

# 2019

## NEW TRIER HIGH SCHOOL DISTRICT 203 ANNUAL REPORT



## A Letter from the District 203 Board of Education President

When the Board of Education adopted New Trier High School's new strategic plan, *New Trier 2030*, a year ago, we also approved its vision to "develop in every graduate the skills and dispositions to lead meaningful, compassionate, and impactful lives." That is an inspirational vision, and our charge as a Board is to make sure that the school establishes measurable strategies each year that will prepare our students for a purposeful and fulfilling future.

Our faculty, staff, administrators, students, parents, and community have joined together this inaugural year of *New Trier 2030* to work on strategies and goals that will lay the groundwork for New Trier's development over the next decade and beyond.

In this report, you will read about the important work in which New Trier has engaged this year in areas including social-emotional development, intellectual growth, equity, and finance and facilities. None of this work would be possible without the support and involvement of our community, and I thank you on behalf of the Board for your continuing commitment to New Trier High School. Because of you, New Trier is and continues to be a lighthouse school in the nation and a jewel of our community.

Sincerely,  
Cathleen Albrecht  
Board President

## A Letter from the District 203 Superintendent

It is always exciting - and perhaps a bit daunting - to look back on the work of the previous year as we chart a course for the future. For New Trier High School, 2019 meant adopting a bold new strategic plan, *New Trier 2030*, and then going about the work of putting its vision into action with a first-year set of goals and strategies to achieve by the end of this school year.

On the next page, you will see the six frameworks and their corresponding mission statements that will define the work of our school for the next decade and beyond. The numbers of those frameworks are included with articles throughout this report to give a visual reminder of how the work the District does each day, week, month, and year is tied to our strategic planning goals.

*New Trier 2030* is centered around our students. Every goal and strategy asks what we can do as teachers, staff members, mentors, coaches, and trusted adults to help our students learn, grow, and develop skills and dispositions that will serve them now and into the future. Thank you to the many community members who have helped shape *New Trier 2030*. I encourage all of you to visit our strategic planning web page, [www.newtrier.k12.il.us/StrategicPlanning/](http://www.newtrier.k12.il.us/StrategicPlanning/), to learn more and to offer input as we continue with this important work.

Sincerely,  
Dr. Paul Sally  
Superintendent

## Board of Education

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Standing (L-R): Jean Hahn; Keith Dronen; Brad McLane; Carol Ducommun.  
Sitting: (L-R) Marc Glucksman, Vice President; Cathleen Albrecht, President; Greg Robitaille



# New Trier 2030 Strategic Plan

The six frameworks identified in New Trier 2030 encompass the work of our District as a whole, and the goals developed for each framework are meant to prepare our students and our school to make an impact in the world over the next decade and beyond.

Each year, New Trier will develop an Annual Plan with specific goals and strategies to achieve in that school year. Throughout this Annual Report, you will read about the progress the school has made toward goals outlined in the 2019-2020 Annual Plan. You will also see icons next to articles in this report identifying the strategic planning frameworks served by the work described in the articles. These icons correspond to the frameworks below.

To see the full 2019-2020 Annual Plan, visit [www.newtrier.k12.il.us/StrategicPlanning/](http://www.newtrier.k12.il.us/StrategicPlanning/) or scan here:



## 1 Intellectual Engagement, Growth, and Readiness

Students should be exposed to a broad, comprehensive curriculum to develop critical thinking skills and dispositions that will prepare them for future challenges and opportunities. Students' mastery of knowledge deepens when their learning experiences are relevant and give them a sense of purpose and fulfillment.



## 2 Student Personal Growth, Engagement, and Well-being

Students should feel secure in their physical, emotional, and social well-being in order to be fully engaged in their academic, personal, and social growth. Developing social-emotional skills such as self-awareness, compassion, resilience, self-management, social awareness, relationship skills, and responsible decision-making is critical to setting students on a path toward a meaningful future.



## 3 Culture, Climate, and Equity

All people at New Trier must be welcomed, respected, supported, and valued so students can learn effectively, develop deeper understanding of the complex issues they face, and become empowered to contribute to the school community. This is possible when staff and students learn from and reflect on their own and others' diverse lived experiences.



## 4 Leadership Throughout the School

New Trier High School is a complex organization that requires the continuous development of courageous, innovative, committed, and exemplary leadership at all levels and from all constituencies, student and adult. The quality of leadership and the climate fostered by leaders have a direct impact and influence on all facets of our school community and beyond.



## 5 Community Engagement, Partnerships, and Governance

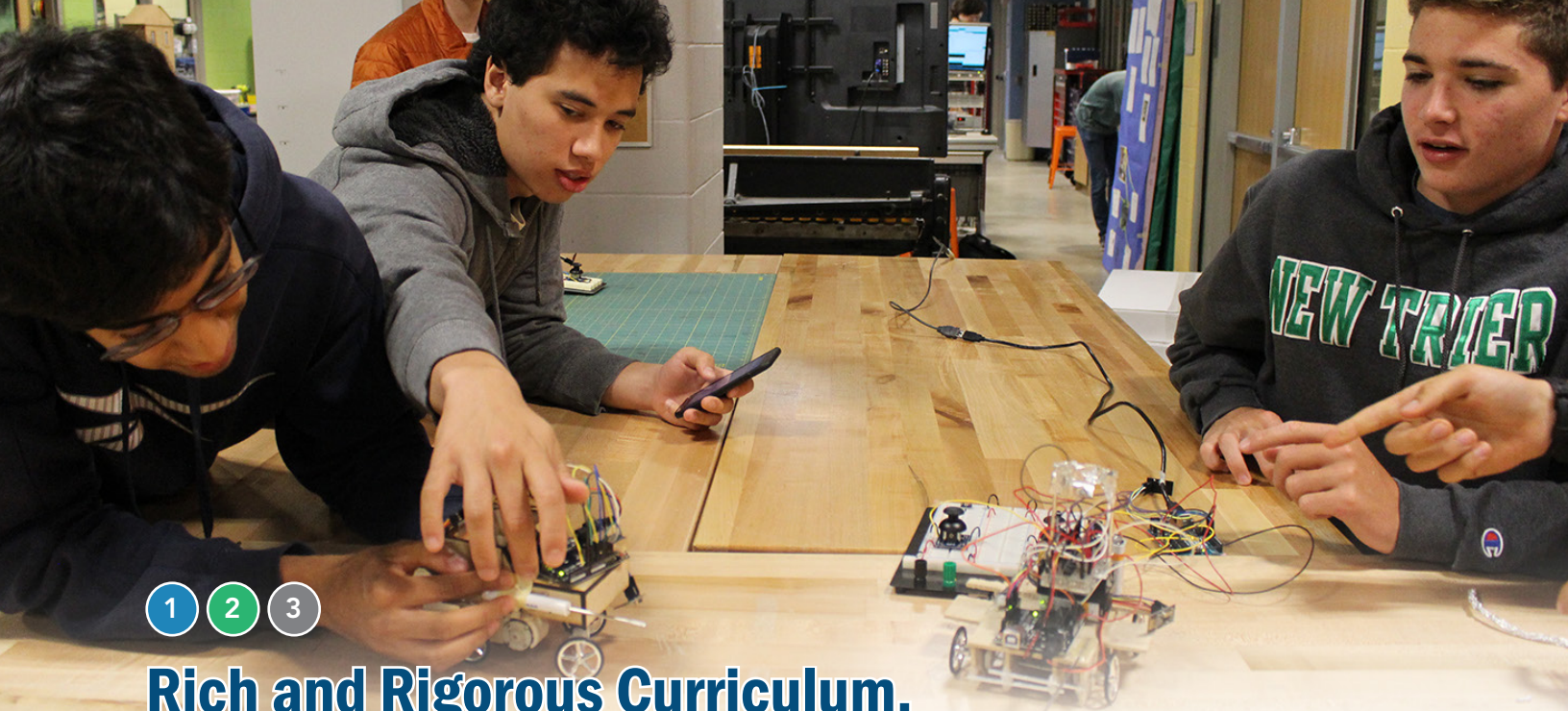
New Trier High School is a crucial part of the fabric of New Trier Township, serving as a reflection of our community's strong commitment to inquiry, compassion, service, and leadership. The school district and its engaged and informed community of taxpayers, parents, students, alumni, and staff collectively benefit by working in partnership toward common goals.



## 6 Finance, Facilities, and Human Resources

To serve the needs of students in their academic and extracurricular pursuits, New Trier High School depends on the financial commitment made by taxpayers to deliver a high-quality education marked by exceptional teaching and facilities. The District supports the school's mission and vision while acting as a responsible financial steward by developing budgets, facilities, and staffing plans that respect the community's investment.





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## Rich and Rigorous Curriculum, Individualized Student Pathways

A key component of *New Trier 2030*, District 203’s new strategic plan, is to provide a “rich and rigorous curriculum across all student pathways.” New Trier is committed to giving students the greatest number of opportunities and strongest curriculum possible, whether that is in a Special Education class teaching life and job skills, an elective course that helps students explore their interests, or an Advanced Placement class offering accelerated studies.

The numbers on these pages are one measure of that rich and rigorous curriculum, but certainly not the only measure. The scores of New Trier students in all levels of coursework are reflected in the school’s average composite ACT and SAT scores, which are the top in the state for an open enrollment school and among the nation’s highest.

Just as important as these measures, though, are the individual accomplishments of students - the everyday actions that give them a sense of purpose and fulfillment at school. A “rich and rigorous curriculum” encourages students to explore, take risks, and grow both in their intellectual pursuits

and in their physical, social, and emotional well-being. For some students, that fulfillment may come from the improvements they have made from draft to draft of an English paper, while for others it might be the trial and error in an engineering class that results in a workable device that can help a peer with special needs with daily tasks.

This year, *New Trier 2030* includes several goals related to building a school community and curriculum that encourage student intellectual and personal growth. In the next few pages, you will find brief articles on the work the District has been doing toward those goals, including defining the characteristics all students should possess when they graduate from New Trier, a focus on building social-emotional skills, and work toward equity in and outside of New Trier’s classrooms. For a more thorough look at the strategic plan and the 2019-2020 Annual Plan, visit [www.newtrier.k12.il.us/StrategicPlanning/](http://www.newtrier.k12.il.us/StrategicPlanning/) or scan here:



### Notable Numbers for the 2018-2019 school year:

Prom Dresses Donated to the Glass Slipper Project, an organization that provides prom attire to students who cannot afford to purchase their own:

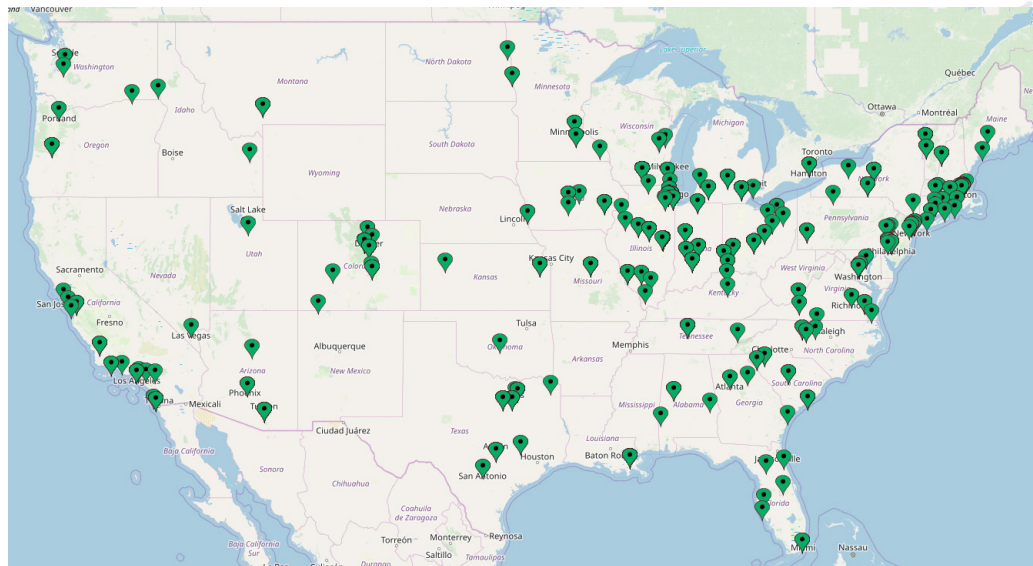
**442**

2019 YoungArts winners, recognized as among the nation’s most promising young artists in visual, literary, design, and performing arts:

**4**

# Class of 2019 Post-High School Destinations

Approximately 98 percent of New Trier High School's Class of 2019 chose to enroll directly in a college or university after graduation. Other student paths include a gap year, the military, trade schools, and employment. Reflecting the motto of New Trier's Post-High School Counseling Department – *College is a match to be made, and not a prize to be won* – the Class of 2019 enrolled in 216 colleges and universities across six countries, 41 states, and the District of Columbia. This map represents the college destinations for the Class of 2019.



In addition to U.S. destinations, members of the Class of 2019 enrolled in colleges or universities in six countries across the globe: Armenia, Canada, China, France, Ireland, and Scotland.



## Notable Numbers for the Class of 2019 :

Class of 2019 Graduates:  
944

1 U.S. Presidential Scholar,  
one of the nation's highest  
honors for high school  
students

18 National Merit  
Scholarship Winners

30 National Merit Finalists

31 National Merit  
Semifinalists

63 National Merit Letters of  
Commendation

442 Illinois State Scholars

Composite ACT Score: 27.8

Composite SAT Score: 1,240

Average Advanced  
Placement Exam Score: 4.1  
(out of 5)

Habitat for Humanity  
Homes Built: 2 - one in  
Lake County and one in  
the Philippines, bringing  
the total to 38 homes built  
so far through New Trier's  
partnership with Habitat

Senior Project Participants  
(self-directed learning/  
career/service experience  
in the last weeks of senior  
year): 168

Community Speakers at the  
2019 Sophomore Career Day:

73

Plays, Concerts, Dance  
Performances, and Art Exhibitions:

60+

State/National Championships  
(Athletic, Academic, and Clubs):

8

# New Trier 2030: 2019-2020 Annual Plan

For each year of New Trier High School's new strategic plan, *New Trier 2030*, the District will set strategies and goals to achieve that year within the six frameworks that define the work of the District as a whole. You can find those frameworks listed at the front of this report.

The plan's inaugural year includes 11 goals divided into areas of action, professional learning, study, and research. A number of committees have been overseeing the District's work toward specific goals, and administrators have been working with students, staff, parents, and community members to implement the goals. On these pages, you will learn more about some of the projects, goals, and strategies the District has undertaken in the first year of the strategic plan.



**Mission:** *To commit minds to inquiry, hearts to compassion, and lives to the service of humanity.*

**Vision:** *By creating a culture in which students discover purpose in their intellectual, creative, social, and interpersonal endeavors, we will develop in every graduate the skills and dispositions to lead meaningful, compassionate, and impactful lives.*

## Strategic Planning Efforts in 2019-2020:

- **Engaging Families with Younger Children:** New Trier created a new publication to connect with younger families and students - *Getting to Know New Trier High School* - meant to answer common questions and dispel myths about New Trier. The school also expanded its successful incoming freshman registration program to all 8th grade students, bringing New Trier faculty to all sender schools to answer families' questions about registration and placement.
- **Leadership Throughout the School:** Campus principals have been leading professional development sessions with faculty to learn about different leadership styles and strategies.
- **Community Partnerships:** A District survey asked faculty and staff to identify all existing partnerships with businesses, professionals, and organizations as the school identifies student needs inside and outside the classroom and how community resources may help meet some of those needs.



Scan here to read our new publication to learn all about the New Trier student experience! →

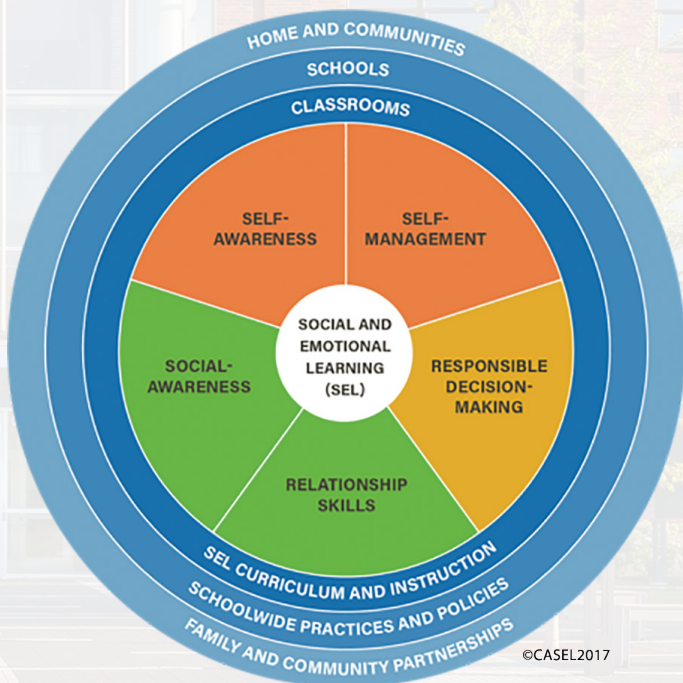
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# Social-Emotional Development

New Trier High School believes that social-emotional development is as important as intellectual development for our students' future success. But while many people may have heard about social-emotional learning (often abbreviated as SEL), it is not as natural or easy to define and measure as academic learning. After all, schools have developed their approach to teaching and learning over many decades, while studies on the importance of social-emotional skill development have emerged only more recently.

In the first year of *New Trier 2030*, it has been important for the adults in the school to start with a shared understanding of what social-emotional skills include and how they can embed them in the learning that occurs at New Trier. Working from a model created by the Collaborative for Academic, Social, and Emotional Learning (CASEL), New Trier has defined social-emotional skills as self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

New Trier devoted its first Institute Day of this school year to social-emotional learning, and all employees participated in professional development activities to help them understand the connections between these skills and the curricular, social, and extracurricular activities that take place at New Trier every day. Working with Second City, employees engaged in activities that focused on collaboration, active listening, understanding differences, and relationship-building -- with lots of laughs and learning. Staff members have continued to build on those lessons throughout this school year. With a shared understanding of social-emotional skills, teachers and staff will be able to develop concrete, measurable strategies for developing these skills in classrooms, on athletic fields, in performance spaces, and throughout the campuses in future years of the strategic plan.



©CASEL2017

## Focus on: Student Mental Health

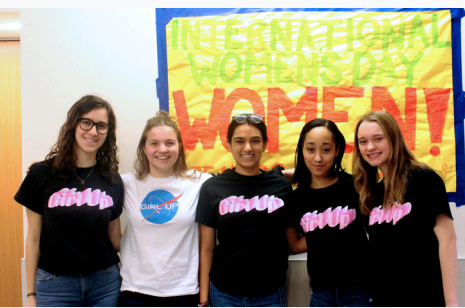
New Trier High School provides numerous resources, interventions, and programs to support student mental health and to identify students who may be struggling. The school's comprehensive approach to student mental health includes six areas of focus adopted from the Jed Foundation.

The school has hosted two parent nights on mental health in the past year and is engaging students through a series of lunch and learn sessions this year. For more information on New Trier's comprehensive approach to student mental health, visit [www.newtrier.k12.il.us/MentalHealth/](http://www.newtrier.k12.il.us/MentalHealth/) or scan here:



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# Culture, Climate, and Equity



In order to learn effectively, students must first feel safe, welcomed, valued, and respected in any learning environment. New Trier’s strategic plan work on school culture, climate, and equity focuses

on helping students and adults develop a deeper understanding of their own and others’ diverse lived experiences to build a community in which students feel that they belong and can contribute positively.

This year, every department and area of the school was asked to develop and implement a student-oriented equity goal to address gaps students have identified in their experiences at New Trier. Surveys have shown that groups such as students of color and students who identify as LGBTQ sometimes feel marginalized and do not rate their school experience

as highly as other groups of students. New Trier’s own extracurricular data show that students who are not White or Asian and those who have an Individualized Education Plan are less likely to participate in the extracurricular program.

An Equity Goals Committee is overseeing the first-year equity goals. Many core academic departments, for example, have been participating in professional development to understand how to develop meaningful connections in lessons. Extracurricular departments have committed to analyzing participation data and developing recruitment strategies for students and staff. The adviser program led a multi-day lesson for students about the history and impact of slurs such as the n-word and will continue to explore issues of respect and understanding with students.

A separate committee has been conducting interviews with current and former students to develop case studies about the student experience that will help inform future work on school culture, climate, and equity.

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# Characteristics of a New Trier Graduate



*What are the characteristics, competencies, skills, and dispositions students should possess to thrive in a rapidly changing world?*

Thought leaders in education, business,

and civics are feverishly pursuing this question to discover the key to flourishing in this unknown future. New Trier, too, is working to answer this question for its students. *New Trier 2030* set a goal to identify and cultivate the *Characteristics of a New Trier Graduate* that will provide students with the best opportunity to lead meaningful and impactful lives. The profile that emerges from this work will serve as a framework for designing all learning experiences for students.

This year, a representative committee of 31 staff members has been developing the *Characteristics of a New Trier Graduate*, defining five outcomes or characteristics, such as being critical thinkers or

effective communicators. Identifying the outcomes the school seeks to develop in each student will provide a clear, strategic vision for the District’s priorities and will define the holistic student learning experience. It is the ultimate backwards design plan, aligning teaching and learning, programming, and structures, policies, and practices to these outcomes.

The committee’s next step is to build understanding of the characteristics among staff and community members, parents, and students over the next several months, while also collecting feedback for improving the current version. All New Trier staff will engage with the draft *Characteristics* for the first time at this February’s Institute Day, which will generate great feedback and spark big ideas for how these *Characteristics* could enhance the student learning experience. As the committee integrates feedback into the final *Characteristics of a New Trier Graduate*, we will also make an action plan for 2020-2021 to guide each department in aligning curriculum and designing learning experiences that develop each of one of the characteristics.





# 15-Year Facilities Plan

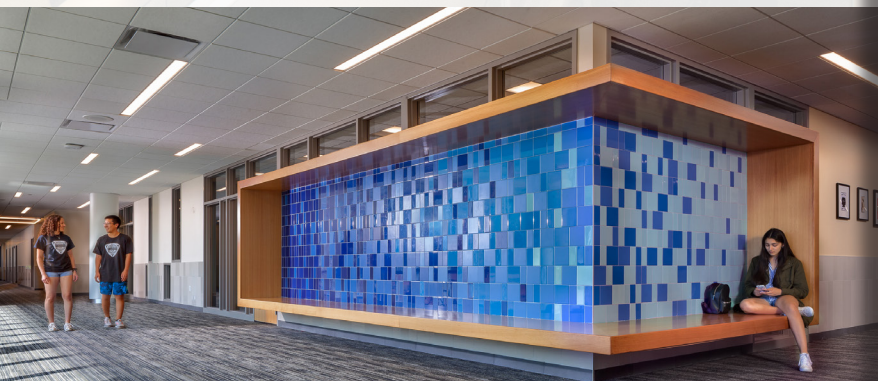
New Trier 2030 recognizes the investment New Trier Township taxpayers have made in New Trier High School and commits to supporting exceptional teaching and learning while acting as a responsible financial steward of the community's tax dollars.

Working in partnership with community members, faculty, and staff, New Trier has developed a 15-year roadmap for facility improvements at both campuses that would use existing and future projected revenues without the need for a referendum in the foreseeable future.

The 2017 addition to the west side of the Winnetka Campus has provided numerous benefits for students and teachers at New Trier. Specialized labs for science and applied arts (engineering, automotives, culinary, architecture), new theatre, art, and music classrooms, and numerous academic classrooms that allow collaborative, integrated, and experiential learning have changed the way teachers are able to prepare students for college and careers. In 2018 and 2019, the District also made significant security improvements at both campuses that balance New Trier's welcoming, open culture with current school safety protocols.

Despite these gains, however, the District and its Facilities Steering Committee have identified continued needs both on the older portions of the Winnetka Campus and on the Northfield Campus. The 15-year Facilities Plan focuses on areas for renovation or replacement over the next several years.

This year, the committee has been exploring potential options on the east side of the Winnetka Campus involving the 1928 Gates Gymnasium and 1925 Boiler Plant, the oldest buildings on the campus. Members of the Facilities Steering Committee and other District representatives are touring nearby schools with the District's architects to assess ideas for options that would not require a referendum. Watch the New Trier website and social media for upcoming meetings to provide community feedback on these ideas.



## Going Green: New Trier's Work Toward Sustainability

New Trier is committed to environmental stewardship and has taken several steps to advance this work. We are proud of our commitment to sustainability, and we encourage students to build everyday sustainable habits, such as composting food waste in the cafeteria, using refillable water bottles, and riding bicycles to school.

The District also leads by example, designing building improvements that reduce energy consumption while also reducing operating costs. The Winnetka Campus West Side Addition, completed in 2017, achieved LEED Gold status, reflecting exceptionally high standards in sustainable design. Examples of some of the sustainable features in the new building include water use reduction, on-site renewable energy, light pollution reduction, and innovation in design, including two green roofs.

Here are just a few highlights of New Trier's work toward sustainability:

- Students participate in an Environmental Club, discussing and advocating for environmental issues in the school and beyond.
- Each year, New Trier seniors build a house for Habitat for Humanity, and for the past two years, the houses have included solar panels, allowing students to see the impact directly in the community.
- Students and staff compost food waste in the cafeterias, reducing the amount of waste generated while developing responsible habits.
- Energy-efficient boilers have been installed for most areas of the Winnetka Campus, reducing consumption.
- The District has installed LED interior and exterior lighting at both campuses, which has improved the quality of light in classrooms and other spaces, while reducing operating and maintenance costs.
- The District's 15-Year Facility Plan included an energy audit of each campus, and additional improvements will be made each year.

For more information about New Trier's sustainability efforts, visit [www.newtrier.k12.il.us/sustainability/](http://www.newtrier.k12.il.us/sustainability/) or scan here:





# Investing in Our Students:

## How Your Tax Dollars Support New Trier Township High School District 203

During the 2018-19 school year, the New Trier Township High School District 203 budget, largely funded by your property tax dollars, supported the education of more than 4,000 students, providing for an individualized and comprehensive educational program designed to serve the needs of every child. Tax revenues funded New Trier’s broad and deep academic and extracurricular programs, special education, and student services such as the school’s unique post-high school counseling and adviser programs. The budget also funded important physical improvements to the campuses, including security upgrades.

The budget was balanced on a consolidated basis with an operating surplus, enabling the District to reserve for expected capital requirements. The District was recognized for its financial transparency and strong budgeting principles for the 16th consecutive year by both the Government Finance Officers Association and the Association of School Business Officials. This recognition shows the District has met the highest standards in financial reporting practices and demonstrates its commitment to fiscal responsibility and good governance. The Board, administration, and staff continue to find ways to maintain expense growth in line with District revenues to avoid deficit spending or operating referenda.

### Top 5 Budget Takeaways

1. New Trier’s budget was balanced on a consolidated basis (operating budget + reserving for capital requirements).
2. The District practices **fiscal responsibility**, meeting the needs of students through available resources. The District has not sought an operating rate referendum in 17 years and does not project the need for one in the near future.
3. The District maintains **Aaa bond rating** (the highest rating possible), which allows it to invest in the future and issue bonds for capital investments at lower interest rates.
4. The District continues to **maintain and enhance its facilities for the benefit of our students**, with improvements focused on teaching and learning, the extracurricular program, and energy efficiency.
5. The budget supported the **intellectual and personal growth and development** of over 4,000 students guided by 700 staff members.

## New Trier by the Numbers

**4,035**

students

**403**

faculty members

**381**

other staff members

**60+**

plays, dance productions, concerts and art exhibitions

**150+**

extracurricular clubs and intramural opportunities

**35**

sports with more than 100 teams (e.g. freshman, sophomore, JV, varsity)

**350+**

courses at multiple levels, including a diverse elective program, the Integrated Global Studies School, and 29 AP offerings

### Educating Our Students

District taxpayers continually rank hiring and retaining a high-quality teaching staff as their top priority. The District’s teachers, administrators, student services faculty members, librarians, post-high school counselors, Physical Plant Services staff, department support staff members, security staff, coaches, club sponsors, and performing arts directors are focused on providing a world-class education and experience for our students. The majority of District 203’s operating budget, 79%, goes toward salaries and benefits for the District’s staff, who provide a personalized experience for students in and outside the classroom, with an average class size of 22.4.

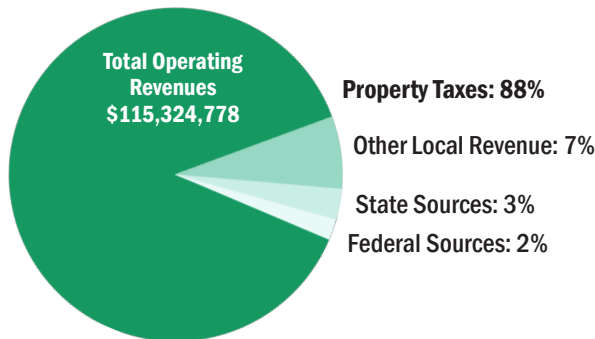
# Your Property Tax Dollar

Property taxes accounted for 88% of the District's \$115M operating revenues during the 2018-2019 school year and are a stable revenue source.

\*These calculations are a weighted average for all villages serving New Trier High School; individual percentages will vary slightly from village to village.

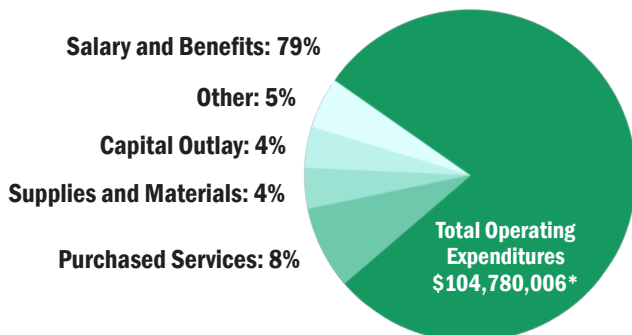


## Where Does the District Get Its Funding?



## How Does the District Spend Its Tax Dollars?

Most of New Trier's expenditures go toward people, the majority of whom directly serve our students. Nearly 80% of expenditures go to salary and benefits.



\*In addition to paying operating expenses, a portion of the District's operating revenues were designated to other funds, primarily for capital construction needs identified in the District's 15-year facilities plan and to pay debt service.

## Challenges Facing the District

1. While the District is financially healthy, legislative changes may impact the District's financial health. Proposals that would reduce local property tax revenues without providing increased state or federal funding would impact the breadth or depth of curricular and extracurricular opportunities New Trier is able to offer students or require the District to look for additional revenue sources.
2. The District has paid 100% of its pension obligations to the Illinois Municipal Retirement Fund, ensuring that the pensions for employees such as teaching assistants, office staff and custodians are 100% funded. The State of Illinois is responsible for funding the pensions for teachers, and legislative proposals that would shift some or all of that burden to local school districts would have a negative impact on the District's finances.
3. The needs of students in today's complex world continue to evolve, and the District is committed to providing appropriate supports for social-emotional development, students in crisis, and special education. We are continuing to enhance this support within the resources we have available, while still maintaining academic excellence.
4. The District is committed to improving the facilities at our two campuses in a way that meets the educational needs of our students and reinvests in our community's most valuable assets. While significant needs were addressed with recent facilities projects, both campuses still have areas of need identified in the District's 15-year facilities plan. These include Athletic and Kinetic Wellness spaces at the Winnetka Campus that are antiquated, difficult to maintain, and do not meet the needs of students.

# NEW TRIER

TOWNSHIP  
HIGH SCHOOL  
DISTRICT 203

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Winnetka, IL 60093-4295

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## Want to take a class at New Trier?

New Trier Extension is the community education program of New Trier Township High School District 203, offering more than 500 on-site classes throughout the year during fall, winter-spring, and summer sessions. Enjoy daytime and evening classes on our campuses, as well as over 300 distance learning classes online.

We encourage students and participants of all ages, as well as township residents and non-residents! Visit [www.newtrier.k12.il.us/newtrierextension/](http://www.newtrier.k12.il.us/newtrierextension/) or scan here for more information:



NEW TRIER  
**extension** Learn. Grow. Discover.



**NT EF** New Trier Educational Foundation  
Opportunity. Excellence and Tradition

We are alumni, parents, and community members supporting supplemental enrichment opportunities throughout New Trier.

Invest in our students at [newtrierfoundation.org](http://newtrierfoundation.org)

*New Trier students coaching Volta Elementary's Science Olympiad team.*