



# BOARD REPORT TO THE COMMUNITY

NEW TRIER TOWNSHIP HIGH SCHOOL DISTRICT 203

April 2002

## Debbie Stacey named Winnetka Campus Principal



New Principal  
Debbie Stacey



Retiring Principal  
Wes Baumann

The "Assistant" will be dropped from Debbie Stacey's job title when she replaces retiring Wes Baumann as Principal of New Trier High School's Winnetka Campus, effective July 1, 2002.

Dr. Stacey was appointed to the position by the Board of Education on March 18 after being recommended by Superintendent Henry Bangser following a selection process that involved a cross-section of the school community.

### Familiar with campus culture

Currently Assistant Principal for Administrative Services at the Winnetka Campus, Dr. Stacey has been an administrator at New Trier since July 1994. It is her familiarity with the school and its culture that excites her about her new position. "It is the people that make New Trier such a special place," she said. "I am so proud to be a part of the New Trier family."

"This has been a long-term goal, truly a dream come true for me," she added. "I have worked very hard to prepare myself both academically and professionally for this position."

The principal selection process began last fall with the formation of a 17-person search committee chaired by Dr. Bangser and comprised of representatives from the

*(Continued on page 3)*

## Voluntary Enrollment Model and current 1-3 Model under review

At public meetings scheduled in April and May, the Board of Education will review reports on what New Trier would "look like" in a Voluntary Enrollment Model being considered as one of two long-term solutions to the District's growing enrollment.

In recent months, the Board has discussed whether to implement the Voluntary Enrollment Model instead of the current 1-3 Model in which freshmen attend the Northfield Campus and the upper three grades attend the Winnetka Campus.

In May, the Board also will hear an administrative evaluation of the 1-3 Model after its first school year of operation.

### Two four-year schools of choice

The Voluntary Enrollment Model would permit students to choose whether to attend a small four-year high school of about 1,000 students on the Northfield Campus or a large four-year high school of about 3,200 students on the Winnetka Campus. There would be no attendance boundary and families would select one of the two schools depending on which environment would best meet the individual student's needs.

The idea for the Voluntary Enrollment Model arose just before the June 1998 Board of Education decision to re-open the Northfield Campus for freshmen. At that time, the Board was grappling with how to address the ongoing enrollment growth.

Three Board members supported one large school on the Winnetka Campus, while

*(Continued on page 2)*

### Meeting Calendar

Board of Education meetings to discuss various programs and impacts of the two enrollment models will be held in the Multipurpose Room, Building C, Northfield Campus, 7 Happ Road, Northfield, at 7:30 p.m. The public is invited. Reports will be presented on the following dates.

#### About the Voluntary Enrollment Model:

April 15: Academics

April 23: Student services (adviser system, post-high school counseling, social work); Co-curricular programs (interscholastic athletics, intramurals, performing arts, clubs and activities)

April 30: To be announced; will be scheduled if more discussion is needed about April 15 and 23 issues

May 7: Facilities, finance and staffing

May 13: Implementation of and communication about the Model

#### About the Present Northfield/Winnetka Campus Enrollment Model:

May 20: Evaluation of the Northfield/Winnetka Campus Model in the 2001-02 school year and projections for the future

#### Summary

June 10: Presentation of staff evaluation of the two models; Superintendent's commentary on the two models

## Enrollment Models under review

*(Continued from page 1)*

three others preferred two four-year schools with an attendance boundary. One Board member favored the freshman-only model.

All Board members ultimately supported the 1-3 Model, with the understanding that the freshman-only campus at Northfield “be continued on an interim basis for a short time to review additional data.” At the same time, the Board agreed to study a new idea, the Voluntary Enrollment Model.

### Comparing the Models

“February through May is a critical period for staff analysis and commentary regarding the absolute and relative merits of the current 1-3 Model [Northfield/Winnetka Campus] and the Voluntary Enrollment Model,” said Superintendent Hank Bangser.

“The faculty and administration have been working intensively to project the curricular and co-curricular programs which could be offered in the Voluntary Enrollment Model,” Dr. Bangser continued. “To some degree, we can predict what student life would become in the upcoming years in the current model, having lived it for part of this school year. In the next two months, we will present all possible scenarios.”



Freshmen have attended classes on the Northfield Campus since it opened in August 2001.

## Enrollment Growth Highlights

### 1995

- Demographic study projects enrollment growth to 4200 students
- Superintendent identifies four potential viable enrollment models

### 1996-1997

- Four models are studied, discussed and surveyed in the community:
  - one large school in Winnetka,
  - two four-year schools with an attendance boundary line
  - "1-3" model, with freshmen at Northfield and three upper grades at Winnetka
  - one large school in Winnetka and a small "lab school" in Northfield; no boundary line drawn

### 1998

- Board agrees to re-open the Northfield Campus for freshmen as soon as practicable as an interim solution and decides to wait for 1999 and 2001 demographic projections to determine a more permanent, long-term enrollment decision
- Board eliminates small "lab school" from consideration, but keeps remaining three options as viable
- Board agrees to study the viability of a new potential model – the Voluntary Enrollment Model -- that had been introduced just prior to the decision to open the Northfield Campus for freshmen

### 1998-1999

- First Task Force studies feasibility of Voluntary Enrollment Model, whereby students would choose to attend either a small (1000 students) four-year high school at Northfield or a large (3100-3200 students) four-year high school in Winnetka
- Community approves \$11 million referendum to help fund renovations at both campuses, with the predominant expenditures at the Northfield Campus
- First Task Force issues report that concludes Voluntary Enrollment Model is viable
- Board authorizes Second Task Force to present what the model would "look like" and how it could be implemented; University of Chicago's Survey Lab is hired to conduct focus groups and constituency interviews regarding options for housing the increasing enrollment at New Trier
- A "1-3" Task Force is named and prepares for the opening of the Northfield Campus for freshmen

### 2000

- Board eliminates two models from consideration as long-term options -- the "two four-year schools with an attendance boundary" and the "one large high school"
- Voluntary Enrollment Model's Second Task Force presents its report, endorsing the model as viable
- Board agrees the Voluntary Enrollment Model is a second "viable" long-term enrollment option, along with the Northfield /Winnetka Campus Model ("1-3"/freshman campus)

### 2001

- In August, Northfield Campus opens for 970 freshmen; Winnetka Campus houses 2800 sophomores, juniors and seniors
- In December, Board reviews updated demographic projections that show enrollment increasing from its current 3771 students to 4200 students in 2007-08, and decreasing slightly to more than 4100 students through 2016-17

### 2002

- January-March: Analysis of Voluntary Enrollment Model begins, with Board decisions about size of Small School and challenges regarding the uncertainty of enrollment in a "choice" model
- April 15 through May 13 Board Meetings: Reports from the Voluntary Enrollment Model analysis will be presented; public invited
- May 20 Board Meeting: Evaluation of current Northfield/Winnetka Campus Model will be presented; public invited
- June 10 Board Meeting: Summary commentary by District staff concerning the two models; public invited

# Winnetka Campus Principal named

(Continued from page 1)

administration, the Board of Education, faculty, parents, support staff and students. The group first identified the profile of a successful candidate, with characteristics that were included in a search brochure and advertisements in a national education publication.

Committee representatives reviewed applications in December and selected candidates for interviews in January. From that group emerged four finalists. Each candidate spent a day at New Trier, interviewing on both campuses with administration, faculty, support staff, parents and students. At the end of the day, each finalist met with several members of the Board of Education.

At a meeting on February 21, search committee members reported any consensus views of the finalists that were expressed by their respective constituency. Dr. Bangser arrived at his decision and informed the Board on February 22, and the candidates were called during the weekend of February 23 and 24.

The two New Trier principalships are somewhat different from principalships in other area four-year high schools. The Winnetka Campus houses sophomores, juniors and seniors; the Northfield Campus houses freshmen. Also, the leadership of curriculum and instruction at New Trier is the responsibility of an assistant superintendent rather than a principal. "Both New Trier principals play a role in developing curriculum and impacting instruction, but do not have the direct supervisory responsibility for that part of the overall program. This organizational structure allows the principal to be the administrative leader of the campus and focus on the issues of students, staff and parents," Dr. Bangser said.

## Confidence in her professional growth

Dr. Bangser points out that, like Dr. Stacey, Mr. Baumann was an assistant principal when he was promoted to principal in 1995. He brought excellent skills to the job and also has grown significantly as an administrator and leader in the years since.

"I have tremendous confidence that the kind of growth Wes exhibited in the years he has served as principal will be what we will see in Debbie," Dr. Bangser said. "I think they bring similar characteristics to the position -- strong management experience as well as personal, interactive, humanistic skills, and a passion for New Trier. All of that, ultimately, is extremely important."

A native of downstate Gibson City, Dr. Stacey received a bachelor's degree in business education from Northern Illinois University, a master's degree in interdisciplinary studies/curriculum and instruction from National-Louis University, and a Ph.D. in educational administration and supervision from Loyola University, Chicago. Prior to coming to New Trier, she spent 15 years at Stevenson High School in Lincolnshire -- ten years as a business education teacher then five years as a Dean of Students.

## Time with students a top priority

Admittedly, "time" will present one of her biggest challenges, Dr. Stacey said. Her top priority will be spending time with students in as many ways as possible -- both during and after the school day. "Having an open-door policy, attending a variety of events, and creating many opportunities for discussion with students, staff, parents, and community members will help me take advantage of and foster many different types of interactions," she concluded.

## Teach at New Trier

New Trier High School is accepting applications for the following teaching positions for the 2002-2003 school year:

**Art** (ceramics, general)

**Business Education**

**Driver Education** (part-time)

**English**

**Kinetic Wellness** (P.E.)

**Librarian**

**Mathematics**

**Post-High School Counselor**

(college counseling, not guidance)

**Special Education** (LD/BD, EMH/TMH)

**Technology Education**

(architectural drawing, CAD)

Candidates must possess a valid Illinois High School Teaching Certificate (Type 09 or 10), or out-of-state equivalent, and submit a cover letter, resume, letters of reference, transcripts/credentials, and the application. The on-line application is accessible on New Trier's web site at:

[www.newtrier.k12.il.us](http://www.newtrier.k12.il.us). Select District Administration, then Personnel and Communications. Scroll to Employment Opportunities.

### Substitute teachers needed

Substitute teachers also are needed on a regular basis. If you have a valid Illinois substitute teacher certificate and are interested in the flexible schedule of a substitute teacher at New Trier, please contact the Personnel and Communications Office at (847) 784-2210 or 784-2209. Starting substitute pay is \$18 per 40-minute teaching period, up to a seven-period day.

If you have a college degree, you are eligible for an Illinois substitute teaching certificate. Contact the Regional Superintendent of Schools at [www.cook.k12.il.us](http://www.cook.k12.il.us) or (708) 865-9330 for information.

## National Policy Debate Resolution for 2001-2002

*Resolved:* "That the United States Federal Government should establish a foreign policy significantly limiting the use of weapons of mass destruction."

## Lincoln-Douglas Debate Resolutions for 2001-2002

*Resolved:* "That decentralized governmental power ought to be a fundamental goal of democratic society." (September-October)

*Resolved:* "That a lesser-developed nation's right to develop ought to take priority over its obligation to protect the environment." (November-December)

*Resolved:* "That oppressive government is more desirable than no government." (January-February)

*Resolved:* "That limiting the freedom of expression of adults is justified by society's interests in protecting children." (March-April)

## Highlights of Debate Seasons

From March 15-17, 2002, New Trier's varsity debaters participated in the Illinois High School Association State Debate. Novice members competed in Novice Nationals

## IHSA Varsity Lincoln-Douglas Debate

Mike Samarel (1st Speaker) - Finalist, State Champion (First Place)  
Josh Bernstein (6th Speaker)

## IHSA Varsity Policy Debate

Federico Persico (3rd Speaker) and Chris Tansey - Finalists, State Runner-Up (Second Place)

## Novice Nationals Policy Debate

Ian Kanig (4th Speaker) and Sam Grossberg (1st Speaker) - Elite Eight (Quarterfinalists)

## Novice Nationals Student Congress - Super Session

10 New Trier Congressional Debaters advanced to the Super Session of 20

**The Glenbrooks** (Nation's largest high school tournament, November 2001)  
Josh Bernstein, First Place

## Emory University

Josh Bernstein: Final Round (Second Place)

## Mid-America Cup

 (Des Moines, Iowa, September 2001)

Josh Bernstein

## University of California Berkeley (2001)

Finals (2nd Place Team): Eric Oddo and Chris Tansey (Policy Debate)

## Montgomery Bell Academy (2001)

Final Four: Eric Oddo and Chris Tansey (Policy Debate; Ranked 6th Place nationally)

## Illinois High School Association State Debate (March, 2000)

Eric Gehrie: Lincoln-Douglas Debate

## National Catholic Forensic League Qualifiers

 (Pittsburgh, May 24-27, 2002)

Josh Bernstein: Lincoln-Douglas Debate  
Federico Persico and Chris Tansey: Policy Debate  
Adam Brenman and Jason Shore: Policy Debate  
Allan Barkhausen and Chip Dickerson: Policy Debate  
Amy Shin: Extemporaneous Speaking

## Tournament of Champions Qualifier

(University of Kentucky, May 4-6, 2002)  
Josh Bernstein

## Debate:

There's no debate: New Trier student debaters spend long hours honing their forensic skills, researching subjects, traveling to and from tournaments, and having a good time.

Ask Speech and Drama Department Chair Linda Oddo about the program she co-directs with fellow teacher Doug Springer and she will discuss the qualities of a good debater, the benefits to the participants, the timely resolutions with which students grapple and, of course, the travel. "Driving a school van across the greater Chicago area or flying cross-country with an enthusiastic group of competitors is a team bonding activity, which is fun," she said. "I love the interaction with the kids; I wouldn't trade it for anything."

## Three types of debate

New Trier's debate program centers around three types of debate taught by Mrs. Oddo and Mr. Springer in two academic classes and co-curricular opportunities that meet 8th and 9th periods:

**Parliamentary debate**, using Student Congress as a model, in which students write bills and resolutions and debate their passage using parliamentary procedure.

**Lincoln-Douglas debate**, in which students argue value resolutions one-on-one. Resolutions change every two months.

**Policy debate**, two-on-two debates of a nationally-framed policy resolution that is argued in tournaments for an entire school year.

More than 100 students are in the program, including 10 freshmen who commute from the Northfield Campus to attend the 9th period debate class. They are expected to participate in at least four tournaments per semester. Overall, students participate in some 60 local, regional, and national tournaments each year. Those who are highly

*(Continued on page 5)*

## providing valuable skills for life

involved spend 12 to 16 weekends at tournaments during the year and some attend summer debate programs offered at universities around the country.

### Learning to be analytical and “quick on their feet”

“It’s an educationally sound program,” Mrs. Oddo said. Unlike at many schools where debate is an extracurricular activity, New Trier has “class time to meet with students, teach fundamental principles, conduct research, debrief, and have a post-mortem on a tournament when we get back to class on a Monday,” Mrs. Oddo added.

“Students gain life skills and analytical skills – how to conduct research at a major university library, for example. They get up and speak extemporaneously

and have to be quick on their feet. All of these are valuable skills that have a spill-over into just about everything else you do in life.”

Just what does it take to be a good debater? “There has to be motivation and self-direction, and a desire to interact and accept challenges,” Mrs. Oddo added.

“The person has to have opinions and like to search for answers. In debate there is no definite answer. Doug Springer and I train students in the fundamentals, the basic principles and procedures, and the formalized arguments, but when it comes to the actual topics – the substantive part of debate – it involves a dialogue. It’s so neat to have that dialogue with students,” Mrs. Oddo concluded.

***“Debate has helped my son gain confidence, poise, articulation and research skills. He will benefit from this experience for the rest of his life.”***

*-Parent of a debater, as expressed to Wes Baumann, Winnetka Campus Principal*

## A "dynamic duo" day:

### Peoria competitions result in excellence in both academics and athletics

History was made when two New Trier teams -- one academic and one athletic -- placed in state competitions on the same day, in the same building.

On March 16 in the Peoria Civic Center, the varsity boys' basketball team won a fourth place Class AA trophy and the Scholastic Bowl team took third place.

“It was just a great day to have two teams compete at the highest state levels down the hall from each other,” said Superintendent Hank Bangser. “It was a pleasure watching them compete this year – not just because they did so well, but because they had so much fun. They represented New Trier in the best way possible – with great sportsmanship and class.”

### Scholastic Bowl team competes against 500 statewide

“Our Scholastic Bowl team was putting out every effort; they wanted to win,” said mathematics teacher David

Reinstein, who has served as coach for eight years. This year’s team competed among more than 500 teams in Illinois.

Each Scholastic Bowl member brings an in-depth knowledge of at least one subject to every competition. “They focus on their individual areas of expertise, which contributes to a strong team,” Mr. Reinstein said.

Competing in the state meet were seniors Shao-Yun Guo, Ruth McAdams, Robert Miller, and team captain Lewis Slack, junior Matthew Keenan, and sophomore Michael Evans. They were cheered on by sophomore teammates Michael Arroyo and Yian Chen. Matthew Keenan made First Team All-State. Assisting Mr. Reinstein were fellow faculty coaches Carolyn Gerhardt and Ben Yang, social studies teachers.

### Basketball team plays with discipline

The varsity boys' basketball team also relied on teamwork to achieve fourth place

in the state. “They played unselfishly, and played with discipline,” Coach Rick Malnati said. The team played the final game against Centralia High School with mixed emotions. “It was a hard game to play,” he added. “But we went in to finish strong and have fun along the way.”

Every athlete played during the first quarter of the game and, as a team, helped carry one of New Trier’s two trophies out of the Civic Center at the end of the day. “It just shows that New Trier has a little bit of everything, and proved its strength that weekend,” Coach Malnati added.

Team members are seniors Bob Anderson, Terry Coughlin, Mike Duda, Josh Goodman, Nick Nikitas, team captain James Romey, Thomas Purcell, Ted Rosinski; juniors Chris Busey, Peter Dykstra, Kevin Hearn, Dan Larkin, Lewis Powell, and Brett Sortal; and sophomore Graham Caywood. Assistant coaches are Craig Fairbairn, Scott Fricke, and David Brenner.

# Three cheers for New Trier cheerleaders!

New Trier's varsity squad cheered its way into the Illinois state cheerleading championships in March for the first time ever after achieving another first – the top spot at the regional competition at Crane High School in February.

New Trier's cheerleading program has been growing steadily over the past six years, said Kirstin Nielsen, math teacher and varsity cheerleading coach. "Each year more students are interested, and this is our biggest year yet." The team placed 12<sup>th</sup> out of 19 at the state championships – a proud result given the highly experienced squads they were up against, according to Coach Nielsen.

## A steady growth

When Ms. Nielsen began coaching six years ago, she had a squad that totaled five girls. This year, the program has grown to a squad of 14. In an effort to bring more students into the program, Ms. Nielsen and assistant coach Kim Boyd have held cheer clinics, not tryouts. Incoming freshmen were alerted to the opportunity in the spring of eighth grade and were invited to an optional four-day summer camp.

While the program is recognized as a club instead of a sport in Illinois, it does have a large athletic component. Varsity cheerleaders practice four days a week after school with a routine that includes a warm-up with running laps, stretching and jumping; game plans and stunts; competition practice; gymnastics training (two days a week); and weight training and running (two days). Varsity members receive a kinetic wellness exemption – and are given letters at an awards ceremony at the season's end.

## A lengthy season

The cheerleading season is the longest in the school, Ms. Nielsen said. It begins before the first football game and lasts through the basketball season. The program has value for cheerleaders and for school spirit. "The girls learn team spirit, sportsmanship, leadership, dedication,



New Trier Varsity Cheerleaders pictured left to right are: front row, Hillary Craig, Bari Silber, Patricia Herman, and Maddie Coe, back row, Erin Keefe, Mary Martin, and Meaghan Chambers.

coordination, organization, stunting and cheering skills while developing friendships and confidence," Coach Nielsen said. "I hope that cheerleaders add excitement and enthusiasm to many athletic events."

Although the squads have grown, Ms. Nielsen envisions an even larger and more competitive program in the future, with four squads of 12 cheerleaders each. And, like neighboring districts with mature programs, Coach Nielsen emphasizes that membership in cheerleading "is not limited to girls."

### Varsity Cheerleaders

Meaghan Chambers  
Maddie Cole  
Hillary Craig  
Patricia Herman  
Erin Keefe  
Mary Martin  
Bari Silber

### Freshman Cheerleaders

Jennifer Dubin  
Katherine Jennings  
Betty Lee  
Chelsea Morrocco  
Melanie Neuhaus  
Brenna Parhad

## Trevian logo goes patriotic!

The New Trier Trevian logo has taken on a new look, thanks to sophomore Alex Cash and the Sophomore Steering Committee.

After September 11, the Sophomore Steering Committee began brainstorming fund-raising ideas for the victims of the World Trade Center and Pentagon tragedies. They agreed to design a patriotic bumper sticker, thinking it would appeal to students and parents alike. Alex Cash designed a red, white and blue "stars and stripes" version of the existing New Trier Trevian logo bumper sticker. Sales of the patriotic stickers raised thousands of dollars for the school-wide New Trier Relief Fund.



Sophomore Alex Cash designed the patriotic Trevian bumper sticker.

# DECA raises \$8,000 for the Make-a-Wish Foundation

A New Trier club focused on promoting business and communications skills has put its expertise to work in a successful fundraising effort with a heartwarming goal.

The 27-member DECA (Distributive Education Clubs of America) chapter organized a one-day silent auction that raised more than \$8,000 for the Make-a-Wish Foundation to fulfill the wishes of two children with life-threatening illnesses. The fundraising was a good exercise for the students, according to New Trier business education and social studies teacher Louise Weiss, who also serves as DECA sponsor and work-study coordinator.

## Students helping others

This year's fundraiser took on special meaning, said Mrs. Weiss, as students discussed the fact that some charities faced shortfalls because donations went to other organizations after September 11. In the end, DECA students chose the Make-a-Wish Foundation.

"The idea of kids helping kids was important," she added. To arrange the silent auction, DECA members followed lessons learned about organizing a civic consciousness project. They wrote their goals and a plan, promoted the auction with letters and visits to potential donors, and advertised the event around school. "One of the students is a quiet young lady who just moved here this year," Mrs. Weiss recalled. "She solicited donations and came back with more than 30 items, just great stuff! Through this experience, she realized what she plans to do later on — work for a non-profit organization."

More than 300 items were donated — restaurant gift certificates, skis from Hubbard Woods Ski Chalet, a day and evening in the kitchen at Charlie Trotter's restaurant, a gift certificate for an evening in a United Center skybox for a Bulls game, and much more. Every item sold, some for more than the suggested price.

When the proceeds added up to more than \$8,000, an additional sum was contributed from ticket sales of the fall



Students in New Trier's DECA chapter made wishes come true for two children through the Make-a-Wish Foundation.

Lagniappe/Potpourri production to yield a total of \$9,000 — enough to fulfill wishes for two ill children.

## Wishes granted: a new kitten and a chance to swim with dolphins

What were those wishes? One came from Jay, a nine-year-old boy born with HIV whose wish was to go to Hawaii to swim with dolphins and go deep sea fishing. The other was Sophie, a five-year-old girl with leukemia who wanted to receive her "very own orange kitten wearing a pink bow."

Making these wishes come true exemplifies one of DECA's primary missions, Mrs. Weiss said. "It's not just about making money or learning skills for employment. It's about making a difference in someone's life." Senior Lindsey Kite agreed. "We heard the stories of the young people we helped. They wrote us letters. It's unbelievable to know you affected someone that much."

## The "re-birth" of DECA

DECA existed at New Trier from the mid-'70s until 1989. Then last fall, the New Trier chapter was brought back to life. Today, the "reborn" co-curricular club has added a new dimension to the work-study program -- a two-credit class that combines classroom instruction in business with a part-time job outside of school.

Besides a fundraising component, DECA encourages other business-related skills such as leadership, self-confidence, communications, citizenship, marketing,

and an understanding of the free enterprise system. In February, DECA students participated in their first competition against other suburban high schools. Lindsey was one of the New Trier winners. She created a window display — in the category of apparel and accessories marketing — to promote the 50th anniversary of a men's store.

Lindsey said the competition gave her a chance to express some new ideas. "Right now, I'm a sales person in retail at Northbrook Court. I'd never really planned something out, but I put my ideas on paper and used my creativity to win," she said. Lindsey has enjoyed the DECA-driven curriculum so much that she has decided to be a business major in college. "This class changed my mind. Business really caught my eye. I think it offers a lot of opportunities."

## New Trier DECA members

Ana Apostolescu  
Sinem Atillaz  
William Corvin  
Shana Dorn  
Andrew Feeley  
Teddy Georgeson  
Dana Green  
Annie Kezon  
Rhiannon Kirby  
Lindsey Kite  
Jaquelyn Knox  
Yerang Kwon  
Scott McLaughlin  
Leonard Morelli  
Vanessa Noesen  
Carleigh O'Brien  
Ellena Phillips  
Aleksandar Radovic  
Scott Randel  
Lindsay Rypkema  
Lilian Santowski  
Deborah Serour  
Crystal Tran  
Lindsay Trogdon  
Anna Ustupski  
John Youkhana  
Anna Young

# New Trier receives a Aaa bond rating from Moody's

New Trier Township High School District 203 was assigned the Aaa rating by Moody's Investors Service for General Obligation Refunding Bonds, Series 2002 in the amount of \$3,920,000 on February 21, 2002.

New Trier is the first Illinois school district to receive a Aaa rating from Moody's Investors Service since the implementation of tax caps. The rating is a result of the review of refunding bonds in December, when the district sold bonds and saved taxpayers \$100,000.

"The rating reflects the district's affluent suburban service area, consistent sound financial operations, and its modest level of rapidly retired debt. Bonds that are rated Aaa are judged to be of the best quality. They carry the smallest degree of investment risk and are generally referred to as "gilt edged," Moody's wrote.

"I was pleased to receive this news," said Assistant Superintendent for Business Don Goers. "Bond ratings have a substantial impact on the District's cost of bonds. The

**"The District has a history of very strong financial operations, a reflection of its prudent financial management and foresight."**

**-Moody's Investors Service**

difference in ratings can result in additional savings or costs of thousands of dollars on debt services. This higher rating will likely reduce future interest and bond issuance costs. It also represents a public affirmation and validation of the District's financial policies and practices," he added. New Trier's solid financial base comprises the Villages of Glenview, Kenilworth, Northfield, Wilmette and Winnetka, as well

as portions of the Villages of Glenview and Northbrook. The mature nature of the fully developed tax base is a key factor of the strength of the district. Moody's analysis concluded that "the district has a history of very strong financial operations, a reflection of its prudent financial management and foresight." The district projects that the June 30, 2002 General Fund cash balance will be about \$13.6 million below that of the prior year, reflective of the planned General Fund financing of a portion of capital costs for reopening the Northfield Campus for freshmen in August 2001. Moody's analysts said "we believe the district's finances will remain strong for the foreseeable future, due to its conservative approach to budgeting."

"Boards of Education and administrators have worked together for many years to create the strongest possible financial condition and operations for the citizens of this High School District," said Superintendent Hank Bangser. "We are proud that Moody's acknowledged the results of these efforts."

New Trier Township High School District 203 • Board of Education  
385 Winnetka Avenue  
Winnetka, IL 60093-4295



**BOARD REPORT  
TO THE COMMUNITY**

New Trier Township High School District 203 serves Chicago's North Shore suburban communities of Glenview, Kenilworth, Wilmette and Winnetka, and most of Northfield and parts of Glenview and Northbrook.

Laura Blair Bertani, Editor, *Director of Personnel and Communications* • Julianne Beck, *Communications Specialist*

## Board of Education

John S. (Buz) Graettinger, Jr.  
David A. Grossberg  
*Vice President*  
Charles C. Happ  
R. Mark Jernigan  
Phyllis C. Myers  
Onnie Scheyer  
*President*  
Adair L. Waldenberg

## Administration

Henry S. Bangser, Ph.D.  
*Superintendent*  
Steven M. Baule, Ed.D., Ph.D.  
*Assistant Superintendent  
for Information Technology*  
Wesley A. Baumann  
*Principal, Winnetka Campus*  
Jan M. Borja  
*Principal, Northfield Campus*  
Betty A. Brockelman, Ed.D.  
*Assistant Superintendent for  
Curriculum and Instruction*  
Donald R. Goers  
*Assistant Superintendent for  
Business*

Non-Profit  
Organization  
ECRWSS  
**PAID**  
Permit No. 319  
Winnetka, Illinois

**POSTAL PATRON  
LOCAL**