

Comprehensive Year In Review

Evanston Township High School

School Year 2024-2025



Report Overview

The *Comprehensive Year in Review* provides a holistic picture of all students and their experiences at ETHS as they relate to the district goals for school years 2023-2028. Beginning with SY2025 report, all historical reports previously submitted throughout the school year are now incorporated into this one comprehensive report.

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Student Data

The *Comprehensive Year in Review* report:

- draws quantitative and qualitative data from multiple internal and public sources, including:
 - [ISBE Illinois Report Card](#)
 - ETHS student surveys
 - National Student Clearinghouse
- includes students enrolled only in the main campus, ALT School, and ETHS Day School because academic and survey data are not available for students in off-campus placements
- reports student data by graduation year and disaggregates data by students' race/ethnicity, gender, income/meal status, IEP placement, and emergent multilingual (EM) status

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Report Organization

The report has four sections:

- **Section I: Start of the Year... New Cohorts** — Literacy, Numeracy and Freshmen on Track
- **Section II: Throughout the Year... Engagement** — Attendance, Wellbeing, School Involvement, and Discipline
- **Section III: Throughout the Year... Academic Experience** — GPA and Advanced Coursework
- **Section IV: Future Focus... Post High School Planning** — Post High School Career Exploration, Graduation Rates, and Post Secondary Enrollment

❏ As in previous annual reports, 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.



Areas of Success



Freshmen On Track

91% of freshman were on track to graduate in four years, and the percent of freshmen with an IEP on track was 85% - the highest it has been since SY2022.



Sense of Belonging

More students reported that they feel a sense of belonging at ETHS (71%), are proud to be a student at ETHS (71%), feel capable and confident as a student here (74%), and feel their teachers care about them as a person (71%).



School Involvement

Participation in extracurricular activities and clubs increased to 56% in SY2025 from 46% in SY2024, and participation in athletics increased three percent to 49%. Over two-thirds (70%) of students reported that they feel included in activities, an increase over SY2024 (62%).



Advanced Coursework

ETHS continues to increase access to dual credit courses, with 488 students taking 584 courses in SY2025. In addition, compared to SY2024, there were more students taking AP exams and earning scores of 3 or higher.



Post-High School Career Exploration

In the 2024-2025 school year, ETHS had more MEAC Business Partners and IKIT Job Shadow & Internship Partners attend the Career & Aviation Fair than prior years. There was also an increase in the number of students earning industry credentials.



Areas for Improvement

Numeracy

There has been an increase in Pre-Algebra and 1 Algebra student enrollment and course sections, reflecting a need for more support for foundational math skills.

Attendance

The average attendance rate for all student groups was lower in SY2025 than in SY2024. The average attendance rate of 91.8% was the same as the average attendance rate for the state of IL. Students who identify as Hispanic/Latino (88%) and the Class of 2025 (89%) had below average attendance rates.

Discipline

The number of students receiving disciplinary incidents has increased over the past few years. ETHS continues to rank in the top 20% for racial disproportionality in exclusionary discipline (suspensions), which means students of color are receiving relatively more suspensions than white students.

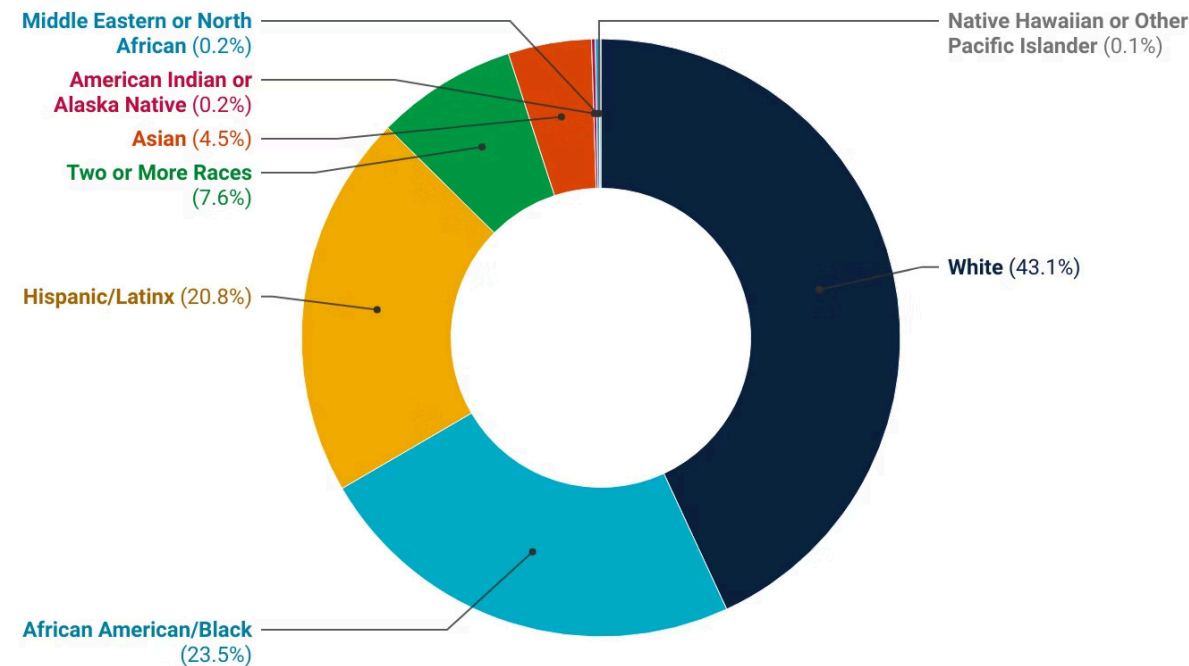
Graduation Rates

4-year graduation rates for students with an IEP in the Class of 2025 were down to 68.6%.

Student Demographic Profile

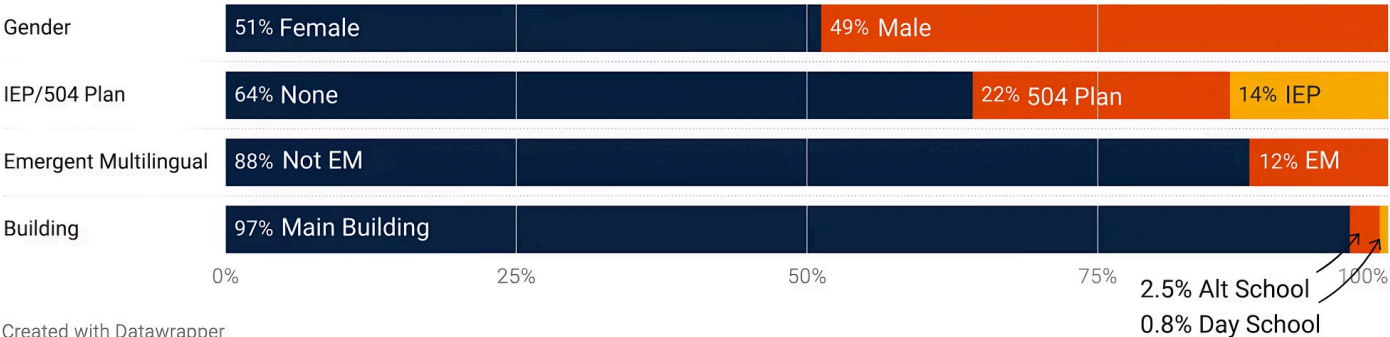
SY2025 Demographics by Race/Ethnicity

(N=3553)



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SY2025 Demographics



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SECTION I: Start of the Year...

New Cohorts

Literacy, Numeracy, and Freshmen on Track



Literacy and Reading Interventions

1 Overall Progress

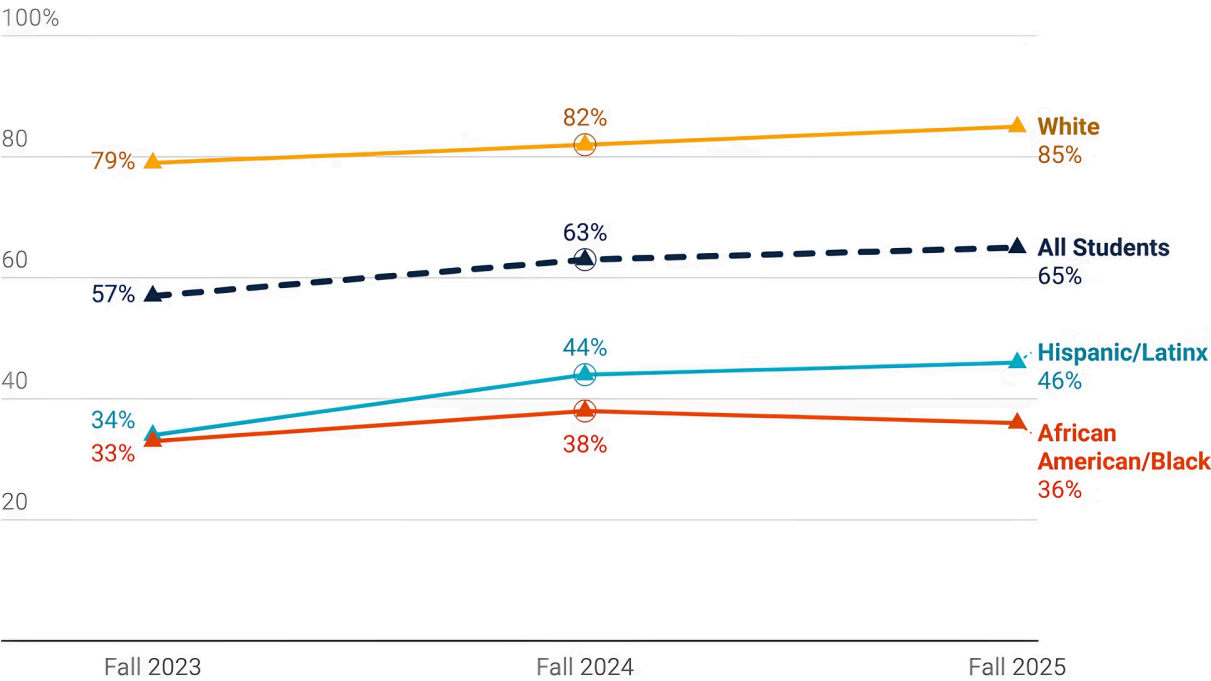
Overall, the percentage of incoming 9th graders who demonstrate an instructional reading level (IRL) of 8th grade or higher has increased to 65% in the fall of the 2024-2025 school year, up from 57% in 2023-2024.

2 Gains by Group

The greatest gains have been among Hispanic/Latinx students, with 46% reading at the 8th grade level or higher in 2025, compared to 34% in 2023. The percentage of African American/Black 9th graders reading at the 8th grade level has fluctuated from 33% in 2023 to 38% in 2024, and 36% in 2025. In 2025, 85% of White 9th graders were reading at the 8th grade level or higher, compared to 79% in 2023.

Grade 9 Reading Proficiency on STAR Assessments - Percent of Students with STAR IRL >=8.0

By Race/Ethnicity, Fall 2023 - 2025





Reading Interventions

Curriculum-Based Interventions

Curriculum-based interventions are designed to provide targeted support for students demonstrating a need for additional reading assistance. Students receive support through small group instruction, focusing on foundational skills, fluency, vocabulary, and comprehension strategies tailored to their specific gaps.

These interventions integrate social-emotional supports by addressing communication skills, fostering a positive learning environment, and working with students on attendance patterns that may impact their academic progress, ensuring a holistic approach to student development and literacy growth.

Literacy Lab

The Literacy Lab (Lit Lab) is a referral-based intervention program aimed at fostering literacy growth and providing targeted reading support. The referral process is initiated by classroom teachers, counselors, or case managers who identify students exhibiting reading deficiencies based on standardized assessment data (e.g., Star Assessment results), classroom performance, and teacher observations.

Support is delivered through individualized instruction led by a team of reading specialists. The content is adapted to meet individual student needs, ensuring that instruction is both responsive and differentiated.

- ❑ Beginning in the 2025-26 school year, Evanston School District 65 (D65) is changing the assessments it administers for reading and mathematics. D65 will administer the Star Assessment for reading and iReady for mathematics.

ETHS has worked to identify new criteria for course placements using the Star Assessment for reading and iReady for math, instead of the previously used MAP scores.

Numeracy and Math Interventions

ETHS has had an increase in both Pre-Algebra and 1 Algebra student enrollment and course sections.

17%

Algebra 1 Growth

Increase in student enrollment in 1 Algebra from SY2024 to SY2025

207%

Pre-Algebra Growth

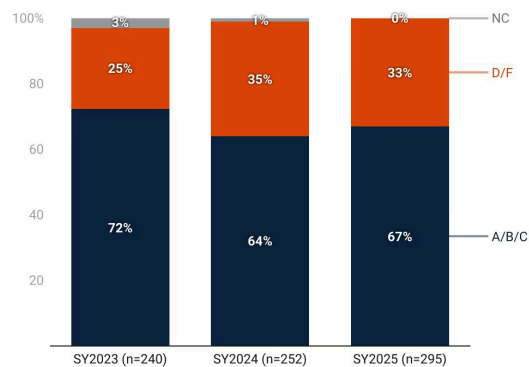
Increase in student enrollment in Pre-Algebra from SY2024 to SY2025

i The number of course sections for 1 Algebra has increased to 19 in SY2025 from 16 in SY2023, and the number of course sections for Pre-Algebra has increased to 7 in SY2025 from only 2 in SY2023.

Algebra 1 Success

Semester 1 Grade Distribution - 1 Algebra Classes

School Years 2023 - 2025



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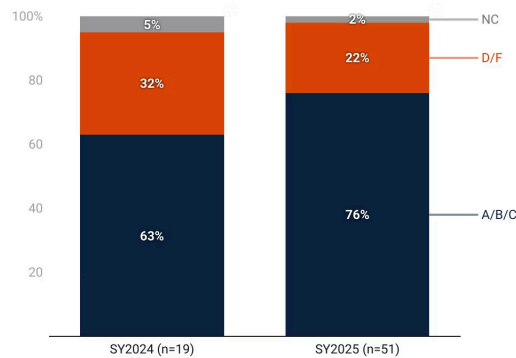
67% of students earned an A, B or C grade in first semester SY2025.

This is a 3% increase from SY2024.

Pre-Algebra Success

Semester 1 Grade Distribution - Pre-Algebra Classes

School Years 2023 - 2025



Note: The grade distribution for SY2023 is too small to report.
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76% of students earned an A, B, or C grade in first semester SY2025.

This is an increase over SY2024, which saw 63% of students in Pre-Algebra earning an A, B or C grade.



Math Interventions

In response to the increased need for 1 Algebra and Pre-Algebra instruction, the Math Department has introduced several interventions in SY2025.

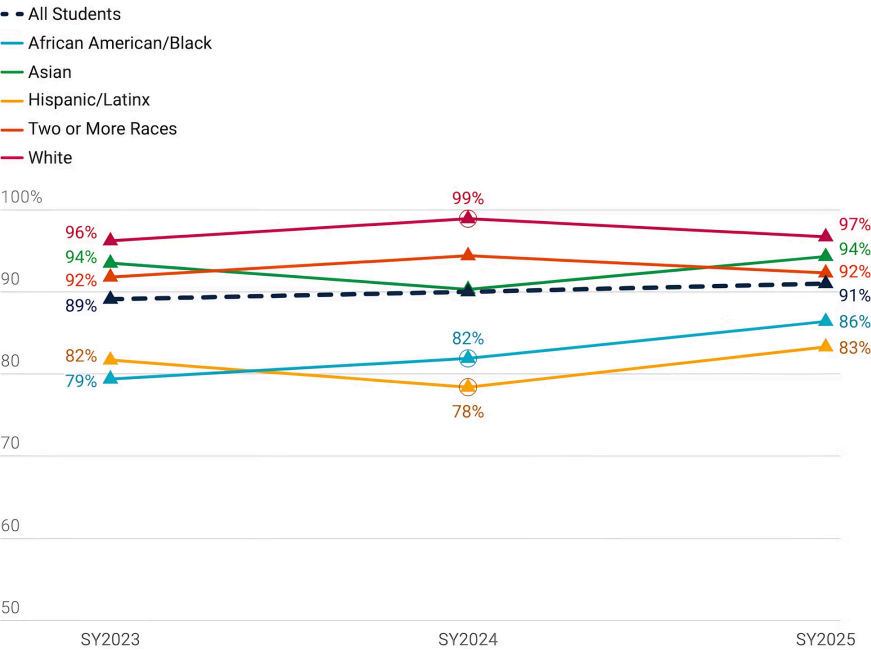
1	2	3
More Co-Taught Course Sections Additional sections of 1 Algebra and Pre-Algebra were created. Each section had small classes that were co-taught by two teachers who provided additional one-on-one support to students as needed.	1 Algebra Curriculum Review A review of the 1 Algebra curriculum throughout the 2025 school year identified changes to the curriculum that are being implemented in the 2025-26 school year. 1 Algebra teachers have partnered with the district's social-emotional learning coach to integrate social-emotional learning into their curriculum, and to create activities that build a growth mindset and normalize productive struggle.	Math Supports & Interventions Committee A new Math Support & Interventions Committee has been established to strengthen supports and pathways for striving mathematics students. Throughout the 2025-26 school year, the committee will meet quarterly to develop recommendations in four key areas: early intervention systems, credit recovery pathways, in-course supports, and course sequence options.

Freshmen On Track

According to the IL Report Card, grade 9 students on track for 4-year graduation are students who have completed 10 semester credits and have earned no more than one semester "F" in a core course (English, math, science, and social science).

Percent of Freshmen On Track for 4-Year Graduation

By Race/Ethnicity, School Years 2023 - 2025



*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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91% of freshmen in the Class of 2028 are on track for graduation in 4 years.

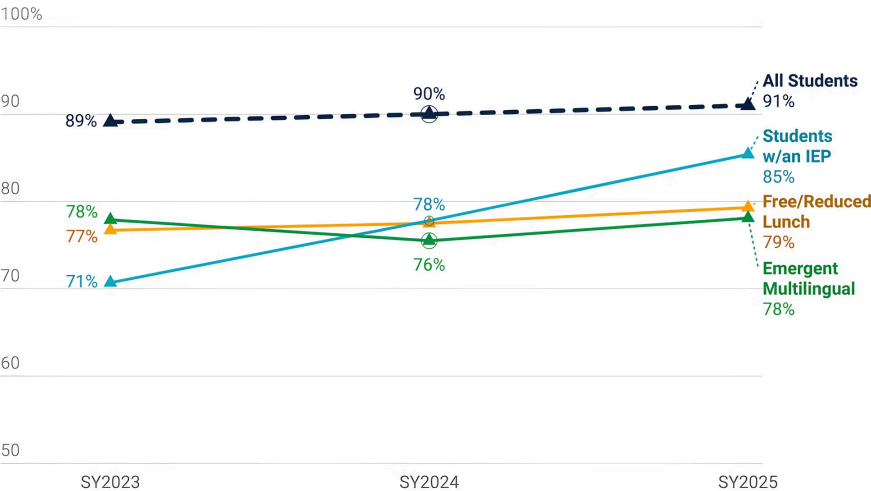
This is higher than the state average of 89.3%, and higher than the rates for the Class of 2027 (90%) and the Class of 2026 (89%).

African American/Black & Hispanic/Latinx Students

The percent of freshmen on track increased by more than 4 percentage points for African American/Black students (86.4%) and Hispanic/Latinx students (83.3%).

Percent of Freshmen On Track for 4-Year Graduation

By Student Group, School Years 2023 - 2025



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Students with an IEP

Students with an IEP had a large increase over prior years with 85.4% on track, compared to the average IL state rate of 83.4%.

SECTION II: Throughout the Year...

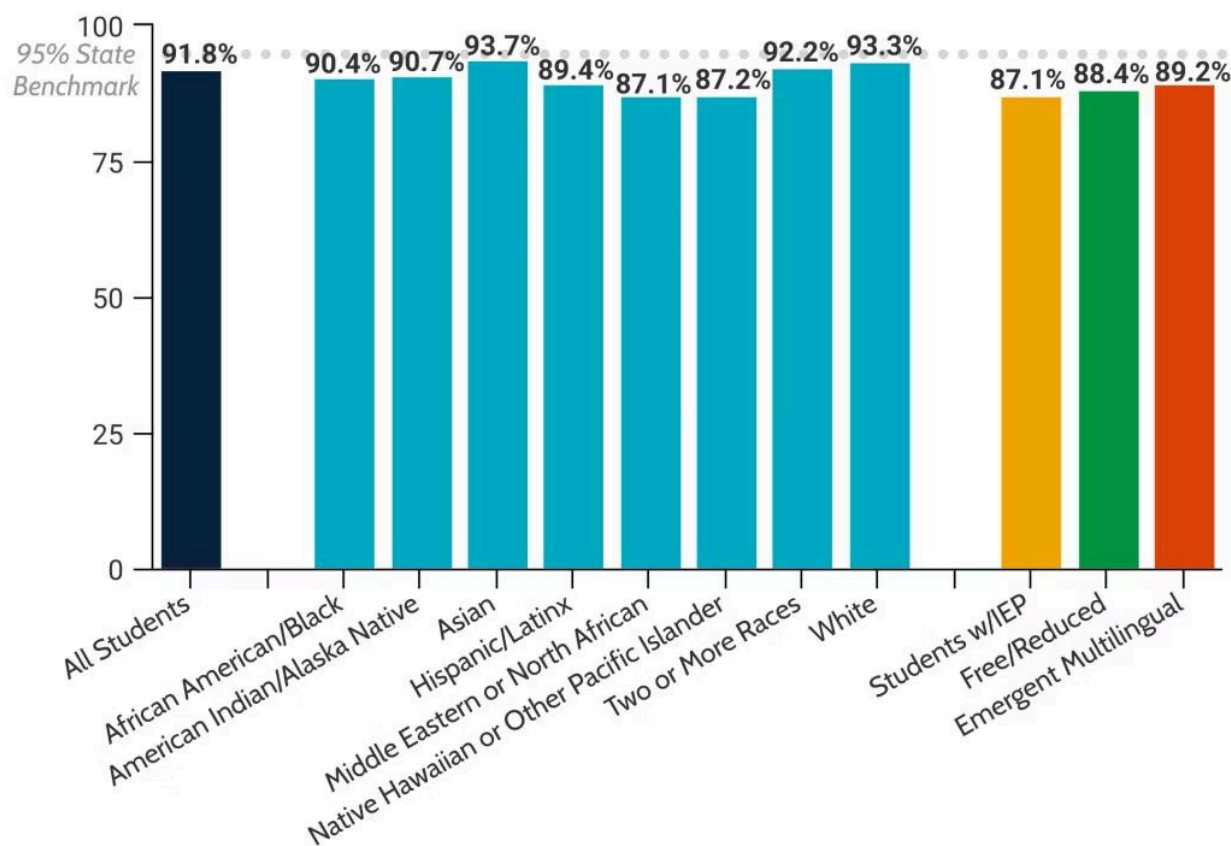
Engagement

Attendance, Wellbeing, Activities, and Discipline



Attendance

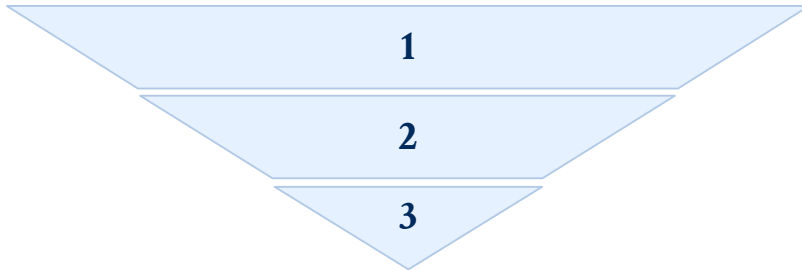
- In SY2025, the average attendance rate for all students was 91.8%, which was the same as the average attendance rate for the state of IL (91.8%, IL Report Card 2024-25).
- The attendance rate for nearly all student groups is lower in SY2025 than in SY2024. The only student group with an increased attendance rate is students identified as emergent multilingual (89.2% compared to 88.6% in SY2024).
- The ETHS Student Services Team has implemented a comprehensive support system to address attendance and truancy. This includes the Academic Support Team, the North Cook Attendance Liaison Program, and our Student Advocates, who provide wrap-around services to identify barriers, engage families, and ensure students have the resources and support needed to attend and succeed in school.



❏ See Table 2 in the Appendix for average attendance rates by graduate class and Table 3 in the Appendix for average attendance rates by student group compared to IL State average attendance rates.

Wellbeing

ETHS supports student wellbeing through our multi-tiered system of supports (MTSS), which includes three tiers of interventions.



1 Tier 1

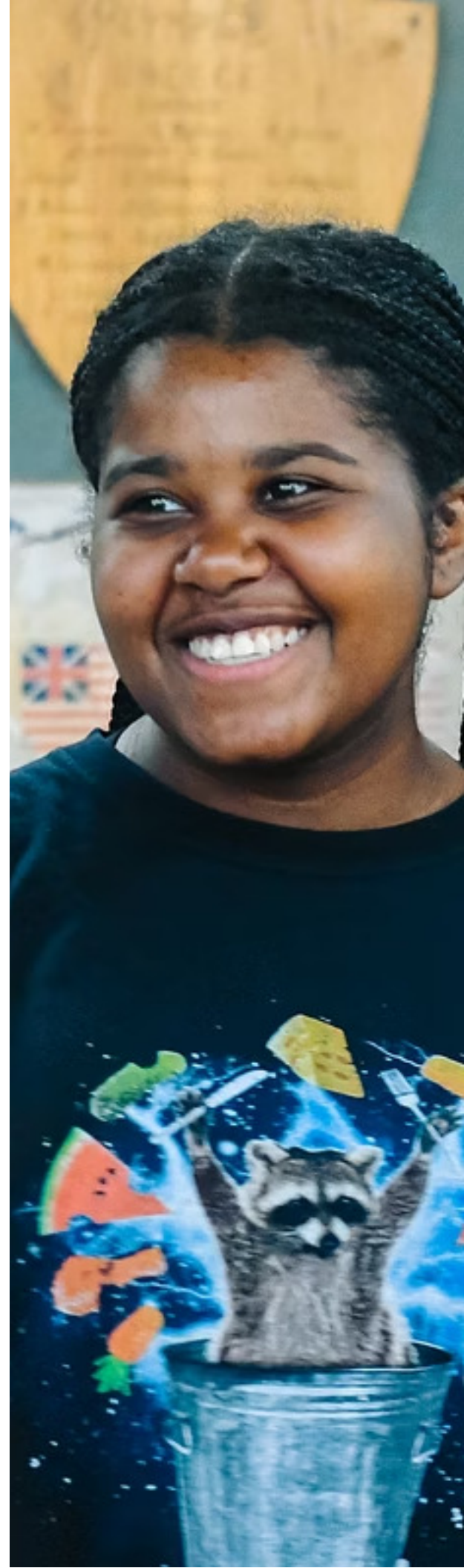
Tier 1 involves universal supports which are available to all students through regular practices.

2 Tier 2

Tier 2 interventions support students who require more than universal services but less than intensive individual treatment.

3 Tier 3

Tier 3 provides individualized support for students who need more intensive treatment.



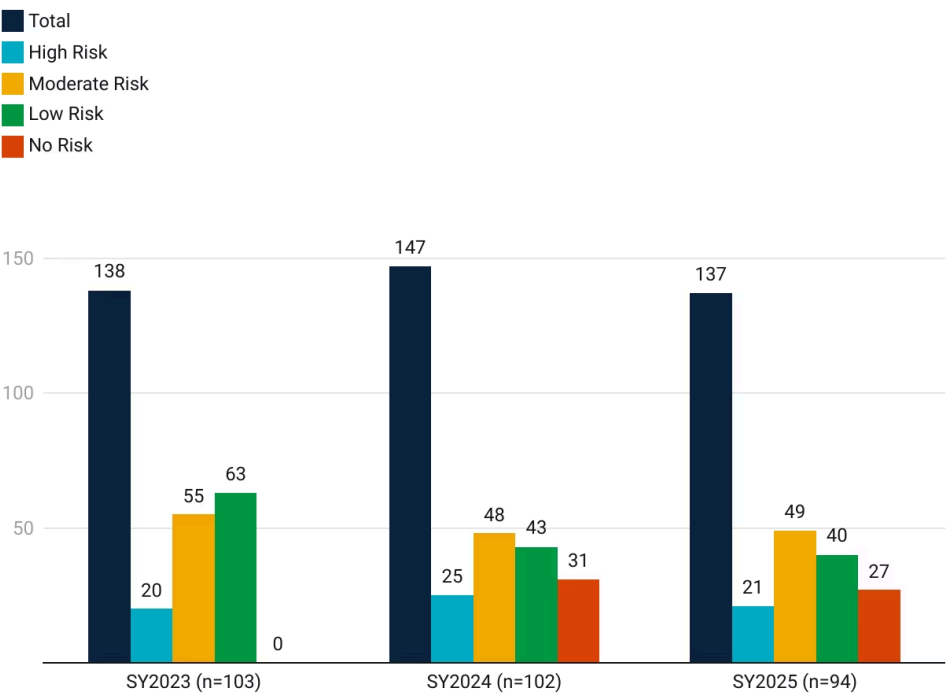
Tier 2 Interventions that Support Risk Assessments

Tier 2 interventions are significantly impacting social work referrals and suicide risk assessments. By identifying students at higher risk through early screenings and regular check-ins, these interventions allow school social workers and school psychologists to engage with students who may not yet be in crisis but exhibit signs of distress.

This proactive approach not only helps in assessing suicide risk more effectively but also reduces the likelihood of crises escalating, ensuring that students receive the timely care and intervention they need before issues intensify.

Total Number of Suicide Risk Assessments & Level of Risk

School Years 2023-2025



For each school year, the unique number of students is noted in parentheses.

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In SY2025, there were 137 total suicide risk assessments from 94 students, which is a decrease from SY2024 in both the number of students assessed (n=102) and the number of risk assessments (n=147).

In SY2025, 20% (n=27) of the risk assessments were found to be no risk, 65% (n=89) of the risk assessments were considered low or moderate risk. Twenty-one (15%) were considered high risk, which is a slight decrease from SY2025 (n=25, 17%).

❏ A list of Tier 2 interventions and their descriptions can be found in Table 5 in the Appendix.



Sense of Belonging Survey (April 2025)

Students' responses to the Sense of Belonging Survey in April 2025 indicate that over 70% of students feel like they belong at this school, are proud to be a student at this school, feel capable and confident as a student here, and feel their teachers care about them as a person. In addition, over 70% of students agreed that their teachers help them when they are struggling with schoolwork, and that teacher feedback helps improve their learning.

Most students (94%) who took the Sense of Belonging Survey provided feedback on what makes their favorite class a valuable experience. Common themes from student feedback were the positive relationships with their teachers and peers, as well as positive learning experiences.

71%

Feel they belong

Students feel like they belong at this school

74%

Feel confident

Students feel capable and confident as a student here

71%

Teachers care

Students feel their teachers care about them as a person

71%

Teachers help

Students agreed that their teachers help them when they are struggling.

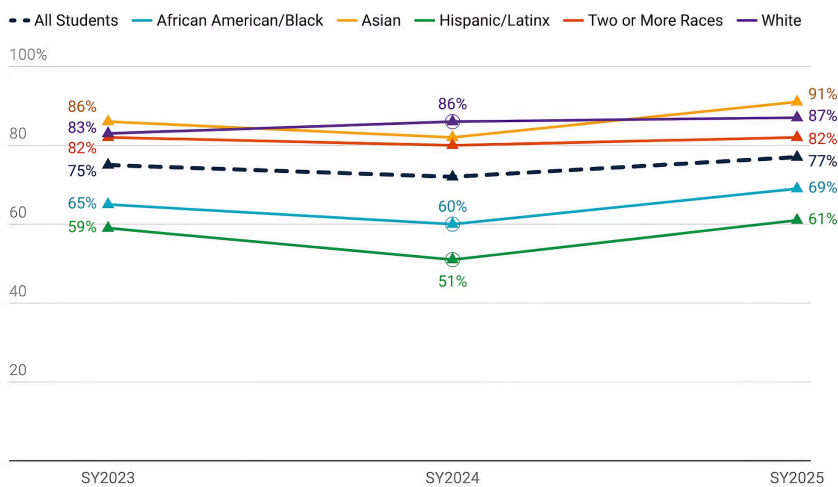
i Research shows that "students in schools with a strong commitment to social and emotional development report having better learning environments, feeling respected more, feeling safer, doing better academically, getting along well with others better, being better prepared for life, and being more likely to serve and give back to their communities than those students not in such schools." Source: DePaoli, J.L., Atwell, M. N., Bridgeland, J. M. & P. Shriver, T. P. (2018, November). *Respected perspectives of youth on high school & social and emotional learning*. CASEL. <https://casel.s3.us-east-2.amazonaws.com/Respected.pdf>



School Involvement

% Students Participating in At Least 1 Extracurricular Activity

By Race/Ethnicity, School Years 2023 - 2025



*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.

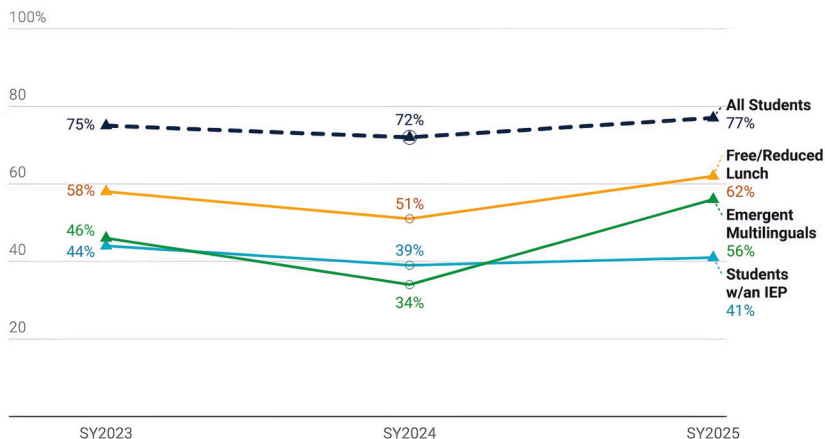
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There was an increase in extracurricular participation (athletics, student activities, and fine arts) across all student groups to **77%** in SY2025, from 71% in SY2024 .

Participation in student activities or clubs increased to **56%** from 46% last year, representing nearly 2,000 students engaged in school activities, which aligns with an **70%** of students self reporting that they feel included in school activities and events.

% Students Participating in At Least 1 Extracurricular Activity

By Student Group, School Years 2023 - 2025



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Participation increased across all student groups, including students eligible for free or reduced price lunch, emergent multilingual students, students with an IEP.

- Additionally, **86%** of students participated in at least one extracurricular activity or school-wide event, such as a student summit, homecoming, or prom, compared to 88% in SY2024.

Athletics Team Highlights



Girls Bowling

- Central Suburban League Champions (2nd year)
- IHSA Rank #18



Girls Lacrosse

- State Finish #4



Girls Soccer

- IHSA Regional Champions



Girls Water Polo

- Central Suburban League Champions
- IHSA Sectional Champions
- State Finish #5



Flag Football

- IHSA Regional Champions
- IHSA Sectional Champions
- State Finish #9



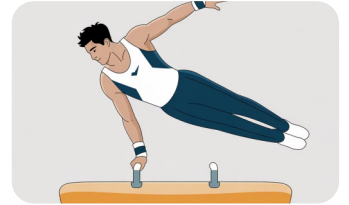
Boys Basketball

- Central Suburban League Champions
- IHSA Regional/Sectional/Super Sectional Champions
- IHSA State Trophy Winner 3rd Place
- IHSA Rank #3



Boys Golf

- IHSA Regional Champions
- IHSA Sectional Champions
- IHSA State Trophy Winner Runner Up
- IHSA Rank #2



Boys Gymnastics

- Central Suburban League Champions (4th straight year)
- IHSA Sectional Champions
- State Finish #4



Field Hockey

- State Finish #8



Boys Soccer

- Central Suburban League Champions
- IHSA Regional Champions
- State Finish #5



Boys Track & Field

- IHSA Rank #11



Boys Water Polo

- State Finish #10

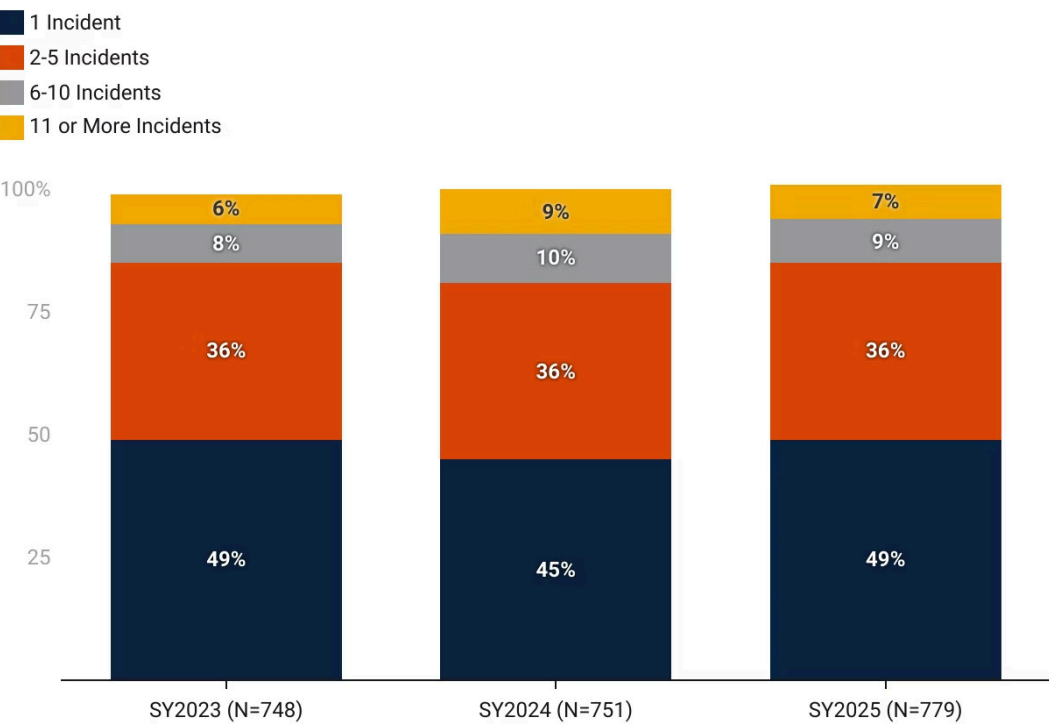


Discipline Incidents

Over the past few years, the number of students receiving disciplinary incidents has increased. In SY2025, 779 students were involved in disciplinary incidents compared to 751 students in 2024 and 748 students in 2023.

- In SY2025, almost one-half of students (49%) with any disciplinary incident had only one incident during the school year.
- Less than one-fifth (16%) of students with any disciplinary incident had more than 5 disciplinary incidents.

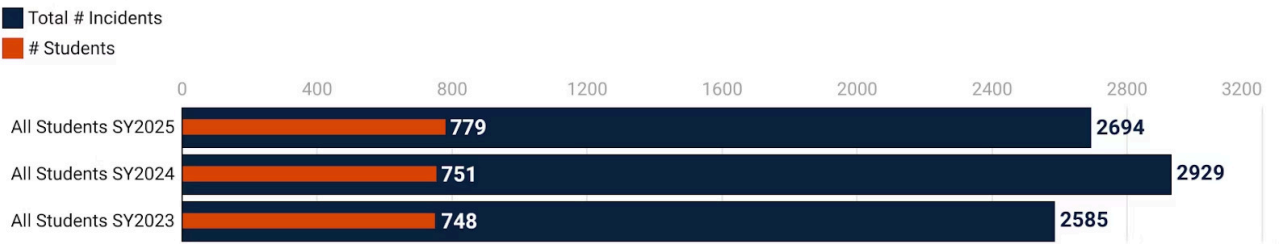
Percent of Students with Number of Discipline Incidents



Discipline Incident Patterns - by Race

Number of Students with Discipline Incidents & Total Number of Incidents

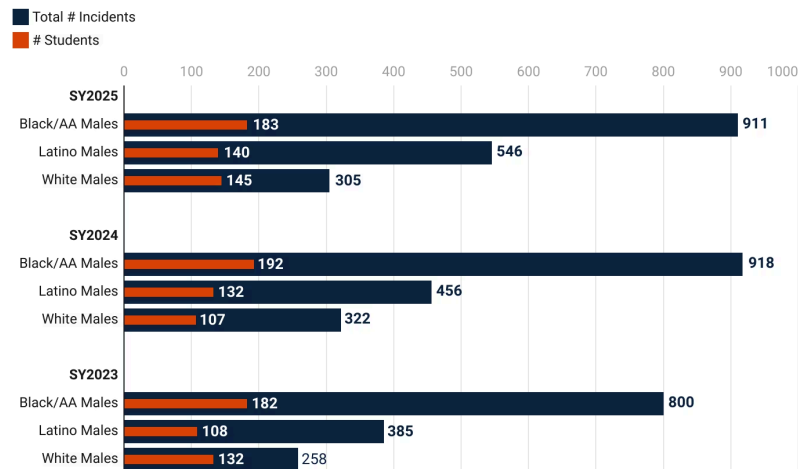
All Students; School Years 2023-2025



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Unique Number of Male Students with Discipline Incidents & Total Number of Incidents - By Race/Ethnicity

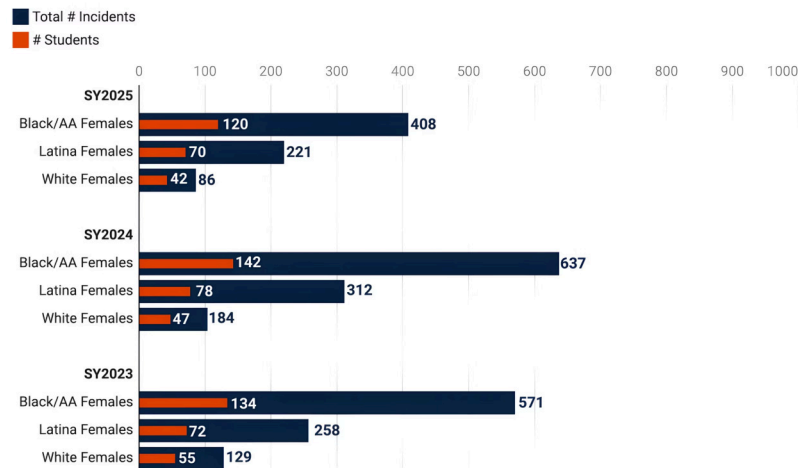
School Years 2023, 2024 & 2025



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Unique Number of Female Students with Discipline Incidents & Total Number of Incidents - By Race/Ethnicity

School Years 2023, 2024 & 2025



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One third (35%, n=183) of the male students receiving discipline incidents are African American/Black males, who were involved in a disproportionate number of discipline incidents.

This is a higher proportion compared to Hispanic/Latino males (27%, n=140), and White males (28%, n=145).

These patterns are similar for African American/Black females.

Almost one-half (47%, n=120) of the female students receiving discipline incidents are African American/Black females, compared to 27% (n=70) of Hispanic/Latina students, and 16% (n=42) of White females.

Discipline Incident Patterns - by Group and Class

Number of Students with Discipline Incidents & Total Number of Incidents, By Student Group

School Years 2023-2025

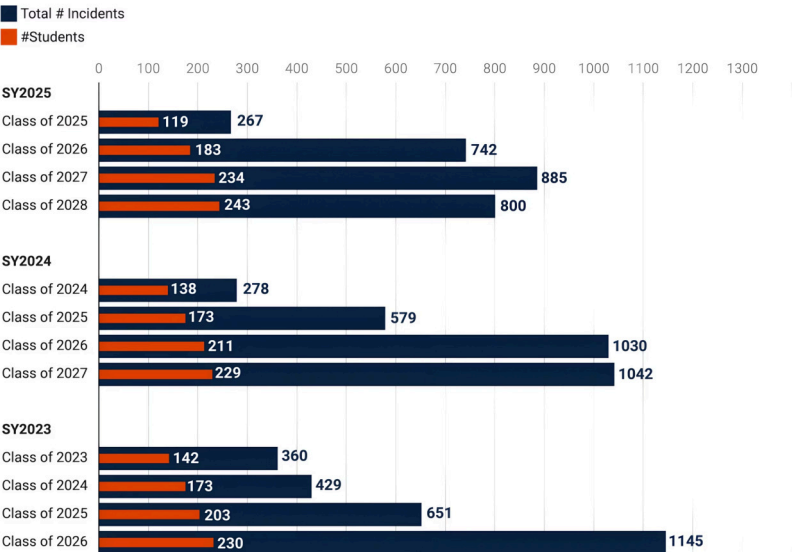


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In SY2025, 24% of students involved in any discipline incident were students with an IEP. Out of all discipline incidents, 40% (n=1079 total incidents) were received by students with an IEP, an increase from SY2024 and an indicator that students with an IEP average more discipline incidents than students without an IEP. See Table 6 in the Appendix.

Unique Number of Students with Discipline Incidents & Total Number of Incidents, By Graduate Cohort

School Years 2023 - 2025



Labels report students' graduate class each school year. In parentheses are the unique number of students with discipline incidents.

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Over the past three years, students in the Class of 2026 and Class of 2027 have consistently had the highest number of discipline incidents.

Exclusionary Discipline - Racial Disproportionality

Exclusionary discipline includes expulsions and suspensions, both inside and outside suspensions. ETHS has not expelled any student, so only suspensions are counted here.

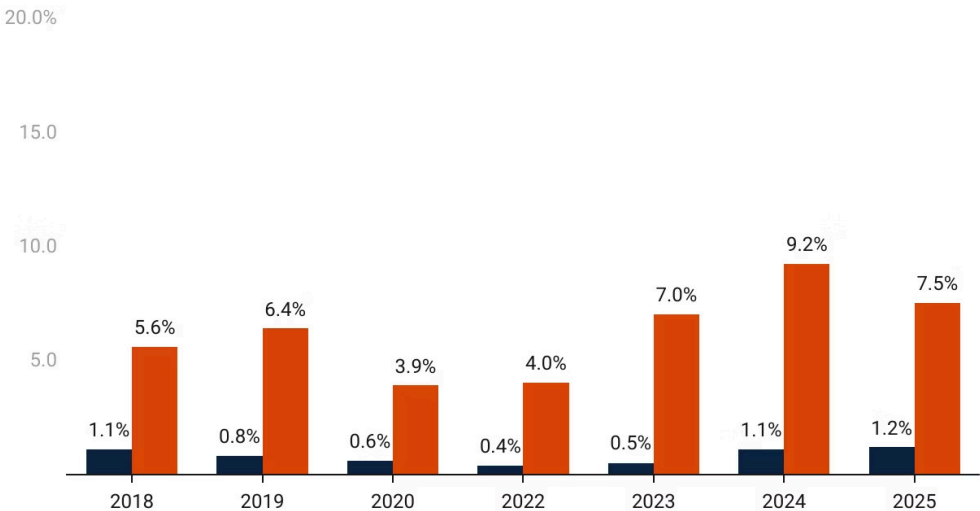
ISBE defines racial disproportionality for students receiving exclusionary discipline as the ratio of the percent of students of color receiving exclusionary discipline relative to the percent of white students receiving exclusionary discipline.

In SY2025, the proportion of students of color receiving suspensions was 7.5%, compared to 1.2% for white students. This is an improvement compared to SY2023 (7.0% and 0.5%) and SY2024 (9.2% and 1.1%). This data underscores the need for continued focus on equitable disciplinary practices, targeted interventions, and restorative approaches to ensure that all students receive fair and supportive opportunities to thrive academically and socially.

Exclusionary Racial Disproportionality Ratios from ISBE

School Years 2018 - 2025

■ Pct White
■ Pct Color



ISBE's formula for Exclusionary Racial Disproportionality is the ratio of the percent of students of color relative to percent of white students receiving any suspension (inside or outside).

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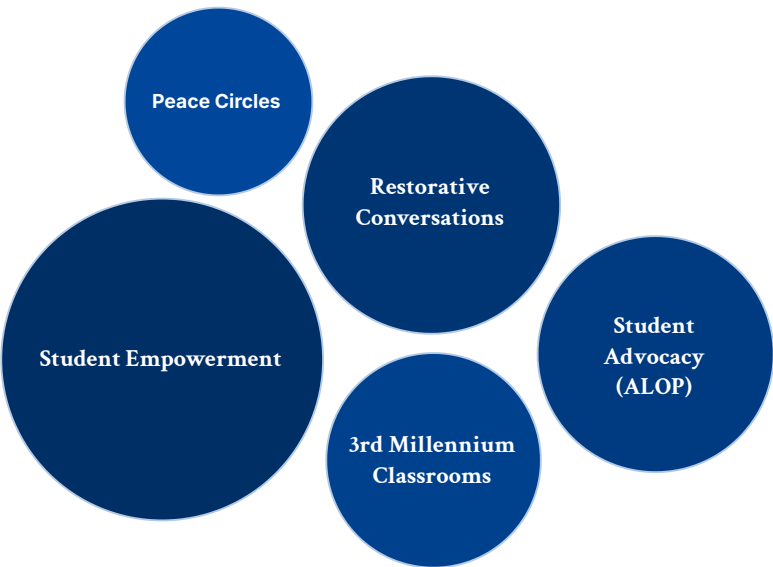
At ETHS in SY2025, there were 234 students who received a total of 431 suspensions. This is a decrease from SY2024, when 250 students received a total of 503 suspensions.

Total Suspensions by Race/Ethnicity, IEP, and Income Status: 2022-23 through 2024-25

	2022-2023 (n=213)		2023-2024 (n=250)		2024-2025 (n=234)	
	n	%	n	%	n	%
Total # of Suspensions	347		503		431	
Black/African American	189	55%	272	54%	217	50%
Hispanic/Latino	84	24%	157	31%	123	29%
White	45	13%	52	10%	57	13%
IEP	134	39%	207	41%	184	43%
Free/Reduced Lunch	269	78%	417	83%	330	77%

Restorative Practices

The Restorative Practices Program fosters empathy, trust, and mutual respect through open communication and collaborative problem solving. Strategies promote nonviolent, constructive dialogue and address the root causes of conflicts to build an equitable and supportive community.



SECTION III: Throughout the year...
Academic Experience

GPA and Advanced Coursework

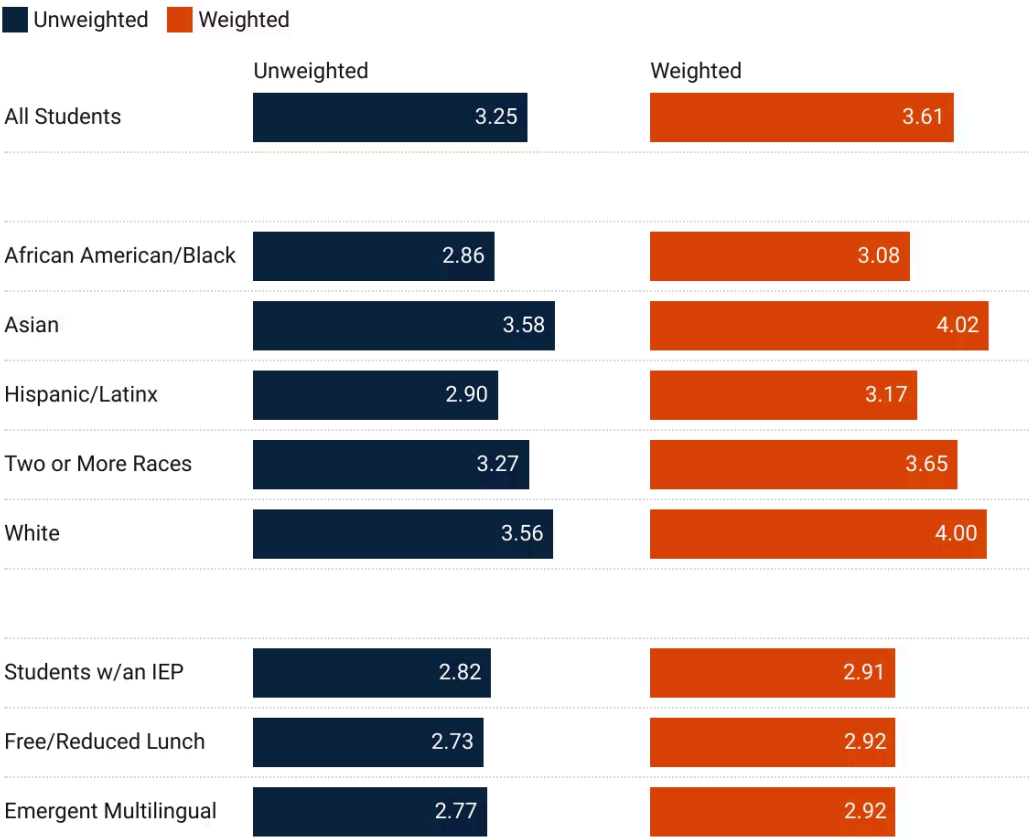




Grade Point Average (GPA)

The graduating Class of 2025 had an **average cumulative unweighted GPA of 3.25** on a 4.0 scale and an **average cumulative weighted GPA of 3.61**. 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 higher.

Cumulative Unweighted & Weighted GPA - Class of 2025



Most student groups had an average cumulative unweighted GPA near or above the 2.8 benchmark.

Students eligible for free or reduced lunch and students identified as emergent multilingual have unweighted GPA's below 2.8.

**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, and Native Hawaiian or Other Pacific Islander.*



Advanced Coursework

Dual Credit

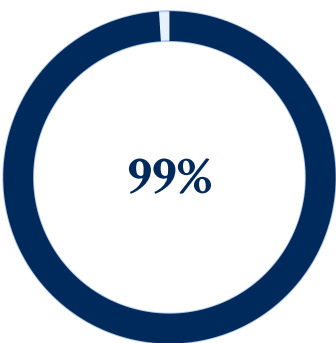
Enrollment in dual credit courses is based on data from Oakton College. Student enrollments in SY2025 increased to **488 students** taking **584 courses**, which is the highest dual credit student and course enrollments at ETHS.

	2022-2023	2023-2024	2024-2025
Number of Dual Credit Students	179	341	488
Total Course Enrollments	204	386	584

Dual Credit Student Enrollment by Race/Ethnicity

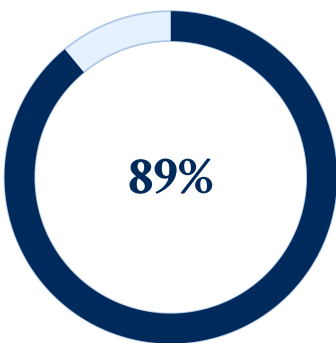
	2023-24 (n=341)	2024-25 (n=488)
African American/Black	14%	16%
Asian	8%	6%
Hispanic/Latinx	10%	19%
Two or More Races	8%	9%
White	61%	49%

Advanced Coursework



Seniors took at least one honors, DC, AP, or PLTW course

Class of 2025 & Earlier while enrolled at ETHS



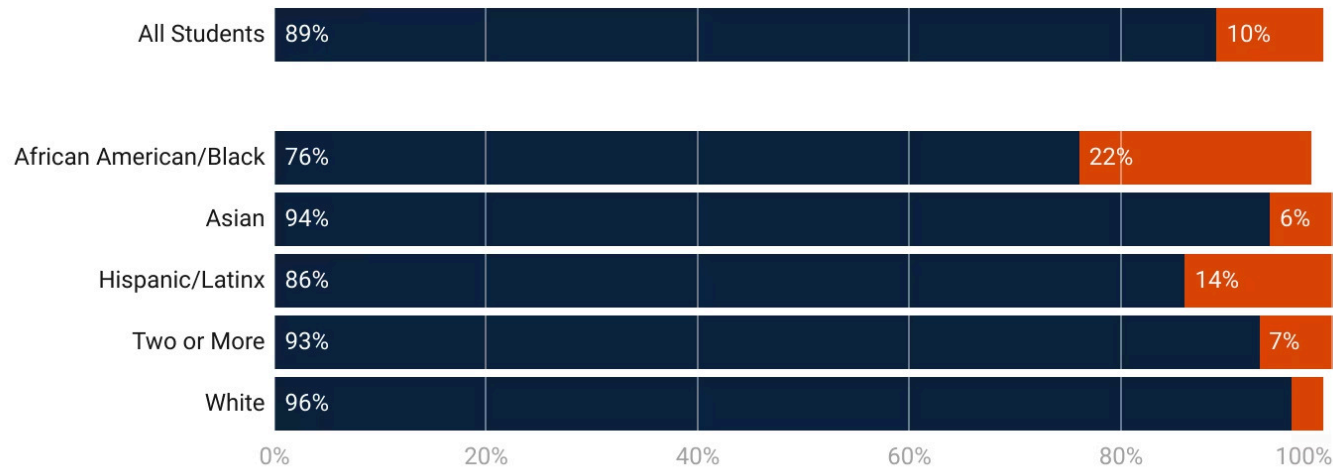
Seniors took at least one DC, AP, or PLTW course

Class of 2025 & Earlier while enrolled at ETHS

Academic Measures - Advanced Coursework, Class of 2025

SY2025

- 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.*

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Advanced Placement

In 2025, 1207 students took AP exams. 85% (n=1022) of students taking an AP exam earned at least one AP score of 3 or higher, and 62% of students earned a score of 4 or higher.

1207

Students took at least one AP exam

85%

Testers earned at least one score of 3 or higher

62%

Testers earned at least one score of 4 or higher

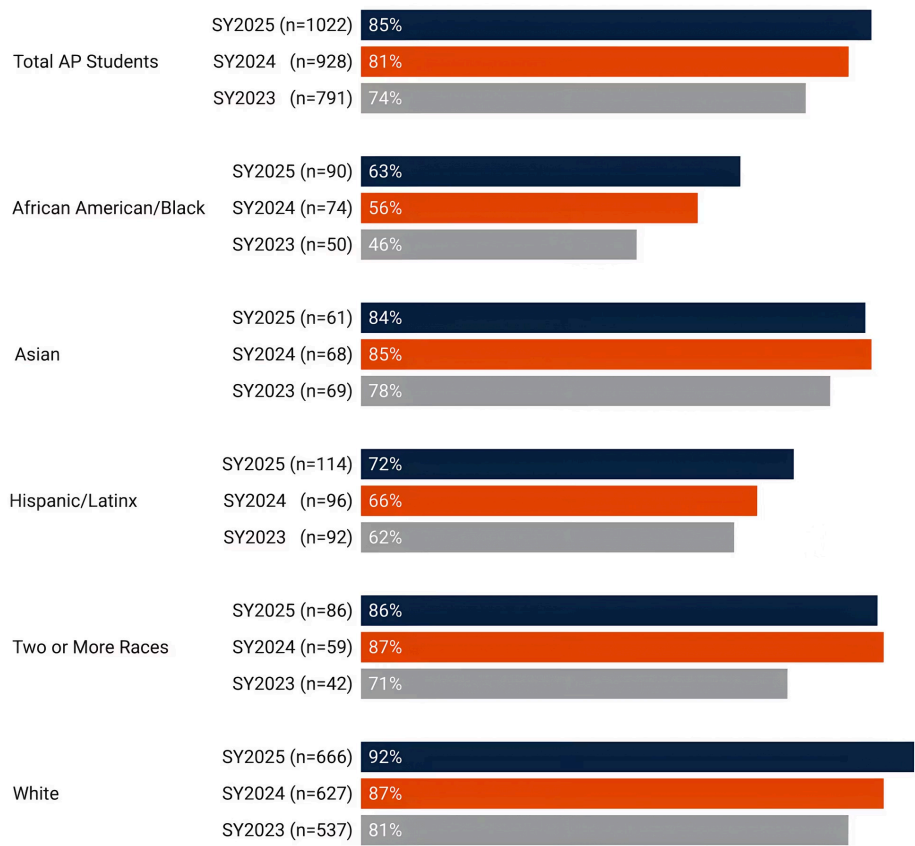
Across almost all student groups, there was an increase in students taking AP exams and earning exam scores of 3 or higher, compared to SY2024. The addition of AP Precalculus in SY2024 has had a positive impact on the number of students taking AP exams and earning a score of 3 or higher.

Table 7 in the Appendix reports the number of exams, the number and percent of exams with scores of 3 or higher by exam taken.

AP Performance by Student Groups

Percent of AP Students Who Earned a Score of 3 or Higher

By Race/Ethnicity, School Years 2023-2025



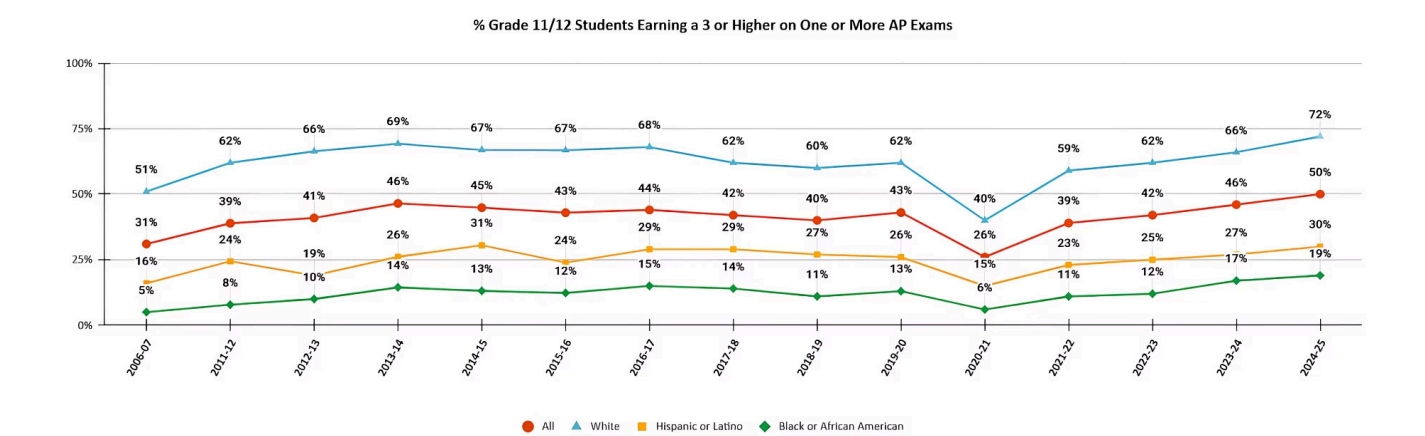
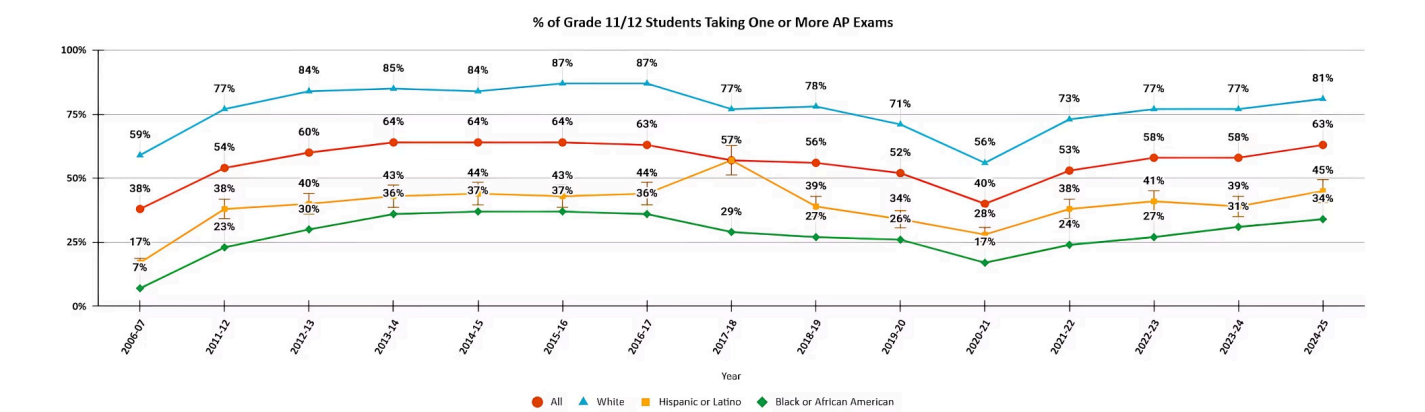
63% of African American/Black students (n=90) and 72% of Hispanic/Latinx students (n=114) earned at least one AP exam score of 3 or higher. This is an increase over school years 2023 and 2024.

In SY2025, 19 students with an IEP took AP exams, and 68% earned a score of 3 or higher. In addition, 240 students who have a 504 Plan took AP exams, and 82% earned at least one score of 3 or higher.



Grades 11 and 12 - AP Results Over Time

63% (n=1058) of grade 11 or 12 students took at least one AP exam in 2024-2025. Of those students, 50% (n=884) earned a score of 3 or higher on one or more AP exams.



SECTION IV: Future Focus...

Post High School Planning

Career Exploration, Graduation Rates, and Post-Secondary Enrollment



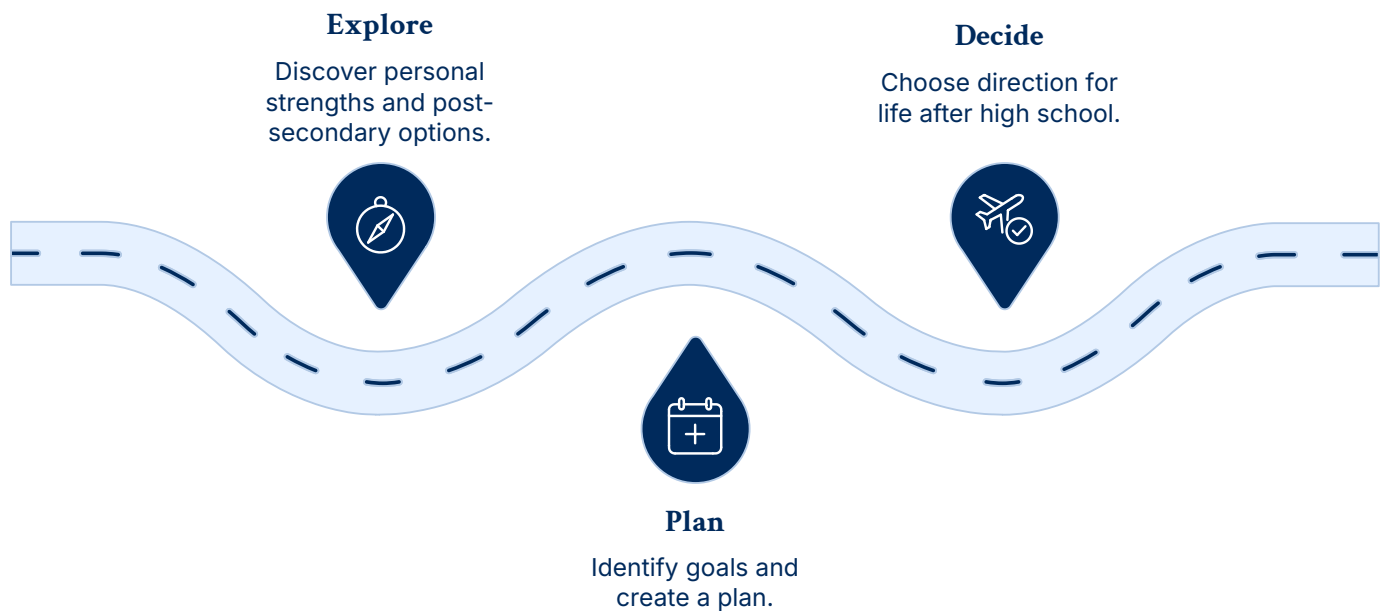
Career Exploration

ICAPs

The Individualized Career and Academic Plan (ICAP) guides and supports students to make informed decisions about their future after graduation by serving as a personalized roadmap that helps students discover their passions, align their goals, and prepare for life after high school.

ICAP is the district's initiative to ensure that all students develop and commit to a plan for their future.

Phases of the ICAP Process



Phase 1 - Explore: Students discover their passions, preferences, and strengths. They learn about different careers, post-secondary options, and their own unique skills and interests.

Phase 2 - Plan: Based on their exploration, students identify realistic goals and create a step-by-step plan to reach them. This includes choosing appropriate classes, mapping a path toward graduation, and preparing for life after ETHS.

Phase 3 - Decide: Students make decisions about their future—whether that's applying to college, securing employment, or pursuing other opportunities. ICAP helps guide these choices and prepares them for a successful transition after high school.

ICAP Completion Highlights



Key Activities

Students in each grade level completed key ICAP post-secondary planning activities

Resume Building

Freshmen began developing their resume

FAFSA Completion

Seniors completed the Free Application for Federal Student Aid (FAFSA) form

Percent Completion of ICAP Activities - SY2025

	All Grades	Grade 12	Grade 11	Grade 10	Grade 9
"Find Your Path" Personality Assessment	98%	100%	99%	99%	99%
Submitted a 4-Year Course Plan	92%	N/A	95%	96%	95%
Set a Career Goal	97%	100%	99%	99%	97%
Set a Post-High School Goal	64%	99%	79%	66%	54%

In SY2025, ETHS's Career & Aviation Fair included **51** Exhibitors/ Business Partners and **7** career pathway breakout session presentations.



Work-Based Learning Experiences

958

Industry Credentials

Students with Industry Credentials

840

CPR Certifications

All Freshmen in PE earned CPR certification

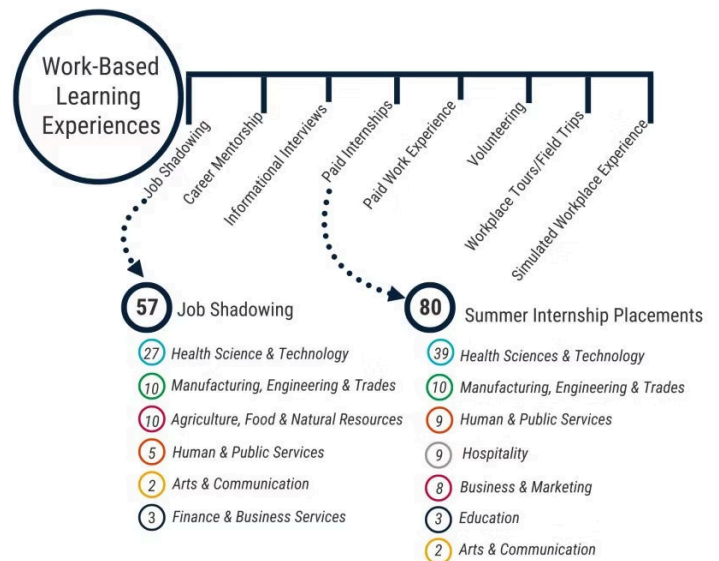
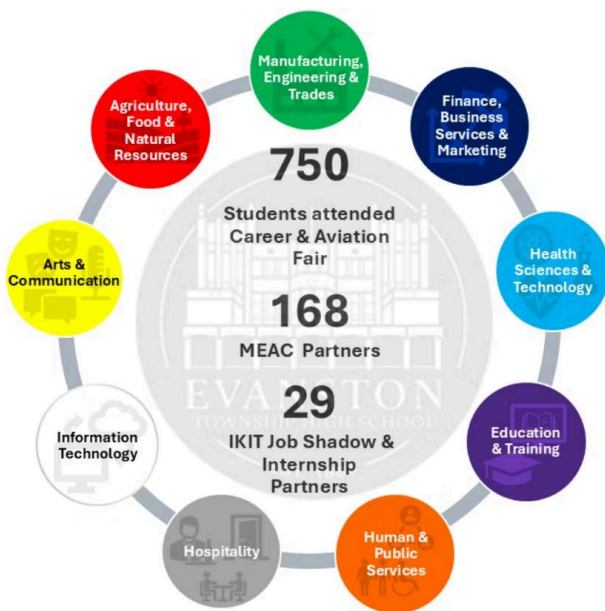
118

CNA & OSHA

Certified Nursing Assistant & OSHA certifications

Work-Based Learning Experiences (WBLEs) is an educational approach that uses 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.

- ✓ The Special Education Department has enrolled 35 students in 25 on-campus or community-based vocational training sites. In addition, they maintain 12 ongoing community vocational partnerships.



In SY2024-25, **57 students participated in job shadowing during spring break** (up from 50 students in SY2024), and **80 students participated in summer internships** (up from 42 students in SY2024).

958 students earned industry credentials in CPR, OSHA, Certified Nursing Assistant Certificate, and Early Care and Education (up from 886 students in SY2024).



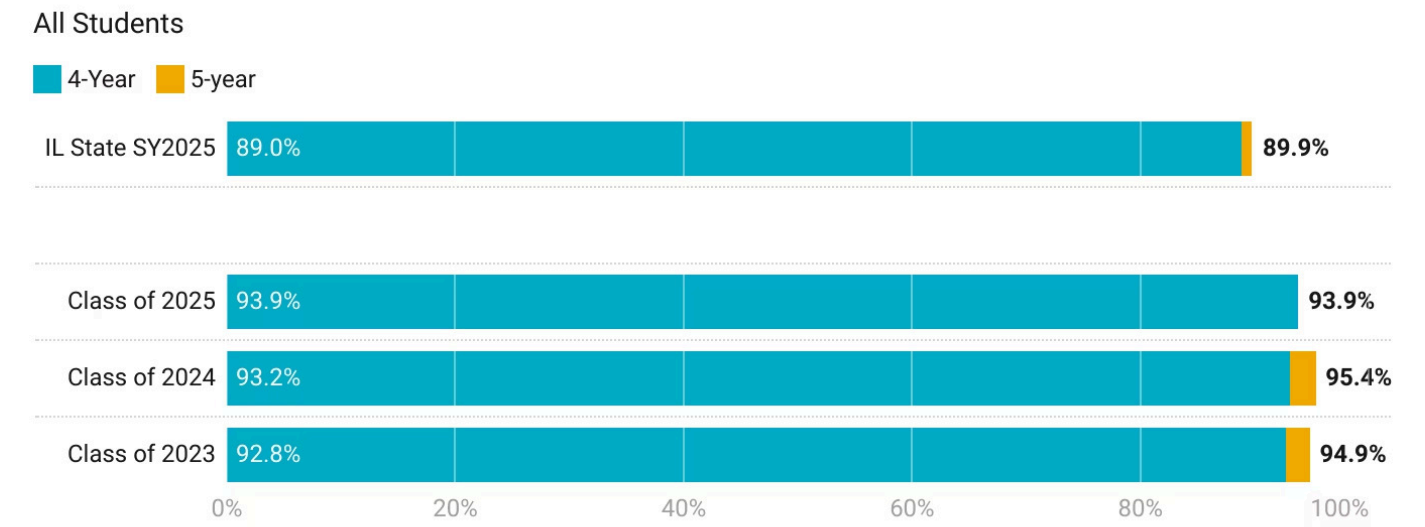
Graduation Rates by Cohort

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 (EM) students only. For all other student groups, the six-year graduation rate represents 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 2025 was 93.9%, and the 5-year graduation rate for the Class of 2024 was 95.4%, both of which are an increase over the prior year graduation rates. Four-year and five-year graduation rates by race/ethnicity can be found in Table 8 in the Appendix.

SY2025 Four-Year and Five-Year Graduation Rates by Cohort

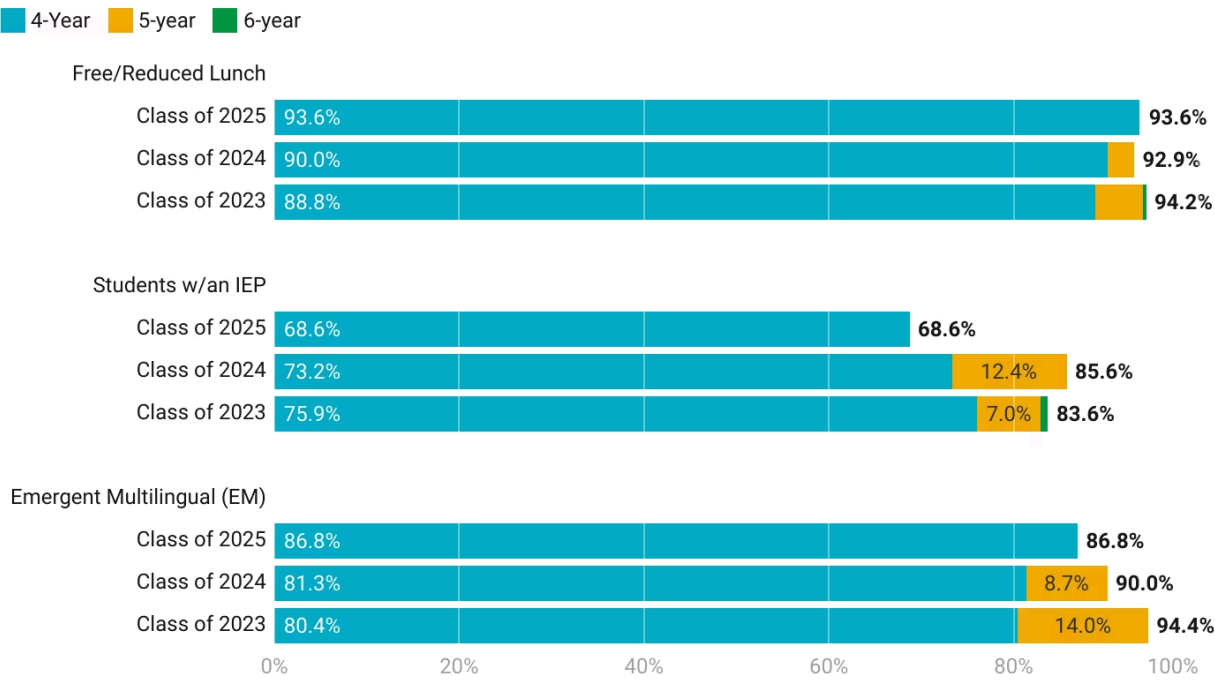




Graduation Rate Data by Cohort for Students with FRL, IEP, EM Status

Four-year gradation rates are down for students with an IEP at 68.6% for the Class of 2025, compared to 73.2% for the Class of 2024. Five-year graduation rates for students with an IEP are up for the Class of 2024 (85.6%), compared to the Class of 2023 (83.6%).

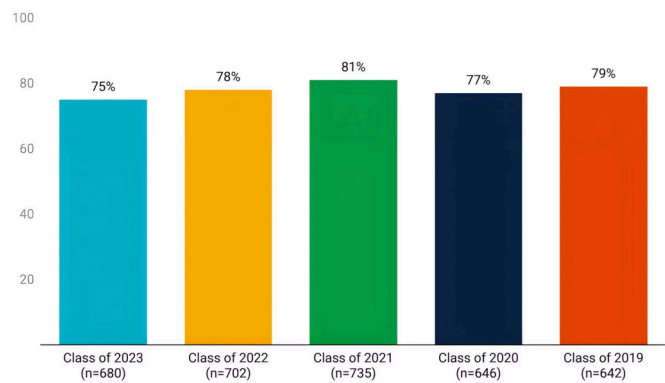
SY2025 Four-Year, Five-Year, and Six-Year Graduation Rates by Cohort



Post Secondary Enrollment

Postsecondary Enrollment in the First 2 Years After High School

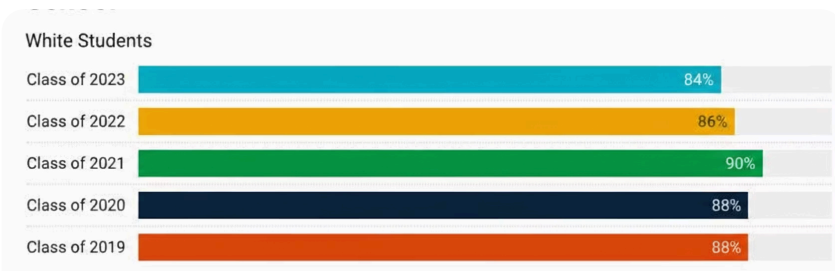
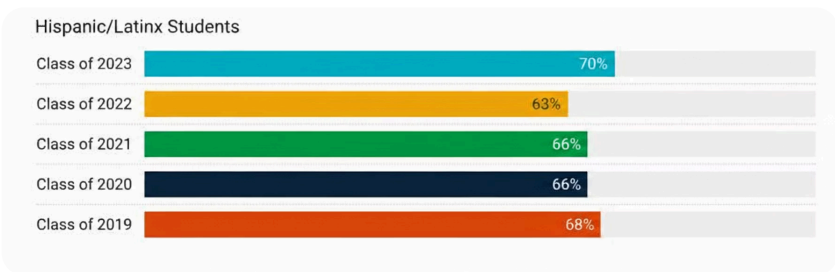
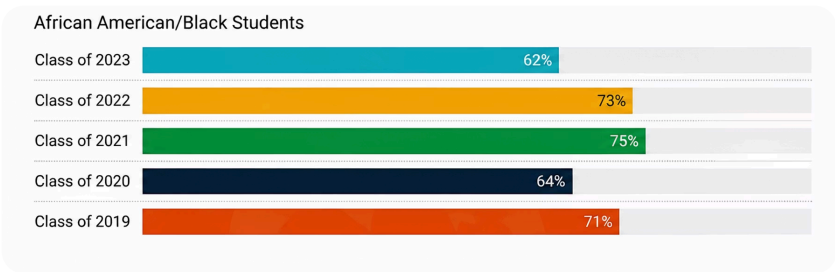
Postsecondary Enrollment in the First 2 Years After High School



Created with Datawrapper

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 here reflect postsecondary enrollments anytime during the first two years after high school.

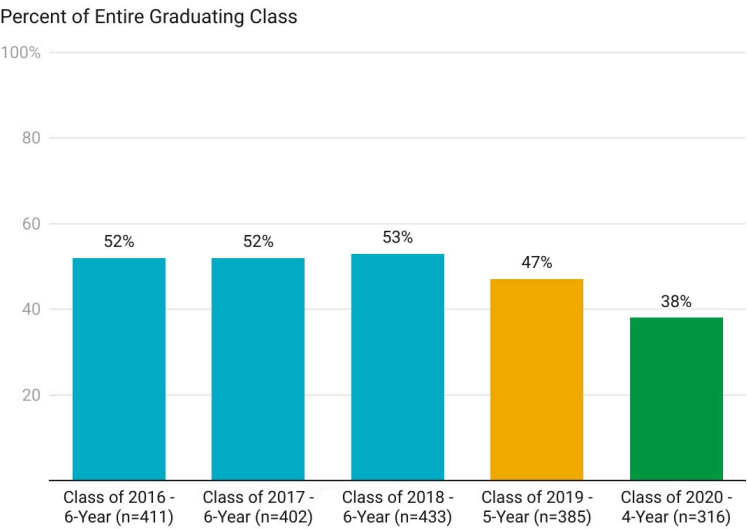


Postsecondary Graduation Rate

The National Student Clearinghouse also provides postsecondary graduation rate data for colleges and universities nationwide.

Entire Cohort

Postsecondary Graduation Rate for Students



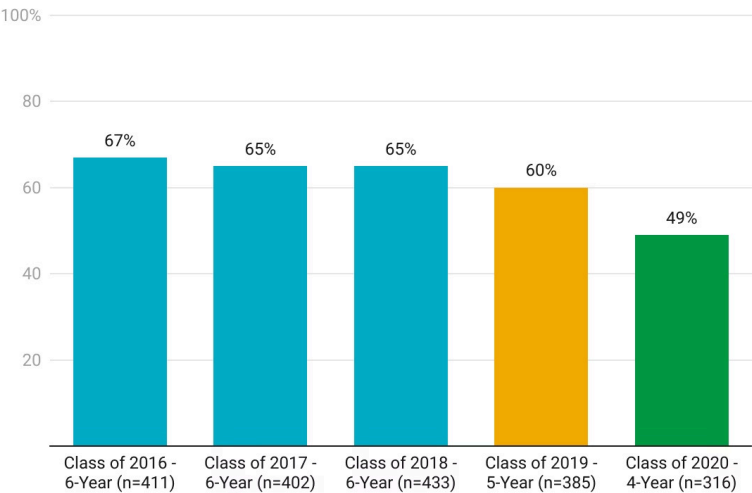
Created with Datawrapper

The postsecondary graduation rate data include students who graduated with associate degrees within 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 2016, Class of 2017, and Class of 2018 (after 6 years), Class of 2019 (after 5 years), and Class of 2020 (after 4 years).

Students Enrolled 2 Years after High School

Postsecondary Graduation Rate for Students Enrolled 2 Years After High School



Updated 12/2024
Created with Datawrapper

The 6-year postsecondary graduation rate for ETHS graduates who enrolled in a postsecondary institution during the first two years after high school is 65% for the Class of 2018.

This is higher than the national 6-year completion rate of 61% based on the fall 2018 cohort of beginning college students. It is also higher than the 6-year postsecondary graduation rate in Illinois of 63% [Completing College, December 2024, National Student Clearinghouse].

Appendix



List of Tables and Charts

Table 1. Composition of Student Body, School Year 2024-25

Table 2. Average Attendance Rates, School Year 2024-25

Table 3. Average Attendance Rates Compared to IL State, School Year 2024-25

Table 4. Average Cumulative Unweighted & Weighted GPA, School Year 2024-25

Table 5. Tier 2 Intervention Groups & Descriptions

Table 6. Unique Students with Discipline Incidents, Percent of Discipline Incidents, and Total Number of Disciplinary Incidents

Charts A-D. Number and Percent of Student Population Suspended One or More Times: 2009-10 through 2024-25

Table 7. Number of AP Exams, Number & Percent Exam Scores of 3 or More, School Year 2024-25

Table 8. SY2025 Four- and Five-Year Graduation Rates by Race/Ethnicity

Table 1: Composition of Student Body

School Year 2024-25: Student Demographics Disaggregated by Grade, Race, Gender, IEP Status, Meal Status, and EM Status										
	All Grades		Class of 2025 (Seniors)		Class of 2026 (Juniors)		Class of 2027 (Sophomores)		Class of 2028 (Freshmen)	
	N	% In Grade	N	% In Grade	N	% In Grade	N	% In Grade	N	% In Grade
All Students	3553		930		847		882		868	
Race/Ethnicity										
African American/Black	834	23.5%	228	24.5%	186	22.0%	217	24.6%	190	21.9%
Asian	160	4.5%	53	5.7%	37	4.4%	33	3.7%	36	4.1%
Hispanic/Latinx	738	20.8%	173	18.6%	178	21.0%	179	20.3%	202	23.3%
Two or More Races	269	7.6%	42	4.5%	76	9.0%	80	9.1%	70	8.1%
White	1533	43.1%	429	46.1%	361	42.6%	372	42.2%	366	42.2%
Gender										
Female	1718	48.4%	461	49.6%	391	46.2%	424	48.1%	435	50.1%
Male	1806	50.8%	469	50.4%	449	53.0%	445	50.5%	424	48.8%
IEP Status										
Has an IEP	464	13.1%	121	13.0%	108	12.8%	107	12.1%	109	12.6%
Meal Status										
Free/Reduced Lunch	1188	33.4%	245	26.3%	280	33.1%	336	38.1%	309	35.6%
EM Status										
Emergent Multilingual	395	11.1%	70	7.5%	105	12.4%	113	12.8%	102	11.8%

Table 2: Average Attendance Rates

School Year 2024-25: Average Attendance Rates by Grade, Race, Gender, IEP Status, Meal Status, and EM Status

	All Grades		Class of 2025 (Seniors)		Class of 2026 (Juniors)		Class of 2027 (Sophomores)		Class of 2028 (Freshmen)	
	N	Attendance Rate	N	Attendance Rate	N	Attendance Rate	N	Attendance Rate	N	Attendance Rate
All Students	3553	91.8%	930	89.4%	847	90.3%	882	91.6%	868	93.1%
Race/Ethnicity										
African American/Black	834	89.3%	228	88.6%	186	87.3%	217	89.9%	190	92.1%
Asian	160	93.0%	53	89.9%	37	94.2%	33	94.5%	36	95.0%
Hispanic/Latinx	738	88.1%	173	86.4%	178	85.5%	179	87.9%	202	92.0%
Two or More Races	269	91.0%	42	88.6%	76	92.4%	80	90.1%	70	91.8%
White	1533	93.3%	429	91.1%	361	93.6%	372	94.5%	366	94.4%
Gender										
Female	1718	90.9%	461	88.9%	391	90.0%	424	91.6%	435	93.3%
Male	1806	91.1%	469	89.9%	449	90.5%	445	91.6%	424	92.9%
IEP Status										
Has an IEP	464	85.7%	121	85.3%	108	83.4%	107	85.9%	109	88.4%
Meal Status										
Free/Reduced Lunch	1188	87.0%	245	85.5%	280	85.1%	336	87.2%	309	89.9%
EM Status										
Emergent Multilingual	395	88.0%	70	85.9%	105	85.8%	113	88.0%	102	91.4%

Table 3: Average Attendance Rates: ETHS vs IL

School Year 2024-25: Average Attendance Rates Compared to IL State Average

	ETHS		IL State
	N	Attendance Rate	Attendance Rate
All Students	3553	91.8%	91.8%
Race/Ethnicity			
African American/Black	834	90.4%	88.9%
Asian	160	93.7%	93.9%
Hispanic/Latinx	738	89.4%	90.3%
Two or More Races	269	92.2%	91.9%
White	1533	93.3%	93.5%
IEP Status			
Has an IEP	464	87.1%	90.0%
Meal Status			
Free/Reduced Lunch	1188	88.4%	89.8%
EM Status			
Emergent Multilingual	395	89.2%	90.5%

Table 4: Average Cumulative GPA

School Year 2024-25: Average Cumulative GPA by Grade, Race, Gender, IEP Status, Meal Status, and EM Status

	Class of 2025 (Seniors)			Class of 2026 (Juniors)			Class of 2027 (Sophomores)			Class of 2028 (Freshmen)		
	N	GPA Unweighted	GPA Weighted	N	GPA Unweighted	GPA Weighted	N	GPA Unweighted	GPA Weighted	N	GPA Unweighted	GPA Weighted
All Students	930	3.25	3.61	847	3.14	3.43	882	3.15	3.40	868	3.22	3.49
Race/Ethnicity												
African American/Black	228	2.86	3.08	186	2.55	2.71	217	2.61	2.75	190	2.83	3.00
Asian	53	3.58	4.02	37	3.46	3.77	33	3.45	3.74	36	3.40	3.70
Hispanic/Latinx	173	2.90	3.17	178	2.71	2.93	179	2.74	2.92	202	2.85	3.04
Two or More	42	3.27	3.65	76	3.32	3.67	80	3.18	3.45	70	3.41	3.72
White	429	3.56	4.00	361	3.57	3.96	372	3.61	3.95	366	3.57	3.90
Gender												
Female	461	3.35	3.73	391	3.25	3.58	424	3.25	3.52	435	3.33	3.61
Male	469	3.16	3.49	449	3.03	3.31	445	3.04	3.28	424	3.10	3.34
IEP Status												
Has an IEP	121	2.82	2.91	108	2.61	2.70	107	2.68	2.76	109	2.89	2.99
Meal Status												
Free/Reduced Lunch	245	2.73	2.92	280	2.57	2.74	336	2.57	2.72	309	2.67	2.83
EM Status												
Emergent Multilingual	70	2.77	2.92	105	2.59	2.73	113	2.61	2.73	102	2.56	2.68

Table 5. Tier 2 Intervention Groups & Descriptions

Tier 2: Intervention Groups & Descriptions	
Grief Group	Provides support for students experiencing loss through a safe space for expression and coping strategies to maintain academic and personal growth.
Transfer Student Support Group	Supports new students in grades 10-12 transitioning to District 202 through relationship-building activities and resources for a smooth high school transition.
LGBTQ+ Support Group	Provides a safe, inclusive space for personalized support, resources, and guidance for students needing extra assistance with mental health, social connection, or LGBTQ+-related challenges.
Executive Functioning Intervention Group	Equips students with strategies to enhance organization, time management, and self-regulation to better manage school responsibilities and beyond.
Social Skills Intervention Group	Provides a supportive environment to develop communication, empathy, and conflict-resolution skills through guided activities and peer interactions.
Cognitive Replacement Intervention Group	Targets negative thinking patterns through cognitive restructuring to help students adopt healthier perspectives, develop resilience, and cultivate a positive outlook.
IEP SEL Goals Groups	Individualized Education Program (IEP) goals are tailored to meet the unique needs of students with disabilities. The IEP Goals Groups provide targeted support to help students achieve their academic and developmental objectives.
Post-Secondary Support Group	Provides social-emotional support for seniors and juniors experiencing anxiety and stress related to graduation and post-secondary transitions through coping strategies and peer support.
Student Athlete Coping Skills Group	Provides a dedicated space for coach-identified athletes to address sport-related pressures and develop stress management and coping strategies for on and off-field well-being.
Anxiety and Coping Skills Group	Supports students experiencing anxiety that impacts school attendance or class participation through coping strategies, resilience building, and overall well-being improvement.
Catalyst Boys Motivation Group	Supports male-identifying students with D or F grades in 3+ classes, identified by FASH teachers, to inspire motivation, build academic confidence, and provide success tools.
Latinas Unidas	Supports 9th-grade Latinas and students with social work referrals through empowerment, cultural pride, and personal/academic success skills.

Table 6: Discipline Incidents

Discipline: Unique Students with Discipline Incidents, Percent of Discipline Incidents, and Total Number of Disciplinary Incidents by Race, Gender, IEP Status, Meal Status, and EM Status

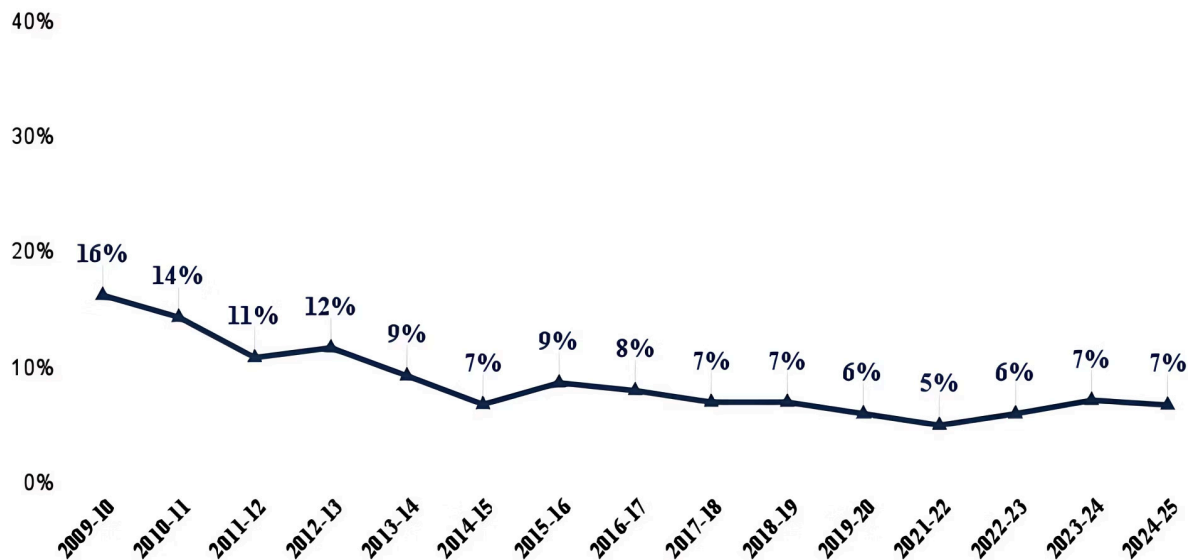
	SY2023				SY2024				SY2025			
	# Unique Students	% Students w/Discipline Incidents	Total Discipline Incidents	% Discipline Incidents	# Unique Students	% Students w/Discipline Incidents	Total Discipline Incidents	% Discipline Incidents	# Unique Students	% Students w/Discipline Incidents	Total Discipline Incidents	% Discipline Incidents
All Students	748		2585		751		2929		779		2694	
Race/Ethnicity												
African American/Black Males	182	24%	800	31%	192	26%	918	31%	183	23%	911	34%
African American/Black Females	134	18%	571	22%	142	19%	637	22%	120	15%	408	15%
Hispanic/Latino Males	108	14%	385	15%	132	18%	456	16%	140	18%	546	20%
Hispanic/Latina Males	72	10%	301	12%	78	10%	312	11%	70	9%	221	8%
White Males	132	18%	258	10%	107	14%	322	11%	145	19%	305	11%
White Females	55	7%	129	5%	47	6%	104	4%	42	5%	86	3%
IEP Status												
Has an IEP	162	22%	549	21%	156	21%	1088	37%	186	24%	1079	40%
Meal Status												
Free/Reduced Lunch	460	61%	1987	77%	491	65%	2306	79%	449	58%	1922	71%
EM Status												
Emergent Multilingual	97	13%	440	17%	123	16%	493	17%	136	17%	547	20%

Charts A -D. Number and Percent of Student Population Suspended One or More Times: 2009-10 through 2024-25

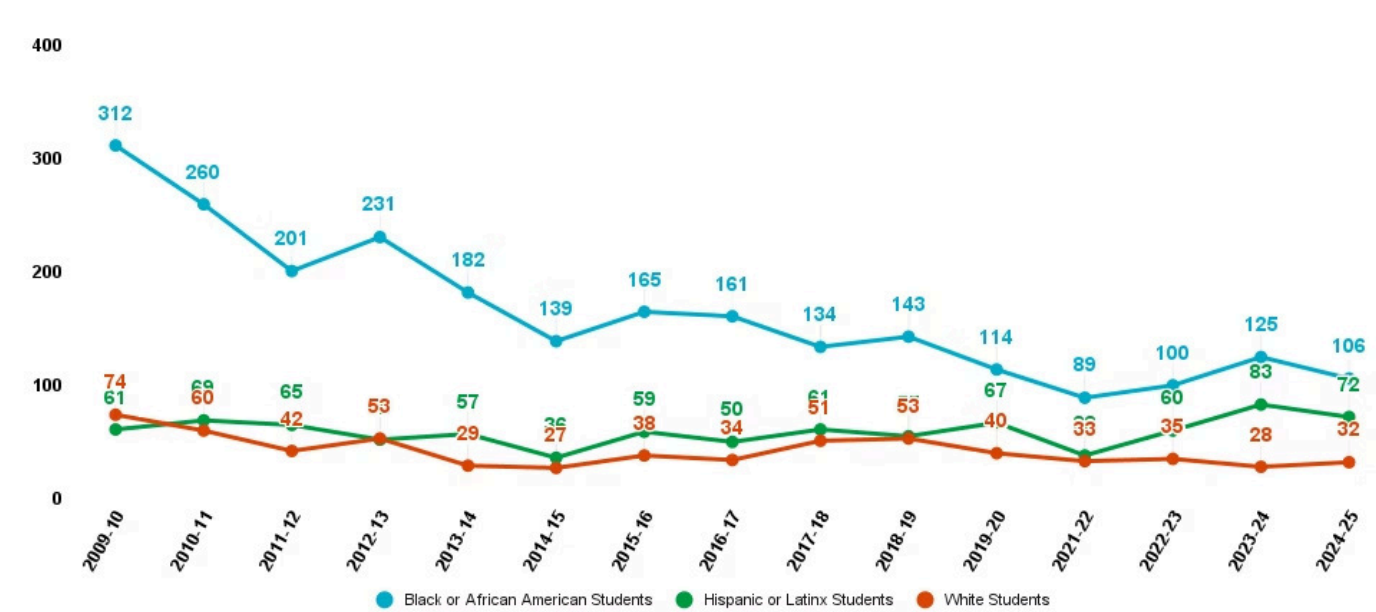
A. Number of Students Suspended One or More Times: 2009-10 through 2024-25



B. Percent of Student Population Suspended One or More Times: 2009-10 through 2024-25



C. Number of Students Suspended One or More Times by Race/Ethnicity: 2009-10 through 2024-25



D. Percent of Students Suspended One or More Times by Race/Ethnicity: 2009-10 through 2024-25

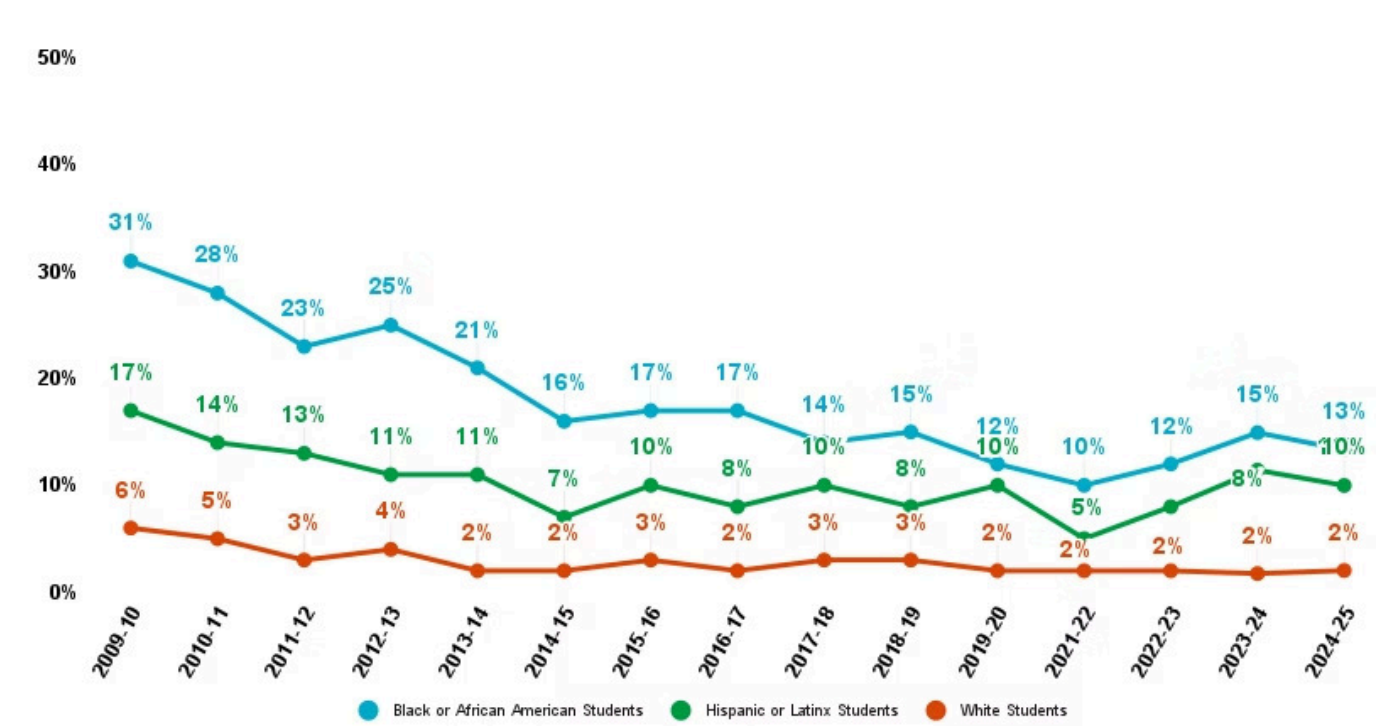


Table 7. Number of AP Exams, Number & Percent Exam Scores of 3 or More, School Year 2024-25

School Year 2024-25: Number of AP Exams, Number & Percent Exam Scores of 3 or More

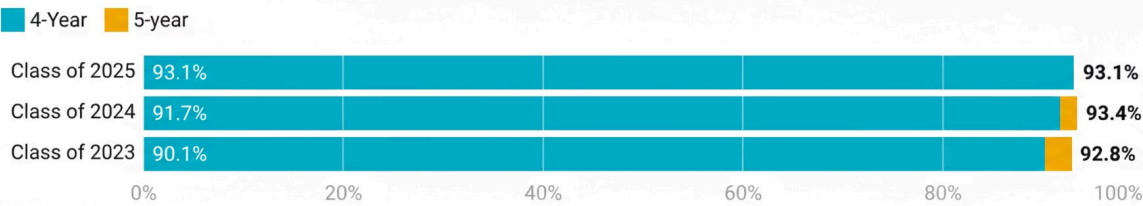
Exams	# Exams 2023	# Exams 2024	# Exams 2025	Scores 3+ 2023	Scores 3+ 2024	Scores 3+ 2025	% Scores 3+ 2023	% Scores 3+ 2024	% Scores 3+ 2025
Arts									
Studio Arts: 2-D, 3-D, Drawing	75	40	75	67	37	72	89%*	93%*	96%*
Art History	40	32	18	34	24	16	85%*	75%*	89%*
Music Theory	10	18	12	<10	<10	<10	n/a	n/a	n/a
English									
English Language & Composition	356	401	341	239	284	293	67%*	71%*	86%*
English Literature & Composition	131	85	209	117	78	180	89%*	92%*	86%*
History / Social Sciences									
African American Studies	n/a	34	37	n/a	25	34	n/a	74%*	92%*
European History	34	30	39	25	27	34	74%*	90%*	87%*
Psychology	286	199	239	215	145	208	75%*	73%*	87%*
US Government & Politics	49	37	43	25	31	39	51%*	84%*	91%*
US History	331	342	262	174	284	229	53%*	83%*	87%*
Mathematics & Computer Sciences									
AB Calculus	203	141	194	72	69	75%	35%	49%	39%
BC Calculus	108	129	102	88	113	94	81%*	88%*	92%*
Computer Science A	30	26	21	23	21	20	77%*	81%*	95%*
Computer Science Principles	55	47	38	45	42	29	82%*	89%*	76%*
Precalculus	n/a	407	437	n/a	276	353	n/a	68%	81%
Statistics	136	119	116	83	93	73	61%*	78%*	63%*
Sciences									
Biology	66	82	67	54	72	54	82%*	88%*	81%*
Chemistry	89	77	86	70	66	75	79%*	86%*	87%*
Environmental Science	66	62	52	56	47	45	85%*	76%*	87%*
Physics 1	64	92	61	18	50	41%	28%	54%*	67%
Physics 2	14	n/a	11	<10	n/a	11	n/a	n/a	100%*
Physics C: Electricity & Magnetism	37	40	62	24	27	40%	65%	68%	65%
Physics C: Mechanics	69	73	78	42	59	61%	61%	81%*	78%*
World Languages									
French	16	12	31	11	12	28%	69%	100%*	90%*
German	<10	15	14	<10	10	<10	n/a	67%	n/a
Latin	<10	n/a	<10	<10	n/a	<10	n/a	n/a	n/a
Spanish Language	75	91	109	56	72	75%	75%	79%	69%
Spanish Literature & Culture	43	54	55	31	40	40	72%*	74%*	73%*

An asterisk * indicates a percentage of 3+ better than the global average.

Table 8. Graduation Rate Data by Cohort and Race/Ethnicity

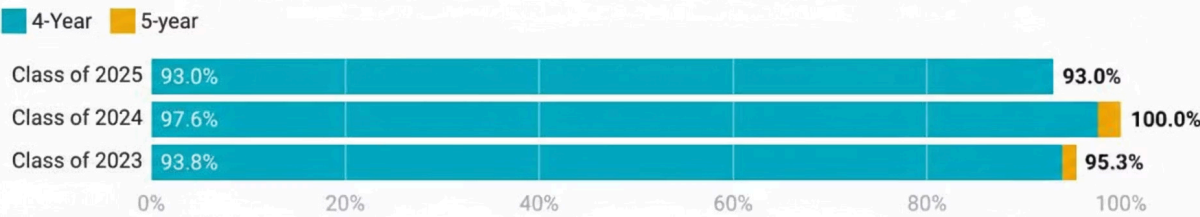
SY2025 Four-Year and Five-Year Graduation Rates by Cohort

African American/Black Students



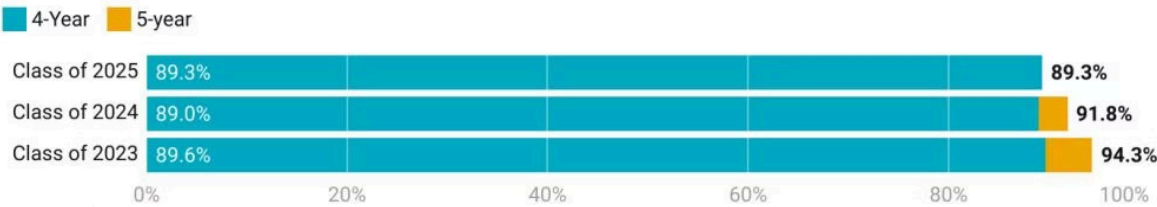
Created with Datawrapper

Asian Students



Created with Datawrapper

Hispanic/Latinx Students



Created with Datawrapper

Two or More Races Students



Created with Datawrapper

White Students



Created with Datawrapper