



**Evanston Township High School  
District 202  
Evanston, Illinois**

*For the year ending June 30, 2016*

# Welcome to ETHS District 202:

## Eric Witherspoon, Superintendent

In this digital age, we can often feel overwhelmed with information. Keeping up can be challenging. But here's a 15-page Annual Report that is easy to read, with short articles and helpful visuals, providing an abundance of important information about Evanston Township High School District 202.



Still, no single publication can adequately capture the vibrancy, diversity, and enthusiasm at ETHS. True, our school is ranked in the top 1-2% of high schools by *U.S. News and World*

*Report* and *The Washington Post*. True, we are posting the highest ACT scores in our history. True, we have the most students ever enrolled in Advanced Placement courses, and our students are excelling in their extracurricular activities and community service. Yet, even that only tells part of the story.

Today's Wildkits enjoy boundless school spirit and pride. They excel in academics, in the fine and performing arts, in competitions and more. But, most of all, our students excel in being good human beings who are learning and growing in a nurturing environment, developing their talents, and benefiting from the countless opportunities available to them at this high-performing high school.

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## Snapshot of ETHS:

### Mary Rodino, ETHS Chief Financial Officer

This 5th annual *ETHS Digest: Popular Annual Financial Report (PAFR)* is designed to give Evanston/Skokie residents an overview of Evanston Township High School District 202—a snapshot of the district's finances for the prior year, as well as general information that highlights student achievement, academic initiatives, partnerships, and programs.

The selected financial information is taken from statements found in our audited Comprehensive Annual Financial Report (CAFR) for the last fiscal year, a detailed report prepared in accordance with generally accepted accounting principles (GAAP). The PAFR, however, is unaudited and summarizes, in an accessible manner, the financial data reported in the CAFR. The PAFR is presented on a non-GAAP basis, which eliminates certain component units and funds to streamline reporting.

For the 4th consecutive year, the Government Finance Officers Association of the United States

and Canada, which reviews this publication, granted last year's *ETHS Digest* an Award for Outstanding Achievement in Popular Annual Financial Reporting, a prestigious national award recognizing conformance with the highest standards for preparation of state and local government popular reports. To receive this award, valid for one year, a government unit must publish a PAFR whose contents conform to program standards of creativity, presentation, understandability, and reader appeal. We believe this new *ETHS Digest*, which reflects 2015-16, continues to conform to those standards.

The ETHS administration and school board firmly believe in public scrutiny and transparency of the district finances. Full copies of the district's financial documents, including the CAFR that contains detailed financial information, are available in the ETHS business office or at the district website: [www.eths.k12.il.us](http://www.eths.k12.il.us). Call 847-424-7100 for more information.

# ETHS by the numbers 2015-2016

## Students and Faculty

- 3,322 students
- Student ethnic distribution: American Indian—0.4%, Asian—5.1%, Black/African American—30.3%, Hispanic—17.5%, Native Hawaiian—0.1%, Two or more races—3.4%, White—43.2%
- Low-income enrollment—43%
- 4-yr. graduation rate—89% (Class of 2015)
- College attendance rate—84%(Class of 2014)
- 237 certified teachers (91% with advanced degrees)
- National Board Certified teachers—16

## ETHS Class of 2016 profile

- 11 National Merit semifinalists; 10 National Merit finalists
- 26 National Merit Commended Students
- 192 Illinois State Scholars

## District goals for 2016-2020

### GOAL 1 **Equitable and Excellent Education.**

ETHS will increase each student's academic and functional trajectory to realize college/career readiness and independence. Recognizing that racism is the most devastating factor contributing to the diminished achievement of students, ETHS will strive to eliminate the predictability of academic achievement based upon race. ETHS will also strive to eliminate the predictability of academic achievement based upon family income, disabilities and status as English language learners.

**GOAL 2 Student Well-being.** ETHS will connect each student with supports to ensure that each student will experience social-emotional development and enhanced academic growth.

**GOAL 3 Fiscal Accountability.** ETHS will provide prudent financial stewardship.

**GOAL 4 Community Engagement and Partnerships.** ETHS will strengthen parent/guardian relationships to create an effective continuum of learning and seamless transitions into and out of ETHS.

## Meet the ETHS Board of Education



(Back row, l. to rt.) Anne Sills, Eric Witherspoon (Superintendent), Doug Holt, Mark Metz; (front row, l. to rt.) Jonathan Baum, Gretchen Livingston, Pat Savage-Williams (President), Honor Allen (Student Member), Monique Parsons (Vice President)



## Meet Mary Rodino, ETHS CFO

**M**ary Rodino, ETHS Chief Financial Officer, succeeded William Stafford, ETHS's CFO for the past 10 years, when he retired last June. Rodino has been Deputy CFO since 2006, as well as District Treasurer, and previously served as Interim Finance Director for the City of Evanston. As Deputy CFO, she was primarily responsible for ETHS's budget report and Comprehensive Annual Financial Report (annual audit), both of which have earned national awards.

# Challenging budget environment ends in surplus

2015-16 was a challenging year financially for Illinois school districts, including ETHS. Unresolved legislative issues plagued schools: underpayment and decline of general state aid with no end in sight, indecision over how to fund schools, who should pay for teacher pensions (the state or local districts), rock-bottom interest rates that affect district investments, and tax-caps that don't keep up with increased costs of supplies, energy, services, health benefits, and labor.

Despite these unknowns, the ETHS school board adopted a balanced budget—for the 7th straight year—of \$82.4 million in expenditures, a 3.3% overall increase than the FY 2015 budget...this in a year when only 20% of Illinois districts had balanced budgets. More importantly, the operating budget of \$71.39 million, 2.0% over the previous year, included cutting over \$900,000: not filling several retiree positions through attrition, reducing some staff positions from 12 to 10 months, and decreasing certain contractual services and supply budgets by approximately 5%. When considering cost reductions, the school board and administration use Value-Based Budgeting, focusing cuts as far from the classroom as possible.

Due to careful planning up front and constant adjustments as the year unfolded, the budget reflected an operating-fund surplus of about \$1.2 million by year's end. While school state-aid payments are still lagging, funds are coming in. Unexpected revenues such as higher corporate property replacement taxes, special education revenues, and property taxes also contributed to the year's-end budget surplus.

To date, no apparent progress has been made over how to fund teacher pensions. The Illinois Supreme Court vetoed the pension reform law, tossing its remedy back to the legislature. Current options seem to favor shifting the normal cost of teachers' pensions from the state to the local school districts, approximately 8% of teachers' payroll, phased in at .5% a year. This could cost ETHS an additional \$2 million per year. Another financial threat is a proposed Senate bill that would reallocate all state revenues under a new funding formula. If enacted, ETHS would lose \$2.2

million in state aid, which means all of the District's general state aid and some of its special education funding would be lost.

In Spring 2016, ETHS issued \$6 million in bonds to fund two years of the district's Capital Improvement Pro-

gram. ETHS again received Moody's highest Aaa bond rating, which allows funds to be borrowed at the lowest rates. The district has maintained its Aaa bond rating since 2008, despite difficult economic circumstances. Also in Spring 2016, the ETHS school board and Teachers' Council agreed to extend the teachers' contract for one year. It will now expire June 30, 2017.

The revenue and expenditure charts on these pages reflect final budget numbers for the 2015-16 school year. For more comprehensive information, see the district's audited Comprehensive Annual Financial Report (CAFR) in the Business Office or online at the school's web site ([www.eths.k12.il.us](http://www.eths.k12.il.us) under Business Services).

*The district has maintained its Aaa bond rating since 2008, despite difficult economic circumstances.*



# Where does the money come from?

ETHS District 202 receives funding from local, state, and federal sources. The operating budget includes the Education (general), Operations and Maintenance, and Transportation Funds, as referenced in the district's Comprehensive Annual Financial Report. The district's operating budget makes up 93% of all revenues and 98% of all expenditures. The funds excluded from the operating budget are the Municipal Retirement, Debt Service, Capital Projects, and Fire Prevention Funds. FY 2016 operating budget resources from all sources totaled \$90,021,000, a 1.24% increase from FY 2015. General and categorical state aid represented 23% of the revenue (22% the previous year), while the federal government supplied another 3%. The remaining 74% came from local sources, especially from property taxes.

**Property Taxes.** Evanston property owners pay taxes to several entities, including District 202. ETHS's portion of the total property tax bill is just over 25%. This percentage has remained constant or slightly reduced over the past five years. For FY 2016, property taxes represented 85% of the total ETHS operating revenue. In addition, property taxes pay for the Bond and Interest Fund, which covers annual debt service on outstanding bonds, and the Illinois Municipal Retirement Fund, which pays retirement benefits for non-certified staff.

District 202 is subject to property tax caps, which limit the growth of taxes to 5% or the Illinois Consumer Price Index (CPI), whichever is lower. The district fiscal year straddles the current and previous years' levies (0.8% for 2015, 0.7% for 2016), so the dollars available for this budget were a blend of these rates. Property taxes for the operating funds were \$61 million.

**Corporate Personal Property Replacement Taxes (CPRT)** are part of the state income taxes and generally reflect the state of the Illinois economy. The CPRT goes into the Education, Operations-Maintenance, IMRF, and Transportation funds. District 202 received \$1.8 million for FY 2016.

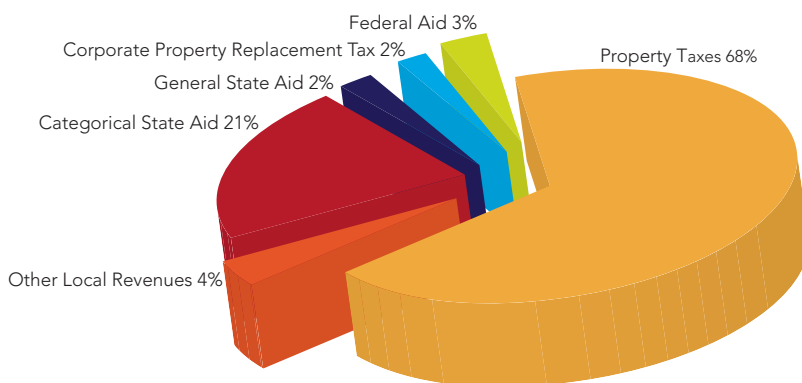
**Other Local Revenues** come from tuition, interest on investments, food-service income, student fees, Tax Increment Financing revenue, and other local sources. ETHS received \$3.2 million in FY 2016 in Other Local Revenues which is about 6% lower than FY 2015.

**General State Aid.** General State Aid was estimated to be prorated at 87% of what it should be, amounting to \$1.69 million. The State Superintendent has said this level will not increase. The entire amount of General State Aid goes into the Education Fund.

**State Categorical Aid** is aimed at specific needs and programs, including special-education personnel, transportation, bilingual programs, and others. ETHS received \$19.3 million, a 6.7% decrease from FY 2015. This figure includes state pension costs which are also netted out within the expenditures.

**Federal Aid** goes toward No Child Left Behind and food subsidies. IDEA, and Department of Human Services costs. Total funding for FY 2016 was \$3 million, a 9% increase mainly due to increased use of IDEA funds.

Operating Funds Revenues by Category  
Fiscal Year 2015-2016



# Where does the money go?

The operating expenditure budget includes the Education (general), Operations and Maintenance, and Transportation funds, as explained in the district's Comprehensive Annual Financial Report. The FY 2016 operating expenditure budget was \$88,825,800, a 3.7% increase over FY 2015. Salaries and fringe benefits continue to dominate costs. Salaries represented 72% of the budget and fringe benefits were 7%—over three-quarters devoted to personnel costs.

**Salaries** are mainly determined by negotiated contracts with the six labor unions in District 202. Total salaries amounted to approximately \$63.9 million, an increase of 4.5% for FY 2016.

**Employee Fringe Benefits** include health, life, and optional dental insurance; Social Security, Medi-

care, and pension expenses, with health insurance being the largest expense. However, due to rising costs, insurance costs were expected to increase slightly for FY 2016. Total fringe benefits costs for FY 2016 were estimated to be \$5.9 million, an increase of 3.5% from the previous year.

**Purchased Services.** The district has made a concerted attempt to cut spending in this area. Major efforts have gone to lowering energy costs by entering into future contracts to hedge the cost of electricity, but some costs continue to rise. Purchased Services amounted to \$6.3 million last year, an increase of 6.7% from FY 2015.

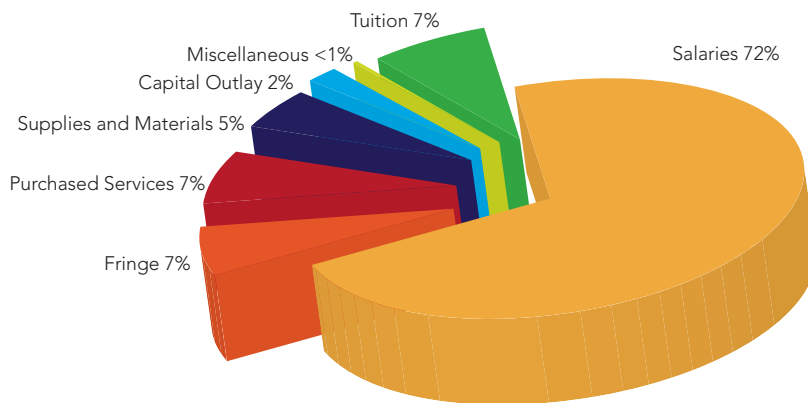
**Supplies/Materials.** These expenses are for office supplies and materials, and once again ETHS is trying to keep costs down. The total for FY 2016 was \$3.9 million, down 5.1% from FY 2015.

**Capital Outlay.** Capital outlay expenditures for FY 2016 amounted to \$1.5 million, the same as FY 2015.

**Other Objects.** Expenditures here amounted to \$365,000 a 1.6% increase from FY 2015.

**Tuition.** Tuition expenses amounted to \$6.5 million for FY 2016. This was a decrease of 4.6% from FY 2015.

Operating Funds Expenses by Category  
Fiscal Year 2015-2016



## Excellence Awards for Financial Reporting

For the 8th consecutive year, ETHS received the Distinguished Budget Presentation Award for its 2015-16 budget, accompanied by a Certificate of Achievement for Excellence in Financial Reporting, from the Government Finance Officers Association (GFOA). This is GFOA's top honor in governmental budgeting and is awarded to fewer than 1% of Illinois school districts. These GFOA budget honors are in addition to its renewed award to ETHS for the Popular Annual Financial Report (*ETHS Digest*).

Also, for the 8th year, the Association of School Business Officials International awarded ETHS its Certificate of Excellence in Financial Reporting award for its FY 2016 Comprehensive Annual Financial Report (annual audit), an award earned by less than 5% of Illinois school districts.

Last February, Moody's Investors Service assigned ETHS its highest "Aaa" bond rating for the 8th consecutive year. ETHS is one of only 68 school districts nationally to be top rated.

# Student achievement remains strong at ETHS

Evaston Township High School offers its students over 250 courses in a rigorous career and college-preparatory curriculum that includes a broad range of academic courses and electives. Thirty-four Advanced Placement (AP) courses in fine arts, career & technical education, English, history/social science, math, science, and world languages are available. Honors-level credit can be earned in 143 courses in all curricular areas.

Achievement remains strong at ETHS. The Class of 2016 earned the 4th-highest ACT (American College Testing) composite score in the school's history, well above the state and national scores. In addition, last year 83% of juniors and seniors took at least one honors or Advanced Placement course in the first semester, slightly lower than in 2015 (85%) but above that in 2014 (82%).

Beginning in 2011, the Class of 2015 was the first cohort to be enrolled in the restructured, detracked freshman humanities course, which presents a rigorous college and career-preparation curriculum aligned with ACT and AP standards, and provides an opportunity for all students to earn honors credit. Freshmen are challenged to continue taking rigorous honors-level and AP courses as they go through ETHS. Since then, detracked biology was added to the freshman schedule. According to Supt. Eric Witherspoon, "Student participation in honors and AP courses has increased, become more racially diverse, and the number of high scores has continued to climb."

For many years, the ACT Program that followed students from 8th grade through 11th grade measured ETHS academic progress. Historically, Illinois juniors took the ACT college-entrance exam as part of the state's Prairie State Achievement Exam (PSAE). Many fewer also took the SAT, designed by the College Board for college admission. Beginning in 2014-15, the State of Illinois replaced the ACT-based Prairie State Achievement Exam (PSAE) with the PARCC (Partnership

for Assessment of Readiness for College and Careers). However, last year ETHS juniors continued to take the ACT, as well as the PARCC.

*...participation in honors and AP courses has increased, become more racially diverse, and the number of high scores has continued to climb.*

That will all change in 2016-17. The Illinois State Board of Education is replacing the PARCC with the SAT, including a writing component, for its state-mandated academic assessment. Students may also pay to take the ACT on a

national test date, but only as an optional test for college admission. Next spring, all juniors must take the SAT (paid for by the state) to graduate from high school. They may also use their state assessment (which will appear on their transcript) for college enrollment purposes.

## ACT

Up until last year, Illinois was among only 13 states that require students to take the ACT. Despite the high number of students taking the test, college-bound or not, ETHS's composite score in 2016 was 23.3, just below a school record set in 2015 and well above the state (20.8) and national (20.8) averages. Black, White, and Latino students outscored their state and national counterparts, as well. In addition, ETHS posted high scores in 2016 on all ACT subtests (English, math, reading, and science), just below the all-time highs in 2015, but higher than 2014. (The Class of 2015 was a particularly strong class academically. The 2016 class resumed the consistently upward achievement gains started earlier in the decade, including the last four years when composite scores of all students needing extended-time accommodations were included in a school's composite score.)

According to Supt. Eric Witherspoon, "We are raising expectations, and we have taken a multifaceted approach to creating a school-wide culture of academic achievement for all students at ETHS."

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## Student achievement, continued

### *ACT College-Readiness Benchmarks*

ACT's College-Readiness Benchmarks are the minimum score needed on ACT subject-area tests to indicate a 50% chance of obtaining a "B" or higher, or a 75% chance of obtaining at least a "C", in the corresponding credit-bearing college courses. Research has shown that math and English scores are strong predictors of first-year GPA in college. The higher those scores the less likely students are to drop out.

The percent of ETHS students that meet or exceed the College-Readiness Benchmarks is higher than the national percentages in math and English. In 2016, 72.2% of ETHS seniors met or exceeded the ACT benchmarks in English (70.6% in 2014) and 58.5% in math (56.7% in 2014).

### *Advanced Placement Exam*

ETHS sophomores, juniors and seniors may take AP courses, which give them a chance to try

college-level work in high school. Due to a concentrated effort to boost honors and AP enrollment, 83% of ETHS juniors and seniors (1,241 students) in 2015-16 took at least one honors or AP course.

In addition, 62.3% of the graduating seniors scored a 3, 4, or 5. Those who earn a 3 or more may be granted college credit at many colleges and universities. In August 2015, the Illinois legislature passed a law requiring public institutions of higher education to give college credit to students who earned a score of 3 or higher on an AP exam.

Along with this overall increase in AP enrollment, the increasing success of ETHS students taking AP courses, particular students of color, has risen dramatically. In 2014, 46.6% of Latino seniors, and 30% of Black seniors scored 3 or better; three years later, 63.2% of Latino seniors, and 32.7% of Black students earned 3+ on their AP exams.

## Evanston Scholars succeed in college

**I**n August, the 7th—and largest—class of 37 ETHS juniors was chosen for the Evanston Scholars program that fosters college access and success for primarily first-generation college attendees, low-income, and students of color.

From 11th grade through college graduation, the program supports them with adult mentoring, workshops, and cohort-building activities, as well as college visits and ACT prep classes.

Started in 2011 with 10 students, Evanston Scholars now serves 164 students (94 in college, 33 high school seniors, 37 high school juniors). The program became a non-profit to expand its connections with students while they are in college. College-educated community mentors make a



six-year commitment and are trained to help each Scholar enroll in and graduate from college. Program staff also monitor each Scholar's progress.

Funding comes from individuals, family foundations, grants, and corporations. And the hard work has paid off, says ETHS English teacher Steve Newman, program founder and Executive Director. Evanston Scholars receive an average of \$109,000 in debt-free scholarships and financial aid over four years of college; 99% are currently enrolled in 51 colleges and universities; and 95% are still enrolled.



# Civil rights icon talks to freshmen

In early September, the entire ETHS freshman class met an American Super Hero.

Congressman John Lewis, U.S. Representative for Georgia's 5th District, an iconic leader in the civil rights movement, came to speak to nearly 850 students about his life, his career as an activist, and his commitment to justice and nonviolence.

The students were prepared to listen. This summer, they all received *March: Book One*, the first of an award-winning trilogy of graphic novels telling the life story of Rep. Lewis, who served with Dr. Martin Luther King, Jr. and the Freedom Riders. On March 7, 1965, he led over 600 peaceful protesters across the Edmund Pettus Bridge in Selma, AL—"Bloody Sunday"—a landmark event that propelled passage of the 1965 Voting Rights Act. Over time, Lewis was physically beaten and arrested more than 40 times.

Book One takes readers from Lewis's youth in rural Alabama through his harrowing life under Jim Crow laws and segregation and the birth of the civil rights movement. Lewis was accompanied at ETHS by *March* trilogy co-author Andrew Aydin, his Congressional Digital Director and Policy Advisor, who helped bring Lewis's story—and his own as a civil rights activist—to life.

The freshman reading experience was part of the Evanston Cradle to Career initiative to increase childhood literacy citywide. ETHS and District 65 jointly chose the "one book" approach, and *March: Book One* in particular, to help freshmen understand the importance of reading at ETHS and the issues of racial and social justice. "We wanted a book that spoke to young people," said ETHS Superintendent Eric Witherspoon, adding that a shared-reading experience will become an annual expectation for incoming freshmen.

Freshmen spent the fall discussing the book in advisory sessions led by teachers and administrators, and in academic classes where teachers could apply it to "teachable moments."



Rep. John Lewis (left on stage) and Andrew Aydin, his *March* co-author, took questions from the freshmen, all of whom had read the first of the *March* trilogy. Photo by Takumi Iseda.

The freshman invocation with Rep. Lewis was preceded by a public event the evening before, organized by Family Action Network, where over 1,500 Evanston-area parents and residents came to hear him speak.

Lewis mesmerized the freshmen with his personal stories, and it also gave him the opportunity to pass along some hard-earned advice. Despite being arrested at many non-violent lunch-counter sit-ins, "I felt it was my moral obligation, mission, and mandate to find a good way to object," he said, adding, "hate is too heavy to bear."

*"I felt it was my moral obligation, mission, and mandate to find a good way to object," he said, adding, "hate is too heavy to bear."*

Student questions cut to the heart of racial injustice and the importance of protesting peacefully. One student asked if the Black Lives Matter movement is valid. "It shows a growing discontent and frustration of where we are," said Lewis, "but organizers must learn about the civil rights movement and non-violence." Asked how peaceful protestation changed him, Lewis replied: "We live in a World house, not just an American house. We must co-exist. Non-violence changes people. We changed America."

"Dream dreams," Lewis beseeched the freshman class, "and never, ever give up."

# ETHS plants a garden

Evanston Township High School has gone green—literally. Each fall since 2009, ETHS has daily served students and staff about 3,000 pounds of organically grown food harvested from a school-owned lot at Dodge and Davis. From late August to November, and during summer school, the cafeterias offer up home-grown fresh lettuce, spinach, squash, cucumbers, green peppers, carrots, tomatoes, beets, raspberries, and green beans, among other seasonal goodies.

Dubbed the Edible Acre, the empty lot's transformation began as a joint venture with The Talking Farm, a local urban agricultural-educational organization. It was a learning site for students in the Horticulture and Senior Studies courses, and the Green Team and Community Service Club, who built and maintained the 5,000-square-foot plot.

But in 2012, Kim Minestra, ETHS Nutrition Services Director, felt there was more the school could do to expand the harvest. "I realized there was just more potential, so I worked with Matt Ryan [Talking Farm's Operations Manager] to create a crop plan so we could get as much harvest out of it as possible." More raised beds were built in the Edible Acre, more crops were planted, and the school's empty greenhouse became a winter seedbed for lettuce, herbs, and other vegetables. "It's now year-round production," said Ryan.

During the fall, students in several programs continue to gather the produce. During the summer, five Evanston students hired through the Mayor's Summer Youth Employment Program work 15 hours a week to maintain the garden. "They do everything from A to Z," said Ryan.

Previously, that included selling some of the summer yield at the weekly Evanston Farmers' Market. But, Minestra and Ryan decided launching a local Community Supported Agriculture (CSA) program, which allows people to buy local, seasonal food directly from a farmer, would be a better use of everyone's time. In this case, the farmer is ETHS. So, last summer, 10 ETHS staff members each invested \$250 and every Thursday for 10 weeks received a CSA box of produce. "This allows ETHS staff to support the garden," said Ryan, "and leaves no waste." Minestra hopes to expand the program next summer.



ETHS students (from l.) Shanti Polara, Savion Gary, Eleanor Becker-Chiu, and Ricardo Correa spent last summer helping to maintain the Edible Acre and fill the weekly Community Supported Agriculture boxes of produce. Photo by The Talking Farm

Minestra and Ryan also have other plans for growth. This last spring, 50 fruit trees—half Asian pear, half a variety of apple trees—were planted adjacent to the ETHS football field parking lot on Church St. The graduating Class of 2016 donated \$5,000 to help buy trees for the orchard. Minestra hopes to add 25 more apple trees next spring, as well as building raised beds for lettuce and flowers by the greenhouse and in the childcare play area.

Going green has been a cost-saver for ETHS. By growing its own food, ETHS has annually saved \$12,000 in organic produce. The rest of the year, Minestra buys produce and certain other foods in part through Farmlogix, an online marketplace where customers can shop by local farm or by product.

And saving money has become increasingly important to school nutritionists. In 2010, the federal Healthy, Hunger-Free Kids Act required schools to revamp what students eat by serving healthier food and restricting calories and salt, among other changes. In 2014, those restrictions applied to vending machine snacks and drinks, as well. Minestra said vending sales dropped by \$60,000 that year alone. "The kids have now adapted and buy other stuff," she said. Students can no longer hold bake sales for clubs or sell candy for Prom during school hours in the building. In addition, ETHS saved an estimated \$40,000 when it stopped using Styrofoam trays and assorted packaging.

# Forest? Arboretum? It's all in the signs

In Fall 2015, to mark its centennial year, the Garden Club of Evanston (GCE) published a guidebook to the large and diverse collection of trees and shrubs located on Evanston High School's campus. Entitled *Arboretum: A Collection of Trees and Woody Shrubs*, the book is a photographic chronicle of the many plantings on the school grounds.

According to Victoria Wagner, Arboretum Committee Chairman, over the seven years it took to inventory, research, photograph, and add to the collection, all the trees and woody shrubs now have botanical signs with descriptive information for educational and display purposes.



Senior Courtyard with honey locusts (*Gleditsia triacanthos*)

"We were careful to make this appealing to students," said Wagner, "so the signage is fairly literal and easy to understand." And it's the educational signs that make this a true arboretum, not its size or variety of plantings. The ETHS Arboretum is possibly one of only four school-based arboreta in the country.

The project began in 2008 when the club approached the ETHS administration with its idea. Superintendent Eric Witherspoon, the ETHS Educational Foundation, and former Chief Financial Officer William Stafford were immediately supportive. The Foundation awarded \$25,000 to start the project, the club itself earmarked \$15,000, and Stafford said ETHS would underwrite the rest, including the signage.

The club spent two to three years studying what was there, what should be added, and what needed replacing. Wanting to involve students in the process, the club sponsored a field trip to the Morton Arboretum in Lisle, IL. The edu-

cational experience there changed the project's focus. According to committee member Kathy Hardgrove, "What started as a tree project moved on to an arboretum."

The guidebook takes the reader on a walking tour of the school grounds. Trees and shrubs are each shown and named with an inset photo of the plant's leaves for easier identification. A preface explains how plants are named, types of trees and shrubs, their growing habits, leaf shapes and margins, and a glossary. The club gave teachers educational materials, "and many are already planning curriculum around this," said Wagner.

The Garden Club of Evanston has a long history with ETHS. When the 1921 bond issue passed to relocate ETHS to Church St. and Dodge Ave., the club gave ETHS 90 elm trees to celebrate its new home. In the early 2000s, the club helped ETHS turn two vacant acres behind the football stadium into a multi-habitat Nature Center for hands-on scientific study by students.

All of these civic projects, including the arboretum, "foster greater respect and pride for the institution among the kids and the community," said Hardgrove.

The Arboretum guidebook is available for \$25 through the online ETHS Web Store ([www.eths.k12.il.us](http://www.eths.k12.il.us)).



In the early 1920s, the Garden Club of Evanston donated 90 elms, many pictured here, to plant on ETHS's "new" 55-acre campus at Church St. and Dodge Ave. Most succumbed to European elm disease and bark beetles due to lack of horticultural diversity.



# ETHS kudos in 2015-16

## STUDENTS

Last June, ETHS seniors Victoria Kosiba and Elizabeth Jolie and ETHS alumna Anamaria Rosales were among 200 Illinois students named Golden Apple Scholars, a training program that identifies talented high school seniors and 1st- and 2nd-year college students who desire to go into teaching.

Last school year, four ETHS seniors—Matteo Di Bernardo, Murielle Dunand, Nora Linzer, and Seth Paternostro—were semifinalists in the Presidential Scholars Program, one of the nation's highest honors for high school students.

Senior Zane Kashner was among 300 students in the U.S. and abroad (five from Illinois) named semifinalists in the 2016 Intel Science Talent Search. Semifinalists were chosen from 1,750 entrants from 512 high schools.

In April, ETHS was among four local school districts (ETHS, Leyden, Niles, and Maine) to facilitate the first-ever Student Technology Leadership Summit, coordinated and planned by high school students. The summit was sponsored by Google, CDW, Hapara, and Follett Corp.

In April, senior Camille Allen received the Techny Bridge Builder Award that honors people in Chicago's northern suburbs who have brought diverse groups together to build bridges of hope and unity in their communities.

Last spring, over half of the 66 ETHS students who took the 2016 National Latin Exam earned awards. Five won Gold Medals, five won silver medals, and 24 won Magna Cum Laude or Cum Laude awards. Annually, about 154,000 students worldwide take the National Latin Exam.

ETHS's student-produced newspaper *The Evanstonian's* web site won 1st place and a Silver Certificate, respectively, in annual contests held by the IL Journalism Education Assn. and the Northern IL Scholastic Press Assn. (NISPA). NISPA also gave the newspaper a Golden Eagle Award, its highest recognition for a publication.

Eleven ETHS students competed at the 2016 DECA (Distributive Education Clubs of America) International Career Development Conference held in April after finishing as finalists in state competition.

## STAFF

The IL Chapter of the National School Public Relations Assn. honored ETHS Communications Director Evangeline Semark with its prestigious Distinguished Communicator Award that acknowledges her career in school public relations.

This summer, Kim Minestra, ETHS's Nutrition Services Director, received a President's Award of Excellence from the national School Nutrition Association for her extraordinary leadership in implementing strategies that advance school meal programs.

ETHS social worker Peter Butler received the University of Chicago School of Social Service Administration Excellence in Field Education Award for his exceptional field instruction with interns.

The Evanston/North Shore Branch of the NAACP honored ETHS counselor Alana Amaker with a Community Service Award, given annually to recognize outstanding contributions of individuals and organizations.

## ETHS KUDOS

Last spring ETHS was a 1st-place winner in the Magna Awards program sponsored by the American School Board Journal. The ETHS "teamASAP" (team Access & Success in Advanced Placement) program was cited as an innovative program that advances student learning.



# ETHS branding, signage project nearly complete

In 2014, ETHS kicked off a multi-phase branding and signage project. It initially focused on updating the ETHS brand. Following a survey of the school community, two notable identifiers—the ETHS crest and Willie Wildkit mascot logo—were redesigned. With a nod to ETHS tradition, the crest now features the familiar school front with its iconic towers, and Willie has been refreshed.

The second phase, started last spring, improved the overall signage to help students, staff, and visitors better navigate the 1.2 million square-foot school building and 65-acre campus. Over time, due to building expansion and classroom re-use, internal signage fell victim to inconsistent terminology, different presentations, and confusing room numbering, often causing staff to resort to paper signs taped to the walls.



*Central Library is more open and welcoming.*

(Boltwood). The wings' existing color-codings were brightened (North/red, South/green, East/blue, and West/orange). The main lobby received a subtle, elegant makeover, and the central library's entrance was enhanced with glass windows and its interior was sensibly rearranged.

This fall, the first floor's central "H-Hall" corridor became "Heritage Hall," where ETHS can showcase its history, diversity, and student involvement. Rooms were renumbered, looking to correct numbers that were out-of-sequence or missing. To increase clarity, the three primary entrances



*Heritage Hall is bright, full of "ETHS Then and Now" photos, and colorful panels showcasing ETHS's student diversity, academic progress, and student interests. Photo by Evangeline Semark.*

were renamed "Entrance 1" (front Dodge Ave.), "Entrance 2" (rear South door), and "Entrance 3" (rear athletic entrance). In addition, the back driveway will be dubbed "Wildkit Drive."

The ETHS school board hired Evanston-based Glantz Design and Allegra print and sign company (Kyle Kurz, ETHS '80, is co-owner) to partner with ETHS on these projects. While the internal signage schedule was accelerated for freshman orientation in August, external signage is next including entrances, athletic fields, and parking lots. Funds for the entire signage project come from ETHS's Capital Improvements Fund, which must be used for improvements to school facilities and infrastructure. Much of the Heritage Hall installation was funded by donations to the ETHS Educational Foundation.

According to Evangeline Semark, ETHS Communications Director, who coordinated the branding/signage project, other initiatives to improve ETHS's overall user-friendliness include a new mobile app for Smart phones and tablets that post ETHS news, calendar info, links to the alumni association and foundation web pages, staff directory, instant alerts, and links to ETHS's other social media outlets. Last spring, ETHS also revamped its web site ([www.eths.k12.il.us](http://www.eths.k12.il.us)) to make it more accessible and useful to the school, community, prospective families, and visitors.



*The main lobby redesign reduces wall clutter and complements the original fireplaces and chandeliers.*

# 21st-century manufacturing lab opens at ETHS

Last fall ETHS held its third ribbon-cutting ceremony, the first two heralding the refurbished Lake Street Tennis Courts and the Planetarium. This time ETHS unveiled its newly renovated Advanced Manufacturing Lab at a public event that drew the Mayor of Evanston, school board members, industry leaders, Northwestern University STEM leaders, donors, ETHS administrators and teachers, parents, and students.



*Nimai Rawlinson, ETHS '16, uses the computer numerical controlled lathe.*

The high-tech facility allows students in Manufacturing and Industrial Tech courses to gain hands-on experience that will help them enter the workforce with the background and skills they need for careers in high-growth industries.

Courses held in the lab include Metal Sculpture, Manufacturing Technology, and Manufacturing Engineering/Computer Integrated Manufactur-

ing (CIM), where students are introduced to and gain valuable skills for careers in welding, technical machining, and engineering. Students enrolled in the CIM course can earn industry-recognized machining certification from the National Institute of Metalworking Skills in the areas of measurement, materials, and safety—credentials that will help prepare them for degreed technical programs and in-demand careers after high school. It is also one of several national Project Lead The Way certified pre-engineering courses that ETHS offers.

According to Andria Cheng, a reporter for MarketWatch, manufacturing jobs are returning to the U.S. at a record level, due in part to escalating wages in traditionally lower-paying countries, including China. In addition, with advancements in technology such as robotics, says Dwight Hotchkiss of Colliers' International, more American companies are realizing they don't have to go offshore to find skilled employees.

Upgraded facilities in the Advanced Manufacturing Lab include new welders, a mill and router, a computer numerical controlled lathe, new air-filtration system, modern welding booths, drill presses, and 3-D printers—a well-designed lab that reflects a 21st-century industry environment.

The ETHS Educational Foundation spearheaded funding for the lab's renovation. More than \$450,000 came from ETHS parents and alumni, foundations and corporations, including ITW/Miller Electric Manufacturing Co., the Cless Family Foundation, and the Winifred Guthrie Anderson Fund. One source of alumni funding to support and foster Career and Technical Education (CTE) initiatives, including Manufacturing/CIM taught in the new lab, came from Sydney Pond, ETHS '53, who donated \$100,000 to establish an endowed Vocational Education Fund to enrich the educational experience of students enrolled in CTE courses and certification programs.



*A bank of drill presses are among the new equipment in the Advanced Manufacturing Lab.*

# ETHS community is ensuring the best campus ever

ETHS alumni, parents, and district residents are proud of our school's stellar reputation as one of the finest public high schools in the nation. They understand this excellence doesn't happen by accident. Each year the ETHS Educational Foundation provides vital funding toward major capital improvements and classroom enhancements that expand the capabilities of students and support their success.

*Your generous gift delivers the difference between what public funds can provide and what today's students need to excel.*

From the Advanced Manufacturing Lab, to the state-of-the-art Planetarium, to the inspiring new Heritage Hall, ETHS donors have invested in a multitude of projects that enrich the educational experience of students. Because public education funding sources are limited, we rely on alumni and community contributions to make upgrades that keep pace with the evolving demands of a 21st-century education and workforce.



Contributors are encouraged to support the Foundation's Annual Fund by making a gift prior to June 30, 2017. This year your gift will fund three important initiatives in the arts and

sciences. "We sincerely appreciate every gift," said Joanne Bertsche, Interim Foundation Executive Director. "It is participation that makes a difference."

To find out more about the Annual Fund, call Joanne Bertsche, at 847/424-7158.

## 2016-17 Foundation Funding Priorities

### Shaping the Future: 3-D Design and Ceramic Studio

Ceramics and sculpture courses are the most popular courses offered in the Visual Arts Department. These courses serve over 350 students annually. Increased workspace in the new studio will allow for more individual wheel-throwing stations and more hand-building space. Students will be able to move throughout the re-designed studio with ease to brainstorm, collaborate, design, and build. Estimated project cost: \$200,000

### Exploring Possibilities: Chem-Phys Theory Center

ETHS's award-winning Chem-Phys program is building a modernized lab for students to conduct independent science research that is original and novel. Students will be able to develop research methods and participate in computational projects for theoretical research. Estimated project cost: \$250,000



### Sound Opportunity: Music Room Acoustic Enhancements

Over 500 students participate in music programs throughout the year. There are eight performing ensembles and 10 extracurricular musical groups. Adding new custom acoustic panels to each of the four music rehearsal rooms (orchestra, band, choir, and jazz) will optimize sound quality and provide a safer "hearing" environment for students and staff. Estimated project cost: \$105,000

EVANSTON TOWNSHIP HIGH SCHOOL  
Educational Foundation

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