

# 2023-24 Year in Review

## **EVANSTON TOWNSHIP HIGH SCHOOL**

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Department of Research, Evaluation & Assessment

November 2024

# INTRODUCTION

The *Year in Review* provides a holistic picture of all students and their progress throughout the school year by incorporating varied and nuanced measures of students' experiences at ETHS. There are some key features to the annual *Year in Review* report:

- The report is aligned to the District for Goals school years 2023-2028;
- The report contains new data elements that are aligned with district goals, including
  - student sense of belonging survey data
  - career readiness measures, such as work-based learning experiences and industry credentials

Some sources of data that are embedded in this report provide qualitative data that compliment traditionally reported quantitative data, include:

- ETHS Sense of Belonging student survey data, including qualitative feedback, from April 2024
- 5Essentials student survey data from February 2024
- National Student Clearinghouse data as of December 2023

The colors used in the charts and graphs throughout this report reflect the colors used to identify the different wings of the ETHS main campus building. This use of color approaches data visualization through an equity lens that does not intentionally or inadvertently assign value to different groups or measurements based on traditional interpretations of color.

# DATA REPORTING

## Overview of Student Data

Student data are reported by graduation year (Class of 2024, 2025, 2026, and 2027). Class of 2024 and earlier includes data for students who were enrolled ETHS as seniors during the 2023-2024 school year who are from earlier graduate cohorts (i.e. 2023, 2022, and 2021).

Students who transferred out of the district are not included in this report. Only students enrolled in the main campus, ALT School, and ETHS Day School are included in the analysis. Academic and career ready indicators, as well as some survey data, are not available for students in off-campus placements.

Where available, this report disaggregates data by students' race/ethnicity, gender, meal status (as measured by participation in the free- or reduced-price lunch program), and IEP placement which address the district's goal to provide an excellent education to all students given the diversity of experiences and needs within the ETHS student population. We also report on Emergent Multilingual (EM), which now includes over 200 students.

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## Organization of the Report

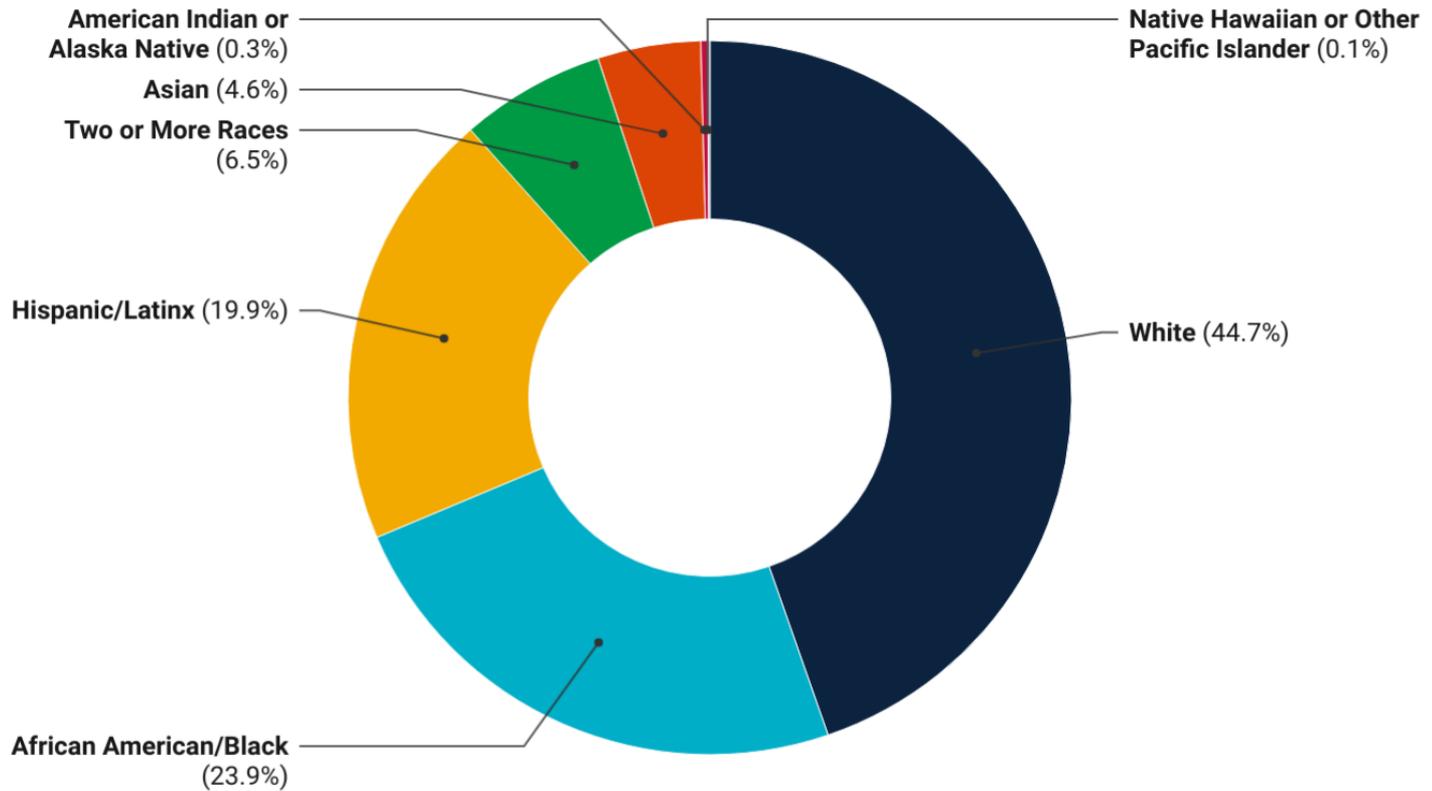
This report analyzes student data from the 2023-24 school year. The data reported represents the Class of 2024 and earlier (seniors), Class of 2025 (juniors), Class of 2026 (sophomores), and Class of 2027 (freshman). The report includes the following sections:

- Social Emotional Learning & Wellbeing – sense of belonging survey data; student involvement in extracurricular activities; and 5Essentials student survey data
- Academic & Attendance – average daily attendance rate; Early College Report, as measured by the percent of Class of 2024 that took at least one honors, Advanced Placement (AP), Project Lead The Way (PLTW), or dual credit (DC) level course; percent of students inducted into honor societies; and GPA, cumulative weighted and unweighted
- Post High School Planning – career pathway information sessions; work-based learning experiences; industry credentials; 4-year and 5-year high school graduation rates; postsecondary enrollment within first two years after high school; and six-year postsecondary graduation rates

# DEMOGRAPHICS

## SY2024 Student Demographics

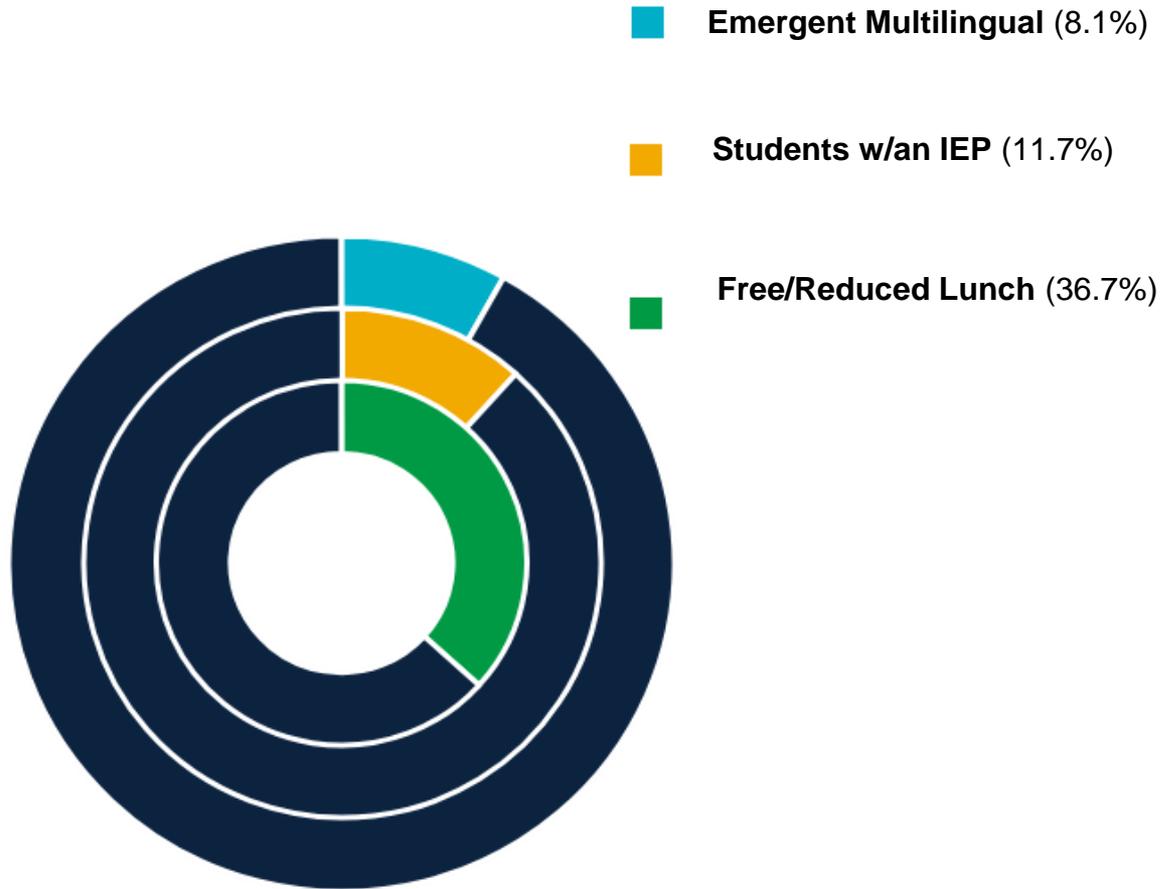
Total N = 3446



# DEMOGRAPHICS

## SY2024 Student Demographics

**Total N = 3446**



# **Social Emotional Learning & Wellbeing**

# STUDENT WELLBEING

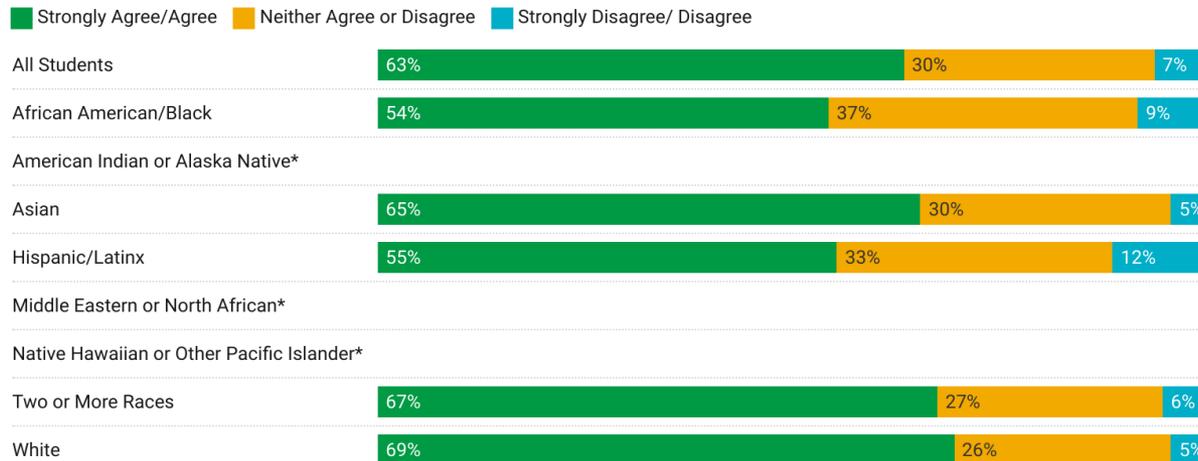
## ***Sense of Belonging - Student Voice (April 2024)***

Students were asked several questions about their sense of belonging and connection to ETHS. Survey questions included how much they feel like they belong at their school, how much they feel their teachers care about them as a person, how capable and confident they feel, how proud they are to be a student at this school, and how included they feel in school activities and events. The chart below and on the next two pages present the results for all students.

In addition, students were asked to think about a teacher they feel connected to and describe how that teacher shows they are important and matter to them. About 2300 students provided feedback to this open-ended question. Student quotes that are reflective of the overall comments and themes from students are highlighted in boxes in this section of the report.

Overall, 63% of students agree with the statement “I feel like I belong at this school,” which is an increase compared to 56% in 2023.

### **I feel like I belong at this school**



\*Student groups with under 20 students are not included in the chart above, including students who identify as American Indian or Alaska Native, Middle Eastern or North African, and Native Hawaiian or Other Pacific Islander.

*“My teachers show that I am important to them by assisting me when I have trouble doing an assignment. They show that I matter to them by making sure I understand the assignment afterwards instead of walking off.”  
(Two or More Races male)*

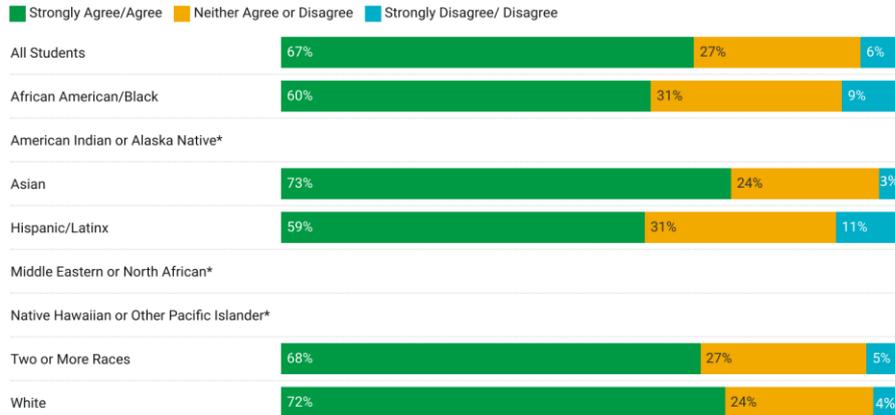
*“They ask me about my everyday life outside of school on what my future plans are”  
(Hispanic/Latino male)*

# STUDENT WELLBEING

## Sense of Belonging - Student Voice (April 2024)

Overall, 67% of students agree with the statement “I feel capable and confident as a student here,” and 63% agree with the statement “I feel that my teachers care about me as a person.”

### I feel capable and confident as a student here



\*Student groups with under 20 students are not included in the chart above, including students who identify as American Indian or Alaska Native, Middle Eastern or North African, and Native Hawaiian or Other Pacific Islander.

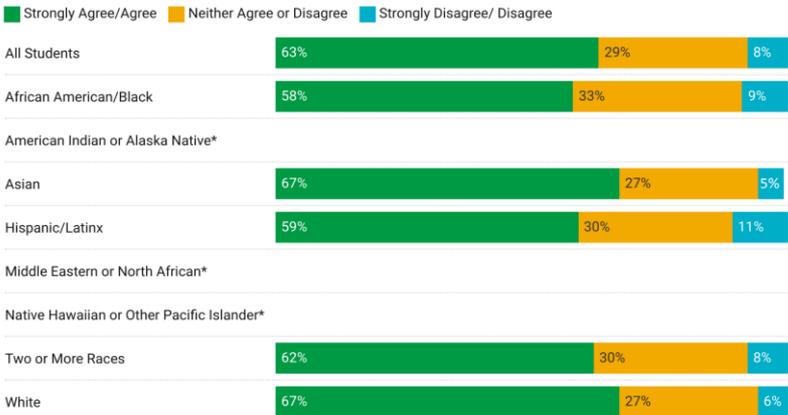
*“They encourage me a lot to do better and more.”  
(African American/Black male)*

*“My sophomore English teacher made it a point to note how much she liked my writing and encouraged me to do more.”  
(Asian female)*

*“They talk with me and ask genuine questions with interest.”  
(White male)*

*“They help me with my work, they check in on their class, and make sure everyone is on track. They make it known they’re always there for you.”  
(White female)*

### I feel that my teachers care about me as a person



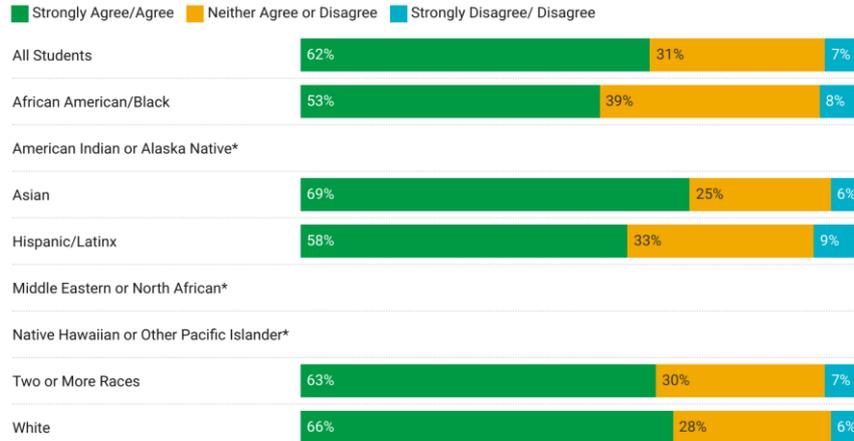
\*Student groups with under 20 students are not included in the chart above, including students who identify as American Indian or Alaska Native, Middle Eastern or North African, and Native Hawaiian or Other Pacific Islander.

# STUDENT WELLBEING

## Sense of Belonging - Student Voice (April 2024)

Overall, 62% of students agree with the statements “I am proud to be a student at this school” and “I feel included in school activities and social events.”

### I am proud to be a student at this school



\*Student groups with under 20 students are not included in the chart above, including students who identify as American Indian or Alaska Native, Middle Eastern or North African, and Native Hawaiian or Other Pacific Islander.

*“This teacher tells me what I’m capable of, reassuring me what I am and reminding me that they are always here no matter what.”  
(African American/ Black female)*

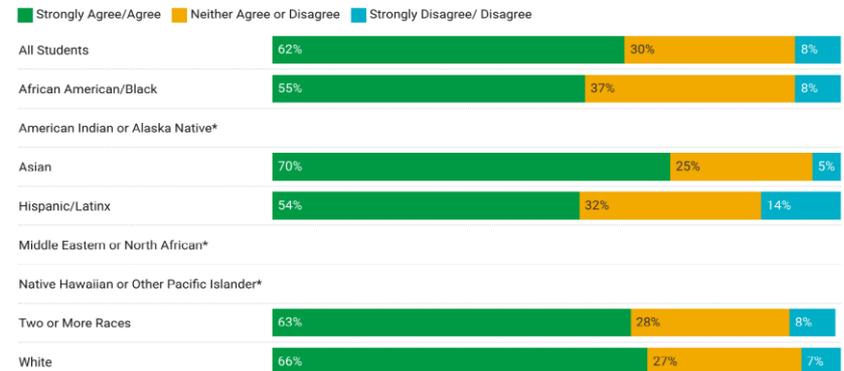
*“Respect, words of affirmation, patience, flexibility, kindness, and understanding.”  
(African American/Black female)*

*“They take time to listen to what I have to say and they really care about what happens to me in and outside of school.”  
(Hispanic/Latina female)*

*“She treats me like how she wants to be treated.”  
(Hispanic/ Latino male)*

*“Every time they see me in the hall they ask how I’m doing”  
(Two or More Races male)*

### I feel included in school activities and social events



\*Student groups with under 20 students are not included in the chart above, including students who identify as American Indian or Alaska Native, Middle Eastern or North African, and Native Hawaiian or Other Pacific Islander.

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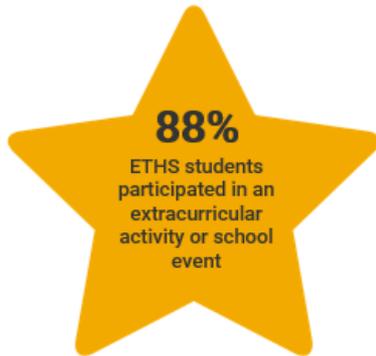
# STUDENT WELLBEING - SCHOOL INVOLVEMENT

One of the district goals is to have all students participate in at least one extracurricular activity, including athletics, student activities & clubs, and fine arts programs.

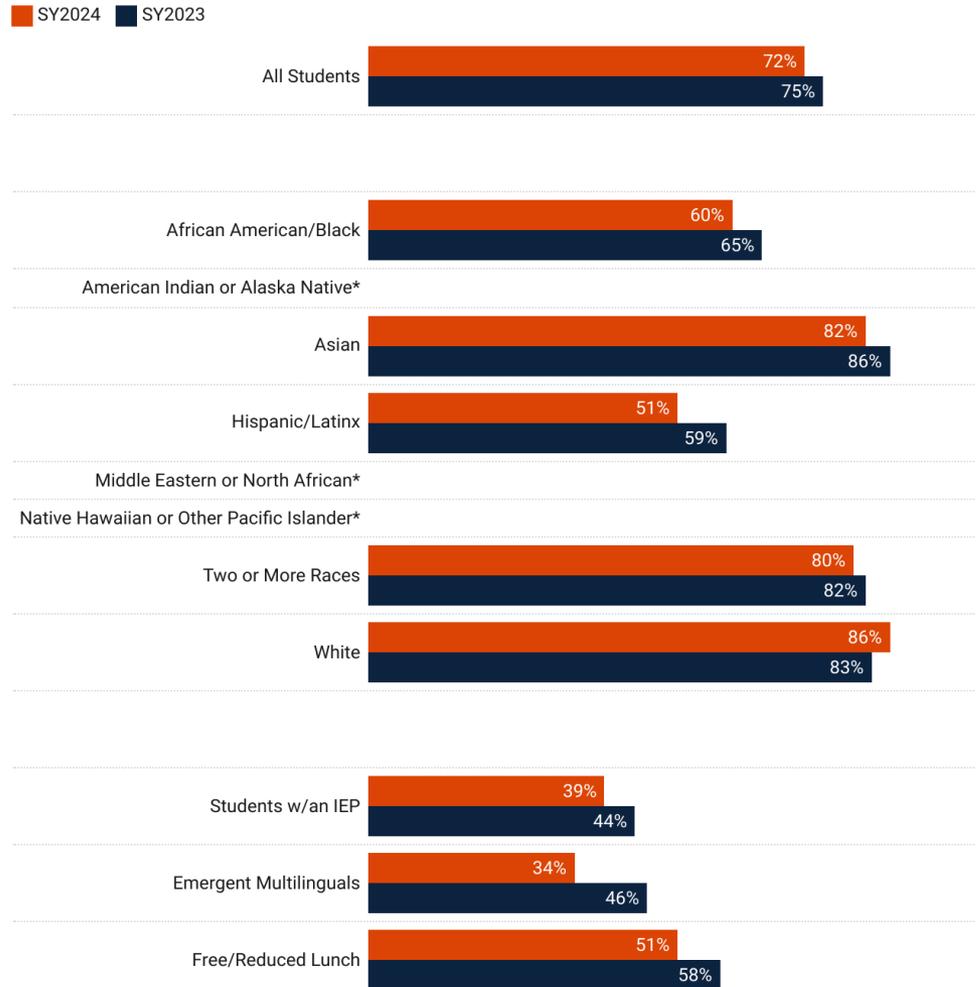
The chart shows the percent of students participating in at least one extracurricular activity in SY2024 compared to SY2023.

SY2024 saw a slight decrease in extracurricular participation over SY2023, but greater than SY2022 and SY2021.

Additionally, in SY2024 88% of students participated in at least one extracurricular activity or schoolwide event such as a student summit, homecoming or prom, compared to 91% in SY2024.



## % Students Participating in At Least 1 Extracurricular Activities



\*Student groups with under 20 students are not included in the chart above, including students who identify as American Indian or Alaska Native, Middle Eastern or North African, and Native Hawaiian or Other Pacific Islander.

# STUDENT WELLBEING

## 5Essentials Survey (March 2024)

- The majority of students who took the 5Essentials survey reported feeling safe, comfortable, and respected with their teachers at school.
  - The percent of students who agree their teachers make them feel safe (97%), comfortable (96%), and respected (94%) is higher in SY2024 than the previous school year (96%, 93%, and 91% respectively in SY2023).

Students agree/strongly agree that teachers make them feel...



97%



Safe



96%



Comfortable



94%

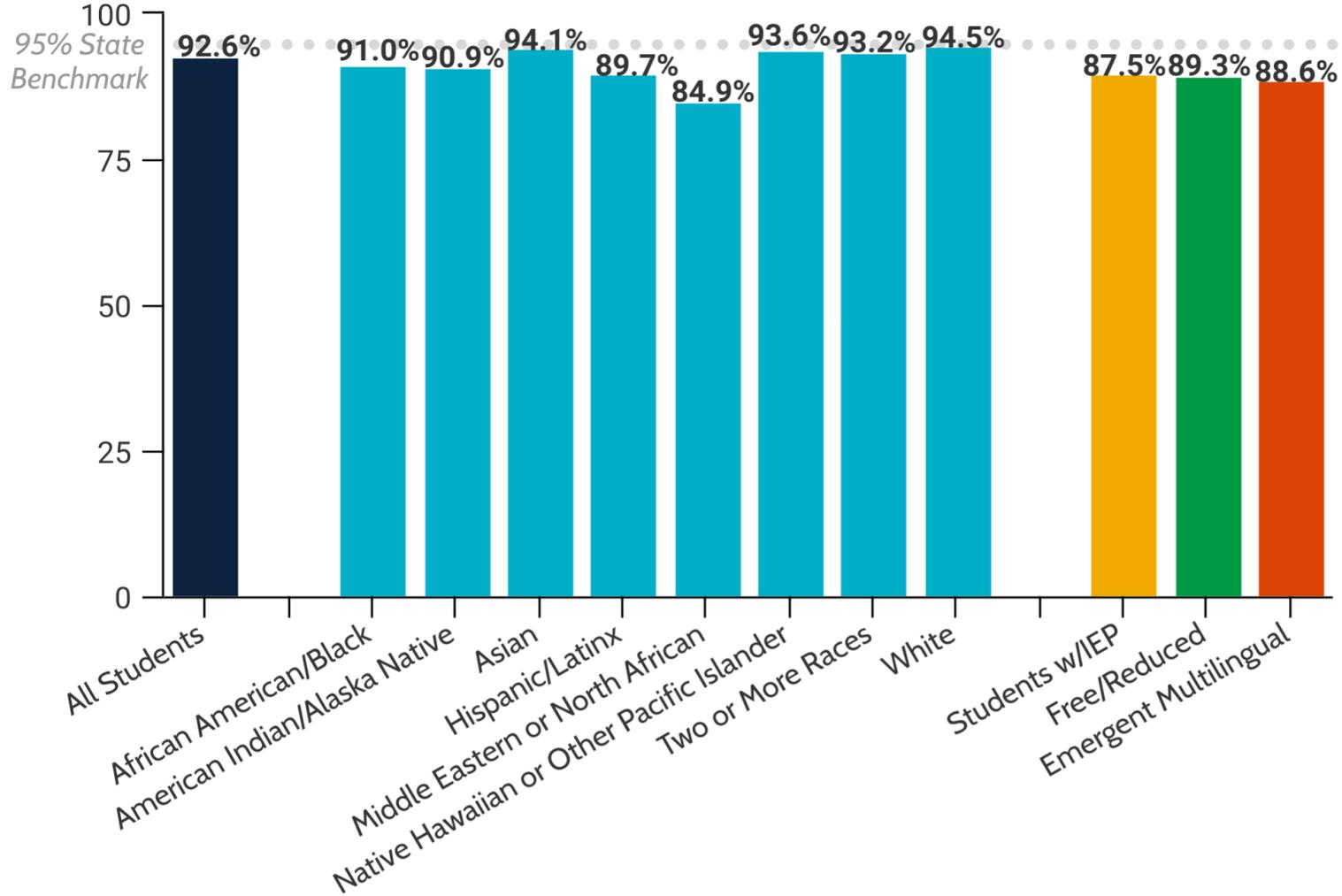


Respected

# **Academic & Attendance**

# ATTENDANCE

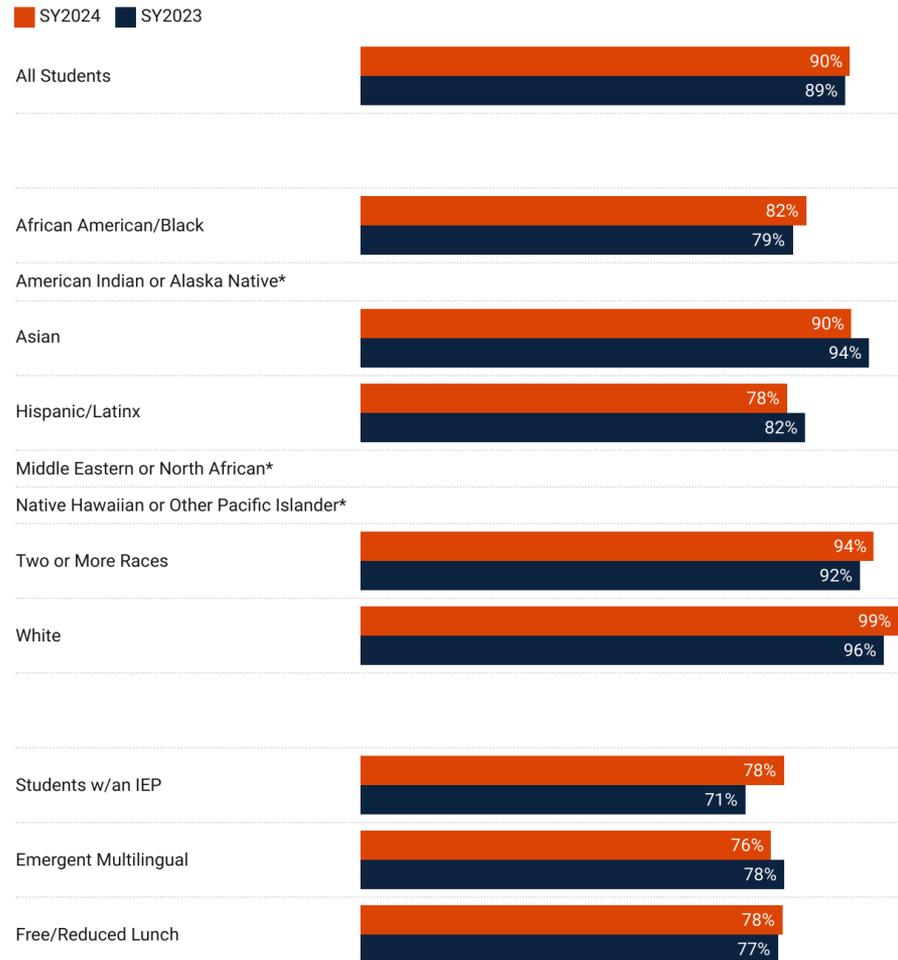
- In SY2023-24, the average attendance rate for all students was 92.6%; the average for the state of IL was 91.6% (IL Report Card 2023-24). The IL State Board of Education's average daily attendance rate benchmark is 95%.



# ACADEMIC MEASURES - FRESHMAN ON-TRACK

- According to the IL Report Card, students on track have completed 10 semester credits and have earned no more than one semester “F” in a core course (English, math, science, and social science).
- Overall, 90% of freshman in the Class of 2027 are on track for graduation. This is higher than the state average of 88.2%, and higher than Class of 2026 (89%).

## SY2024 Percent of Freshmen On Track for 4-Year Graduation



\*Student groups with under 20 students are not included in the chart above, including students who identify as American Indian or Alaska Native, Middle Eastern or North African, and Native Hawaiian or Other Pacific Islander.

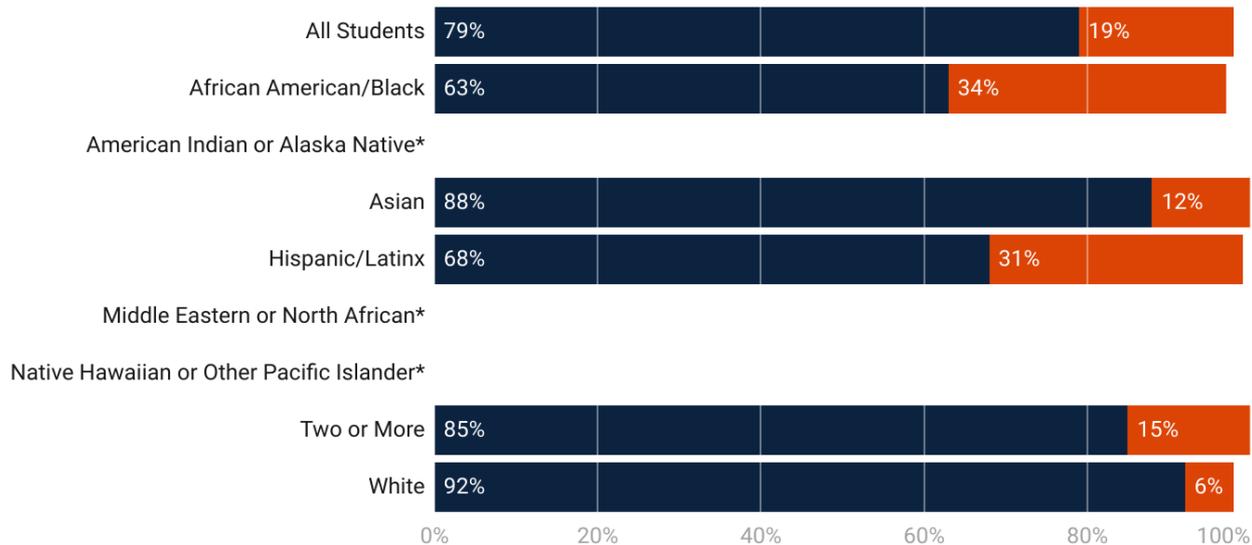
# ACADEMIC MEASURES – EARLY COLLEGE REPORT

- 98% of all seniors (Class of 2024 & Earlier) took at least one honors, Dual-Credit (DC), Advanced Placement (AP), or Project Lead the Way (PLTW) course while enrolled at ETHS.
  - 79% of seniors took at least one DC, AP, or PLTW course while enrolled at ETHS.



## Academic Measures - Advanced Coursework

■ AP, PLTW & DC Only  
■ Honors, AP, PLTW & DC



\*Student groups with under 20 students are not included in the chart above, including students who identify as American Indian or Alaska Native, Middle Eastern or North African, and Native Hawaiian or Other Pacific Islander.

# ACADEMIC MEASURES – HONOR SOCIETIES

Students can be inducted into three different honor societies:

46% of the Class of 2027 was inducted into the Freshman Honor Society.

- To qualify for the Freshman Honor Society students must make 1<sup>st</sup> semester and 3<sup>rd</sup> quarter honor rolls, obtain a recommendation from one current staff member, participate in an extracurricular activity, and complete 5 hours of community service.

39% of the Class of 2026 was inducted into the Sophomore Honor Society.

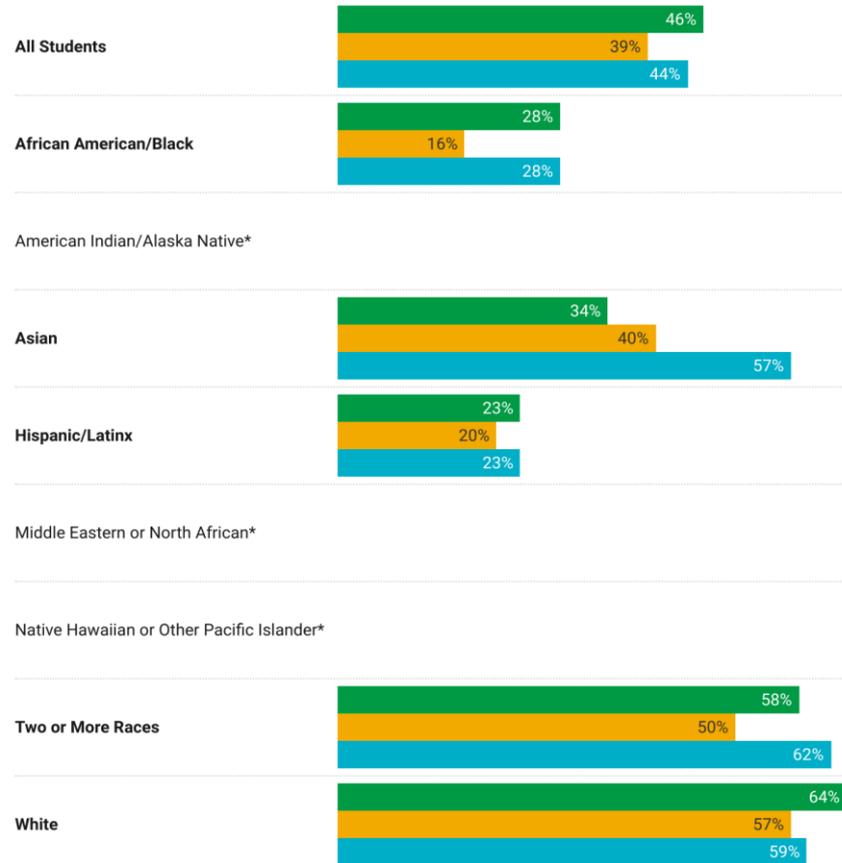
- To qualify for the Sophomore Honor Society students must have a cumulative GPA of 3.0 at the end of the 1<sup>st</sup> semester of their sophomore year and earn Honor Roll status (at least a 3.0 GPA) for 3<sup>rd</sup> quarter, obtain a recommendation from one current staff member, have participated in an extracurricular activity, and complete 10 hours of community service.

44% of the Class of 2025 was inducted in the National Honor Society (NHS).

- To qualify for the NHS students must have a cumulative GPA of 3.0 or higher at the end of 1<sup>st</sup> semester of their junior year. Acceptance is based on leadership, character, and involvement in qualifying school and community activities. Juniors accepted for NHS are expected to perform at least 15 hours of volunteer service during both their junior and senior years.

## Percent of Students Inducted into Freshman, Sophomore, or National Honor Society

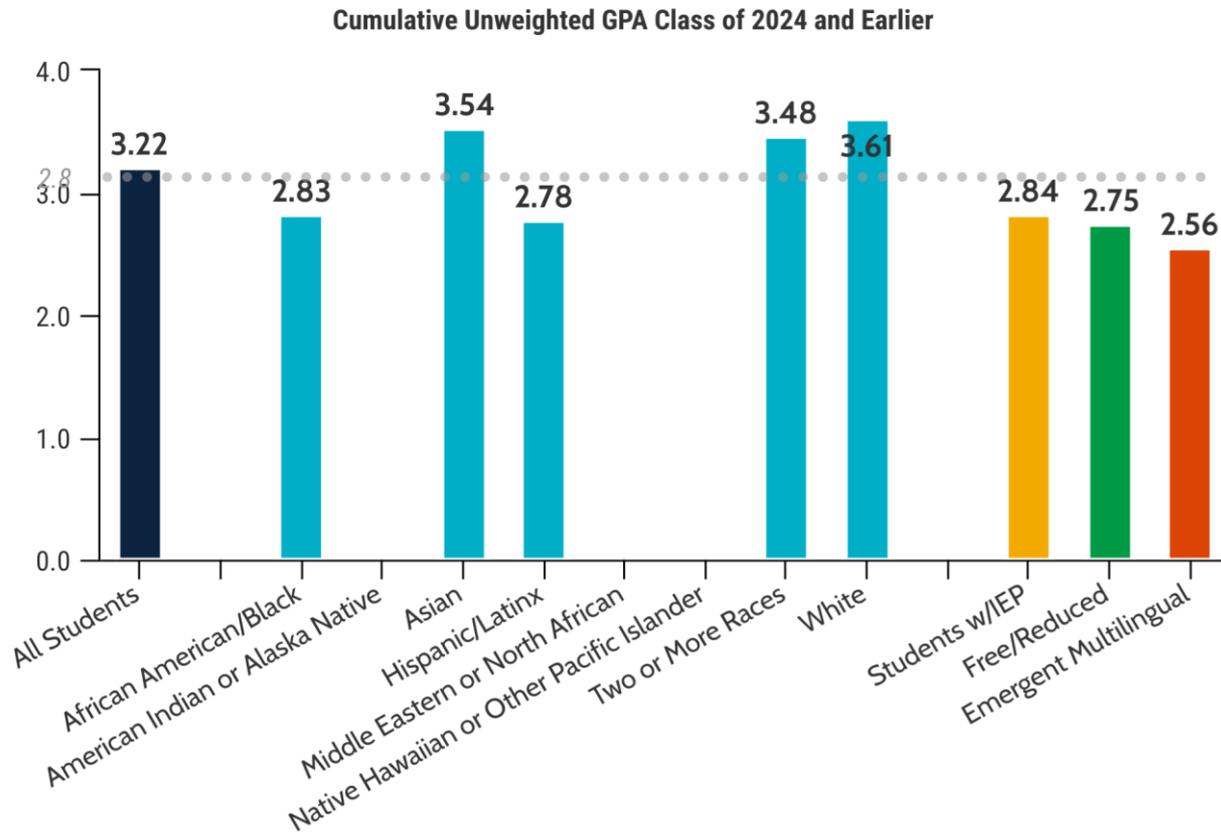
- Freshman Honor Society (Class of 2027)
- Sophomore Honor Society (Class of 2026)
- National Honor Society (Class of 2025)



\*Student groups with under 20 students are not included in the charts above, including students who identify as American Indian or Alaska Native, Middle Eastern or North African, Native Hawaiian or Other Pacific Islander.

# ACADEMIC MEASURES – GPA

- For Seniors (Class of 2024 & Earlier), the average cumulative unweighted GPA was 3.22 on a 4.0 scale. One of the indicators used by the IL State Board of Education to determine if students are College and Career Ready is a cumulative unweighted GPA of 2.8 or better.
  - All student subgroups had an average cumulative unweighted GPAs near or above the benchmark of 2.8.

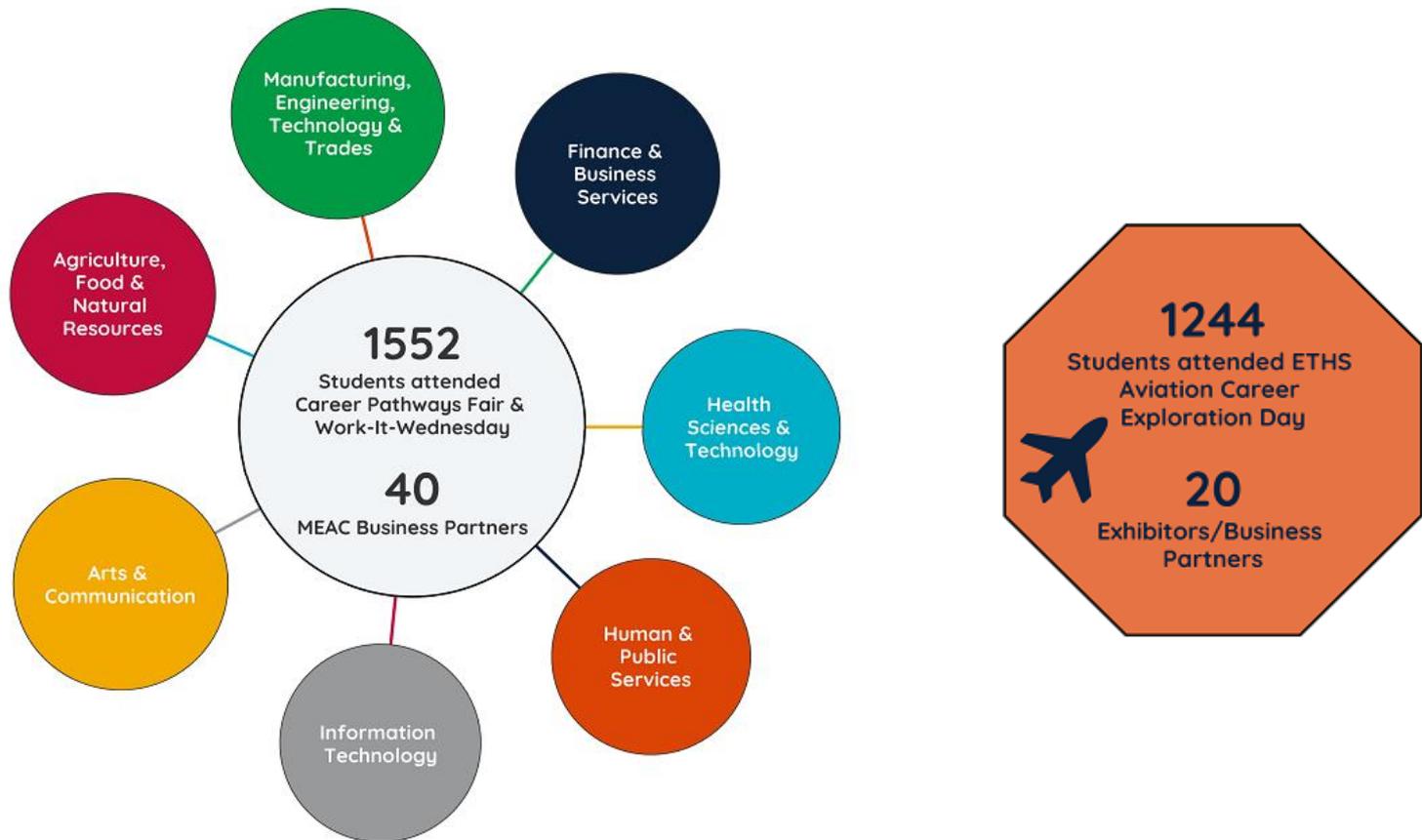


# Post High School Planning

# COLLEGE & CAREER READINESS - CAREER PATHWAY INFORMATION SESSIONS

1552 students participated in the Career Pathways Fair and Work-It-Wednesday's in SY2024, with 40 of the Mayor's Employer Advisory Council (MEAC) business partners and military reps present.

1244 students attended ETHS's Aviation Career Exploration Day in SY2024, which included participation from 20 local employers/business partners.

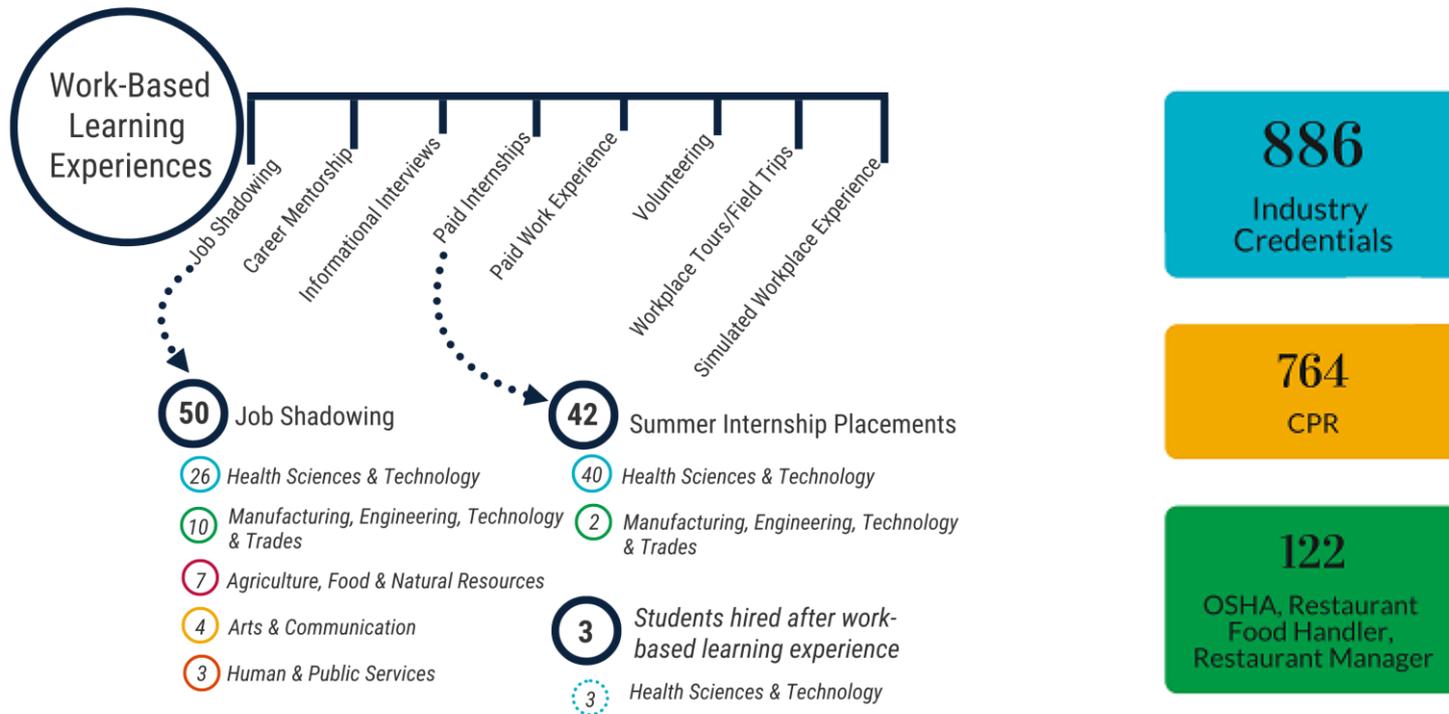


# COLLEGE & CAREER READINESS - WORK-BASED LEARNING EXPERIENCES

Students participated in Work-Based Learning Experiences (WBLEs) in SY2023-24, including job shadowing during spring break and summer internships. WBLEs are an educational approach that use the workplace or real work to provide students with the knowledge and skills that help them connect school experiences to real-life work activities and future career opportunities. Direct employer or community involvement is an essential component of the WBLE to ensure in-depth student engagement.

In SY2023-24, 50 students participated in job shadowing during spring break, 42 students participated in paid summer internships, and 3 students were hired after completing their work-based learning experience. In addition, 105 students participated in workshop/apprenticeship programs, and 142 students participated in Career Treks.

886 students earned industry credentials in CPR, OSHA, restaurant food handling, and restaurant management.



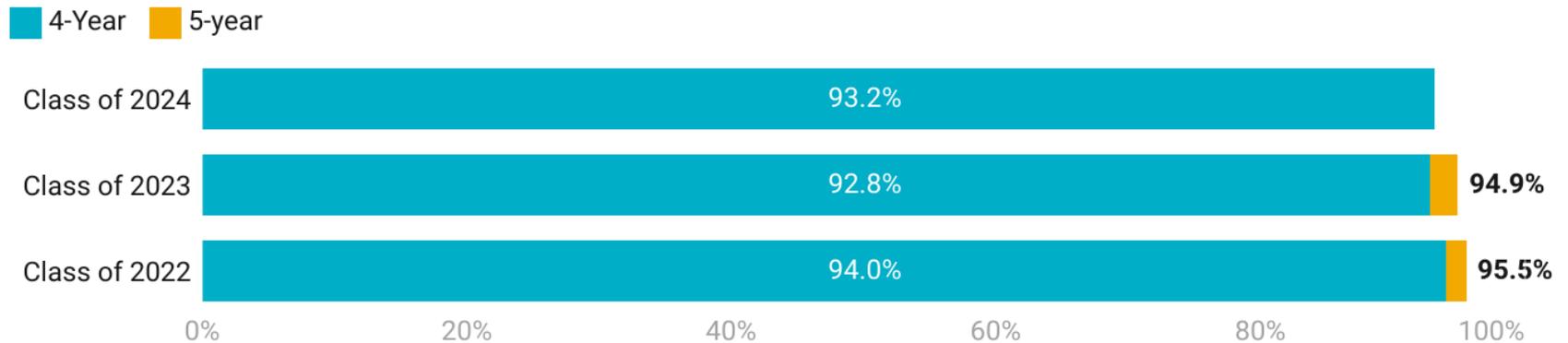
# COLLEGE & CAREER READINESS - GRADUATION RATE

## Graduation Rates by Cohort

Four-year and five-year rates by cohort, as reported on the IL Report Card, are presented in the charts below. Six-year graduation rates are provided for students with an IEP and Emergent Multilingual students only. For all other student groups, the six-year graduation represent an incremental increase over five-year graduation rates, and can be found on the IL Report Card.

Overall, ETHS 4-year graduation rate for the Class of 2024 was 93.2%, and the 5-year graduation rate for the Class of 2023 was 94.9%

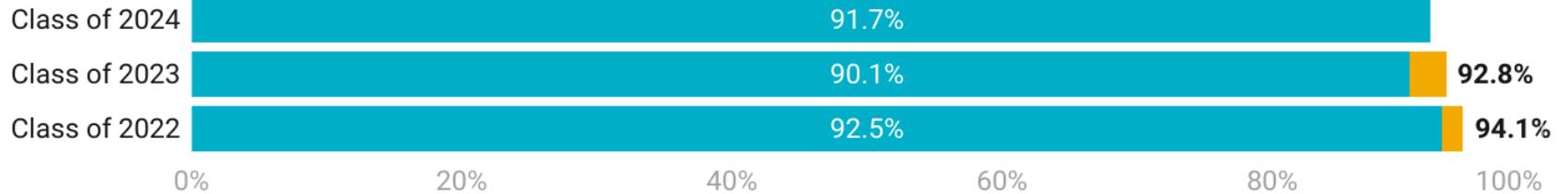
## Four-Year and Five-Year Graduation Rates by Cohort – All Students



# COLLEGE & CAREER READINESS – 4 YEAR & 5 YEAR GRADUATION RATES

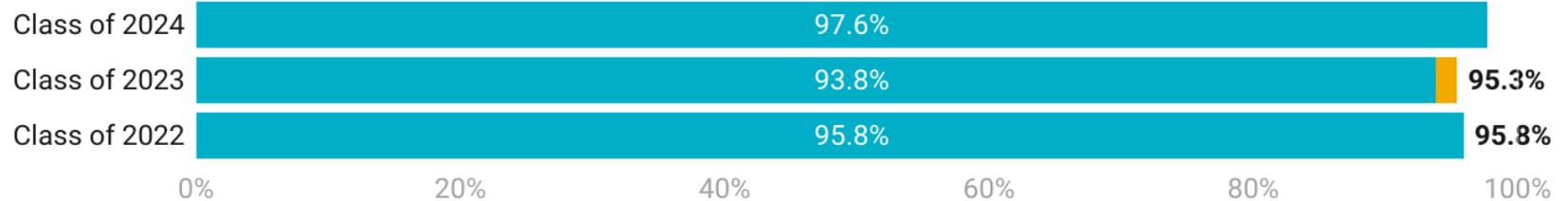
## African American/Black Students

■ 4-Year ■ 5-year



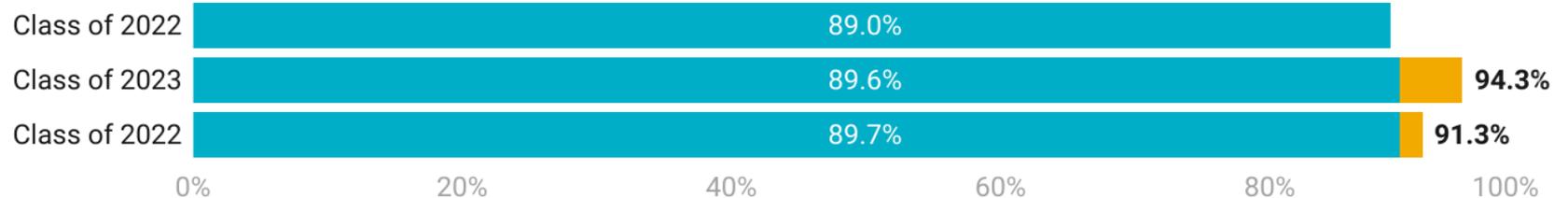
## Asian Students

■ 4-Year ■ 5-year



## Hispanic/Latinx Students

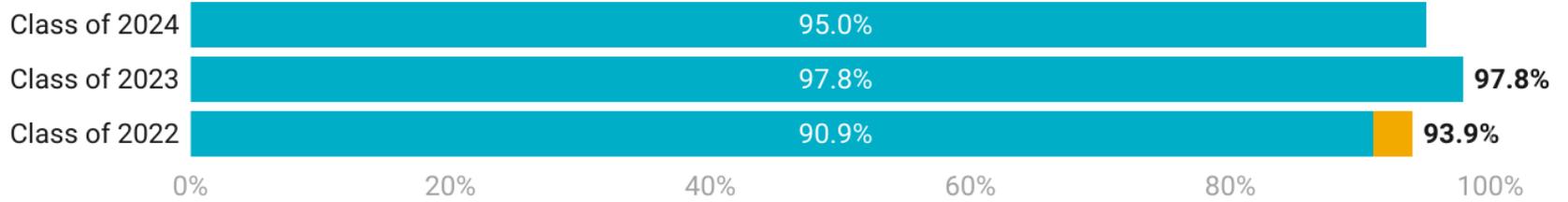
■ 4-Year ■ 5-year



# COLLEGE & CAREER READINESS - 4 YEAR & 5 YEAR GRADUATION RATES

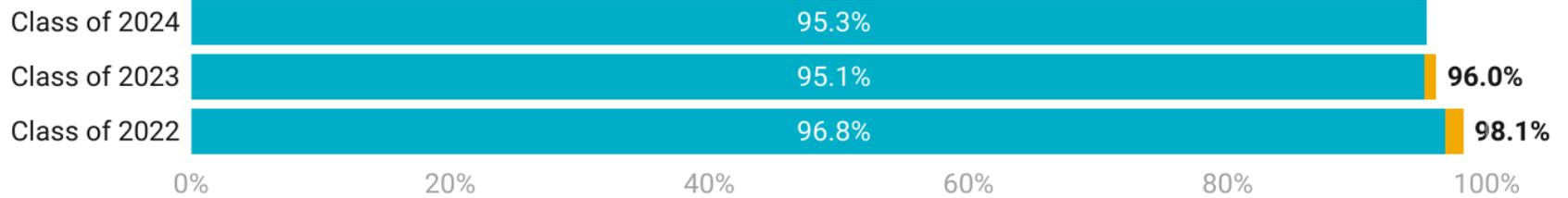
## Two or More Races Students

■ 4-Year ■ 5-year



## White Students

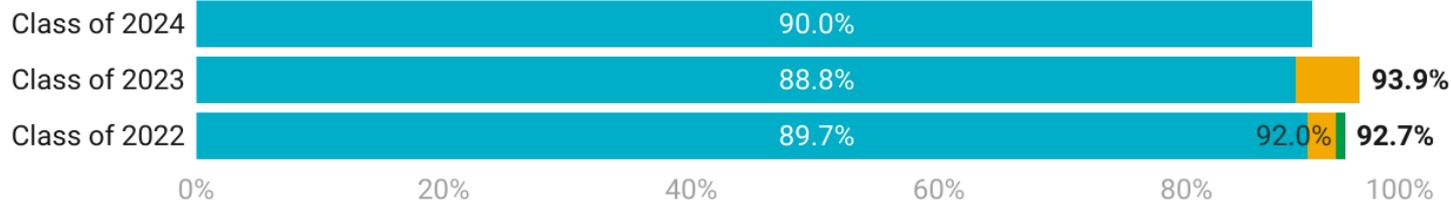
■ 4-Year ■ 5-year



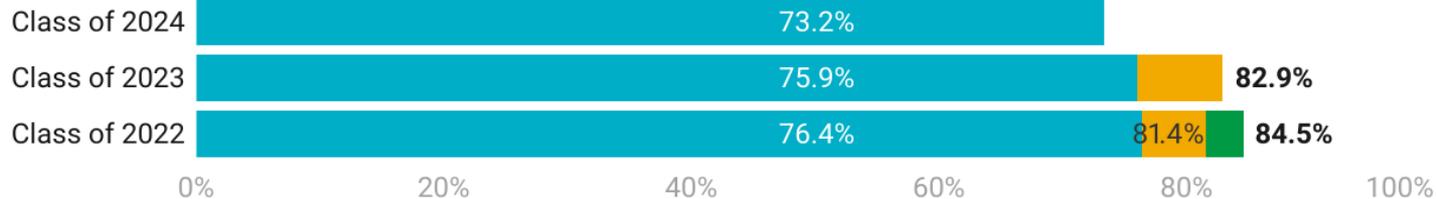
# COLLEGE & CAREER READINESS - 4 YEAR, 5 YEAR & 6 YEAR GRADUATION RATES

4-Year 5-year 6-year

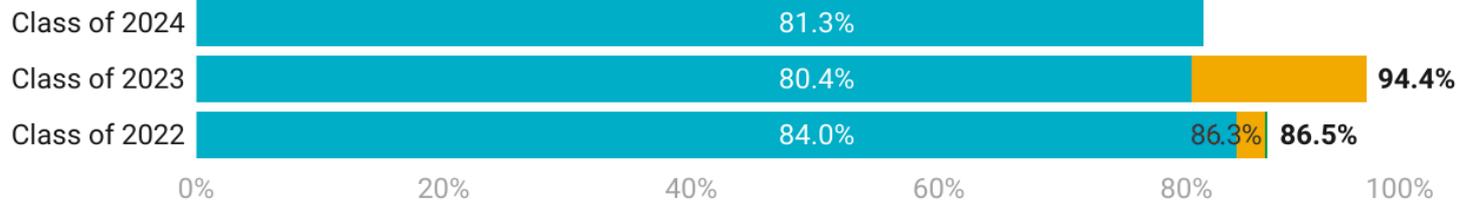
## Free/Reduced Lunch



## Students w/an IEP



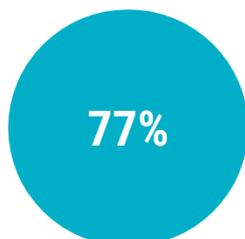
## Emergent Multilingual (EM)



# POSTSECONDARY ENROLLMENT – FIRST 2 YEARS AFTER HIGH SCHOOL

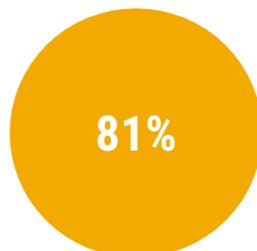
National Student Clearinghouse provides postsecondary enrollment data for colleges and universities nationwide, including 2-year and 4-year schools, public and private, in-state and out-of-state schools. The data reported below reflects postsecondary enrollments anytime during the first two years after high school.

**Class of 2022**



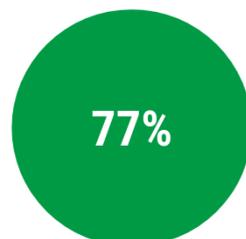
(n=695)

**Class of 2021**



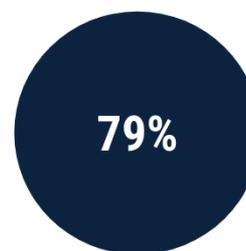
(n=735)

**Class of 2020**



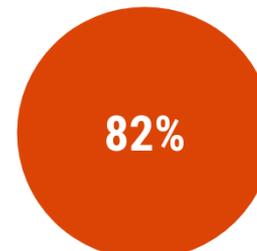
(n=646)

**Class of 2019**



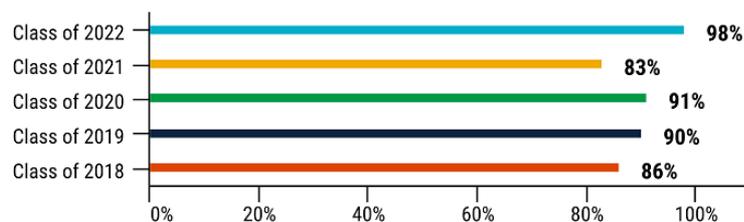
(n=642)

**Class of 2018**

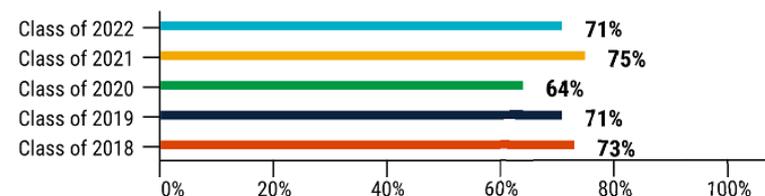


(n=671)

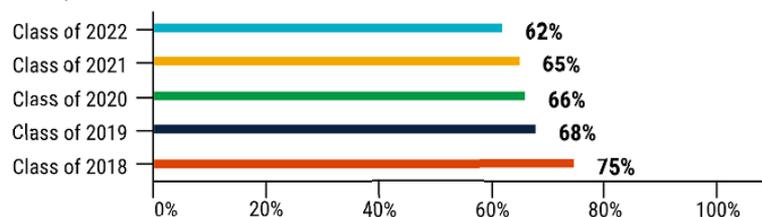
**Asian**



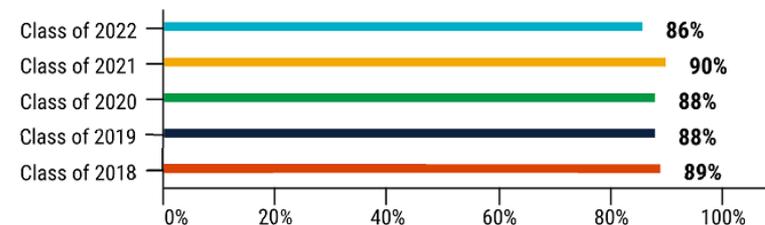
**Black or African American**



**Hispanic/Latinx**



**White**

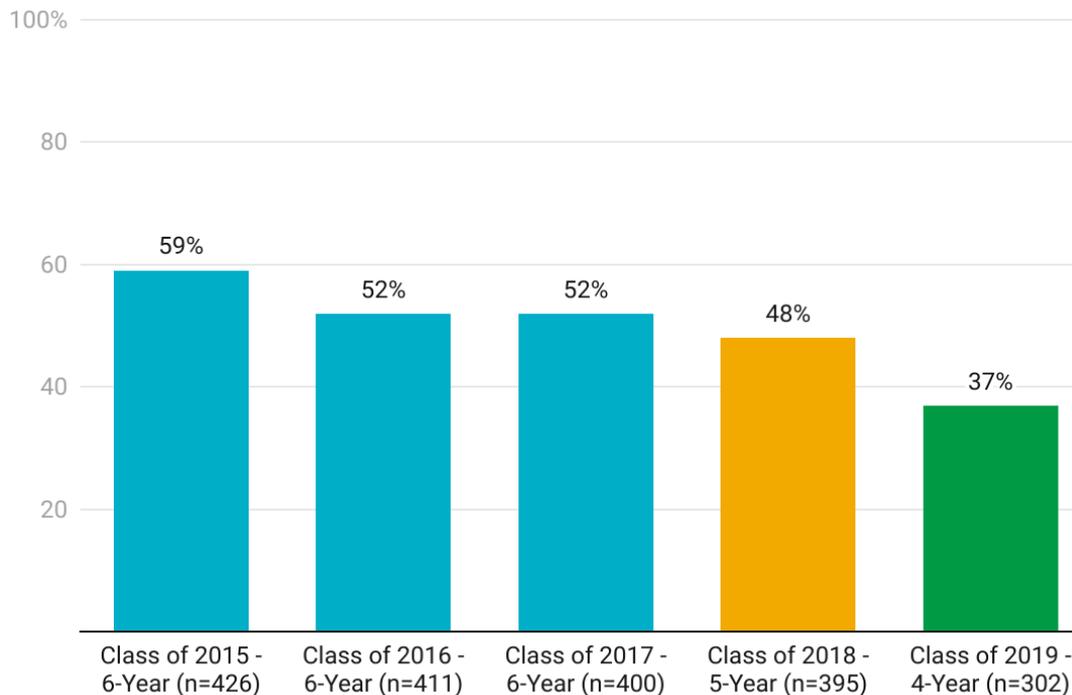


# POSTSECONDARY GRADUATION RATE – ENTIRE COHORT

- National Student Clearinghouse provides postsecondary graduation rate data for colleges and universities nationwide. The data include students who graduated with associate degrees under 4 years, as well as those who obtained bachelor’s and master’s degrees within 6 years.
- Postsecondary graduation data are currently available for the ETHS Class of 2015, Class of 2016 , and Class of 2017 (after 6 years), Class of 2018 (after 5 years), and Class of 2019 (after 4 years)

## Postsecondary Graduation Rate for Students

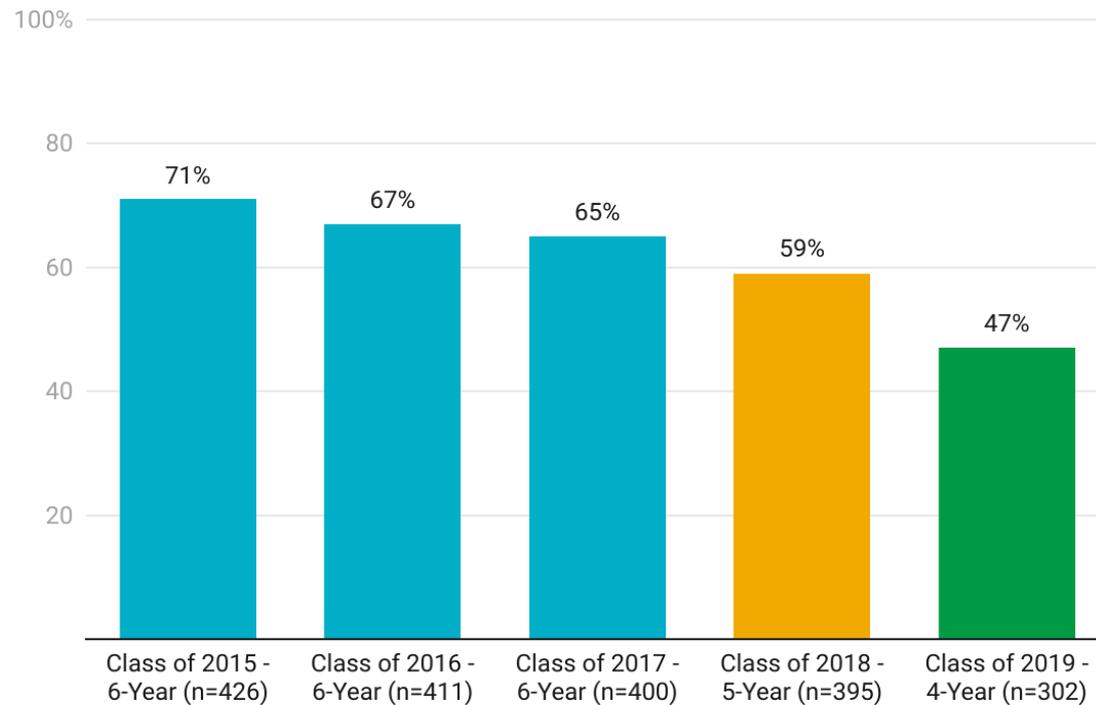
Percent of Entire Graduating Class



# POSTSECONDARY GRADUATION RATE – ENROLLED 2 YEARS AFTER HIGH SCHOOL

- Postsecondary graduation rate only for students who enrolled anytime during the first two years after high school are presented below.
- The 6-year postsecondary graduation rate for ETHS graduates that enrolled in postsecondary institution during first two years after high school is 65% for Class of 2017, which is higher than the national 6-year completion rate of 62.2% based on the fall 2017 cohort of beginning college students, and consistent with the 6-year postsecondary graduation rate in Illinois of 65% [*Completing College, November 2023, National Student Clearinghouse*].

## Postsecondary Graduation Rate for Students Enrolled 2 Years After High School



# Appendix

**Table 1. Composition of Student Body, School Year 2023-24**

	All Grades		Class of 2024 (Seniors)		Class of 2025 (Juniors)		Class of 2026 (Sophomores)		Class of 2027 (Freshmen)	
	N	% In Grade	N	% In Grade	N	% In Grade	N	% In Grade	N	% In Grade
<b>All Students</b>	3446		860		931		817		838	
<b>Race/Ethnicity</b>										
African American/Black	823	23.9%	225	26.2%	223	24.0%	178	21.8%	197	23.5%
American Indian or Alaska Native	10	0.3%	4	0.5%	2	0.2%	4	0.5%	0	0.0%
Asian	158	4.6%	43	5.0%	53	5.7%	30	3.7%	32	3.8%
Hispanic/Latinx	685	19.9%	174	20.2%	177	19.0%	167	20.4%	167	19.9%
Middle Eastern or North African	1	0.0%	0	0.0%	0	0.0%	1	0.1%	0	0.0%
Native Hawaiian or Pacific Islander	4	0.1%	0	0.0%	3	0.3%	1	0.1%	0	0.0%
Two or More	224	6.5%	40	4.7%	39	4.2%	72	8.8%	73	8.7%
White	1541	44.7%	374	43.5%	434	46.6%	364	44.6%	369	44.0%
<b>Gender</b>										
Female	1641	47.6%	396	46.0%	462	49.6%	381	46.6%	402	48.0%
Male	1805	52.4%	464	54.0%	469	50.4%	436	53.4%	436	52.0%
<b>IEP Status</b>										
Has an IEP	404	11.7%	113	13.1%	109	11.7%	90	11.0%	92	11.0%
<b>Meal Status</b>										
Free/Reduced Lunch	1263	36.7%	321	37.3%	310	33.3%	300	36.7%	332	39.6%
<b>EM Status</b>										
Emergent Multilingual	327	9.5%	62	7.2%	70	7.5%	93	11.4%	102	12.2%

**Table 2: Average Cumulative Unweighted & Weighted GPA, School Year 2023-24**

	Class of 2024 (Seniors)			Class of 2025 (Juniors)			Class of 2026 (Sophomores)			Class of 2027 (Freshmen)		
	N	GPA Unweighted	GPA Weighted	N	GPA Unweighted	GPA Weighted	N	GPA Unweighted	GPA Weighted	N	GPA Unweighted	GPA Weighted
<b>All Students</b>	860	3.22	3.55	931	3.25	3.56	817	3.15	3.40	838	3.20	3.46
<b>Race/Ethnicity</b>												
African American/Black	225	2.83	3.04	223	2.85	3.04	178	2.51	2.65	197	2.68	2.83
Asian	43	3.54	3.95	53	3.59	3.99	30	3.55	3.86	32	3.40	3.68
Hispanic/Latinx	174	2.78	3.00	177	2.87	3.10	167	2.75	2.94	167	2.75	2.93
Two or More	40	3.48	3.88	39	3.10	3.43	72	3.42	3.72	73	3.29	3.56
White	374	3.61	4.04	434	3.58	3.98	364	3.55	3.89	369	3.65	3.99
<b>Gender</b>												
Female	396	3.32	3.66	462	3.34	3.69	381	3.26	3.54	402	3.30	3.57
Male	464	3.15	3.46	469	3.16	3.45	436	3.05	3.29	436	3.11	3.35
<b>IEP Status</b>												
Has an IEP	113	2.84	2.92	109	2.84	2.91	90	2.56	2.64	92	2.79	2.87
<b>Meal Status</b>												
Free/Reduced Lunch	321	2.75	2.94	310	2.73	2.91	300	2.55	2.70	332	2.61	2.77
<b>EM Status</b>												
Emergent Multilingual	62	2.56	2.67	70	2.72	2.84	93	2.56	2.69	102	2.54	2.66

**Table 3: Average Attendance Rates, School Year 2023-24**

	All Grades		Class of 2024 (Seniors)		Class of 2025 (Juniors)		Class of 2026 (Sophomores)		Class of 2027 (Freshmen)	
	N	Attendance Rate	N	Attendance Rate	N	Attendance Rate	N	Attendance Rate	N	Attendance Rate
<b>All Students</b>	3446	92.8%	860	91.8%	931	93.0%	817	92.4%	838	93.8%
<b>Race/Ethnicity</b>										
African American/Black	823	91.3%	225	91.4%	223	91.8%	178	90.0%	197	92.3%
Asian	158	94.5%	43	93.3%	53	95.2%	30	96.3%	32	93.2%
Hispanic/Latinx	685	89.9%	174	88.5%	177	90.3%	167	89.4%	167	91.3%
Two or More	224	93.4%	40	93.7%	39	89.9%	72	94.7%	73	94.0%
White	1541	94.5%	374	93.2%	434	94.6%	364	94.5%	369	95.7%
<b>Gender</b>										
Female	1641	92.6%	396	91.1%	462	93.0%	381	92.0%	402	94.1%
Male	1805	92.9%	464	92.4%	469	92.9%	436	92.8%	436	93.6%
<b>IEP Status</b>										
Has an IEP	404	87.7%	113	87.1%	109	89.0%	90	84.8%	92	89.7%
<b>Meal Status</b>										
Free/Reduced Lunch	1263	89.6%	321	89.4%	310	89.6%	300	88.4%	332	90.8%
<b>EM Status</b>										
Emergent Multilingual	327	89.2%	62	88.4%	70	88.4%	93	89.1%	102	90.2%