large majority of the sample (97%) responded affirmatively when queried whether they had become more responsible for their own learning as they advanced through high school. This statistic has been increasing over the past two years and depicts the same percentage from last year's results. When asked how Stevenson could better foster responsibility, the most frequent response by far was "nothing" (36). Leading the list of suggestions agreed upon by three students or more are: give students more independence (7), teach study skills (7), teach time management for long term projects (5), have less handholding (5), give less steps to projects (5), and base grades on tests only (4). In comparison to the previous year's survey, there are few similarities of responses and many were even new responses that had not been mentioned in previous surveys.

Looking back, more than three quarters (78%) of one-year graduates related that they had received assistance from their counselors with post-secondary plans. This posts a decrease of 5 percent from the previous year. About three quarters of respondents felt discipline was maintained at an appropriate level (80%), while a much smaller percentage described it as "too strict" (18%). This year, only two respondents reported that discipline was "not strict enough." Satisfaction levels on this question have vacillated significantly over the past few years. This year, there was a one point increase in student's feeling it was too strict. When the sample group was asked what one aspect of their high school experience they would change, the most frequent response was "nothing" (18), closely agreeing with the previous sample of graduates. The second most frequent response was try harder (15). Other common responses include getting more involved sooner (12), having less pressure (11), and taking more electives and less Aps (9). In comparison to the previous year's sample of students, the most common shared feelings among recent graduates seem to be the desire to: work harder and take advantage of the curriculum in different ways. Relative to highlights, or when asked to describe the best aspects of the Stevenson experience, people and relationships placed in the top category. Faculty and staff (47) garnered the most responses, followed by friends (11) clubs (11), sports (11), and great preparation for college (8). These are the same top four responses as last year's survey as well. Enthusiasm and appreciation for faculty/staff mirrors the annual results from the Senior Exit Survey. Students were queried about their voting status. A little less than three quarters of this group (67%) is registered to vote; this is a decrease of five percentage points in comparison to last year's respondents. The current group went up slightly in their voter participation rate with 37% of the students saying they have voted in a national, state, or local election.

In summary, the sample group for the Class of 2015 indicates most are attending

college, their preparation for college was effective, 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 (81%) are earning the same or improved grades at college. Business continues to be the top spot as the most popular college major. However, students are pursuing a variety of majors in the fields of Science, Communication Arts, Fine Arts, Engineering, Social Science, Health Sciences, and Education. In addition, a healthy number of students, or about one fifth of respondents, have reported that they are tackling double majors. One noticed message is that students believe that less emphasis on homework and direct teaching of study skills would foster the idea of being responsible for one's learning. Most students are working with counselors to crystallize post- secondary plans. Discipline was perceived as being "about right" by more than three quarters our recent graduates. Some individuals would make changes in their high school experience given the opportunity, although most related that they were pleased with their experience. Positive teacher relationships established during their tenure at Stevenson remains the highlight, being specifically mentioned by a large number of students (47), and consistently ranking a great deal higher than any other category, such as friends, clubs, or resources.

Five-Year Follow-Up Survey Results

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

Five-year graduates interviewed – 100

1. Upon leaving Stevenson, what did you do?

College or university full time – 91%

Work – 3%

Gap Year – 3%

Trade School – 1%

Transition – 1%

Relocated – 1%

Note - Questions 2-4 were asked of respondents that attended college or university at all in the last five years; therefore, 91 responses are reported.

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

Business – 18 (20%)

Marketing – 3

Finance – 3

Economics – 2

Accounting – 2

Business Administration – 2

Business Management – 1

Sports Management – 1

International Business – 1

Music Business – 1

Product Design – 1

Public Relations – 1

Engineering – 12 (13%)

Mechanical Engineering – 3

Civil Engineering – 2

Engineering Physics – 2

Industrial Engineering – 1

Chemical Engineering – 1

Electrical Engineering – 1

Engineering – 1

Material Science Engineering – 1

Health Fields – 10 (11%)

Nursing – 6

Neuroscience – 1

Medical Assisting – 1

Physiology – 1

Ultrasound Technician – 1

Social Sciences – 8 (9%)

Psychology – 4

Social Work – 1

Geography – 1

Industrial Organizational Psychology – 1

Political Science – 1

Communication Arts – 7 (8%)

Communication – 2

English – 2

Journalism – 1

Speech Language Pathology – 1

Science – 6 (6%)

Biology – 2

Chemistry – 1

Animal Science – 1

Environmental Science – 1

Integrative Biology – 1

Fine Arts – 6 (6%)

Theater – 2

Graphic Design – 1

Acoustics Arts Sound Engineer – 1

Fine Arts – 1

Music Production – 1

Education – 4 (4%)

Education – 2

Elementary Education – 1

Secondary Ed/History – 1

Other – 6 (6%)

Architecture – 1

Informatics – 1

Recreational Sports Management – 1

Aviation Flight Science & Operations & Management – 1

Video Game Art and Design – 1

Interior Design - 1

Multiple Majors – 15 (17%)

Engineering & Physics – 2

Business & Accounting – 1

Psychology & Communications – 1

Economics & English Literature – 1

Finance & Economics – 1

Neuroscience & Psychology – 1

Philosophy & Pre-Med – 1

Aviation Flight Science & Aviation

Operations & Management – 1

Organizational Leadership & Small

Business Management – 1

Music & Anthropology – 1

Philosophy & Psychology – 1

History & Jewish Studies – 1

Marketing & Finance – 1

Counseling & Art Therapy – 1

3. Did you complete an undergraduate degree?

Yes – 77 (85%)

No – 14 (15%)

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

3 years - 3

3.5 years - 6

4 years - 52

4.5 years - 10

5 years - 6

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

Changed majors – 5

Transferred schools – 3

Completed a double major – 1

Too much socializing – 1

My choice – 1

Took a semester off – 1

Needed to take classes at a slower pace – 1

Needed higher ACT – 1

Changed minors – 1

To claim residency – 1

Note - Question 5 was asked of all respondents.

5. What are you doing now?

Working – 67%

Going to college – 9%

Attending graduate school – 17%

Taking professional exams – 3%

Military – 1%

Completing internship – 1%

Looking for a job – 2%

Note - Questions 6-8 were asked of respondents who attended any schooling in the last five years; therefore, 96 responses are reported.

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

Higher – 34%
The same – 44%
Lower – 22%

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

Well – 81%
Adequately – 16%
Inadequately – 3%

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

Better than most – 58%
The same – 39%
Not as well as others – 3%

Note - Questions 9-17 were asked of all respondents.

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

Strongly Agree – 36%
Agree – 58%
Disagree – 4%
Strongly Disagree – 2%

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

Nothing - 52
I don't know – 12
Too strict/ too many restrictions -6
It was too ultra competitive and stressful - 4
Too much handholding – 4
Too much homework/busywork - 2
Made sure grades didn't fall below a "B" – 1
Guided study and study hall – 1
Make it seem like college would be harder than it was – 1
Felt like you didn't have to study for tests until college – 1
Pressure to take classes that are honors – 1
Using fear – you have to do this or you're not going to graduate – 1
Having work done for you by teachers – 1
Didn't try as hard with me since I wasn't a "Top" student – 1

Too many security guards – 1
 Would have liked to be put in regular classes instead of special education classes – 1
 There should be a wider range of students in accelerated classes – 1
 Was not a great place to develop these skills – 1
 No college help – 1
 Too many students – 1
 No test taking skills taught – 1
 Not encouraged to take electives – 1
 Too much help – 1
 Didn't allow students to go to Tech campus until junior year – 1
 I was discouraged by college choices people gave me – 1

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

Encourage taking more electives – 10
 Incorporate practical life skills into classes like financial responsibility – 8
 Give stronger support in study and time management skills – 7
 Less homework/busywork – 6
 Promote individualism – 4
 Focus on SEL skills – 4
 It is up to the student not the school – 4
 Not sure – 3
 More college-like structured classes – 3
 Tell students about options other than 4 year colleges- community college and trade schools – 2
 Less teacher monitoring of students' work/more personal accountability – 2
 Set assignments with longer deadlines – 2
 More hands-on learning – 2
 More information about colleges – 2
 More teacher availability for individual help – 1
 No extra credit – 1
 More small group assignments – 1
 Encourage independence – 1
 Let students meet with counselors one-on-one – 1
 Have more summer school classes available – 1
 Teachers in ELL should not give answers to students – 1
 Rely on the teachers to teach and the students to ask for help if they need it. – 1
 Treat all students equally- no consequences for bad grades – 1
 Make students accountable for their actions – 1
 Focus on the kids who need help – 1
 Less handholding – 1
 Stop cheating – 1
 You did a good job – 1
 Motivate the students – 1
 Encourage competition in classes – 1
 More college level classes- less AP – 1
 More free time – 1
 More AP classes – 1

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

Too strict – 36%
About right – 63%
Not strict enough – 1%

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

Yes – 84%
No – 16%

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 – 22
Nothing – 15
Try harder in school – 10
I don't know – 8
Take more AP classes – 6
Less pressure – 5
Switched some classes – 4
Fewer students – 3
Take it more seriously – 2
Fewer homework assignments – 2
Have more friends – 2
Have less academic time – 1
Have more hands on learning classes – 1
More independent – 1
Be involved in less extracurriculars – 1
Explore more that high school has to offer – 1
Don't play sports – 1
Plan more for my future – go to community college to save money – 1
Less snobby kids – 1
I wish the CCC would have given me community college options-not everyone has enough money for college. – 1
Smaller classes – 1
Different friends – 1
Get more help – 1
More teacher respect – 1
More specific learning geared towards something that I am interested in – 1
Less competitive – 1
More involved in art classes – 1
Graduated early – 1
Fewer AP Classes – 1
Have iPads – 1
Real life classes – 1
Get to know teachers better and keep in touch - 1
Not having students rely so much on teachers -

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

Teachers – 19
Friends/Students – 19
Extra-Curriculars – 10
Classes – 10
Sports – 10
College Preparation – 5
Performing Arts - 5
Opportunities – 4
AP Classes – 4
Theatre program was fantastic – 2
Dances - 2
Band Program – 2
Having access to resources – 2
GIVE – 1
Graduation – 1
Academic Freedom – 1
Student Council – 1
Community – 1
Enjoyed getting the resources that I needed – 1
Good reputation for learning – 1
College Environment – 1
Different programs offered – 1
Intramurals – 1
Leaving – 1
Size of school – 1
Social Life – Best learning experience – 1
Nothing – 1
Guided study hall - 1

16. Are you registered to vote?

Yes – 85%
No – 15%

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

Yes – 65%
No – 35%

Five-Year Follow-Up Survey Summary

The five-year follow-up study was conducted by telephone interview with 100 randomly selected Class of 2011 Stevenson graduates. The purpose of the 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 input about their overall Stevenson education after having benefited from five years of post-high school experience.

Many of the polled students (91%) have responded that they attended college full-time upon leaving Stevenson. This is a five-point decrease from the previous year's survey. Three other respondents stated that they immediately started working after SHS (3%), while three others students took a gap year. Business (20%) remains the most popular area of concentration for the ninth year in a row among the college-bound group; although this did drop 9 points this year. Engineering jumped up five points and is now the second most popular major (13%), followed closely by Health Fields (11%), which went up 7 points. Social Sciences (9%), Communication Arts (8%), and Science (6%) rank in as the least cited college majors. A large percentage of these respondents claim to have completed an undergraduate degree (85%) and this represents a decrease of five percentage points compared to 2010 graduates. Of the ninety one respondents who answered this question, a little less than three quarters (61%) of these students graduated in four years or less, while a smaller amount of graduates report taking longer to complete their degrees (16%). Six students claimed it took 3.5 years to complete their degree, while three students reported finishing in three years. (Nationally, about 48.5 percent of the students graduate in five years). Among Stevenson respondents, ten different reasons for taking longer than four years to complete a degree have been described. The most common reasons cited are changing majors (5), transferring schools (3), and completing a double major (1). These are the same three reasons cited last year as well. Relative to current activities, some respondents (17%) are attending graduate school, a two-point increase from the previous survey. In addition, a large majority (67%) entered the workforce, which constitutes a two-point decrease from last year's results. Less students are claiming they are looking for jobs (2%) and this constitutes a high point decrease from last year's respondents. Another small percentage of students are involved in an internship (1%). A little less than one third of respondents (34%) who had attended a college or a university report receiving higher grades than they had earned at Stevenson, while a little less than half (44%) managed to earn the same grades. Lower grades prevailed for a smaller percentage (22%) of the respondents who had attended college. When asked, "How well did Stevenson prepare you for college?" about three quarters of respondents (81%) feel "well prepared" for college; and this represents a six-point increase from last year. Other students (16%) describe being "adequately" prepared, while only three 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" (58%), a smaller percentage claim that their preparation is "the same" (39%), while only three students reported feeling "not as prepared as others" (3%). These are

similar to the previous year's results.

In regard to fostering student responsibility, five-year graduates were asked if they had experienced growth in this area while in high school. Most graduates agreed that they managed to become increasingly responsible for their own learning (94%) This number decreased by three points this year. All 100 graduates were asked open-ended questions regarding what Stevenson did to discourage their development in the area of responsibility. Most of them could not think of anything specific the school had done to discourage them (52%). Six students felt that it was too strict with too many restrictions (6). Other students felt it was too competitive (4) with too much handholding (4). When solicited for input as to how Stevenson could help students become more responsible for their learning, ten students felt that Stevenson should encourage taking more electives (10). Other students felt that incorporating practical life skills into classes (8) would help them become more responsible. Next, students cited giving strong support in study skills (7) and less homework (6) as helpful ways to help students become more responsible. By and large, no common themes have been noticed from survey to survey. Graduates were asked to reflect upon Stevenson's disciplinary policies and practices. Most graduates agreed that discipline was "just right" (63%). Compared to last year's results, there was a nine-point decrease in the students who feel that discipline is "too strict" (36%). Just one student reported that discipline was "not strict enough" (1%).

Five-year graduates were asked if they have 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 (84%) since leaving Stevenson. This constitutes an five-point decrease from last year. When asked what one aspect of their high school experience they would change, 22 would have gotten more involved, ten would have tried harder in school, and six would have taken more AP classes. For the eighth year in a row, in relation to what they considered to be the best aspects of their Stevenson experience, the most frequent responses cited were teachers (19) and friends (19), followed closely by extracurriculars (10), classes (10), and sports (10). Voter registration has increased by five percentage points (85%). A little less than three quarters (65%) of the respondents reported they had voted in an election.

In retrospect, the vast majority of this group attended college, and almost nine out of ten students declare that they 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 amount 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 2011 affirm the notion that Stevenson is preparing them for success while creating life-long learners.