

NEW TRIER TOWNSHIP HIGH SCHOOL DISTRICT 203

To commit minds to inquiry, hearts to compassion, and lives to the service of humanity.®



TO: Dr. Paul J. Sally, Superintendent
Board of Education, New Trier Township High School

FROM: Peter W. Tragos, Assistant Superintendent for Curriculum and Instruction

RE: Profile of the Class of 2020: An Academic Perspective

DATE: December 3, 2020

This report is the eleventh annual report providing an in-depth profile of a graduating class from New Trier. The data presented in these reports continue to provide an excellent starting point for conversations with parent and community groups, teachers, advisers, and students.

The data provided in this report gives parents, staff, Post High School Counselors, and students a perspective on the degree to which students chart an individualized academic pathway through New Trier and into college. The first section details the course-taking patterns of students in the class of 2020 who spent four years at New Trier. The second section provides college matriculation data based on the course-taking patterns of those same students.

Analyzing the course-taking patterns of the students in the class of 2020 helps to dispel some of the myths that pervade the school community about courses, levels, and college. 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. These data show the variety of options available to New Trier students no matter their course-taking patterns, which challenge many assumptions about admission to particular colleges. This report also helps to illustrate 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."

Section 1: Course-Taking Patterns for the Class of 2020

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 2020.

This section uses data from the 924 students in the Class of 2020 who were at New Trier for all four years of high school. Comparisons to the class of 2019 are noted in parentheses, which had 842 students who were at New Trier all four years. The level profile is constructed by determining which levels a student took courses over the course of four years. The level profile also indicates at which level the student took the most courses

A. Major Credit Courses taken in Core Academic Departments

Department	# of Students	# of Courses	Years/Student
English	924	3685	3.99 (4.02)
Math	924	3636	3.94 (3.95)
Modern & Classical Language	909	3156	3.47 (3.35)
Science	921	3361	3.65 (3.82)
Social Studies	924	3553	3.85 (3.73)

# of Core Academic Courses Taken		# of students	% of students
Fewer than 16	Fewer than 4 core academic classes per year	44	4.8% (4.6%)
16 to 17.5	Between 4 and 5 core academic courses per year	121	13.1% (12.0%)
18 – 18.5		159	17.2% (13.2%)
19-19.5		320	34.6% (34.7%)
20	Exactly 5 core academic course per year	162	17.5% (27.4%)
More than 20	More than 5 core academic courses per year	118	12.8% (8.1%)

- The new Civics requirement is having a predictable impact. That is students are taking more classes, at least one more one-semester course. Like previous years more students are taking more than 20 core academic courses during their four years. Some of this is the natural fluctuation of course taking patterns within an individual class, but Civics has increased the number of classes some students are taking.
- Approximately 65% of students in 2020 took 19 or more core courses, which is less than last year's high watermark of 70% but in line with all previous years.
- The number of core academic courses taken over four years is one metric used by colleges to determine the rigor of a high school student's academic program.
- Academic programs vary to meet each student's needs, but it is generally recommended that students take between 4 and 5 core academic courses per year.

B. 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	222	239	1.08	14	6.3%
Applied Arts – Tech Ed	281	495	1.76	27	9.6%
Art	416	681	1.64	48	11.5%
Business	457	590	1.29	44	9.6%
Dance	173	297	1.72	5	2.9%
English – Media & Journalism	57	95	1.67	2	2.6
Music & Theatre	265	1048	3.96	63	23.8%
Social Studies – Speech & Debate	78	130	1.67	7	9.0%

- Driver’s Education (97) and Consumer Ed (392) are not included in these totals.
- 213 students took classes in 3 of these departments and 46 took courses in 4 of these departments.
- This year’s profile is the first to report media, music, speech, and theatre courses in their new departmental structure: *English – Media & Journalism*, *Music & Theatre*, and *Social Studies – Speech & Debate*. Reporting courses within their new departments at this time gives an accurate perspective on current course taking patterns, though comparisons between old and new departments are now less visible in this format.

Elective Departments Sharing Students	# of Students
Art + Business Ed	189
Business Ed + Applied Arts – FCS	125
Business Ed + Applied Arts - Tech Ed	140
Art + Applied Arts – FCS	125
Dance + Music & Theatre	75
English – Media & Journalism + Music & Theatre	17
Music & Theatre + Social Studies – Speech & Debate	15
Dance + Social Studies – Speech & Debate	12
Dance + English – Media & Journalism	11
English – Media & Journalism + Social Studies – Speech & Debate	7

The following charts show the Elective Departments’ course-taking patterns. The first chart shows total elective courses taken over four years. The second chart shows the course-taking pattern for each year. One-semester elective courses have a value of 0.5. For example, a student who took two full years of Art and a one-semester Business class would be listed at taking 2.5 electives. The Class of 2019 is shown in parentheses.

# of Elective Courses taken over four years	# of Students	% of Students
1 – 1.5	87 (95)	9.4% (11.3%)
2	135 (142)	14.6% (16.9%)
2.5 – 4	434 (368)	47.0% (43.7%)
4.5 – 8 (more than 1 course/year)	225(185)	24.4% (22.0%)
More than 8 (more than 2 courses/year)	43 (52)	4.7% (6.2%)

# of Elective Department Courses taken in that year	Freshman year		Sophomore year		Junior year		Senior year	
	#	%	#	%	#	%	#	%
0	59	6.4%	138	14.9%	274	29.7%	319	34.5%
0.5	7	0.8%	92	10.0%	55	6.0%	51	5.5%
1 – 1.5	770	83.3%	569	61.6%	441	47.7%	391	42.3%
2 or more	88	9.5%	125	13.5%	154	16.7%	163	17.6%

- Elective enrollments are strong, showing an uptick in the percentage of students taking 2 to 4 elective courses from 60% to 61.6%. Compared to the previous class, the class of 2020 also had a higher percentage of students taking a program that included more than one elective per year, a second consecutive increase in the percentage of students take 4.5-8 electives per year.

C. Student Level Profiles of Transcript Courses

A level profile was determined for each student in the class of 2020 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. The Class of 2019 is shown in parentheses.

Level Profile Description		# of Students	% of Students	Average # of AP classes	% of students taking at least one AP class
Only level 4 courses		45 (30)	4.9% (3.6%)	6.7 (6.5)	100% (100%)
Both level 3 and 4	More 4 than 3	167 (161)	18.1% (19.1%)	4.9 (4.6)	100% (99.4%)
	More 3 than 4	289 (268)	31.3% (31.8%)	2.4 (2.1)	96.9% (92.5%)
Levels 2, 3, and 4		126 (93)	13.6% (11.0%)	1.4 (1.2)	85.7% (81.7%)
Only level 3		38 (26)	4.1% (3.1%)	n/a	n/a
Both levels 2 and 3	More 3 than 2	115 (111)	12.4% (13.2%)	n/a	n/a
	More 2 than 3	119 (125)	12.9% (14.8%)	n/a	n/a
Only level 2		25 (28)	2.7% (3.3%)	n/a	n/a
Grand Total		924 (842)	100%		68.1% (64.5%)

- 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 percentage of students taking at least one AP class has steadily increased over the last five years from 58.5% in 2015 to 68.1. % in 2020, up nearly 4% over last year.
- The vast majority of students take a combination of levels over their four years at New Trier, demonstrating the flexibility of the level system to meet the individual needs of each and every student within each discipline. Though the number of students taking courses at only one level throughout their four years is relatively low, there was an increase in the percentage of students taking solely level 4 classes and a decrease in the percentage of students taking solely level 2 courses.,
- Very few students take only level 2 courses because of the variety of level 9 interdisciplinary courses like Freshman World Studies, American Studies, and ample course offerings at level 9 available to seniors in English, Social Studies, and Science, as well as several level 9 offerings in Modern & Classical Languages. Level 9 courses provide students a great opportunity to learn in mixed group of students who take courses at all levels.
- Most common is an academic program with a combination of levels, where 92.4% of students take courses at different levels over the course of four years. Such a combination of levels is a testament to the flexibility of our level system in meeting the needs of each student within each discipline. While we have 13.6% of students taking at least one core academic class at levels 2, 3, and 4, the mix of levels 2, 3, and 4 had been trending up. It is a benchmark rate for how flexible and accessible the level system is for all students, and the upward trend indicates more students are taking courses across all levels over four years.

Section 2: College Matriculation for the Class of 2020

College Matriculation

The numbers reported in this section are for the colleges which students chose to attend. They do not represent the number of students accepted by the college or university. It is important to note that these numbers only include graduates who attended New Trier for four years for the purposes of reporting level profiles and course taking patterns as it relates to college matriculation. So in some cases, we had more graduates in the class of 2020 attend a particular college or university than is listed in the tables. For example, the tables indicate 13 students, all of whom attended New Trier for four years, choose to attend Oakton Community College, but we had a total of 40 students who were Oakton bound post-graduation.

Similar to previous years, 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. The following charts include 646 students and 53 colleges and universities. Overall, the 942 students in this report are attending 217 different colleges or universities. 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 18 core academic courses or more. A current student or family can use these charts to see where students from the Class of 2020 went to college who had the same level profile, number of core academic classes, number of AP classes, or number of elective classes.

Of course, there are individual stories around each student in the tables and they do not reflect the multi-dimensional nature of the college acceptance process. As with any data concerning colleges, a variety of factors determine where students are accepted and where they enroll. The matriculation tables are by no means a formula for admission to a particular college or university but rather provide a perspective on variety of pathways to any one school. The level of courses a student takes is only one factor, among many other factors that colleges consider. The most popular colleges and the patterns that emerge from these charts are very similar to previous years.

Table 2.1 The table below shows all colleges where at least 5 graduates are attending and **the level profile** for those students.

College	Level Profile								# of Students
	2	2/3	3/2	3	2/3/4	3/4	4/3	4	
University of Illinois, Urbana-Champaign	1	1	6	3	15	23	17	2	68
Indiana University, Bloomington		1	10	2	9	34	3		59
University of Wisconsin, Madison			1		5	19	2	1	28
Tulane University			3	1	4	13	4		25
University of Michigan			1	1	3	7	11	2	25
University of Colorado, Boulder		4	6		5	5	2		22
University of Iowa		8	4	2	2	5			21
DePaul University		4	3	2	5	5	1		20
Miami University, Ohio		9	3	3	2	3			20
Northwestern University						2	14	2	18
University of Denver	1	3	4	1	4	2			15
Loyola University, Chicago		5	2		4	2	1		14
Washington University, St Louis						2	11	1	14
Oakton Community College	3	5	3	1	1				13
Cornell University					1	2	4	5	12
Ohio State University		1	2		2	6	1		12
University of Kansas	2	4	3	1	1	1			12
Marquette University		5	2		1	3			11
California Polytechnic State University, San Luis Obispo						9	1		10
Denison University		3	1		2	2	2		10
Purdue University		1		1	4	2	1	1	10
University of Southern California					1	4	5		10
Butler University		1	2		2	3	1		9
Colorado State University	1	3	4			1			9
The University of Arizona	3	3	2	1					9
Southern Methodist University					4	4			8
University of Chicago						1	5	2	8
University of Dayton		3	2	1	1	1			8
Wake Forest University						4	4		8
George Washington University					3	2	2		7
The University of Texas, Austin		1				4	2		7
University of Illinois at Chicago	1	2	1	1	2				7
University of Miami					2	5			7
Colgate University					2	3	1		6
Lake Forest College		1		1	3		1		6
Loyola Marymount University					1	4	1		6
Michigan State University		2	2		1		1		6
New York University				1		1	2	2	6
Saint Louis University		1	2		1	2			6
Santa Clara University				1	1	3	1		6
Texas Christian University		1	2		1	2			6
University of Richmond						5	1		6
Vanderbilt University						1	4	1	6

College	2	2/3	3/2	3	2/3/4	3/4	4/3	4	# of Students
American University			1		2	2			5
Boston University						4	1		5
Case Western Reserve University						1	3	1	5
Georgetown University							2	3	5
McGill University						1	3	1	5
Pennsylvania State University					1	4			5
University of Alabama		2	1			1	1		5
University of Oregon		1	1	1		2			5
University of Pittsburgh						3	2		5
University of Vermont		1	1		2	1			5

Table 2.2. The table below shows all the 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 over four years.

College	<16	16-17.5	18-18.5	19-19.5	20	>20	# of Students
University of Illinois, Urbana-Champaign	3	9	12	26	11	7	68
Indiana University, Bloomington		5	8	24	17	5	59
University of Wisconsin, Madison		2	4	11	2	9	28
Tulane University		2	3	6	6	8	25
University of Michigan		3	4	8	5	5	25
University of Colorado, Boulder		3	3	11	4	1	22
University of Iowa			3	11	5	2	21
DePaul University	3	6	4	5	2		20
Miami University, Ohio	2	3	4	6	2	3	20
Northwestern University			3	7	6	2	18
University of Denver	2		2	7	3	1	15
Loyola University, Chicago	1	1	4	4	2	2	14
Washington University, St Louis			2	4	5	3	14
Oakton Community College	6	4		2	1		13
Cornell University		1	2	4	3	2	12
Ohio State University		1	2	3	4	2	12
University of Kansas	1	2	2	4	1	2	12
Marquette University		1	3	5	1	1	11
California Polytechnic State University, San Luis Obispo		1		4	2	3	10
Denison University			2	1	3	4	10
Purdue University	2	2	1	1	3	1	10
University of Southern California	1		5	2	1	1	10
Butler University		4		4	1		9
Colorado State University		2	3	2	1	1	9
The University of Arizona	3	2	1	2	1		9
Southern Methodist University		1		3	1	3	8
University of Chicago			2	3	2	1	8
University of Dayton				3			8
Wake Forest University			1	3	3	1	8
George Washington University			2	2	3		7
The University of Texas, Austin			1	3	2	1	7
University of Illinois at Chicago	1	2	3	1			7
University of Miami		2	1	1	3		7
Colgate University			1	3	1	1	6
Lake Forest College		1	1	1	2	1	6
Loyola Marymount University		2		3	1		6
Michigan State University		2	1	2	1		6
New York University		1	2	3			6
Saint Louis University		2	2	2			6
Santa Clara University		1		3	2		6
Texas Christian University				3	1	2	6
University of Richmond				3		3	6
Vanderbilt University		1		2	1	2	6

College	<16	16-17.5	18-18.5	19-19.5	20	>20	# of Students
American University		1	1	3			5
Boston University				3		2	5
Case Western Reserve University		1	1	2		1	5
Georgetown University				3	2		5
McGill University			1	2	1	1	5
Pennsylvania State University		1	1	3			5
University of Alabama		1	1	3			5
University of Oregon		1	1	2		1	5
University of Pittsburgh		1		2		2	5
University of Vermont		1	1	1	2		5

Table 2.3. 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
	0	1	2	3	>=4	
University of Illinois, Urbana-Champaign	12	11	13	12	20	68
Indiana University, Bloomington	17	12	14	10	6	59
University of Wisconsin, Madison	1	3	10	9	5	28
Tulane University	4	10		6	5	25
University of Michigan	2	2		3	18	25
University of Colorado, Boulder	10	9	1	2		22
University of Iowa	14	3	4			21
DePaul University	10	7	2	1		20
Miami University, Ohio	15	3	1	1		20
Northwestern University				2	16	18
University of Denver	12	3				15
Loyola University, Chicago	7	4	1	1	1	14
Washington University, St Louis				1	13	14
Oakton Community College	13					13
Cornell University			2		10	12
Ohio State University	4	2	2	4		12
University of Kansas	10	2				12
Marquette University ⁴	7	3		1		11
California Polytechnic State University, San Luis Obispo	1	1	2	4	2	10
Denison University	4	2	3		1	10
Purdue University	2	1	5		2	10
University of Southern California	2	1	1	2	4	10
Butler University	3	4	1	1		9
Colorado State University	8	1				9
The University of Arizona	9					9
Southern Methodist University		1	4	3		8
University of Chicago					8	8
University of Dayton	6	2				8
Wake Forest University			1	2	5	8
George Washington University	1	2		2	2	7
The University of Texas, Austin	1	1		1	4	7
University of Illinois at Chicago	5	2				7
University of Miami	1	2	3	1		7
Colgate University			3	2	1	6
Lake Forest College	4				2	6
Loyola Marymount University		3	2	1		6
Michigan State University	4	1			1	6
New York University	1				5	6
Saint Louis University	4	1		1		6
Santa Clara University	1	1	2		1	6
Texas Christian University	3	1	2			6
University of Richmond			2	2	2	6
Vanderbilt University					6	6

College	Number of AP Courses					# of Students
	0	1	2	3	>=4	
American University	1	3	1			5
Boston University		1		3	1	5
Case Western Reserve University				2	3	5
Georgetown University					5	5
McGill University			1		4	5
Pennsylvania State University		1	1	2		5
University of Alabama	3		1	1		5
University of Oregon	3	1				5
University of Pittsburgh	1			3	1	5
University of Vermont	4			1		5

Table 2.4 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 Courses					# of Students
	1-1.5	2	2.5-4	4.5-8	>8	
University of Illinois, Urbana-Champaign	6	6	38	16	2	68
Indiana University, Bloomington	5	8	40	6		59
University of Wisconsin, Madison	4	3	13	8		28
Tulane University	1	3	13	7	1	25
University of Michigan	1	5	11	5	3	25
University of Colorado, Boulder	2	1	16	3		22
University of Iowa	2	3	10	6		21
DePaul University			9	9	2	20
Miami University, Ohio		3	14	3		20
Northwestern University	3	3	4	6	2	18
University of Denver	3	1	7	3	1	15
Loyola University, Chicago	1	2	8	3		14
Washington University, St Louis		5	7		2	14
Oakton Community College	2	2	5	4		13
Cornell University			9	3		12
Ohio State University	2	3	7			12
University of Kansas	1	1	7	3		12
Marquette University ⁴		2	6	2	1	11
California Polytechnic State University, San Luis Obispo			6	4		10
Denison University	4	2	2	1	1	10
Purdue University		3	3	4		10
University of Southern California		1	4	3	2	10
Butler University		1	4	4		9
Colorado State University		3	4	2		9
The University of Arizona	1	1	7			9
Southern Methodist University	2	2	3	1		8
University of Chicago	1	1	4	2		8
University of Dayton		3	4	1		8
Wake Forest University		1	5	2		8
George Washington University		1	5		1	7
The University of Texas, Austin		3	3		1	7
University of Illinois at Chicago		1	5	1		7
University of Miami	2		4		1	7
Colgate University			4	2		6
Lake Forest College	2	2	2			6
Loyola Marymount University			1	4	1	6
Michigan State University		6				6
New York University			2	3	1	6
Saint Louis University	1	2	3			6
Santa Clara University		1	3	2		6
Texas Christian University	1	4	1			6
University of Richmond		1	5			6
Vanderbilt University	2		2	2		6

College	Number of Elective Courses					# of Students
	0	1	2	3	>=4	
American University			3	1	1	5
Boston University		1	1	3		5
Case Western Reserve University		1	1	1	2	5
Georgetown University		3	1	1		5
McGill University		2	1	2		5
Pennsylvania State University	1		3		1	5
University of Alabama			2	3		5
University of Oregon		1	3	1		5
University of Pittsburgh		3		2		5
University of Vermont		1	3	1		5

Colleges attended by Conference

Below is a list of the colleges attended by at least one student in the class of 2020 by NCAA Division I Conference. Unlike the college matriculation tables above that includes only students who graduated and attended New Trier for four years, the table below includes all 2020 graduates with 2019 graduates in parenthesis comparison, even those who did not attend New Trier for four years. The colleges that New Trier students attended in each conference are listed in alphabetical order.

Conference	# of Students	Colleges
Big 10	259 (241)	Illinois, Indiana, Iowa, Maryland, Michigan, Michigan State, Minnesota, Nebraska, Northwestern, Ohio State, Penn State, Rutgers, Purdue, Wisconsin
Big East	54 (44)	Butler, DePaul, Marquette, Villanova, Xavier
ACC	44 (39)	Boston College, Clemson, Duke, Florida State, Georgia Tech, Miami, North Carolina, Notre Dame, Pittsburgh, Syracuse, Virginia, Virginia Tech, Wake Forest
PAC 12	61 (65)	Arizona, Arizona State, Colorado, Oregon, Oregon State, UCLA, USC, Utah, Stanford, Washington
Patriot League	23 (26)	American, Boston University, Bucknell, Colgate, Lehigh, U.S. Military Academy, U.S. Naval Academy
Ivy	25 (32)	Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton, Yale
MAC	24 (23)	Miami (Ohio), Northern Illinois, Ohio University
Missouri Valley	26 (27)	Bradley, Drake, Illinois State, Loyola Chicago, Southern Illinois,
American	36 (28)	Cincinnati, SMU, Tulane,
SEC	20 (31)	Alabama, Auburn, Florida, Kentucky, Missouri, South Carolina, Tennessee, Vanderbilt
Total	572 (556)	

Section 3: Multiple Post High School Pathways

New Trier's Strategic Plan set a goal "to promote the multiple post-high school pathways that can lead to a meaningful and impactful life and provide opportunities that prepare students for those various pathways." The goal is intended address a gap in meeting the needs of all students and families, in what can seem for some a very linear path directly from high school to a four-year college or university. While this is the path for a vast majority of New Trier students, it is not only path to post high school success and fulfillment, and perhaps, it not the right one for all students. At a more macro level, New Trier's goal is in line with state and national trends that are vigorously promoting career readiness, high school to career pathways, and industry certifications and certificate programs. For example, the Illinois School Report Card will soon be holding schools accountable for meeting College and Career Readiness standards, and in 2016 the state enacted the Illinois Postsecondary & Workforce Readiness Act (PWR Act). The PWR Act seeks to equip students with skills and credentials to enter high demand careers, using a four-pronged approach that includes career counseling beginning in 9th grade and transitional math courses for 12th graders. In fact, New Trier's Career Services uses the PWR Act's Postsecondary & Career Expectations (PaCE) framework in designing its own programming, and New Trier is currently partnering with Oakton Community College on a transitional math course.

New Trier's Career Services has aligned its programming to both the Strategic Plan and the PWR Act to better serve all students. The Career Services Coordinator also organizes the New Trier Job Fair, coordinates job shadows and internships, career exploration, and administers career assessments with each class of students. Students in the class of 2020 participated in each one of the programs or opportunities. Similarly, Post High School Counseling hosts an annual GAP Fair each year, expanding the field of options for students to consider and provides students and families a range of post high school options, in addition to college. As new programming takes root in Career Services and Post High School Counseling, aligned with goal of the Strategic Plan, I anticipate this report will feature more information about students' post high pathways.

Related to post high pathways, the most recent national news about college matriculation in the time of COVID-19 is discouraging. This week, The Chronicle of Higher Education cited a report by the National Student Clearinghouse that 22% fewer high school graduates went straight to college compared to 2019. Students from high poverty, low-income urban areas saw the sharpest decline, while high-income suburban areas also saw a dramatic decline as well. In Illinois, enrollment in colleges and universities declined by 7.2%, compared to a 3.3% nationwide decrease. Community college enrollment in Illinois is also down by 13.7% compared to 2019.

Predications are that the pandemic will have a major, long lasting impact on college matriculation, which points to the very need for preparing and informing students about multiple post high school pathways.