

## **Class of 2016 Profile and Student Information**

**Presented to the New Trier Township High School Board of Education on December 12, 2016**

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This report is the seventh 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. An Executive Summary is provided first, and then 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 2016. In addition, the very high ACT scores for non-AP students in math and English are highlighted. Those data demonstrate the breadth of excellence in the student body as well as the rigor of the New Trier curricular program across all academic levels.

The second section illustrates course-taking patterns of the students from the class of 2016. 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 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 New Trier's commitment to the Post-High School Counseling Department's motto that "College is a match to be made, not a prize to be won." The colleges that students attend have been analyzed 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 conducted with the 21<sup>st</sup> Century Benchmarking Consortium schools. The second part of this section summarizes information on New Trier graduates from the classes of 2008-2013 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 wisdom.

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

The seventh section describes the process students of the class of 2016 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 2016 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 during and after high school, and student reflections on their experiences.

# **Profile of the Class of 2016**

**An academic and student services perspective**

## **Executive Summary**

### **Test Scores**

New Trier Township High School students continue to score among the top schools in the country on standardized tests. New Trier's AP scores far exceed the national average in each subject, continuing to be the highest of any open enrollment high school in Illinois. This academic excellence extends far beyond the top of the class - students who finish in 3-level English and math average 28.6 on the English portion of the ACT and 27.9 on the math portion.

New Trier scores remain far above the national averages on every subject test. With 81% of students earning a 4 or higher, they 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, 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 40% of NT students exceeded their predicted high score, a rate close to double the national expectation. This result is a testament to this school community's 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 percentage of students taking at least one AP class increased from 58.5% for the class of 2015 to 61.8% for the class of 2016.
- More students are taking 20 or more major courses compared to years past with 66% hitting that mark in 2016 compared to 64% in 2015. This statistic is one metric colleges use to determine the rigor of a high school student's coursework.
- Elective departments have strong enrollment. The number of students taking courses in multiple elective departments is about 70%.

### **College Matriculation**

It is important to remember that the numbers reported in this section are for the colleges which students chose to attend, not all colleges in which students were accepted. This year, the report shows 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 students attend any particular college and help set expectations for other students hoping to attend that school. For example, the 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 2016 went to college who had the same level profile, number of core academic classes, number of AP classes, or number of elective classes. The most popular colleges and the patterns that emerge from these charts are very similar to previous years.

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

This year the Profile report contains a follow-up from of the Class of 2015 using the Alumni Survey New Trier conducts in conjunction with other high-performing schools from the Benchmarking Consortium. Students are asked about how well they felt prepared during their first year in college in terms of specific content areas, important study skills, and general life skills. Based on this survey, New Trier 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 student success at New Trier is the support that is available to them as they confront academic challenges or health issues. Students in the Class of 2016 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 2016 participated in 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**

Senior Project is in its 25<sup>th</sup> year and is one of the unique experiences New Trier provides. Senior students are offered the opportunity to explore an area of interest related to a potential career, service, artistic or academic topic and work with a professional in that field.

During the fourth quarter, 123 students spent most or all of their school day working on their Project within the district, in Chicago, or out of state. Their projects covered a wide array of topics and often provided meaningful contributions to community organizations and corporations. At the

conclusion of Senior Project, students presented what they had learned at an exhibit held at the Winnetka Campus.

### **Service Summary for the Class of 2016**

The Class of 2016 continued New Trier students' dedication "to service to the lives of humanity." As freshmen, the Class of 2016 worked to support the construction of a school in India with the organization Me to We. During their sophomore year and junior years, students learned about a need in their community. They then completed service projects to support agencies working to address this area of need. Finally, the Class of 2016 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) Present to the Board in the next year a longitudinal summary of the data that has been presented through all of the profiles of the graduating classes, the ACT testing reports, and the extracurricular reports. That summary will help us look for patterns to better identify the progress made in each of these areas as well as provide us with targets for future work.
- 2) For next year's report, the plan is to explicitly tie extracurricular participation data to the academic data to see what patterns emerge.
- 3) The data in this profile show that a few course-taking patterns shifted slightly: the percentage of students taking courses in all three levels increased significantly, the percentage of students taking 20 core academic courses or more increased, and the percentage of students taking AP courses increased. While all of these data may indicate that the level system is flexible and encourages students to challenge themselves, further investigation can aid in understanding the full student experience.
- 4) Significant progress has been made over the last few years working with the data from National Student Clearinghouse, but further work must be done to get the information to departments for analysis and consideration.
- 5) New Trier has a long history of offering opportunities for both service and leadership development. The school has 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. As mentioned in last year's Profile, the goal is to improve these opportunities for New Trier students in two ways. First, the number of partnerships in existence 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 New Trier teachers have with faculty from other schools but can be disrupted by frequent administrative turnover at those schools. In addition, it is important to consider what unintended messages are sent to New Trier students through these partnerships. Do these experiences reinforce stereotypes that they may have? Does this service work promote a belief that the recipients are helpless? These opportunities should broaden students' understanding of others, counter stereotypes that they may have, and promote an understanding of shared characteristics between the New Trier community and others. The Director of Student Life and the Service-learning Coordinator will work with both New Trier faculty and administrators from other schools to increase

opportunities for these experiences, provide more stable relationships from year to year, and ensure that these opportunities broaden students' understanding of others.

- 6) Finally, New Trier is fortunate to have many resources to support students who may struggle at school academically, socially, or emotionally. However, the school continues 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. How to better identify students who may need support and the additional ways that the school can meet their needs must be examined.

## Section 1: Academic Awards and Achievements of the Class of 2016

### Standardized Testing Highlights

Average ACT Score: 27.8

38 – National Merit Semifinalists

447 – Illinois State Scholars

### ACT Achievements for non-AP Students

- English - Students who finished senior year in 3 level English averaged 28.6 on the English ACT.
- Math - Students who finished senior year in 3 level Pre-Calculus averaged 27.9 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 2016, 40% of students scored above the projected range, exceeding growth expectations at a rate close to double the national average. Only 4% of New Trier students scored below the projected range.

### Advanced Placement Examinations

The chart below shows the number of AP tests taken by the Class of 2016. The Class of 2015 is shown in parentheses.

Number of AP Tests Taken	Number of Students
7 or more	66 (47)
6	44 (43)
5	52 (56)
4	56 (68)
3	90 (78)
2	136 (104)
1	137 (158)

- 581 students took 1,956 AP exams, an average of 3.4 (3.3) tests per student.
- Hundreds of 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 2016. The Class of 2015 is shown in parentheses.

AP Tests Score	Number of Students	% of total scores
5	951	49% (46%)
4	635	32% (34%)
3	282	14% (15%)
2	73	4% (4%)
1	13	1% (1%)

- The average AP score was 4.25 (4.20).
- 80% of students received a score of 4 or higher, a standard benchmark used by colleges for credit and course replacement
- 95% of students receive a “passing” score of 3 or higher

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

AP Test	Number of New Trier Students	New Trier Average 2016	National Average in 2016
CALC-AB	211	4.18	2.96
US-HISTORY	137	4.17	2.70
CALC-BC	133	4.73	3.80
ECON-MACRO	129	4.45	2.89
ECON-MICRO	123	4.37	3.11
ENG-LANG	123	4.37	2.82
PSYCHOLOGY	117	4.42	3.07
BIOLOGY	113	4.00	2.85
SPAN-LANG	98	4.60	3.04

## Section 2: Course-Taking Patterns for the Class of 2016

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 2016.

This section uses data from the 901 students in the Class of 2016 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	901	3665	4.07 (4.07)
Math	901	3637	4.04 (4.00)
Modern & Classical Language	888	3014	3.39 (3.36)
Science	901	3492	3.88 (3.86)
Social Studies	901	3320	3.68 (3.61)

# of Core Academic Courses Taken		# of students	% of students
Fewer than 16	Fewer than 4 core academic classes per year	34	3.8% (3.0%)
16 to 17.5	Between 4 and 5 core academic courses per year	103	11.4% (13.7%)
18 - 18.5		140	15.5% (17.4%)
19-19.5		277	30.7% (34.5%)
20	Exactly 5 core academic majors per year	243	27.0% (23.2%)
More than 20	More than 5 core academic courses per year	104	11.5% (8.3%)

- In the class of 2016, 38.5% of all students took 20 core academic classes or more during their four years compared to 31.5% in 2015.
- 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	264	322	1.2	39	15%
Applied Arts – Tech Ed	239	426	1.8	42	18%
Art	411	681	1.7	89	32%
Business	374	438	1.2	39	9%
Dance	179	379	2.1	8	4%
Music	189	674	3.6	36	19%
Speech & Theatre	185	369	2.0	21	11%

- Enrollment in Applied Arts - Tech Ed has increased to 26.5% of the class of 2016 compared to 23.4% of the class of 2015.
- Driver Ed (106 students) and Consumer Ed (401 students) are not included in these totals.
- 183 students took classes in 3 of these departments; 50 students took courses in 4 of these departments; 10 students took courses in 5 of these departments.

Elective Departments Sharing Students	# of Students
Art + Business Ed	145
Business Ed + Applied Arts – FCS	107
Business Ed + Applied Arts - Tech Ed	124
Art + Applied Arts – FCS	93
Dance + Music	67
Music + Speech & Theatre	58
Dance + Speech & Theatre	67
Dance + Music + Speech & Theatre	35

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	145	16.1%
2	144	16.0%
2.5 - 4	371	41.2%
4.5 - 8 (more than 1 course per year)	192	21.3%
More than 8 (more than 2 courses per year)	49	5.4%

  

# of Elective Department Courses in that year	# of students Freshman year	# of students Sophomore year	# of students Junior year	# of students Senior year
0	96	185	304	343
0.5	8	95	65	36
1 – 1.5	699	515	392	380
>=2	98	106	140	142

- 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 2016 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		34	3.8%	6.3	100.0%
Both level 3 and 4	More 4 than 3	173	17.5%	4.4	99.4%
	More 3 than 4	280	28.3%	2.2	93.9%
Levels 2, 3, and 4		108	12.0%	1.9	77.8%
Only level 3		28	3.1%	n/a	n/a
Both levels 2 and 3	More 3 than 2	132	14.7%	n/a	n/a
	More 2 than 3	118	13.1%	n/a	n/a
Only level 2		28	3.1%	n/a	n/a
<b>Grand Total</b>		<b>901</b>	<b>100.0%</b>	<b>1.8</b>	<b>61.8%</b>

- The percentage of students who took an AP class increased from 58.5% for the class of 2015 to 61.8% for the class of 2016.
- Classes taken at level 9 are counted as level 3 for the purposes of this study since that is the grade weight used for level 9 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 2016

The table below shows all colleges where at least 5 graduates are attending and **the level profile** for those students. The students in the Class of 2016 are attending 223 different colleges.

College	Level Profile								# of Students 2016
	2	2/3	3/2	3	2/3/4	¾	4/3	4	
University of Illinois at Urbana-Champaign		9	12	3	10	36	15	2	87
Indiana University at Bloomington		6	10	1	9	16	5	1	48
University of Michigan				1	3	14	10	2	30
Marquette University	1	6	8		4	6	3		28
Northwestern University					1	9	16	2	28
Oakton Community College	4	9	5	1	5				24
University of Wisconsin, Madison			1		1	14	7		23
University of Colorado at Boulder		5	4	1	5	7			22
Miami University, Oxford		2	5	1	3	9	1		21
DePaul University	1	1	10	2	2	2			18
The University of Iowa		6	6		3	1	1		17
University of Denver		1	7	1	4	3			16
Tulane University		1	2		2	5	5		15
University of Illinois at Chicago		4	4	1	1	3			13
Purdue University			1		1	8	2		12
University of Missouri Columbia		3	5	1		2			11
Vanderbilt University					1	1	6	2	10
Southern Methodist University			1	1		6	1		9
Cornell University						4	2	3	9
University of Minnesota, Twin Cities		1			3	3	1		8
Michigan State University		3	3		1	1			8
The University of Arizona	1	4	1		1	1			8
University of Chicago						1	4	2	7
Colorado College						5	2		7
Case Western Reserve University						3	4		7
Villanova University			1			4	2		7
Bradley University	1	2	2	2					7
Butler University		1		3		2			6
New York University					1	3	2		6
University of Notre Dame						1	5		6
University of California, Berkeley			1		1		2	2	6
University of Vermont		1	1	1		2	1		6
Syracuse University				2	2	1			5
University of Richmond						4	1		5
Boston University					2	3			5
Northeastern Illinois University	4	1							5
University of Southern California					1	1	3		5
Washington University in St. Louis						2	3		5
Lehigh University						4	1		5
Illinois State University	2	2	1						5

The table below shows all colleges where at least 5 graduates are attending and **the number of core academic courses** on those students' transcripts. New Trier recommends 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 2016
	<16	16 to 17.5	18 to 18.5	19 to 19.5	20	>20	
University of Illinois at Urbana-Champaign	2	2	10	29	25	19	87
Indiana University at Bloomington		3	15	14	14	2	48
University of Michigan			1	9	14	6	30
Marquette University		5	9	8	5	1	28
Northwestern University			2	7	13	6	28
Oakton Community College	4	10	5	4	1		24
University of Wisconsin, Madison			1	6	8	8	23
University of Colorado at Boulder	1	1	2	11	7		22
Miami University, Oxford		2	6	5	5	3	21
DePaul University		7	3	5	3		18
The University of Iowa		1	6	6	1	3	17
University of Denver		1	3	9	2	1	16
Tulane University		1		7	5	2	15
University of Illinois at Chicago			5	5	3		13
Purdue University			2	5	3	2	12
University of Missouri Columbia			4	4	2	1	11
Vanderbilt University				4	4	2	10
Southern Methodist University			2	3	2	2	9
Cornell University				2	5	2	9
University of Minnesota, Twin Cities		1	1	4	2		8
Michigan State University	1	2	2	2	1		8
The University of Arizona	1	3	1	1	2		8
University of Chicago				2	3	2	7
Colorado College			2	1	3	1	7
Case Western Reserve University		2		5			7
Villanova University			1	1	4	1	7
Bradley University	1	3	2	1			7
Butler University		1	1	4			6
New York University			1	4	1		6
University of Notre Dame			1	1	3	1	6
University of California, Berkeley				1	1	4	6
University of Vermont		1	1	2	1	1	6
Syracuse University				3	1	1	5
University of Richmond				1	3	1	5
Boston University			1	3	1		5
Northeastern Illinois University	3	2					5
University of Southern California				2	2	1	5
Washington University in St. Louis			1	1	1	2	5
Lehigh University				2	3		5
Illinois State University	1	2	1	1			5

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

College	Number of AP Courses					# of Students 2016
	0	1	2	3	>=4	
University of Illinois at Urbana-Champaign	28	9	23	12	15	87
Indiana University at Bloomington	20	9	8	7	4	48
University of Michigan	1	3	6	5	15	30
Marquette University	16	5	4	2	1	28
Northwestern University		5	3	3	17	28
Oakton Community College	22	1	1			24
University of Wisconsin, Madison	1	4	5	5	8	23
University of Colorado at Boulder	13	6	3			22
Miami University, Oxford	8	7	4	1	1	21
DePaul University	15	3				18
The University of Iowa	12	2	1	1	1	17
University of Denver	10	5	1			16
Tulane University	3	4	4	2	2	15
University of Illinois at Chicago	11	2				13
Purdue University	2	2	2	3	3	12
University of Missouri Columbia	9	2				11
Vanderbilt University				1	9	10
Southern Methodist University	3	1	3	2		9
Cornell University		2		1	6	9
University of Minnesota, Twin Cities	1	5	1	1		8
Michigan State University	6	1		1		8
The University of Arizona	7	1				8
University of Chicago					7	7
Colorado College		2	1	1	3	7
Case Western Reserve University			3	1	3	7
Villanova University	1	1	3	1	1	7
Bradley University	7					7
Butler University	4		1	1		6
New York University		3	1	1	1	6
University of Notre Dame			2		4	6
University of California, Berkeley	1		1	1	3	6
University of Vermont	4	1			1	6
Syracuse University	3		1	1		5
University of Richmond			3	1	1	5
Boston University			3	1	1	5
Northeastern Illinois University	5					5
University of Southern California		2	2		1	5
Washington University in St. Louis			2	1	2	5
Lehigh University		1	1	1	2	5
Illinois State University	5					5

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

College	Number of Elective Department Courses					# of Students 2016
	1 to 1.5	2	2.5 to 4	4.5 to 8	More than 8	
University of Illinois at Urbana-Champaign	12	14	37	19	5	87
Indiana University at Bloomington	4	8	26	8	2	48
University of Michigan	7	6	11	6		30
Marquette University	1	6	11	9	1	28
Northwestern University	4	6	8	7	3	28
Oakton Community College	3	4	12	5		24
University of Wisconsin, Madison	4	10	5	2	2	23
University of Colorado at Boulder	1	6	12	3		22
Miami University, Oxford	4	4	10	3		21
DePaul University	3		11	3	1	18
The University of Iowa	2	4	4	7		17
University of Denver	3	3	8	2		16
Tulane University	3	4	4	4		15
University of Illinois at Chicago		1	6	4	2	13
Purdue University	1		7	4		12
University of Missouri Columbia	4		6	1		11
Vanderbilt University	3	1	3	3		10
Southern Methodist University	4	1	2	2		9
Cornell University	2	1	5	1		9
University of Minnesota, Twin Cities		2	5	1		8
Michigan State University	4		2	2		8
The University of Arizona	3		5			8
University of Chicago	1	3		2	1	7
Colorado College	4	3				7
Case Western Reserve University			1	4	2	7
Villanova University	1	1	3	2		7
Bradley University		1	4	2		7
Butler University	2		2	1	1	6
New York University			3		3	6
University of Notre Dame	3	1	2			6
University of California, Berkeley			4	1	1	6
University of Vermont		2	3	1		6
Syracuse University	2	1		1	1	5
University of Richmond	1	3	1			5
Boston University		1	2	1	1	5
Northeastern Illinois University		1	3	1		5
University of Southern California		1	2	1	1	5
Washington University in St. Louis		1	1	3		5
Lehigh University	1		3	1		5
Illinois State University	1		3	1		5



### Colleges Attended by Conference

Below is a list of the colleges attended by students in the class of 2016 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>273</b>
All schools	
<b>Big East</b>	<b>65</b>
Butler, Cincinnati, DePaul, Georgetown, Marquette, Villanova, Xavier	
<b>PAC 10</b>	<b>53</b>
Arizona, Berkeley, Colorado, Oregon, UCLA, USC, Washington	
<b>ACC</b>	<b>29</b>
Boston College, Clemson, Duke, Georgia Tech, Miami, North Carolina, Notre Dame, Pittsburgh, Syracuse, Virginia, Virginia Tech, Wake Forest	
<b>SEC</b>	<b>28</b>
Alabama, Florida Kentucky, Mississippi, Missouri, South Carolina, Tennessee, Vanderbilt	
<b>MAC</b>	<b>26</b>
Miami (Ohio), Northern Illinois, Ohio, Western Michigan	
<b>Patriot League</b>	<b>25</b>
American, Boston University, Bucknell, Colgate, Holy Cross, Lafayette, Lehigh	
<b>The American</b>	<b>25</b>
Southern Methodist, Tulane, University of Memphis	
<b>Ivy</b>	<b>24</b>
Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton, Yale	
<b>Missouri Valley</b>	<b>17</b>
Bradley, Drake, Illinois State, Loyola, Southern Illinois	

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

### **Part I: Consortium Alumni Survey – Class of 2015**

For each of the last five years, the Benchmarking Consortium schools have worked together to create a survey for all graduates who have finished their first year of college, hence this analysis is done for the Class of 2015. In this survey students are asked about their high school experience and preparation. The survey has been refined to the point that the consortium members believe it is an instrument that can be used to norm each consortium school's experience and inform collective practice. Examination of student preparedness in three basic categories is reflected in the survey: 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 students from the Class of 2015 feel exceptionally prepared. Those areas include:

- Writing (94% reporting being prepared or very prepared for the demands of college)
- Critical thinking (93%)
- Use of technology (93%)
- Homework (90%)
- Class discussions (88%)
- Having positive, respectful relationships with others (96%)
- Making ethical, constructive choices (91%)
- Self-advocacy skills (88%)

As the Consortium moves forward, these results give a direction for a best practices discussion. As mentioned above, all of the consortium schools report positive results in all these areas, but as areas of particularly exceptional performance are examined, consortium schools will take the opportunity to learn from one another and help New Trier students do even better.

### **Part II: College Graduates from New Trier classes of 2008-2013**

#### **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 the Naviance system, student information is sent to the NSC so they can match the 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. 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. Post-High School Counselors helped to further identify student's post-secondary plans. ***Over the past few years New Trier data has had a non-matching rate of approximately 5%-7%.***

College Graduates for the New Trier Graduating Classes of 2008-2013

**Bachelor degrees as reported by NSC (3535)**

New Trier Graduation Year	Years between HS and College Degree					Total
	<=3	4	5	6	>=7	
2008	21	622	96	28	22	789
2009	16	602	95	20	15*	748
2010	21	588	92	25*		726
2011	23	599	66*			688
2012	23	555*				578
2013	6*					6
<b>Grand Total</b>	<b>110</b>	<b>2966</b>	<b>349</b>	<b>73</b>	<b>37</b>	<b>3535</b>

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

**Graduate degrees as reported by NSC (272)**

New Trier Graduation Year	Years between HS and Graduate Degree					Total
	4	5	6	7	8	
2008		20	31	25	35*	111
2009	2	20	31	38*		91
2010	4	15	32*			51
2011	1	18*				19
<b>Grand Total</b>	<b>7</b>	<b>73</b>	<b>94</b>	<b>63</b>	<b>35</b>	<b>272</b>

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

**Other Statistics on Degrees and Certificates**

- 91 Associates Degrees (56 from Oakton Community College)
- 158 Certificates (e.g. Healthcare, Paralegal, Technology)

### **Most Popular Undergraduate Majors**

The list below shows the most popular majors of all 3535 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
BUSINESS	354
SCIENCE	336
ECONOMICS	240
PSYCHOLOGY	205
COMMUNICATIONS	190
ENGINEERING	157
ENGLISH	156
POLITICAL SCIENCE	139
FINANCE	120
SOCIAL SCIENCE	113
HISTORY	113
EDUCATION	105
ENVIRONMENT	96
ART	93
INTERNATIONAL STUDIES	88
GENERAL STUDIES	79
ACCOUNTING	77
MEDIA	72
PERFORMING ARTS	58
COMPUTER SCIENCE	58
JOURNALISM	58
MUSIC	55
LANGUAGES	50
KINESIOLOGY/OT/PT	42
MATH	39
PHILOSOPHY	37

## Section 5: Support Services

To support their academic, social and emotional development at New Trier, the students in the Class of 2016 utilized many of the services that are offered. 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 in 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 2016.

School Year	Number of students in class of 2016 participating in GAP program
2012-2013	27
2013-2014	41
2014-2015	35
2015-2016	8

Unlike the Class of 2015 who needed gradually less service as they progressed through New Trier, the Class of 2016 needed more GAP support during their sophomore and junior years. Overall, the total number of students in the Class of 2016 who accessed GAP support was only slightly higher than that of the previous graduating class.

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. The ability to accurately track data related to social work services improved during the four years that the Class of 2016 attended New Trier. As a result, the number of students accessing social work support is slightly lower than in previous years. However, it is still possible to examine the data for trends. Students in the Class of 2015 accessed social work services in greatest numbers during their junior year. Students in the Class of 2016 needed the most support during their freshman and senior years. As incoming freshmen, many students in the Class of 2016 may have had social work listed as a support service on their initial individualized education plans. As they completed the transition to high school, those services may no longer have been needed, resulting in significant drop during their sophomore year. 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.

School Year	Students from Class of 2016 Receiving Services through Social Work
2012-2013	219
2013-2014	172
2014-2015	169
2015-2016	193

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 (81% during 2015-2016, down three percent) participating in this program do not have additional Special Education support. The following chart shows the number of students from the Class of 2016 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 2016	Male	Female	General Education	Special Education
2012-2013	31	11	20	21	10
2013-2014	36	12	24	32	4
2014-2015	34	8	26	29	5
2015-2016	28	8	20	27	1

The following two charts show frequency of student use of the Bridges Program. Most Bridges students used the program during only one academic year (80%).

NEW TRIER CLASS OF 2016					
Total Bridges Uses	Unique Students	Used Bridges 1 Year	Used Bridges 2 Years	Used Bridges 3 Years	Used Bridges 4 Years
144	103	82	17	4	0

There were 103 unique students in the Class of 2016 who received support from Bridges. Six more students from the Class 2016 required this support when compared to the Class of 2015. 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 2016 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 2016.

### **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 Advisery Representatives. Last year, the advisery representatives were a group of 52 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.

### **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, skills, and techniques. 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-three students in the Class of 2016 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 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-nine athletes from the Class of 2016 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-nine members of the Class of 2016 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-six members of the class of 2016 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. There were 208 SILC participants from the Class of 2016. That is nineteen more students than the Class of 2015.



## 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 2016 had 124 students participate in Senior Project. That is eleven fewer students than participated in the previous year. That decline is likely due to a smaller senior class.

A sampling of Projects from the class of 2016 includes:

Accounting	Flight training	Police department
App design	Fitness training	Speech pathology
Automotive repair/modification	Hospital/medical	Theater/improv
Bakery	Marketing	Teaching grade/middle school
Clothing design	Non-profit/social service	Television
Engineering	Musical recording	Veterinary medicine
Film maker	Occupational therapy	Writer/novelist

## Section 8: Service Summary for the Class of 2016

The Class of 2016 continued New Trier's long tradition of service to others. As freshmen, the Class of 2016 raised money to build a school in India through a partnership with Free the Children. As freshmen, the Class of 2016 raised more than \$8000 to provide pay for the construction of a school building in Udaipur in northern India.

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 the community. During one of two days of junior testing, 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 advisories either continued their partnerships with their organization from the previous year, or organized their own individual advisory 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.

Building a home with Habitat for Humanity was again the primary focus senior year. Seniors held several large fundraisers including Winter Carnival to reach their goal of building a home for a family in Lake County, including selling New Trier sweatshirt blankets, and an online auction featuring donated items. Adviser rooms made more than 42 visits to the construction site to participate in the building process. Students continue to support this project because studies have shown that homeownership leads to improved education and breaks the cycle of poverty within a year. While 90% of the funds raised are applied to the home in Lake County, 10% of the funds are sent to construct a home in the Philippines.

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