

## **Class of 2015 Profile and Student Information**

**Presented to the New Trier Township High School Board of Education on December 14, 2015**

**Prepared by: Tim Hayes, Paul Sally**

This report is the sixth annual report providing an in-depth profile of a graduating class from New Trier. The previous reports were received with great interest by staff, parents and the community at large. The data presented in these reports continue to provide an excellent starting point for conversations with parent and community groups. We have included two significant changes for this year. First, the executive summary has been expanded to include recommendations for further action and study. Second, the section which reviews data from prior graduating classes has also expanded giving the Board initial data on New Trier's college graduates and their majors.

After the Executive Summary, the profile is presented in eight sections, each highlighting an area of excellence in New Trier students, teachers, programs, and community.

The first section details some of the academic awards earned by students in the class of 2015. In addition, the very high ACT scores for our non-AP students in math and English are also highlighted. Those data demonstrate the breadth of excellence in our student body as well as the rigor of our curricular program across all academic levels.

The second section illustrates course-taking patterns of the students from the class of 2015. These data provide the school, students, and families with information to help better understand students' experiences in the academic realm in both the core academic departments and the elective departments. This information helps to dispel some of the myths that pervade the school community.

The third section uses the data from the course taking pattern section and gives a sampling of the colleges different groups of students chose to attend. These data show the variety of options available to New Trier students no matter their course-taking patterns. This section also illustrates our commitment to the Post-High School Counseling Department's motto that "College is a match to be made, not a prize to be won." This year, we have analyzed the colleges that students attend by looking at a student's level profile of classes, the number of core academic courses, the number of AP courses, and the number of elective courses.

The fourth section has been expanded and provides follow-up data on earlier graduating classes. The first part of this section reviews information from an alumni survey we conducted with our 21<sup>st</sup> Century Benchmarking Consortium schools. The second part of this section summarizes information on New Trier graduates from the classes of 2006-2011 who have graduated college and the areas in which they chose to major.

The fifth section highlights the extensive support services that New Trier provides for students during their four years of high school. The availability of extensive resources communicates to students the belief that success means overcoming obstacles and that asking for help is not a sign of weakness but rather an indication of wisdom.

The sixth section illustrates the extensive leadership opportunities provided to our students. Six separate programs are highlighted and detailed. Helping students develop leadership is an important part of our mission as a school.

The seventh section describes the process students of the class of 2015 went through to develop and complete their Senior Projects on a wide variety of topics. The creativity and expertise of this class are on display in the descriptions of some of the projects undertaken by these students.

The eighth and final section of this profile details the service activities that students in the Class of 2015 participated in throughout their years at New Trier. These data are again a source of pride for the school and student body and show students' commitment to "lives to the service of humanity".

While some of this information is new and some has been presented previously, the report as a whole creates a picture of student achievement, student life, and student reflections on their experiences. We are eager to discuss this information with the Board.

# **Profile of the Class of 2015**

**An academic and student services perspective**

## **Executive Summary**

### **Test Scores**

Our students continue to score at the top of the country on standardized tests. Our AP scores far exceed the national average in each subject. Our ACT scores continue to be the highest of any open enrollment high school in Illinois. This academic excellence extends far beyond the top of the class - our students who finish in 3-level English and math average 28.1 on the English portion of the ACT and 27.8 on the math portion.

Our AP participation rate is consistent with previous years. Our scores remain far above the national averages on every subject test. With 80% of our students earning a 4 or higher, our students are consistently achieving the scores on AP tests that colleges are looking for and they often receive advanced placement in a subject area and/or credit for a graduation requirement. While a score of 3 is often used as a “passing” benchmark, very few colleges take scores of 3 as replacements for graduation requirements or requirements for a major.

Finally, our students at all levels of achievement continue to far surpass the average national growth from the sophomore PLAN test to the junior ACT test. Based on a student’s PLAN score, the ACT provides a predicted range of ACT score calculated from historical national student data. Over 45% of our students exceeded their predicted high score, a rate close to double the national expectation. This result is a testament to our students, families, teachers, and curriculum.

### **Course Taking Patterns**

While the course taking patterns have not changed significantly over the past few years, some points of note include the following:

- The average number of years that students take mathematics has risen to 4.00. Only 53 students in the class of 2015 stopped taking math after three years.
- More students are taking 19 or more major courses compared to years past with 66% hitting that mark in 2015 compared to 64% in 2014. This statistic is one metric colleges use to determine the rigor of a high school student’s coursework.
- Our elective departments have strong enrollment. The number of students taking courses in multiple elective departments is over 70%.
- The core academic level profiles of the Class of 2015 match previous years with very few students (2.8%) taking core academics solely at level 4 and the vast majority of students (90%) taking a mixture of levels, including 12% of students who took at least one core academic class at each of our 2, 3, and 4 levels. These data are testaments to the strength and flexibility of our level system, matching students to the appropriate level in each discipline.

### **College Matriculation**

It is important to remember that the numbers reported in this section are for the colleges which students chose to attend. This year, we reported college matriculation by level profile, number of core academics taken in four years, number of AP classes taken in four years, and number of elective classes taken in four years. These charts are shown on pages 13 - 16. These data show that a wide variety of our students attend any particular college and help set expectations for other

students hoping to attend that school. For example, University of Illinois at Urbana-Champaign accepted students with a wide variety of level profiles, but the vast majority of these students took 19 core academic courses or more. A current student or family can use these charts to see where students from the Class of 2015 went to college who had the same level profile, number of core academic classes, number of AP classes, or number of elective classes.

### **Reports on the progress of prior graduating classes**

This year the Profile report contains a follow-up from of the Class of 2014 using the Alumni Survey we conduct with other high performing schools from our Benchmarking Consortium. Students are asked about how well they felt prepared during their first year in terms of specific content areas, important student skills, and general life skills. Based on this survey, our students are very well-prepared in all these areas.

In addition, initial findings are presented from work with the National Student Clearinghouse data on New Trier's college graduates. As noted below in the recommendations for further study, these reports represent the beginning of a larger effort.

### **Support Services**

One of the keys to success at New Trier is the support that is available to students as they confront academic challenges or health issues. Students in the Class of 2015 made use of these resources throughout their time at New Trier. They found academic support at the Academic Assistance Center at the Northfield Campus, and at the Reading and Writing Center and Math Resource Room at the Winnetka Campus. The Guided Assistance Program helped students develop study strategies and organizational skills. Health Services supported students who felt ill during the day, required daily medications, or struggled with substance use or eating disorders. When students returned from hospitalization or struggled to attend school regularly, the Bridges Program provided a safe, supportive environment to aid those students as they re-engaged with their school work. Finally, the Social Work Department provided supports for students struggling with social and emotional issues.

### **Leadership Experiences**

The students in the Class of 2015 experienced a wide variety of leadership experiences available to them. In the extracurricular program, students developed leadership skills through the Activities Leadership Practicum Seminar and the Student-Athlete Leadership Training program. Through the Adviser Program, students helped their classmates transition to New Trier and then to the Winnetka Campus as Senior Helpers and Bridge Builders. As Senior Class Habitat Service Project Leaders, students led their classmates as they raised money and participated in the construction of a home in Lake County and provided funding to construct a home in the Philippines. Finally, students in the Student Instruction Leadership Corps experienced what it is like to create lessons and provide classroom instruction by working with a faculty member as an assistant instructor.

### **Senior Project**

One of the unique experiences that New Trier provides, Senior Project offered senior students the opportunity to explore an area of interest by working with a professional in that field. During the

fourth quarter, 135 students spent most or all of their school day working on an internship in the Chicago area. Their projects covered a wide array of topics and often provided meaningful contributions to community organizations and corporations. At the conclusion of the project, students presented what they had learned at an exhibit held at the Winnetka Campus.

### **Service Summary for the Class of 2015**

The Class of 2015 continued New Trier students' dedication "to service to the lives of humanity." As freshmen, the Class of 2015 supported the completion of reconstruction and classroom furniture for a school in Petit-Goave, Haiti, that was destroyed by the 2010 earthquake. During their sophomore year and junior years, students learned about a need in their community, then completed service projects to support agencies working to address this area of need. Finally, the Class of 2015 continued New Trier's commitment to providing housing for those in need in Lake County and the Philippines.

### **Recommendations for Further Action and Study**

- 1) The data show our students are seeking interdisciplinary experiences in the elective areas with over 70% of our students taking course in multiple elective departments. While much work has happened to make sure we can accommodate these students' interests, we need to plan more explicitly for creating interdisciplinary experiences in the curriculum. Some small groups have started exploration, but this work will expand through Curriculum Council and other groups.
- 2) Historically, our AP scores have been of the highest in the state, and our AP enrollment percentages have been lower than a number of other schools. Our scores show that a high percentage of our students reach the standard set by most colleges, which is quite different than many schools in our area. Since AP participation rate is a significant factor in some popular national rankings, schools have been incentivized to have more students take AP courses. Our philosophy has always been that ***the levels at which students take classes (including AP) are a match to be made not a prize to be won***, to adapt the phrase from our Post-High School Counseling Department. That being said, we need to continually review our AP offerings, policies, and procedures. New Trier does not want to exclude or discourage students from taking AP courses when it is developmentally appropriate and when it meets their curricular needs.
- 3) We have made significant strides over the last few years working with the data from National Student Clearinghouse, but we need to continue to get the information to our departments for analysis and consideration. The Math Department has asked for an analysis of college major and capstone math course taken at New Trier. The Business Education Department and the Applied Arts Department are looking for students who majored in those areas in college and whether they took courses in those areas at New Trier.
- 4) New Trier has a long history of offering opportunities for both service and leadership development. We have also developed partnerships with some schools in the Chicago area whose demographics are significantly different from New Trier's in race, ethnicity, and socio-economic status. These partnerships have been most successful when students from both schools are able to work together on a common issue. We want to improve these opportunities for our students in two ways. First, the number of partnerships that we currently have limits the opportunities for this type of experience to a small number of

students from New Trier. Second, these partnerships are often created by professional relationships that our teachers have with faculty from other schools but can be disrupted by frequent administrative turnover at those schools. To address both of these issues, the Director of Student Life will begin working with both our faculty and administrators from other schools to increase opportunities for these experiences and provide more stable relationships from year to year.

- 5) Finally, New Trier is fortunate to have many resources to support students who may struggle at our school academically, socially, or emotionally. However, we continue to face challenges when seeking to help students struggling with issues of anxiety, depression, and other areas of mental health. This is especially true when students appear to be doing well on the surface but are in fact struggling. We need to examine how we can better identify students who may need support and explore additional ways that we can meet their needs.

## Section 1: Academic Awards and Achievements of the Class of 2015

### Standardized Testing Highlights

Average ACT Score: 27.5

26 – National Merit Semifinalists

427 – Illinois State Scholars

### ACT Achievements for non-AP Students

- English - Students who finished senior year in 3 level English averaged 28.1 on the English ACT.
- Math - Students who finished senior year in 3 level Pre-Calculus averaged 27.8 on the Math ACT.

### Student Growth from PLAN to ACT

The PLAN test is a pre-ACT and is administered to New Trier students in the fall of their sophomore year. Students receive a projected ACT score range based on their PLAN score. In the New Trier class of 2015, 45% of students scored above the projected range, exceeding growth expectations at a rate close to double the national average. Only 3% of our students scored below the projected range.

### Advanced Placement Examinations

The chart below shows the number of AP tests taken by the Class of 2014. The Class of 2013 is shown in parentheses.

Number of AP Tests Taken	Number of Students
7 or more	47 (53)
6	43 (37)
5	56 (55)
4	68 (74)
3	78 (92)
2	104 (118)
1	158 (141)

- This totals 553 students taking 1773 AP exams, an average of 3.3 tests per student, the same average as the Class of 2014.
- Hundreds of our students qualify to be honored as an AP Scholar, AP Scholar with Honor, AP Scholar with Distinction, or National AP Scholar.



The chart below shows the AP score distribution for the tests of the Class of 2015. The Class of 2014 is shown in parentheses.

AP Tests Score	Number of Students	% of total scores
5	808	46% (47%)
4	609	34% (32%)
3	271	15% (16%)
2	69	4% (4%)
1	16	1% (1%)

- The average AP score was 4.20 (4.21).
- 80% of our students receive a score of 4 or higher, a standard benchmark used by colleges for credit and course replacement
- 95% of our students receive a “passing” score of 3 or higher

The chart below shows our average scores on some of the most popular exams compared to the national average.

AP Test	Number of New Trier Students	New Trier Average 2015	National Average in 2015
AB Calculus	232	4.21	2.86
English Language (Juniors)	151	4.13	2.79
US History	137	4.19	2.64
Micro Economics	128	4.48	3.15
Biology	122	3.90	2.91
Psychology	104	4.61	3.12
English Lit	87	3.86	2.78
BC Calculus	86	4.90	3.72
Chemistry	70	4.51	2.66

The chart below compares the grades students earned in our AP courses with the AP score they earned on the test.

Grade →	A	A-	B+	B	B-	C+	C	C-	D+ or lower
AP Score									
5	39%	21%	17%	13%	5%	2%	1%	1%	0%
4	16%	19%	20%	24%	10%	5%	5%	1%	0%
3	14%	8%	12%	24%	18%	11%	8%	3%	2%
2	8%	7%	13%	23%	16%	11%	12%	6%	3%
1	0%	0%	8%	20%	4%	16%	16%	28%	8%
<b>Total</b>	<b>26%</b>	<b>18%</b>	<b>17%</b>	<b>19%</b>	<b>9%</b>	<b>5%</b>	<b>4%</b>	<b>2%</b>	<b>0%</b>

- Only students who took both the course and the test were used in this analysis.
- While a significant correlation exists between student grades and AP scores, the level of rigor and the breadth of skills and thinking being developed and assessed in our AP courses exceed the standards of the AP test.

## Section 2: Course-Taking Patterns for the Class of 2015

This section of the profile analyzes the course-taking patterns of students in the Core Academic departments and Elective departments. The data was gathered from the final transcripts of the Class of 2015.

This section uses data from the 958 students in the Class of 2015 who were at New Trier for all four years of high school. The “level profile” is constructed by determining at which levels a student took courses. The level profile also indicates at which level the student took the most courses.

The last part of this section presents a sampling of the colleges students in each level profile are attending. As with any data concerning colleges, a variety of factors determine where students are accepted and where they enroll. The level of courses a student takes is only one factor that colleges consider.

### 1. Major Credit Courses taken in Core Academic Departments

Department	# of Students	# of Courses	Years per Student
English	958	3895	4.07 (4.08)
Math	958	3833	4.00 (3.99)
Modern & Classical Language	950	3191	3.36 (3.37)
Science	958	3694	3.86 (3.85)
Social Studies	958	3459	3.61 (3.56)

# of Core Academic Courses Taken		# of students	% of students
Fewer than 16	Fewer than 4 core academic classes per year	29	3.0% (5.0%)
16 to 17.5	Between 4 and 5 core academic courses per year	131	13.7% (13.9%)
18 - 18.5		167	17.4% (17.3%)
19-19.5		330	34.5% (30.3%)
20	Exactly 5 core academic majors per year	222	23.2% (24.6%)
More than 20	More than 5 core academic courses per year	79	8.3% (8.8%)

- The recommendation is that students take between 4 and 5 (inclusive) core academic courses per year.

## 2. Courses taken in Elective Departments

Department	# of Students	Total # of Courses	Years/Student	Students who took elective courses only in this department	
				#	%
Applied Arts - FCS	253	288	1.1	33	13%
Applied Arts – Tech Ed	225	381.5	1.7	27	12%
Art	438	710.5	1.6	92	21%
Business	422	481.5	1.1	37	9%
Dance	177	384.5	2.2	15	8%
Music	248	955	3.9	65	26%
Speech & Theatre	202	401	2.0	23	11%

- Driver Ed (140 students) and Consumer Ed (382 students) are not included in these totals.
- 225 students took classes in 3 of these departments; 42 students took courses in 4 of these departments; 8 students took courses in 5 of these departments.
- As noted in the Executive Summary, we need to continue to evaluate interdisciplinary options available to students.

Elective Departments Sharing Students	# of Students
Art + Business Ed	194
Business Ed + Applied Arts – FCS	123
Business Ed + Applied Arts - Tech Ed	115
Art + Applied Arts – FCS	110
Dance + Music	72
Music + Speech & Theatre	70
Dance + Speech & Theatre	68
Dance + Music + Speech & Theatre	40

The next charts show the Elective Department course-taking patterns. The first chart shows total elective courses over four years. The second chart shows the course taking pattern for each year. One-semester elective courses have a value of 0.5, so, for example, a student who took two full years of Art and a one semester Business class would be listed as taking 2.5 electives.

# of Elective Courses taken over four years	# of Students	% of students
1 – 1.5	138	14.4%
2	167	17.4%
2.5 – 4	375	39.1%
4.5 – 8 (more than 1 course per year)	218	22.8%
More than 8 (more than 2 courses per year)	60	6.3%

  

# of Elective Department Courses in that year	# of students Freshman year	# of students Sophomore year	# of students Junior year	# of students Senior year
0	133	106	257	286
0.5	10	107	110	65
1 – 1.5	698	594	414	409
>=2	117	151	177	198

- Students take far fewer electives junior and senior year.

### 3. Student Level Profiles of Transcript Courses

A level profile was determined for each student in the class of 2015 from the courses on their transcripts. If a student took one course at a particular level, it was added to their level profile. In order to get a broad picture of a student's experience, only students who attended New Trier for all four years are included.

Level Profile Description		# of Students	% of Students	Average # of AP classes	% of students taking at least one AP class
Only level 4 courses		27	2.8%	6.1	100.0%
Both level 3 and 4	More 4 than 3	176	18.4%	4.2	100.0%
	More 3 than 4	286	29.9%	1.8	90.9%
Levels 2, 3, and 4		116	12.1%	1.2	81.0%
Only level 3		53	5.5%	n/a	n/a
Both levels 2 and 3	More 3 than 2	156	16.3%	n/a	n/a
	More 2 than 3	126	13.2%	n/a	n/a
Only level 2		18	1.9%	n/a	n/a
<b>Grand Total</b>		<b>954</b>	<b>100.0%</b>	<b>1.7</b>	<b>58.5%</b>

- These results are very similar to the class of 2014. These averages have changed very little since the beginning of this report in 2010.
- Classes taken at level 9 are counted as level 3 for the purposes of this study since that is the grade weight used for those courses.
- The number of students who took only level 2 courses is small due to the wide variety of offerings at level 9 in every department including: Freshman English/History Team, some Senior English Electives, Computer Science, Senior Math Survey, many languages, Biology, other Science Electives, and many Social Studies electives.

### Section 3 – College Matriculation for the Class of 2015

The table below shows all colleges where at least 5 of our graduates are attending and **the level profile** for those students. The students in the Class of 2015 are attending 223 different colleges.

College	Level Profile								# of Students 2015 (2014)
	2	2/3	3/2	3	2/3/4	3/4	4/3	4	
University of Illinois at Urbana-Champaign		7	7	2	10	41	15	2	84 (77)
Indiana University at Bloomington		3	12	3	5	17	6		46 (44)
University of Michigan			2		3	18	15		38 (26)
Northwestern University			1			5	23	3	32 (22)
Miami University, Oxford		3	9	1	3	11			27 (20)
The University of Iowa		7	7	1	2	3	3		23 (14)
Oakton Community College	3	9	6	2		2			22 (21)
University of Wisconsin, Madison			1			15	5		21 (24)
University of Colorado at Boulder		2	4	4	5	4	1		20 (17)
University of Illinois at Chicago		6	2		5	6	1		20 (14)
University of Denver			2	2	3	7	1		15 (12)
University of Missouri Columbia		5	6	1	3				15 (23)
DePaul University		3	3	2	4	1	1		14 (25)
Tulane University					3	7	3	1	14 (11)
Michigan State University		1	5	2	3		1		12 (8)
Marquette University			5	2	2	3			12 (12)
Vanderbilt University						1	11		12 (10)
University of Chicago					1	1	4	4	10 (12)
Loyola University Chicago	1	2	1	2	2	2			10 (6)
University of Kansas		5	3	1					9 (7)
The University of Arizona	2	3	3				1		9 (11)
Southern Illinois University, Carbondale	1	6		2					9 (5)
University of Miami			1			5	2		8 (7)
Columbia College Chicago		6	1		1				8 (<5)
Cornell University						2	5	1	8 (7)
DePauw University		1	3	1		3			8 (<5)
Knox College	1	2	1		3	1			8 (<5)
Villanova University				1		6	1		8 (5)
Southern Methodist University			2		1	5			8 (<5)
Elon University		1		2	1	3			7 (<5)
New York University					1	3	3		7 (6)
Lewis & Clark College		1	1		1	2	1		6 (<5)
Boston University					1	5			6 (8)
Iowa State University			3			3			6 (<5)
Lake Forest College		1	3		1	1			6 (<5)
Trinity College					1	4	1		6 (<5)
Washington University in St. Louis							5	1	6 (13)
Boston College				1		3	2		6 (<5)
University of Dayton		2	1		1	1			5 (<5)
The University of Texas, Austin			1			4			5 (<5)
University of Minnesota, Twin Cities				1	1	2	1		5 (11)
Kenyon College					1	3	1		5 (<5)
Dartmouth College						1	3	1	5 (<5)
Santa Clara University			2	1	1	1			5 (<5)
Denison University		1	1		1	1	1		5 (<5)
Georgetown University						2	1	2	5 (<5)
University of Vermont			2		1	2			5 (5)
Texas Christian University		2	2			1			5 (6)
Syracuse University			2		2	1			5 (11)

The table below shows all colleges where at least 5 of our graduates are attending and **the number of core academic courses** on those students' transcripts. We recommend students take between 4 and 5 Core Academics per year, which is 16 to 20 Core Academics during four years.

College	Number of Core Academic Courses						# of Students 2015
	<16	16 to 17.5	18 to 18.5	19 to 19.5	20	>20	
University of Illinois at Urbana-Champaign		12	1	10	36	25	84
Indiana University at Bloomington		2	5	8	19	12	46
University of Michigan		5	1	5	11	16	38
Northwestern University		8	1	2	11	10	32
Miami University, Oxford		1	5	4	10	7	27
The University of Iowa		2	5	3	9	4	23
Oakton Community College	4		10	4	4		22
University of Wisconsin, Madison		1		3	5	12	21
University of Colorado at Boulder	1	1	2	9	3	4	20
University of Illinois at Chicago	1	4	5	5	2	3	20
University of Denver			2	3	9	1	15
University of Missouri Columbia		2	2	4	6	1	15
DePaul University	1	2	5	2	2	2	14
Tulane University		1		1	4	8	14
Michigan State University			2	1	7	2	12
Marquette University		1	1	2	6	2	12
Vanderbilt University		1			4	7	12
University of Chicago		1			4	5	10
Loyola University Chicago	1		3	1	3	2	10
University of Kansas			3	2	4		9
The University of Arizona	1	1	3	3	1		9
Southern Illinois University, Carbondale	2		5	2			9
University of Miami				1	4	3	8
Columbia College Chicago	2		3	2	1		8
Cornell University		1			3	4	8
DePauw University		1	1	3	2	1	8
Knox College		1	1	6			8
Villanova University		1			2	5	8
Southern Methodist University			1	1	4	2	8
Elon University		1		1	4	1	7
New York University			2		3	2	7
Lewis & Clark College				3	2	1	6
Boston University					3	3	6
Iowa State University			2	1	2	1	6
Lake Forest College				3	2	1	6
Trinity College					4	2	6
Washington University in St. Louis		4			1	1	6
Boston College					2	4	6
University of Dayton			2	1	1	1	5
The University of Texas, Austin		1	1		2	1	5
University of Minnesota, Twin Cities		1			4		5
Kenyon College					3	2	5
Dartmouth College		1			1	3	5
Santa Clara University				1	4		5
Denison University					4	1	5
Georgetown University				1	2	2	5
University of Vermont		1	1	1	2		5
Texas Christian University			1		2	2	5
Syracuse University			1		2	2	5

The table below shows all colleges where at least 5 of our graduates are attending and **the number of AP classes** on those students' transcripts.

College	Number of AP Courses					# of Students 2015
	0	1	2	3	>=4	
University of Illinois at Urbana-Champaign	22	25	15	9	13	84
Indiana University at Bloomington	18	9	10	3	6	46
University of Michigan	4	2	11	10	11	38
Northwestern University	1	1	3	1	26	32
Miami University, Oxford	15	7	4		1	27
The University of Iowa	15	3	1	1	3	23
Oakton Community College	19	3				22
University of Wisconsin, Madison	1	3	8	5	4	21
University of Colorado at Boulder	12	6	1	1		20
University of Illinois at Chicago	12	3	2	1	2	20
University of Denver	5	5	3	1	1	15
University of Missouri Columbia	13	1	1			15
DePaul University	10	2		1	1	14
Tulane University	1	4	5		4	14
Michigan State University	9	1	1	1		12
Marquette University	7	3	1		1	12
Vanderbilt University				3	9	12
University of Chicago				3	7	10
Loyola University Chicago	6	1	3			10
University of Kansas	9					9
The University of Arizona	7	1			1	9
Southern Illinois University, Carbondale	9					9
University of Miami		4	2	1	1	8
Columbia College Chicago	7	1				8
Cornell University			1		7	8
DePauw University	5	1		2		8
Knox College	4	2	2			8
Villanova University	1	1	1	2	3	8
Southern Methodist University	2	3	1	1	1	8
Elon University	5	1	1			7
New York University	2	3		1	1	7
Lewis & Clark College	2	1	2	1		6
Boston University			4	1	1	6
Iowa State University	3	2		1		6
Lake Forest College	4	1	1			6
Trinity College	1	1	3		1	6
Washington University in St. Louis					6	6
Boston College	1		1	2	2	6
University of Dayton	4	1				5
The University of Texas, Austin	1	1	2	1		5
University of Minnesota, Twin Cities	1	2		1	1	5
Kenyon College		2		2	1	5
Dartmouth College				2	3	5
Santa Clara University	3	1		1		5
Denison University	2	1	1		1	5
Georgetown University				2	3	5
University of Vermont	2	2	1			5
Texas Christian University	4		1			5
Syracuse University	3	2				5

The table below shows all colleges where at least 5 of our graduates are attending and **the number of Elective Department classes** on those students' transcripts.

College	Number of Elective Department Courses					# of Students 2014
	1 to 1.5	2	2.5 to 4	4.5 to 8	More than 8	
University of Illinois at Urbana-Champaign	17	12	35	18	2	84
Indiana University at Bloomington	10	8	22	6		46
University of Michigan	10	5	12	8	3	38
Northwestern University	4	9	8	6	5	32
Miami University, Oxford	7	8	8	3	1	27
The University of Iowa	4	4	8	6	1	23
Oakton Community College	2	2	11	6	1	22
University of Wisconsin, Madison	3	3	10	4	1	21
University of Colorado at Boulder	2	4	5	7	2	20
University of Illinois at Chicago	1	3	9	6	1	20
University of Denver	5	3	5	2		15
University of Missouri Columbia	2	2	7	4		15
DePaul University	2	1	6	4	1	14
Tulane University	3	5	4	2		14
Michigan State University	1	1	10			12
Marquette University	2	1	7	2		12
Vanderbilt University	2	1	6	1	2	12
University of Chicago	3	2	1	4		10
Loyola University Chicago		3	1	4	2	10
University of Kansas	2	3	3	1		9
The University of Arizona	1	1	6		1	9
Southern Illinois University, Carbondale	1		3	5		9
University of Miami		1	4	3		8
Columbia College Chicago	1	1	3	3		8
Cornell University	2		3	3		8
DePauw University		2	3	1	2	8
Knox College	1	2	1	4		8
Villanova University	3	1	4			8
Southern Methodist University	2	4	1	1		8
Elon University			6	1		7
New York University			4	1	2	7
Lewis & Clark College	1	1		4		6
Boston University		3	3			6
Iowa State University			2	2	2	6
Lake Forest College		1	3	1	1	6
Trinity College	1		3	2		6
Washington University in St. Louis	2		3	1		6
Boston College		3	3			6
University of Dayton	1	2	1		1	5
The University of Texas, Austin	1		2	1	1	5
University of Minnesota, Twin Cities	1		2	2		5
Kenyon College		1	2	2		5
Dartmouth College	1	2		1	1	5
Santa Clara University	1		3	1		5
Denison University		1	3	1		5
Georgetown University	2		1	2		5
University of Vermont			3	2		5
Texas Christian University			5			5
Syracuse University		1	1	2	1	5



### Colleges Attended by Conference

Below is a list of the colleges attended by students in the class of 2015 by NCAA Division I Conference. The colleges that New Trier students attended in that conference are listed in alphabetical order.

<b>Conference</b>	<b># of students</b>
<b>Big 10</b>	<b>272</b>
All schools	
<b>Big East</b>	<b>50</b>
Butler, Creighton, DePaul, Georgetown, Marquette, Villanova, Xavier	
<b>PAC 10</b>	<b>38</b>
Arizona, Berkeley, Colorado, Oregon, UCLA, USC	
<b>SEC</b>	<b>33</b>
Auburn, Louisiana State, Kentucky, Mississippi, Missouri, South Carolina, Vanderbilt	
<b>MAC</b>	<b>32</b>
Bowling Green, Miami (Ohio), Northern Illinois, Ohio	
<b>ACC</b>	<b>30</b>
Boston College, Clemson, Duke, Florida State, Georgia Tech, Miami, North Carolina, Notre Dame, Pittsburgh, Syracuse, Wake Forest	
<b>Big 12</b>	<b>28</b>
Iowa State, Kansas, Kansas State, Oklahoma, Texas, Texas Christian,	
<b>Ivy</b>	<b>26</b>
Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton, Yale	
<b>Missouri Valley</b>	<b>25</b>
Bradley, Drake, Illinois State, Loyola, Southern Illinois	
<b>The American</b>	<b>25</b>
Connecticut, Southern Methodist, Tulane, South Florida	
<b>Patriot League</b>	<b>22</b>
American, Boston University, Bucknell, Colgate, Holy Cross, Lafayette, Lehigh	

## **Section 4: Reports on the Progress of Prior Graduating Classes**

### **Part I: Consortium Alumni Survey – Class of 2014**

For each of the last four years, we have worked with our Benchmarking Consortium schools to create a survey for our graduates who have finished their first year of college. In this survey we ask about how students view their high school experience and preparation. The survey has been refined to the point where we believe as a consortium group that we have an instrument that we can use to norm each consortium school's experience and inform our collective practice. We survey preparedness in three basic categories: academic disciplines, skills successful students use, and social/college life experiences outside the classroom.

Before providing some analysis of the survey results, it is important to keep in mind that all of these schools are incredibly high performing schools. The averages of students who feel prepared or well-prepared in each category far exceed any national norms set for college readiness. However, even in a group such as these schools, outliers exist of schools that appear to be preparing students exceptionally well based on these surveys.

For New Trier, a few areas stood out as ones in which our students from the Class of 2014 feel exceptionally prepared. Those areas include:

- Writing (95% reporting being prepared or very prepared for the demands of college)
- Class discussions (95%)
- Critical thinking (95%)
- Making ethical, constructive choices (94%)
- Understanding the perspective of others (87%)
- Overcoming adversity (82%)
- Self-advocacy skills (81%)

As the Consortium moves forward, these results give us a direction for a best practices discussion. As mentioned above, all of the consortium schools report positive results in all these areas, but as we examine areas of particularly exceptional performance, we know we can learn from each other about how to help our students do even better.

### **Part II: College Graduates from New Trier classes of 2006-2011**

#### **National Student Clearinghouse - Background**

The National Student Clearinghouse (NSC) is a non-profit organization that is the leading provider of educational reporting, data exchange, verification, and research services. They have approximately 3,600 colleges and universities that participate in the Clearinghouse by reporting enrollment and degree information. Those institutions represent about 98% of the enrollment in public and private colleges and universities in the United States.

Through our Naviance system, we send our student information to the NSC so they can match our list of high school graduates with the data that colleges and universities have sent. Since NSC does not have a unique and universal ID to use for students, they make a match based on name and date of birth. They implement a two-phase process where they obtain a large number of automated

matches and then do a manual match if the automatic match is close, but not exact. Some of the issues with not being able to match a student in two data sets include common name vs. given name, middle initials vs. full middle name, and hyphenated last names. In addition, if a student misreported his/her birthday at one institution or another, NCS will never be able to match two records.

There are two additional concerns that high schools need to be aware of when using NSC data. First, students can sign a FERPA non-disclosure request at college and their information will not be sent to the NSC. Second, colleges and universities have different schedules for when they send updates to NSC. For example, in the last update we received, some colleges had records for first semester of the 2014-2015 school year and others did not. The end result of these issues can be a large set of non-matches where a high school cannot tell if the student is not in college or did not get matched. In our case, we have used our Post-High School Counselors help to further identify student's post-secondary plans. ***Over the past two years we have found a non-matching rate of 5%-7%.***

College Graduates for the New Trier Graduating Classes of 2006-2011

**Bachelor degrees as reported by NSC (4150)**

New Trier Graduation Year	Years between HS and College Degree					Total
	<=3	4	5	6	7	
2006	25	582	79	28	32	746
2007	19	582	99	25	24	749
2008	21	613	98	28	8*	768
2009	16	599	95	10*		720
2010	21	578	61*			660
2011	23	484*				507

\*These numbers will increase in future reports due to NSC coordination of data with colleges

**Graduate degrees as reported by NSC (402)**

New Trier Graduation Year	Years between HS and Graduate Degree						Total
	4	5	6	7	8	9	
2006	3	24	44	37	38	26*	172
2007		9	44	36	21*		110
2008		20	31	17*			68
2009	2	20	14*				36
2010	4	11*					15
2011	1*						1

\*These numbers will increase in future reports due to NSC coordination of data with colleges

**Other Statistics on Degrees and Certificates**

- 92 Associates Degrees (48 from Oakton Community College)
- 181 Certificates (e.g. Healthcare, Paralegal, Technology)

### Most Popular Majors

The list below shows the most popular majors of all 4150 college graduates in the NCS data. The list from NCS originally had 1350 different majors listed which were then categorized into 50 categories. The most popular of these categories are:

Major Category	# of students
Science	401
Engineering	379
Economics	276
Psychology	259
Business	224
Communications	202
Political Science	166
Social Science	154
Finance	148
History	146
Education	120
Art	112
International Studies	108
Marketing	106
Environment	102
Media	90
Accounting	90
General Studies	87
Journalism	82
Languages	78
Management	71
Music	68
Theatre & Dance	65
Math	53
Computer Science	53
Philosophy	48

## Section 5: Support Services

To support their academic, social and emotional development in our school, the students in the Class of 2015 utilized many of the services that we offer. The most common way that students seek additional help is by meeting with teachers before school, during free periods, or after school. Students sought additional content-specific support through the Academic Assistance Center while freshmen and the Reading Center, Writing Center, and Math Resource rooms while at the Winnetka Campus.

For support with the development of academic skills, students accessed programs such as the Guided Assistant Program, a ten-week program designed to develop students' organizational and study skills. Students participating in this program meet in small groups and individually with a GAP teacher three to five days per week. Participation in the GAP Program was as follows for the Class of 2015.

<b>School Year</b>	<b>Number of students in class of 2015 participating in GAP program</b>
2011-2012	36
2012-2013	35
2013-2014	27
2014-2015	9

When compared to students in the Class of 2014, the senior class accessed GAP services at a steadily declining rate that began with more students participating in this service as freshmen but slightly fewer as juniors and seniors. Overall, the total number of students participating in GAP over four years was almost exactly the same for both the Classes of 2014 and 2015.

Students with health needs found support through the Health Services Offices at both campuses. At the Health Services offices, students can receive treatment for minor injuries or illnesses and support for maintaining doctor-prescribed medication routines. In addition, Health Services works closely with the adviser chairs, social workers, and student assistance providers to support students who are dealing with school attendance, substance use, or eating disorder issues.

Students seeking social and emotional support have access to individual and group counseling through the Social Work Department. Students in the Class of 2015 utilized social work services at a slightly lower rate than the Class of 2014 except during their junior year. Even at a slightly lower utilization rate, both the Class of 2014 and 2015 are well above previous classes' use of social work services. The Class of 2016 is on track to do the same. Note that the following chart does not distinguish between students accessing a social worker during one year and students who may have received support for multiple years. This chart also does not include those students who received single-session crisis intervention counseling from social workers.

School Year	Students from Class of 2015 Receiving Services through Social Work
2011-2012	218
2012-2013	200
2013-2014	233
2014-2015	211

For those students needing more intensive help, there is the Bridges Program. This program is designed to help students who are returning to school after a long absence due to illness, hospitalization, injury, or who are struggling with issues related to anxiety that cause school avoidance. The program provides academic, social and emotional support for students. The majority of students (84% during 2014-2015) participating in this program do not have additional Special Education support. The following chart shows the number of students from the Class of 2015 who participated in the Bridges Program during each of their years at New Trier. The chart then disaggregates the number of students participating by gender and by special education status.

School Year	Total Students from Class of 2015	Male	Female	General Education	Special Education
2011-2012	18	7	77	13	5
2012-2013	32	17	15	25	7
2013-2014	31	11	20	28	3
2014-2015	28	11	17	26	2

There were six students from the Class of 2015 who utilized Bridges during two of their years at New Trier, and two students received services in each of their four years. There were 109 individual students in the Class of 2015 who received support from Bridges. Fourteen fewer students from the Class 2015 required this support when compared to the Class of 2014. Given that the number of students participating is based upon factors that cannot be predicted (significant illnesses, injuries, and social and emotional issues that cause absences), the number of students participating fluctuates from year to year.

## **Section 6: Leadership Opportunities**

While at New Trier, members of the Class of 2015 had access to many leadership opportunities. These opportunities provide students with guided experiences that develop organizational, relational, and presentation skills. Most of these opportunities are offered to students in their junior and senior years and allow students the opportunity to lead their fellow Trevians on a wide variety of projects. The following is a short description of several of these leadership opportunities for the Class of 2015.

### **Senior Class Habitat Service Project Leaders**

Six student leaders guided the senior class through a year-long effort to fund and build a home in partnership with Habitat for Humanity. Students had the opportunity to create and organize a variety of class events and activities including the Tom Deluca Show, T-shirt and poster design contests, fundraisers, class assemblies, Winter Carnival, and the Senior Class Online Auction. The six student leaders also planned and led meetings for the Senior Class Habitat Project Adviser Room Representatives. Last year, the adviser room representatives were a group of 57 seniors who served as the conduit between the six class leaders and each adviser room. Partnering with their advisers, students make regular announcements and present important information about the service project to their adviser rooms over the course of the year. The representatives also commit to volunteer time throughout the course of the year to support the project. Volunteer time is spent on the following activities: making announcements, designing and making decorations, placing thank you calls, selling fundraiser items, and soliciting local businesses for auction donations. This group of highly dedicated students spends many hours working towards achieving the class goal of building a home for Habitat for Humanity while also developing their organizational, communication, and leadership skills. Last year, the Senior Class Habitat Service Project Leaders were honored by the Lake County Habitat for Humanity organization for New Trier's commitment to providing housing for those in need. At that ceremony, students had the opportunity to hear from several families whose lives were forever changed by the work of the senior class.

### **ALPS**

Extracurricular activities offer students opportunities and experiences that both supplement and extend beyond the classroom. The Activities Leadership Practicum Seminar, otherwise known as ALPS is a full-year, credit-bearing course that is open only to student leaders in core extracurricular organizations. The group of student leaders explores leadership concepts and skills. Student leaders observe, apply, and practice these lessons during the week as they fulfill their leadership roles within their respective organizations. Participation in ALPS is voluntary but highly encouraged. Twenty-eight students in the Class of 2015 participated in this program.

### **Student-Athlete Leadership Training**

In 1996, a group of coaches decided to start a program for student-athletes entitled SALT (Student-Athlete Leadership Training). Their mission was to help develop the leadership skills needed by our young student-athletes. The SALT curriculum addresses the social, emotional, and intellectual development of the student-athlete. The program serves student-athletes who are juniors in high school. To provide a broad representation of the school's athletes, two student-athletes are chosen from each sport. Students are required to attend one semester, usually coinciding with their sport's season. Sixty-four athletes from the Class of 2015 were recommended during their sophomore year by the coaching staff of the sport in which they participate. Many of these students went on to become captains of their respective teams during their senior year.

### **Bridge Builders**

Bridge Builders are current junior and senior students assigned to a sophomore adviser room three days a week during the first quarter of the school year. Student leaders serve many roles, which include supporting and facilitating student adjustment to the Winnetka Campus, fostering a safe and respectful environment in the adviser room, serving as a resource for advisees, and supporting the goals of the adviser. The Bridge Builders serve a vital role in the sophomore transition programming. Forty members of the Class of 2015 participated in this leadership opportunity.

### **Senior Helper**

Senior Helpers are an integral part of the Freshman Adviser Program. Senior Helpers go through an extensive interview process at the end of the first semester of junior year. They have two half-day trainings over the summer and then meet every Wednesday morning before school throughout first semester during their senior year for further training. They are present on Mondays, Wednesdays and Fridays in their freshman adviser rooms at Northfield to help freshmen transition to high school. Senior Helpers meet with their freshman adviser weekly to plan activities and discussions for the following week. Forty-eight members of the class of 2015 were Senior Helpers.

### **SILC**

The Senior Instructional Leadership Corps (SILC) is designed to extend the premise of the Senior Helper program into the classroom by offering qualified seniors the opportunity to participate in a variety of activities associated with classroom instruction. Students receive focused training and assessment-oriented feedback about their leadership skills. In addition, the course deepens students' understanding of teaching as a profession by providing access to close mentoring relationships with faculty, direct classroom involvement, and relevant professional readings. One hundred eighty-nine members of the class of 2015 participated in SILC.



## Section 7: Senior Project

Senior Project is an experiential educational program providing an outstanding opportunity for seniors to learn outside the classroom. The program began in 1992 with a pilot group of twenty students and has become a model program for high schools around the country. With the guidance of their Mentor and a 5-person Committee, Senior Project students design a 4-week program allowing them to explore an area of interest outside the walls of New Trier. Most Projects are career based but can also incorporate areas of personal interest or social service. Senior Project replaces some or all of the classroom requirements during the last five weeks of school. The class of 2015 had 135 students participate in Senior Project.

Projects completed by the Class of 2015 included experiences in the following areas:

Athletic Training	Engineering	Nursing
Broadcasting	Fashion Retail	Nutrition
Culinary	Journalism	Non-Profit Charities
Dentistry	Law Enforcement	Photography
Digital Media	Medicine	Research: Ecosystems
Elementary Education	Music	Veterinary Medicine

## Section 8: Service Summary for the Class of 2015

The Class of 2015 continued New Trier's long tradition of service to others. As freshmen, the Class of 2015 completed the Haiti Project. Following the 2010 earthquake in Haiti, the Northfield Campus committed to raising the funds necessary to rebuild St. Joseph School in Petit-Goave, Haiti. As freshmen, the Class of 2015 raised \$15,000 in just one month to complete a second story on the building and then raised the money necessary to provide classroom furniture and supplies for the school.

During their sophomore year, the class participated in the Sophomore Institute Day. During the second semester, sophomore adviser rooms learned about a specific area of need in our community. During one of two days in the spring, the adviser rooms then partnered with organizations such as Heller Nature Center, New Trier Food Pantry, Maryville Academy, and Misericordia to complete a day of service. Following the service experience, students reflected on what they had learned about this area of need and their ability to impact their community.

During junior year, the adviser rooms either continued their partnerships with their organization from the previous year, or organized their own individual adviser room activities. Many groups participated in the Adopt-A- Family partnership with Northwestern University Settlement House or

the Canned Food Drive to benefit the Chicago Food Depository. Other groups held coat drives or made blankets for local shelters.

As seniors, the Class of 2015 participated in a yearlong class-wide service project by continuing New Trier's partnership with Habitat for Humanity Lake County. Seniors held several large fundraisers to reach their goal of funding and building a home for a family in Lake County. These events included the Tom Deluca Show, Feast Week, Winter Carnival, Spirit Gear and Senior Memento Sales, as well as the most successful Online Auction to date. One of the unique aspects of this project is that our students are provided the opportunity to have a hands-on experience. The 43 senior adviser rooms went on work site visits and participated in all phases of the construction process. Over the fifteen years of the New Trier Habitat Partnership, New Trier Seniors have left a lasting legacy and made a positive impact on Lake County. This project is a unifying experience for the entire senior class as our students participate in the many activities and events associated with the project over the course of the year.

Clearly students experience a broad range of local and international service opportunities during their tenure at New Trier High School appropriately responding to our school motto "To commit minds to inquiry, hearts to compassion and lives to the service of humanity".