
Report on Student Achievement

2010-2011

ACT Assessment System, Advanced Placement,
College Board SAT, Prairie State Achievement Examination,
and Key Academic Indicators

Research, Evaluation & Assessment

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APPENDICES

A. Scholastic Aptitude Test Results

Executive Summary

The attached report provides analyses of test results including:

- Results of the ACT Assessment System, which includes three tests: EXPLORE, PLAN and ACT. The three instruments are administered at different points in a student's secondary educational experience:
 - EXPLORE is administered in grade 8 (December) before students enter high school.
 - PLAN is administered to sophomores (October) and serves as a midpoint review of student progress.
 - ACT is a college admissions and placement test and is administered to students in their junior or senior year.
- Longitudinal analyses of students on EXPLORE, PLAN and PSAT/ACT to assess students' progress as they move through the grades from grade 8 to 11. These scores are the only standardized measure that enables the district to measure the same cohort through their high school experience.
- Results of the Advanced Placement Examination (AP) administered to students enrolled as sophomores, juniors or seniors in AP courses.
- Results of the SAT, a college admissions test, taken by students in their junior or senior year.
- Results of the Prairie State Achievement Examination (PSAE) taken by students in their junior year.
- Other academic indicators including graduation rate, suspension rate, dropout rate, and chronic truancy rate.

Key points include:

- ETHS seniors continue to register a high composite score on the ACT.
 - Illinois is one of only nine states requiring students to take the ACT. With nearly all seniors taking the ACT college entrance exam in Illinois (including struggling students who would not be taking the exam in other states because they are not intending to apply to a competitive college or university), ETHS results are still higher than the national average.
 - Black, White, and Hispanic students outscore their state and national counterparts on the ACT composite score.
 - The average score on the English ACT subtest has shown some decline over the last several years. The English department has started making curricular changes beginning with the ninth grade curriculum.
- Graduation rate (90.5%) continues to be high even with a new more stringent state formula.

- The overall composite score for the PLAN test is higher than the last four years.
 - Composite scores for Black and White students are higher than in 2009-2010.
- The gap in achievement in reading and math between White students and Black/Hispanic students exists when students enter ETHS as freshmen. While approximately 96 percent of White incoming freshmen are at or above the national average, between 65 and 71 percent of Black and Hispanic students enter ETHS at or above the national average. The percentage of Black students above the 50th percentile has improved markedly since 2007-08 in reading (from 49% to 67%) and math (from 53% to 65%).
- Longitudinal analyses of student performance over time indicate students make good gains as they progress through high school. Particularly noteworthy for 2010-11 are the gains in reading for Black and White students from EXPLORE to PSAE/ACT. Although students make gains from EXPLORE to PSAE/ACT, the gains fluctuate from year to year, particularly for Black and Hispanic students. We recognize subgroups taking ETHS coursework can consistently gain eight or more scale points of growth. The challenge is to have all subgroups benefit from ETHS coursework so all subgroups will consistently gain eight or more points.
- The percentage of students participating in AP exams is at an all-time high of 23.6 percent as a result of a concerted effort to increase the numbers of students taking AP courses. However, the percentage of students achieving a score of “3” or higher decreased from 74 percent to 65 percent. Although the percentage decreased, the raw number of students achieving a “3” or higher has remained the same.
 - Departments need to review AP score patterns and identify necessary changes to the curriculum.
- Performance on the PSAE has remained relatively static the last couple of years. Overall, students do well on the ACT portion of the test but need to improve on the WorkKeys portion.
- The dropout rate continues to be small at 1.9 percent and well below the state average.

REPORT ON STUDENT ACHIEVEMENT: ACT ASSESSMENT SYSTEM, ADVANCED PLACEMENT, AND SAT EXAMINATIONS

The purpose of this report is to provide an overview of student test performance at Evanston Township High School (ETHS) in 2010-2011. This report includes test data from several sources:

- Results of the ACT assessment are provided for the graduating Class of 2011.
- PLAN test data are provided for the 2009-2010 sophomore class (Class of 2013).
- EXPLORE scores are reported for the 2010-2011 incoming freshman class (Class of 2015).
- Test results from the Advanced Placement (AP) examinations are provided for all ETHS high school students enrolled in AP courses in 2010-2011. The data include students from sophomore, junior, and senior levels who enrolled in AP courses.
- Results of the SAT are summarized for the graduating Class of 2011.
- Results of the Prairie State Achievement Examination (PSAE) taken by students in their junior year.
- Other academic indicators including graduation rate, suspension rate, dropout rate, and chronic truancy rate.

INTERPRETING TEST RESULTS

Test scores are not the only measure of academic achievement. Throughout the school year, we make program-related presentations that provide information on other measures such as grade distributions, semester exam results, course level enrollments, and core curriculum completion to provide a more comprehensive picture of student performance. The following should be considered when interpreting test results:

- Test results aid in pointing out strengths and weaknesses in instructional programs.
- Test scores should not be used as the sole measure of instructional quality nor should test scores be used as the sole basis for comparing school systems or schools.
- When test results are used along with other information, these data can contribute to improving students' learning. When used solely on their own, test data can be harmful to effective instruction since they measure achievement with only one assessment at a single point in time.

INTRODUCTION TO THE DATA

In reading the text and tables in this report, please take into account the following:

- In some of the tables, row and column percentages may not always add up to 100 percent because of rounding; numbers may not add up to the total because not all students report all the demographic information requested by the test company.
- Results disaggregated by race do not include all minority groups. While Black, Latino, and White students are included, other subgroups are not because their numbers are too small for making meaningful comparisons. Although the performance of Latino students is reported, the reader should be cautious in drawing conclusions because scores fluctuate widely from year to year due to small numbers.

The ACT assessment system (ACT, EXPLORE, and PLAN) provides longitudinal data that enable us to monitor the progress of the same students as they move through high school. The information from this assessment system is being used to help us “drill down” and understand the skills and concepts on which to focus. It also helps us identify students early on who should be targeted for additional help.

ACT ASSESSMENT SYSTEM

ACT's educational planning and assessment system includes three testing programs: EXPLORE and PLAN for eighth and tenth graders, respectively, and the ACT assessment taken by eleventh and twelfth graders. The ACT is administered as part of the PSAE for students in their junior year. All three tests are norm-referenced and are designed to provide information on how well a student performs in comparison to other students nationally. In contrast, a criterion-referenced test (e.g. Common Assessment, Constitution Test) is designed to provide information on a student's attainment of specified knowledge or skills.

ACT Test Results

The ACT assessment is a college admissions and placement test that focuses on what is important for successful high school-to-college transitions. It correlates highly with the ETHS curriculum. Students take this test during their junior or senior year. The scores reported in Tables 1 to 3 represent the graduating Class of 2011. Scores are based on a scale ranging from 1 to 36. The ACT contains academic tests in four curriculum areas: English, mathematics, reading, and science reasoning. A composite score is also provided.

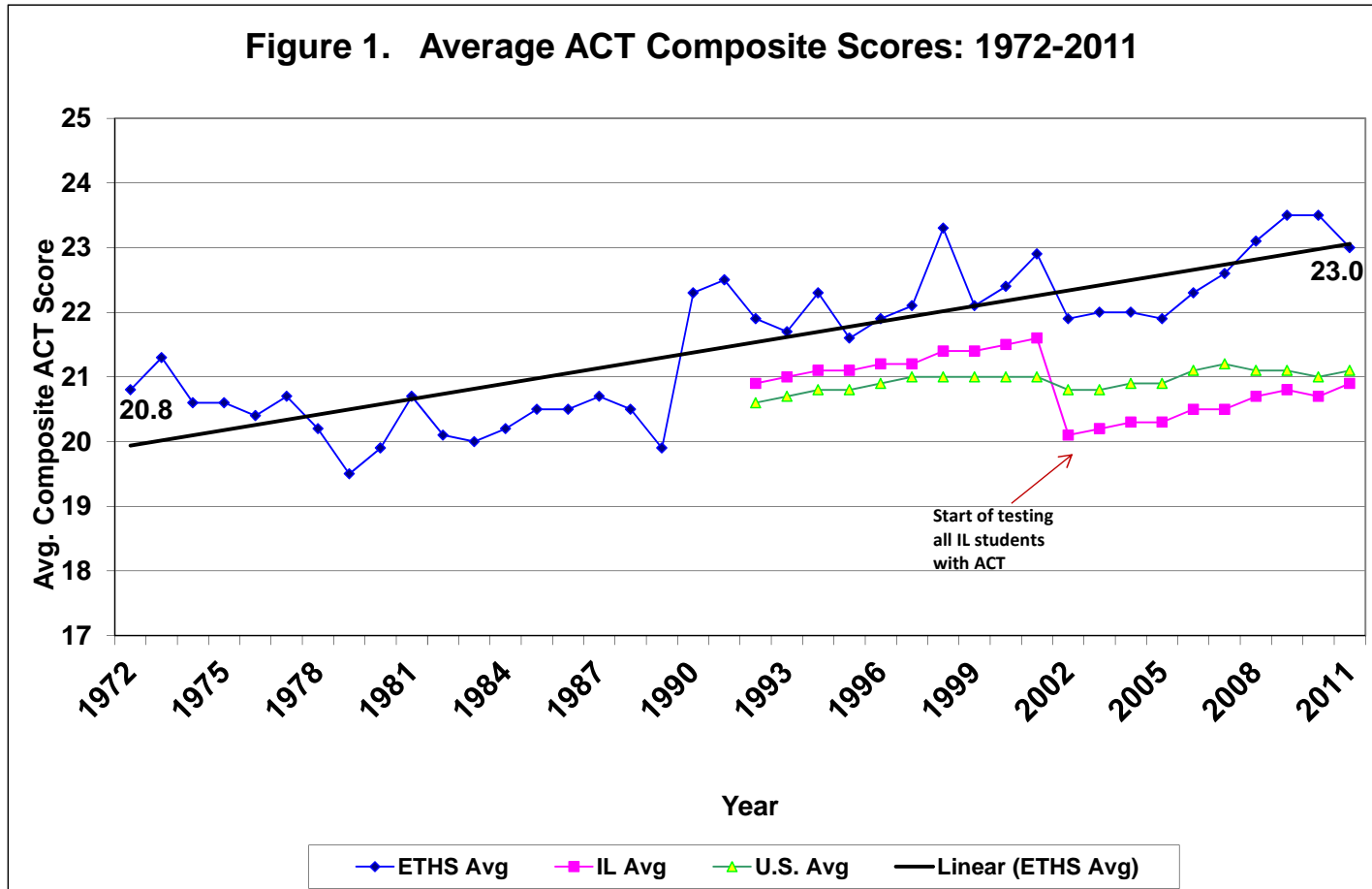
Table 1. Average ACT Composite Scores^a

<i>Senior Class Year</i>	<i>ETHS Avg. Composite ACT Score</i>	<i>IL Avg. Composite ACT Score</i>	<i>US Avg. Composite ACT Score</i>
1993	21.7	21.0	20.7
1994	22.3	21.1	20.8
1995	21.6	21.1	20.8
1996	21.9	21.2	20.9
1997	22.1	21.2	21.0
1998	23.3	21.4	21.0
1999	22.1	21.4	21.0
2000	22.4	21.5	21.0
2001	22.9	21.6	21.0
2002^b	21.9	20.1	20.8
2003	22.0	20.2	20.8
2004	22.0	20.3	20.9
2005	21.9	20.3	20.9
2006	22.3	20.5	21.1
2007	22.6	20.5	21.2
2008	23.1	20.7	21.1
2009	23.5	20.8	21.1
2010	23.5	20.7	21.0
2011	23.0	20.9	21.1

^a ACT scores range from 1 to 36. ACT does not include students who took the test with extended time in its report of graduating seniors.

^b New baseline due to change in testing procedure

Figure 1 shows the average ACT composite scores by year for ETHS since 1972. The average composite scores for Illinois and the nation are also provided from 1992 through 2009. Beginning with the Class of 2002, all grade 11 students were required to take the ACT as part of the state's Prairie State Achievement Examination. The trend line (in black) shows an upward slope since 1972 and a dramatic increase in the ETHS composite score since 2002 when the testing population became more inclusive due to state requirements.



Highlights and Trends:

- The ETHS composite score of 23 for the graduating Class of 2011 continues to be among the highest scores ETHS has achieved since 1972. There was a slight dip in the composite score compared to the prior two years.
- The trend data show an upward slope in ACT scores since 1972 and a strong increase since 2002 when the state began requiring all students in a school to be tested on ACT.
- ETHS continues to score higher than the state and nation.
- In 2002, when ETHS began testing all of a graduating class on the ACT, the composite score was approximately 1.1 points above the national average (21.9 vs. 20.8); in 2011, ETHS scored 1.9 points above the national average. (23.0 vs. 21.1)

ACT Performance by Ethnicity

Table 2 shows ACT data by ethnicity. Students do not always report their race when taking the ACT. Therefore, the reports that we receive from ACT do not represent all of the students in each racial group. Since 2006-07, we have recalculated composite scores using the ETHS database so as to provide an accurate reflection of students' scores within each racial group.

Table 2. ACT Scores by Ethnicity and Year

Ethnicity	Year	Seniors within Ethnic Group Taking ACT N	Composite		
			ETHS Avg	IL Avg	Nat'l Avg
African American/ Black	2006-2007	228 ^a	17.2	16.9	17.0
	2007-2008	226	17.6	16.8	16.9
	2008-2009	212	19.2	16.8	16.9
	2009-2010	190	18.5	16.7	16.9
	2010-2011	195	18.6	17.0	17.0
Latino	2006-2007	47	19.0	17.9	18.7
	2007-2008	50	18.1	18.0	18.7
	2008-2009	56	19.0	18.2	18.7
	2009-2010	66	19.9	18.0	18.6
	2010-2011	83	19.6	18.3	18.7
White	2006-2007	311	27.0	22.0	22.1
	2007-2008	368	27.0	22.0	22.1
	2008-2009	307	27.2	22.4	22.2
	2009-2010	312	27.2	22.4	22.3
	2010-2011	253	27.3	22.6	22.4
All	2006-2007	636	22.6	20.5	21.2
	2007-2008	708	23.1	20.7	21.1
	2008-2009	633	23.5	20.8	21.1
	2009-2010	627	23.5	20.7	21.0
	2010-2011	636	23.0	20.9	21.1

^aSome students do not report their race to ACT. Beginning in 2006-07, scores were recalculated using our ETHS database to identify students so as to provide an accurate reflection of students' scores within each racial group.

Highlights and Trends:

- Black, Latino, and White students continue to outscore their counterparts in the state and nation.
- The average scores of Black and White subgroups remained the same; Hispanic students' average composite scores dropped slightly.

Figures 2 to 5 show the ACT average scale scores for English, math, reading and science for 2003 to 2011.

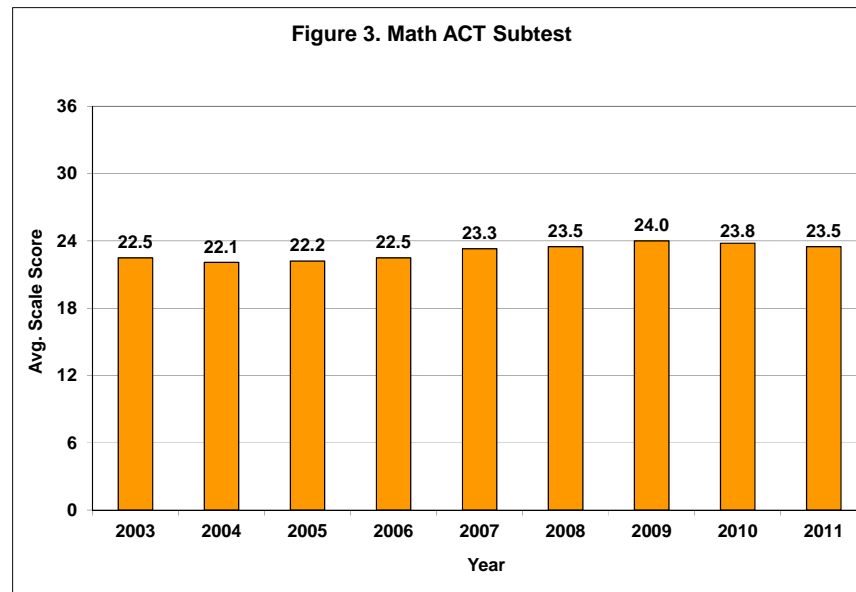
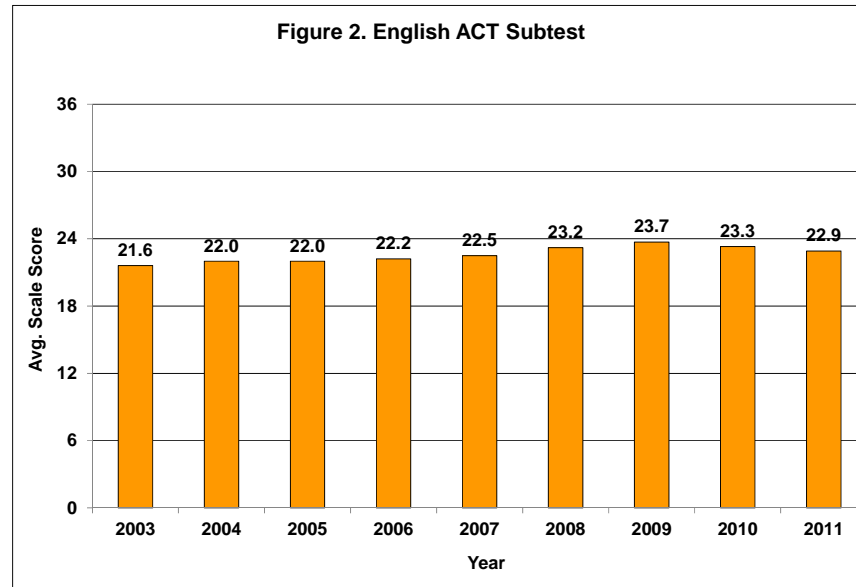


Figure 4. Reading ACT Subtest

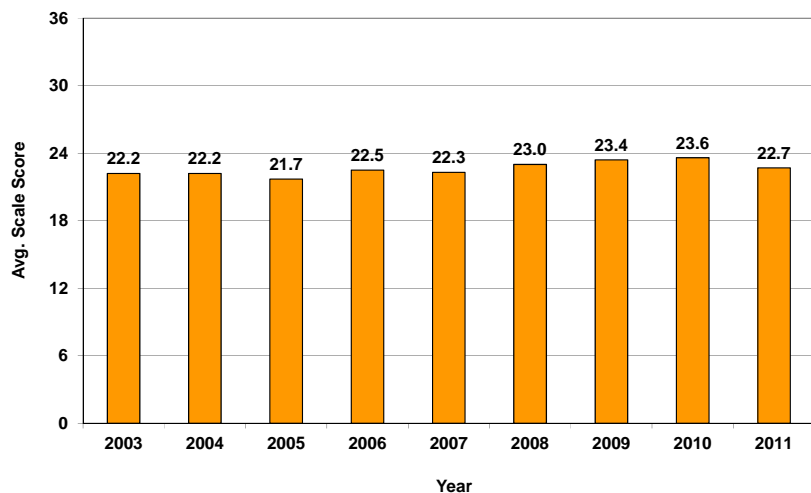
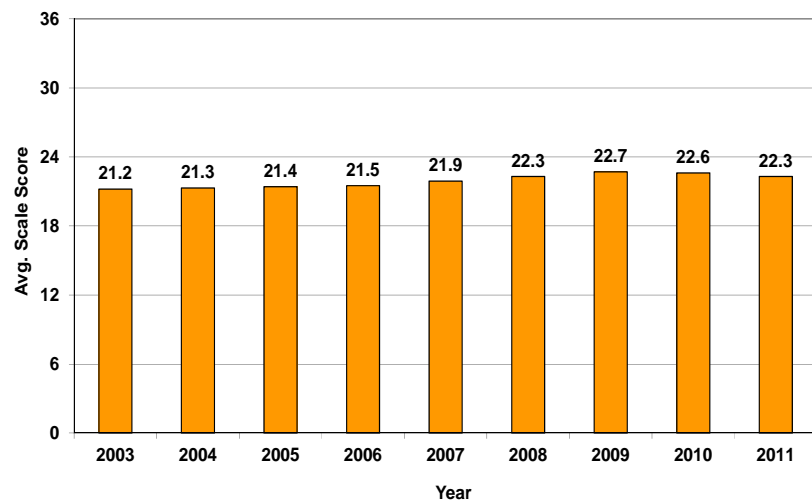


Figure 5. Science ACT Subtest



Highlights and Trends:

- Of the four subtests, the highest average scale score was for math with students achieving at 23.5 in 2011.
- Average scale scores in all four subject areas are higher than both the state and nation.

ACT Performance by Gender

Table 3 shows ACT performance for each subject area by gender.

Table 3. ACT Score by Gender and Year

Gender	Year	ACT Reported # of Seniors Tested N ^{a,b,c}	English	Math	Reading	Science	Composite		
							ETHS Avg	IL Avg	Nat'l Avg
Males	2006-2007	299	22.1	23.7	22.1	22.1	22.6	20.5	21.2
	2007-2008	352	22.4	23.6	22.4	22.2	22.8	20.7	21.2
	2008-2009	291	23.0	24.1	22.9	22.8	23.4	21.0	21.3
	2009-2010	307	23.0	24.3	23.7	23.1	23.7	20.8	21.2
	2010-2011	297	23.1	24.3	22.5	22.7	23.3	21.0	21.2
Females	2006-2007	284	22.9	22.8	22.5	21.6	22.6	20.4	21.0
	2007-2008	338	23.8	23.1	23.4	22.2	23.3	20.6	21.0
	2008-2009	340	24.3	23.9	23.8	22.7	23.7	20.7	20.9
	2009-2010	319	23.7	23.3	23.5	22.1	23.3	20.6	20.9
	2010-2011	313	22.8	22.8	22.9	21.9	22.8	20.8	21.0
All	2006-2007	636	22.5	23.3	22.3	21.9	22.6	20.5	21.2
	2007-2008	708	23.2	23.5	23.0	22.3	23.1	20.7	21.1
	2008-2009	633	23.7	24.0	23.4	22.7	23.5	20.8	21.1
	2009-2010	627	23.3	23.8	23.6	22.6	23.5	20.7	21.0
	2010-2011	636	22.9	23.5	22.7	22.3	23.0	20.9	21.1

^aACT reporting excludes students who tested with accommodations

^bMales and females do not add up to total because some students did not report a gender code.

^cThis figure includes some students who took the ACT as a junior but did not graduate with their class.

Highlights and Trends:

- Overall, ETHS male and female average scores were higher than state and national averages.
- For males, English and math scores remained high and represent our highest scores in recent years in these subjects. Average scores for reading and science dropped for males.
- Females scored lower than previous years for the composite score and for all subject areas.

EXPLORE and PLAN Test Results

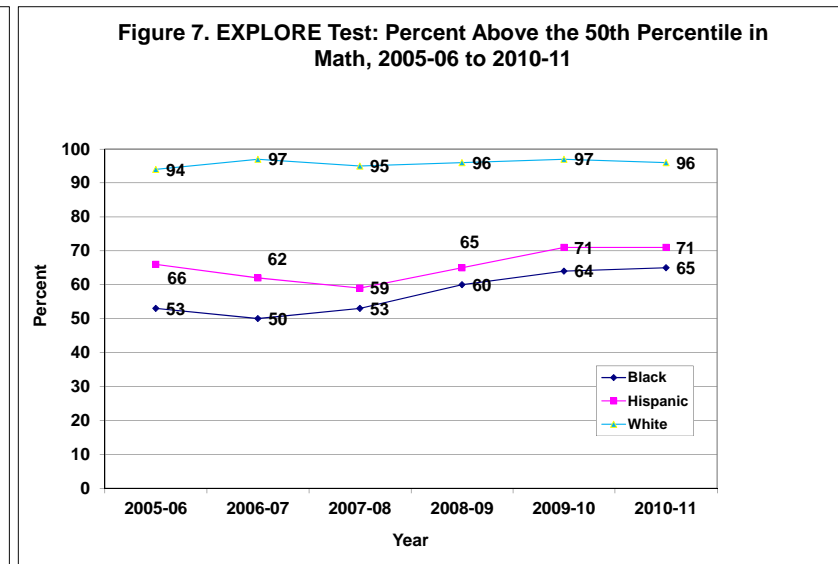
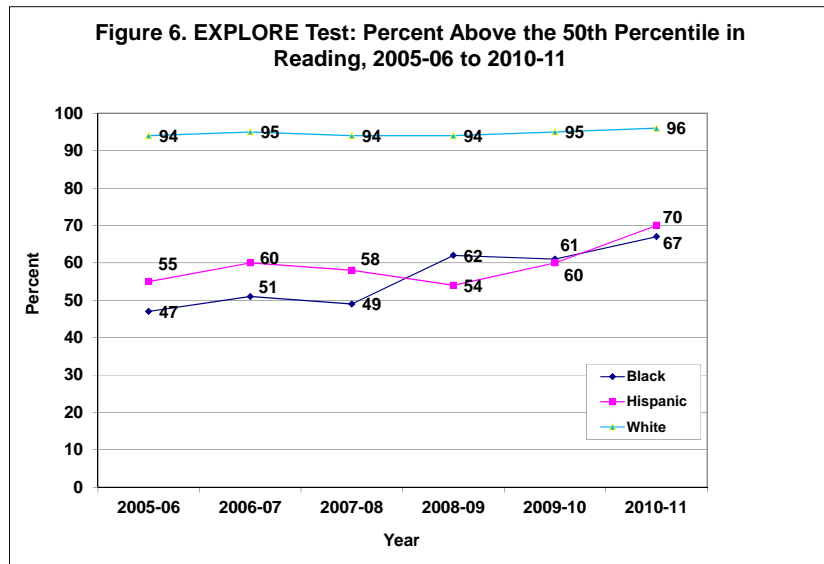
Table 4 shows the results of the EXPLORE test administered to eighth graders in December of each year. EXPLORE scores range from 1 to 25.

Table 4. EXPLORE Test Scores by Ethnicity and Gender

Ethnicity	Year	EXPLORE ^a Composite		EXPLORE Composite Males		EXPLORE Composite Females	
		N	Avg	N	Avg	N	Avg
African American/Black	2006-2007	208	14.1	113	13.7	94	14.7
	2007-2008	220	14.2	110	14.1	108	14.3
	2008-2009	194	14.5	98	14.1	96	15.0
	2009-2010	206	14.8	101	14.4	105	15.1
	2010-2011	203	15.1	103	14.8	100	15.4
Latino	2006-2007	76	14.8	42	14.3	32	15.2
	2007-2008	89	14.4	42	14.7	47	14.0
	2008-2009	75	14.8	36	14.8	39	14.8
	2009-2010	107	15.3	56	15.4	51	15.2
	2010-2011	119	15.7	57	15.5	62	15.9
White	2006-2007	260	19.5	137	19.2	120	19.9
	2007-2008	367	19.4	189	18.9	178	19.9
	2008-2009	338	19.7	174	19.3	164	20.2
	2009-2010	346	19.8	189	19.8	156	19.7
	2010-2011	369	20.1	194	20.3	174	19.9
All	2006-2007	698	16.8	358	16.4	330	17.2
	2007-2008	775	17.0	398	16.8	375	17.3
	2008-2009	755	17.4	376	17.1	379	17.7
	2009-2010	729	17.6	379	17.6	349	17.6
	2010-2011	746	18.0	382	18.1	362	17.9

^aNote: Score results for EXPLORE include students tested w/extended time & other special accommodations.

Figures 6 and 7 show the percent of incoming freshmen who scored above the 50th percentile in reading and math on the EXPLORE test.



Highlights and Trends:

- The composite score for the total incoming freshman group for school year 2011-12 improved for the third year in a row and is the highest score achieved since 1999-2000 (18.0 vs. 16.9) when EXPLORE was first administered at the high school.
- The gap in achievement in reading and math between White students and Black/Hispanic students exists when students enter ETHS as freshmen. While approximately 96 percent of White incoming freshmen are at or above the national average, between 65 and 71 percent of Black and Hispanic students enter ETHS at or above the national average. The percentage of Black students above the 50th percentile has improved markedly since 2007-08 in reading (from 49% to 67%) and math (from 53 % to 65%).

Table 5 shows the sophomore results of the PLAN test for the last five years. PLAN scores range from 1 to 32.

Table 5. PLAN Scores by Ethnicity and Gender

Ethnicity	Year	Total Sophomores ^a	PLAN Composite		PLAN Composite Males		PLAN Composite Females	
			N	Avg	N	Avg	N	Avg
African American/Black	2006-2007	303	230	16.4	100	15.8	130	16.8
	2007-2008	271	216	15.8	97	15.4	119	16.1
	2008-2009	253	201	16.1	113	15.8	88	16.4
	2009-2010	272	211	15.9	100	15.7	111	16.2
	2010-2011	246	195	16.2	87	16.0	108	16.4
Latino	2006-2007	74	55	16.7	27	16.3	28	17.2
	2007-2008	86	69	16.7	31	16.0	38	17.3
	2008-2009	89	72	17.1	35	16.5	37	17.6
	2009-2010	107	80	16.6	40	16.9	40	16.4
	2010-2011	113	84	16.4	39	16.8	45	16.1
White	2006-2007	359	342	22.1	160	21.7	182	22.4
	2007-2008	347	328	22.0	173	21.6	155	22.5
	2008-2009	286	272	22.6	142	22.5	130	22.8
	2009-2010	351	347	22.2	175	21.9	172	22.5
	2010-2011	333	331	22.7	171	22.4	160	23.1
All	2006-2007	781	674	19.5	312	19.2	361	19.8
	2007-2008	746	657	19.2	321	19.1	334	19.3
	2008-2009	685	599	19.4	284	19.1	315	19.8
	2009-2010	778	683	19.4	338	19.2	343	19.7
	2010-2011	774	669	19.9	329	19.9	340	19.9

^aNumbers are based on October official enrollments --Day/Academy Program.

Highlights and Trends:

- The 2010-11 overall composite score for the total group is higher than the last four years registering a score of 19.9.
- Composite scores for Black and White students are up compared to 2009-2010.
- White females scored higher than males on the PLAN test.

Longitudinal Analysis

One of the advantages of using ACT's assessment system is that it provides a means to monitor student progress from eighth grade through junior or senior year. EXPLORE was first implemented in 1998-1999.

ACT provides a report that matches EXPLORE and PLAN scores of the same students and summarizes their academic progress over time compared to a national group of matched students who took both tests. ACT also sends a report that matches PLAN with ACT scores of the same students. In addition to the report that ACT sends the school, we perform an additional analysis of academic progress for the total group and ethnic subgroups: Black; Latino and White students. In doing so, we also conduct a more comprehensive matching procedure than ACT because we are able to identify more students as well as provide ethnic information for students who do not report their ethnicity when they take the tests. Our analysis includes all students. The data that ACT provides excludes students who take these tests with accommodations.

EXPLORE to PLAN

The achievement of sophomores was analyzed from eighth grade to the fall of tenth grade. Table 6 shows the mean scale scores on EXPLORE and PLAN for matched student groups for the 2010-11 grade 10 cohort (Class of 2013) in English, mathematics, reading and science. Along with ETHS scores, scores for the nation are provided for comparison purposes. The right-hand column shows the gain for each grouping. Results are also provided for the gain from the 2009-10 grade 10 cohort (Class of 2011).

**Table 6. Gain Between Grade 8 and Grade 10:
EXPLORE (2008-2009) to PLAN (2010-2011)**

<i>Subject</i>	<i>Grade 8 Av. Scale Score</i>	<i>Grade 10 Av. Scale Score</i>	<i>2010-11 Gr.10 Gain</i>	<i>2009-10 Gr.10 Gain</i>
English				
ETHS ^a	17.1	18.8	1.7	(2.0)
National	14.9	16.7	1.8	(2.1)
Math				
ETHS	17.9	21.4	3.5	(3.5)
National	15.5	17.9	2.4	(2.1)
Reading				
ETHS	16.3	19.3	3.0	(2.6)
National	14.5	17.2	2.7	(2.2)
Science				
ETHS	18.4	20.3	1.9	(1.4)
National	16.6	18.2	1.6	(1.6)

^aRepresents a matched cohort of 631 students who tested at grade 8 and grade 10.

Highlights and Trends:

- In math, reading, and science, ETHS students made greater gains compared to the national group and equal or greater gains than the prior cohort.
- In English, the gain of 1.7 points for ETHS students was similar to the gain at the national level; however, gains in English have declined in recent years. For example, in 2004, students showed a 3.6 point gain which was well above the gain shown nationally.
- The largest gain was for math (3.5 points).

Table 7 shows the same information for ethnic subgroups by each subject area. In addition, information for special education and income groups is also provided because these groups are the focus of NCLB and of our district goals.

**Table 7. Gain Between Grade 8 and Grade 10:
EXPLORE (2008-2009) to PLAN (2010-2011) By Ethnicity**

<i>Ethnicity</i>	<i>Subject</i>	<i>Grade 8 Av. Scale Score</i>	<i>Grade 10 Av. Scale Score</i>	<i>2010-11 Gr.10 Gain</i>	<i>2009-10 Gr.10 Gain</i>
African American/Black (N=176)	English	13.7	14.8	1.1	(1.3)
	Math	14.9	16.9	2.0	(2.2)
	Reading	13.2	15.5	2.3	(2.0)
	Science	16.1	17.0	0.9	(0.9)
Hispanic/Latino (N=85)	English	14.5	15.2	0.7	(1.8)
	Math	16.0	18.0	2.0	(2.8)
	Reading	13.9	15.6	1.7	(2.0)
	Science	16.8	17.0	0.2	(1.4)
White (N=303)	English	19.7	21.8	2.1	(2.4)
	Math	19.9	24.6	4.7	(4.3)
	Reading	18.6	22.3	3.7	(3.2)
	Science	20.1	22.9	2.8	(1.5)
Special Ed (IEP) (N=56)	English	11.9	13.8	1.9	(2.0)
	Math	12.8	15.6	2.8	(2.3)
	Reading	12.4	16.3	3.9	(3.0)
	Science	14.5	16.6	2.1	(1.4)
Low-Income (N=229)	English	13.6	14.6	1.0	(1.3)
	Math	15.2	17.0	1.8	(2.3)
	Reading	13.1	15.3	2.2	(1.7)
	Science	16.0	17.0	1.0	(1.0)
Non Low-Income (N=402)	English	19.1	21.1	2.0	(2.3)
	Math	19.4	23.8	4.4	(4.2)
	Reading	18.0	21.5	3.5	(3.1)
	Science	19.8	22.2	2.4	(1.5)

Highlights and Trends:

- All subgroups made progress from eighth grade to their sophomore year.
- Gains in reading were higher for Black, White, special education, and low-income students compared to the previous cohort.
- White and special education students made greater gains in math and science than the previous cohort.
- Gains in English for all subgroups were weak compared to other subject areas and to the previous year.
- Gains for Hispanic students were lower than the previous cohort, and dramatically lower in science.

EXPLORE to PSAE/ACT

Table 8 shows the mean scale scores on EXPLORE, PLAN and PSAE/ACT for matched student groups in English, mathematics, reading, and science. This analysis follows the achievement of the 2010-11 junior students (Class of 2012) from their scores in eighth grade on EXPLORE to their scores on the PLAN test in sophomore year and their scores on the ACT taken as part of the Prairie State Achievement Examination in their junior year. Also shown are matched data provided from ACT for Illinois that shows the mean scale scores for Illinois students on PLAN and ACT. There is one important difference between our analysis of matched data for ETHS and the ACT's state matched data. We report all students, including those with accommodations, while the ACT state analysis excludes students with disabilities who tested with accommodations.

**Table 8. Gain Between Grade 8 and Grade 11:
EXPLORE (2007-2008) to PLAN (2009-2010) to PSAE ACT (2010-2011)**

Subject	EXPLORE Grade 8 Av. Scale Score	PLAN Grade 10 Av. Scale Score	PSAE/ACT Grade 11/12 Av. Scale Score	PLAN (Gr.10) to PSAE/ACT (Gr. 11)		EXPLORE (Gr.8) to PSAE/ACT (Gr.11)	
				2010-11 Gr. 11 Gain	2009-10 Gr. 11 Gain	2010-11 Gr. 11 Gain	2009-10 Gr. 11 Gain
English							
ETHS ^a	17.1	19.1	23.6	4.5	4.8	6.5	6.7
State	NA	17.5	20.3	2.8	2.9	NA	NA
Math							
ETHS	17.4	21.1	23.9	2.8	2.8	6.5	6.6
State	NA	18.4	20.7	2.3	2.2	NA	NA
Reading							
ETHS	16.5	19.2	23.4	4.2	4.3	6.9	6.8
State	NA	17.5	20.4	2.9	3.1	NA	NA
Science							
ETHS	18.5	19.9	22.5	2.6	2.2	4.0	4.3
State	NA	18.8	20.4	1.6	1.8	NA	NA

^aRepresents a matched cohort of 578 students who tested at grade 8, grade 10 and grade 11.

Note: State matched analysis is from 2009-10; the 2010-11 report has not been published yet.

Highlights and Trends:

- ETHS students made greater gains from PLAN to PSAE/ACT than students in the state.
- From EXPLORE to PSAE/ACT, grade 11 students in 2010-11 made approximately the same gains as the preceding cohort in math and reading.
- In reading and English, students made greater gains between the PLAN test and the PSAE/ACT (beginning of sophomore year to end of junior year) than they did between the EXPLORE test and the PLAN test (middle of eighth grade to beginning of sophomore year).

Table 9 shows the same information for ethnic, special education, and low-income subgroups by each subject area.

**Table 9. Gain Between Grade 8 and Grade 11
EXPLORE (2007-2008) to PLAN (2009-2010) to PSAE ACT (2010-2011) By Ethnicity**

Ethnicity	Subject	EXPLORE Grade 8 Av. Scale Score	PLAN Grade 10 Av. Scale Score	PSAE/ACT Grade 11/12 Av. Scale Score	PLAN (Gr.10) to PSAE/ACT (Gr.11)		EXPLORE (Gr.8) to PSAE/ACT (Gr.11)	
					2010-11 Gr. 11 Gain	2009-10 Gr. 11 Gain	2010-11 Gr. 11 Gain	2009-10 Gr. 11 Gain
African American/ Black (N=164)	English	13.8	15.2	17.6	2.4	2.5	3.8	4.0
	Math	14.7	17.1	19.2	2.1	1.8	4.5	4.7
	Reading	13.6	15.8	18.3	2.5	2.3	4.7	4.1
	Science	16.1	17.1	18.0	0.9	0.7	1.9	2.0
Latino (N=72)	English	13.4	15.3	17.5	2.2	2.9	4.1	4.4
	Math	15.2	18.1	19.9	1.8	2.7	4.7	4.4
	Reading	13.8	15.7	18.0	2.3	3.5	4.2	5.4
	Science	16.0	17.4	19.0	1.6	1.7	3.0	3.2
White (N=313)	English	19.5	21.9	28.1	6.2	6.6	8.6	8.8
	Math	19.3	23.8	27.3	3.5	3.5	8.0	8.3
	Reading	18.5	21.7	27.2	5.5	5.8	8.7	8.8
	Science	20.3	21.9	25.6	3.7	3.0	5.3	5.7
Special Ed (IEP) (N=68)	English	12.6	14.6	15.7	1.1	1.0	3.1	2.6
	Math	13.2	15.5	18.0	2.5	2.1	4.8	4.3
	Reading	12.8	15.7	17.6	1.9	2.0	4.8	4.6
	Science	15.4	16.9	17.4	0.5	0.5	2.0	2.3
Low- Income (N=202)	English	13.8	15.0	17.4	2.4	2.2	3.6	3.7
	Math	14.8	17.2	19.2	2.0	1.9	4.4	4.6
	Reading	13.7	15.5	18.1	2.6	2.3	4.4	4.2
	Science	16.0	17.0	18.2	1.2	0.9	2.2	2.4
Non Low- Income (N=376)	English	18.9	21.3	26.9	5.6	6.2	8.0	8.2
	Math	18.8	23.1	26.5	3.4	3.3	7.7	7.7
	Reading	17.9	21.1	26.2	5.1	5.3	8.3	8.1
	Science	19.9	21.4	24.8	3.4	2.8	4.9	5.2

Highlights and Trends:

- Gains in reading were higher compared to the prior cohort for Black students from EXPLORE to PSAT/ACT.
- Latino students demonstrated greater gains in math from EXPLORE to PSAT/ACT than the previous cohort.
- Special education students made greater gains in English, math and reading compared to the prior cohort.
- Gains were generally lower than the previous cohort in math and science for Black, White, and low-income students.
- All student subgroups made gains from eighth grade to eleventh grade. Furthermore, the gains continue to be comparable from year. White students make approximately eight points; Black and Hispanic students make approximately four points depending on the subject matter.
- We recognize subgroups taking ETHS coursework can consistently gain eight or more scale points of growth. The challenge is to have all subgroups benefit from ETHS coursework so all subgroups will consistently gain eight or more points.

ADVANCED PLACEMENT EXAMINATION

The Advanced Placement (AP) program gives students the chance to try college-level work in high school. Students in AP courses take an exam; if they earn a “qualifying” grade on this test, they can apply for college credit at the institution they attend. AP examinations are graded on a scale from “1” to “5” with “5” being the highest grade. Students earning a “3” or higher may be given college credit at many post-secondary institutions.

Table 10 shows the results of AP exams for the students attending ETHS in the 2010-2011 school year as well as for preceding years. Up until 2005, the total ETHS enrollment in this chart included only day school students because there used to be a separate evening school. The evening school no longer exists. In an effort to transition from the old way of reporting enrollments to the new way, we provide two enrollment figures for 2005 and the percentages of students taking AP exams based on these two figures. From 2006 on, the total enrollment is inclusive of all campus students.

Table 10. ETHS Advanced Placement Exam

Year	Total ETHS Enrollment	Pct. of ETHS Students Taking AP Exams	Pct. of AP Exam Grades 3 or Higher	No. of AP Exams Taken	No. of Students Tested	Avg. No. of AP Exams per Student
1996	2624 ^a	11.6%	80%	591	305	1.9
1997	2703	11.8%	82%	636	348	1.8
1998	2764	12.8%	75%	893	381	2.3
1999	2815	13.1%	73%	754	382	2.0
2000	2967	14.8%	74%	914	440	2.1
2001	3033	15.4%	74%	945	466	2.0
2002	3048	17.9%	77%	1092	545	2.0
2003	3098	17.3%	76%	1207	537	2.2
2004	3058	18.1%	76%	1100	553	2.0
2005	3032 (3103) ^b	18.1% (17.7%)	77%	1157	551	2.1
2006	3164 ^c	16.9%	79%	1142	537	2.1
2007	3041	17.3%	82%	1059	526	2.1
2008	2970	21.2%	78%	1312	630	2.1
2009	2942	21.2%	72%	1311	623	2.1
2010	2891	21.4%	74%	1382	618	2.2
2011	2890	23.6%	65%	1551	681	2.3

^a Day School, Oct. 1 Official Enrollments

^b Total enrollment including Academy

^c Total enrollment including Academy

Highlights and Trends:

- The percentage (23.6%) of students participating in AP exams increased by 2.2 percentage points from 2010 to 2011 and marks the highest percentage of students participating in AP exams at ETHS in documented history.
- However, the percentage of students scoring a “3” or higher decreased from 74 percent to 65 percent. Since we have not seen a decline like this in the past, we delved deeper into the data to understand this change. Table 11 shows a comparison of raw numbers of students achieving each of the point values of the AP scoring scale for 2009-10 and 2010-11. In raw numbers, the number of students achieving a “3” or higher is the same as in 2009-10. This pattern is encouraging; it suggests that the decline in high scores may have to do with the additional students taking AP courses. Notably, more students are taking AP classes than ever before. Although we would like to see these students scoring a “3” or higher, national research shows that students who take AP courses benefit in subsequent college coursework even when they score below a “3”.

(Hargrove, Godin & Dodd, 2007²) We are now conducting additional analyses to identify student populations and specific subject areas that require attention.

Table 11. Number and Percent of Students at Each AP Score Value: 2007-2011

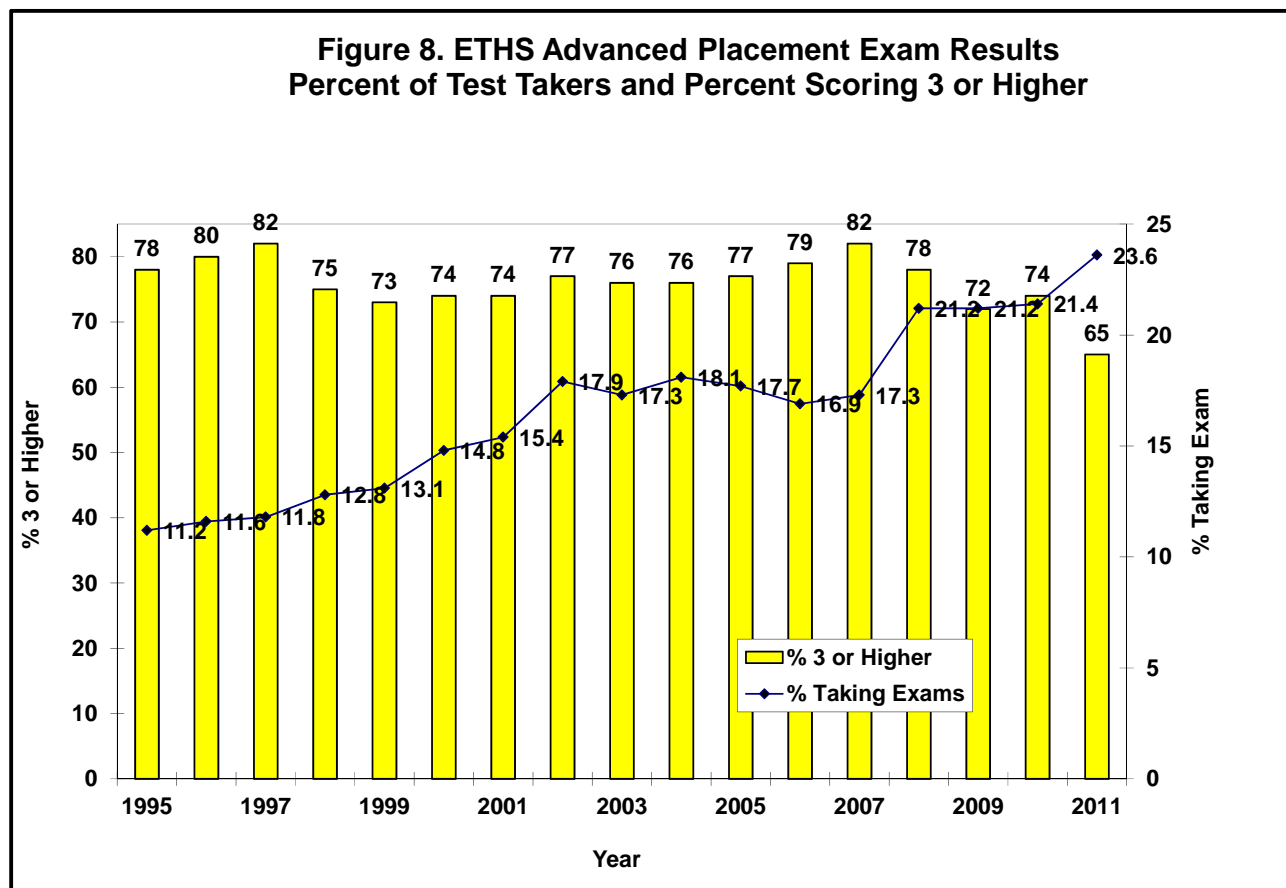
Year	AP Score								
	5	4	3	2	1	Tests with a Score of 5, 4, or 3		Total # Tests Taken	Total # Students Tested
	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i> *	%	<i>n</i>	<i>n</i>
2011	296	351	361	269	274	1008	65%	1551	681
2010	373	337	316	200	156	1026	74%	1382	618
2009	297	343	300	189	182	940	72%	1311	623
2008	331	377	309	164	131	1017	78%	1312	630
2007	301	317	254	137	50	872	82%	1059	526

Note: Raw numbers of students achieving a "3" or higher are comparable for 2010 and 2011.

(2010 = 1026; 2011 = 1008)

² Hargrove, L., Godin, D. & Dodd, B. (2007) **College Outcomes and the AP Experience: Does the AP Grade “2” Matter?** Paper presentation at American Educational Research Association, April 2007, Chicago IL.

Figure 8 shows AP results in graphic form. The graph shows a positive trend in the percentage taking the exam from 1995 to 2010.

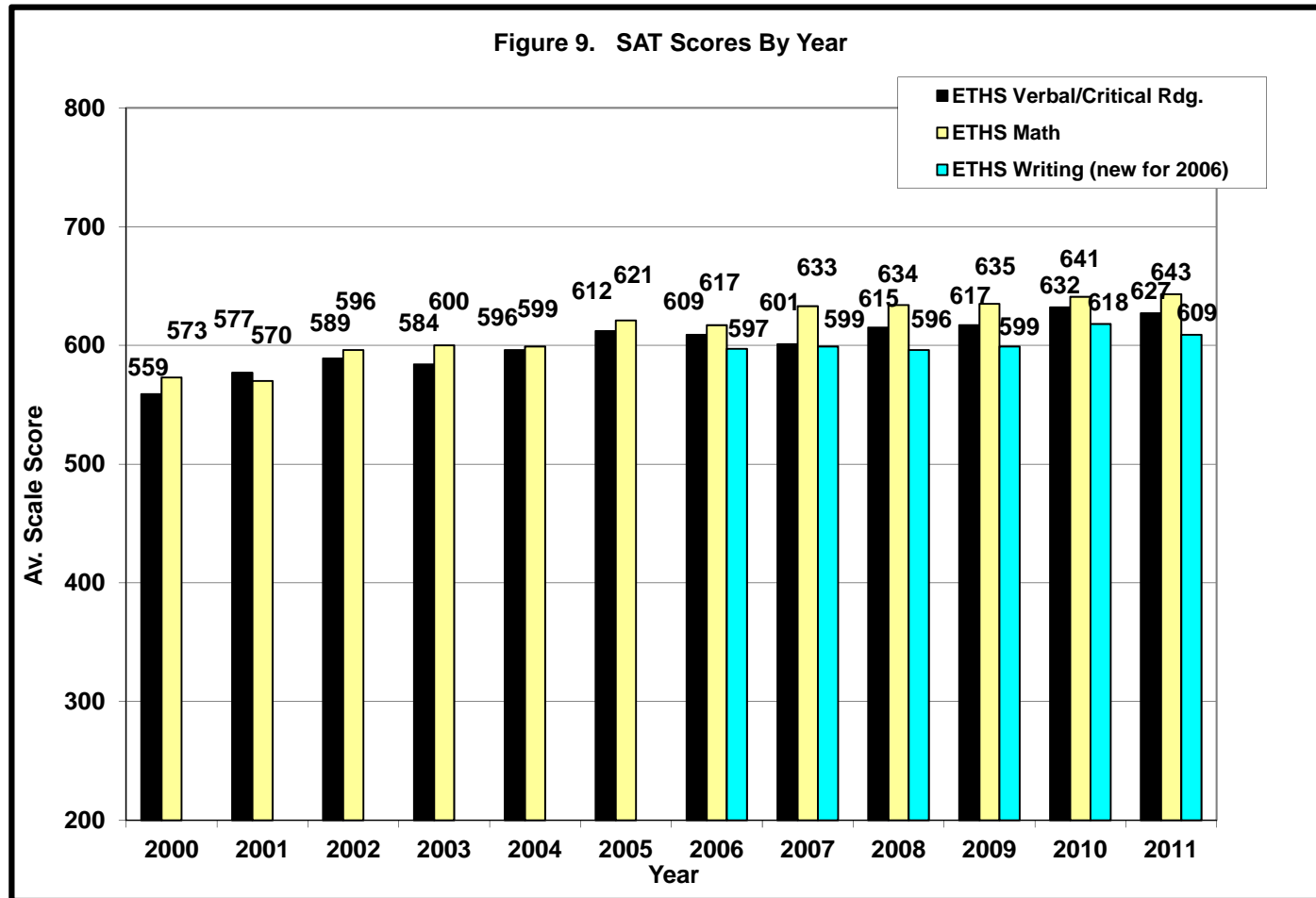


SAT

The SAT is developed and administered via the College Board which also administers the AP Exam. It is designed to show how well students use the skills and knowledge they have learned both in and out of school. It assesses students' ability to reason rather than to remember facts. Results are reported on a scale ranging from 200 to 800.

Up until 2005, the SAT was a college admissions and placement test that measured verbal reasoning/critical reading and mathematics problem-solving skills. In March 2005, the SAT was changed and a writing section was included for the first time. The College Board first reported scores for the new writing section for the class of 2006.

Figure 9 summarizes the average scores for seniors who took the SAT at any time during their high school years. (See Appendix A for a more detailed chart.) If a student took a test more than once, the most recent score is used. The percent of the senior class taking the SAT has been decreasing steadily since 1993-1994. Only 16.8 percent of the 2010 senior class took the SAT. This decrease is due to the fact that all colleges and universities now accept the ACT in their college admission process. Similar to the trend at the national level, there was a slight decline in the average score for Verbal/Critical Reading and Writing for the ETHS students taking the SAT in 2010-11. However, ETHS students' average score in math improved slightly while the national average decreased slightly.



Highlights and Trends:

Students continue to register some of the highest scores on the verbal and math subtests since 1980-81 (See Appendix A).

- The average score for verbal/critical reasoning was 627 (130 points higher than the national group).
- The average score for math was 643 (129 points above the national group).
- The average score for writing was 609 (120 points above the national group).

PRAIRIE STATE ACHIEVEMENT EXAMINATION

School year 2010-2011 was the tenth year that the Prairie State Achievement Test was administered to all junior students. The PSAE is administered over two days. On the first day of testing, students take an ACT in the areas of reading, mathematics, English, science reasoning, and writing. On the second day, they complete a reading and a math WorkKeys test --- tests of workplace readiness --- as well as a state-developed component in science. The reading score on the PSAE is comprised of the reading ACT and WorkKeys tests; the math score on the PSAE is comprised of the math ACT and WorkKeys tests; and the science score on the PSAE is comprised of the science ACT and state-developed science assessment. The PSAE scales for all subjects range from 120 to 200. Scale scores define each of the PSAE student performance levels. The four performance levels are: 1) exceeds standards; 2) meets standards; 3) below standards; and 4) academic warning.

The PSAE serves as the state's indicator for whether school districts are meeting standards and the mandates of the federal No Child Left Behind (NCLB) Act. NCLB requires that each district and school make adequate yearly progress (AYP) with the ultimate goal of 100 percent of its students meeting state standards by 2013-2014. The year 2001-2002 serves as the baseline year. Each state must set up its own criteria for AYP. In Illinois for the 2010-2011 year:

- Schools were required to have 85 percent of their students, including subgroups, meeting state standards. The state allows for some variance depending on the number of students in a subgroup. Illinois provides a detailed table to assist schools in determining AYP levels for specific numbers in a subgroup.
- There is an exception to the 85 percent requirement called "Safe Harbor." A school may still make AYP if each subgroup that fails to reach its proficiency performance targets reduces its percentage of students not meeting standards by 10% of the previous year's percentage, plus the subgroup must meet graduation rate targets.
- At least 95 percent of the total grade 11 student population and subgroups must take the state test.
- A school must have a graduation rate of 82 percent for the total group.

For each year that a school or district does not meet AYP, the state/federal government applies sanctions.

Tables 12 and 13 show PSAE results in reading and math from 2004 through spring of 2011. Table 14 shows PSAE results in science for the same time span. The year 2004 is used as an anchor year because it was the first year where all subgroup data were available and comprehensive.

Table 12. Percentage of Students Meeting/Exceeding Standards in Reading on PSAE: 2004-2011

	Reading							
	2004	2005	2006	2007	2008	2009	2010	2011
State AYP	40.0	47.5	47.5	55.0	62.5	70.0	77.5	85.0
All	62.0	66.5	66.6	67.3	69.9	69.5	63.2	61.0
White	89.3	91.1	89.3	90.4	90.4	92.6	90.7	87.8
Black	29.6	34.8	35.4	36.0	46.2	38.8	36.6	33.9
Hispanic	30.9	49.2	52.8	35.2	38.2	50.0	43.0	38.6
Special Ed.	21.2	32.9	32.6	38.8	37.9	41.5	26.3	26.9
Low-income	23.2	32.1	38.0	36.8	36.5	40.4	39.3	32.6

Table 13. Percentage of Students Meeting/Exceeding Standards in Math on PSAE: 2004-2011

	Math							
	2004	2005	2006	2007	2008	2009	2010	2011
State AYP	40.0	47.5	47.5	55.0	62.5	70.0	77.5	85.0
All	61.3	61.7	67.0	67.1	73.1	69.3	66.2	64.5
White	89.6	87.1	89.9	90.7	91.6	92.6	93.7	90.9
Black	25.9	28.7	36.2	35.6	50.7	36.7	39.3	34.9
Hispanic	34.5	36.9	49.1	35.8	47.3	60.0	44.3	46.6
Special Ed.	20.9	25.9	27.9	28.4	34.5	38.3	31.7	28.7
Low-income	20.5	22.8	36.4	31.7	43.4	41.8	38.8	37.5

Table 14. Percentage of Students Meeting/Exceeding Standards in Science on PSAE: 2004-2011

	Science							
	2004	2005	2006	2007	2008	2009	2010	2011
All	58.1	59.5	55.5	64.1	65.9	60.8	57.6	59.7
White	88.1	86.4	84.2	89.0	88.1	85.0	88.0	88.0
Black	19.0	22.9	21.1	27.3	38.6	28.4	28.5	31.8
Hispanic	42.0	39.4	24.5	29.2	43.8	44.3	38.1	38.4
Special Ed.	25.4	16.9	14.3	22.2	18.8	27.2	22.8	22.9
Low-income	16.5	19.7	20.8	27.2	36.0	29.5	31.0	32.3

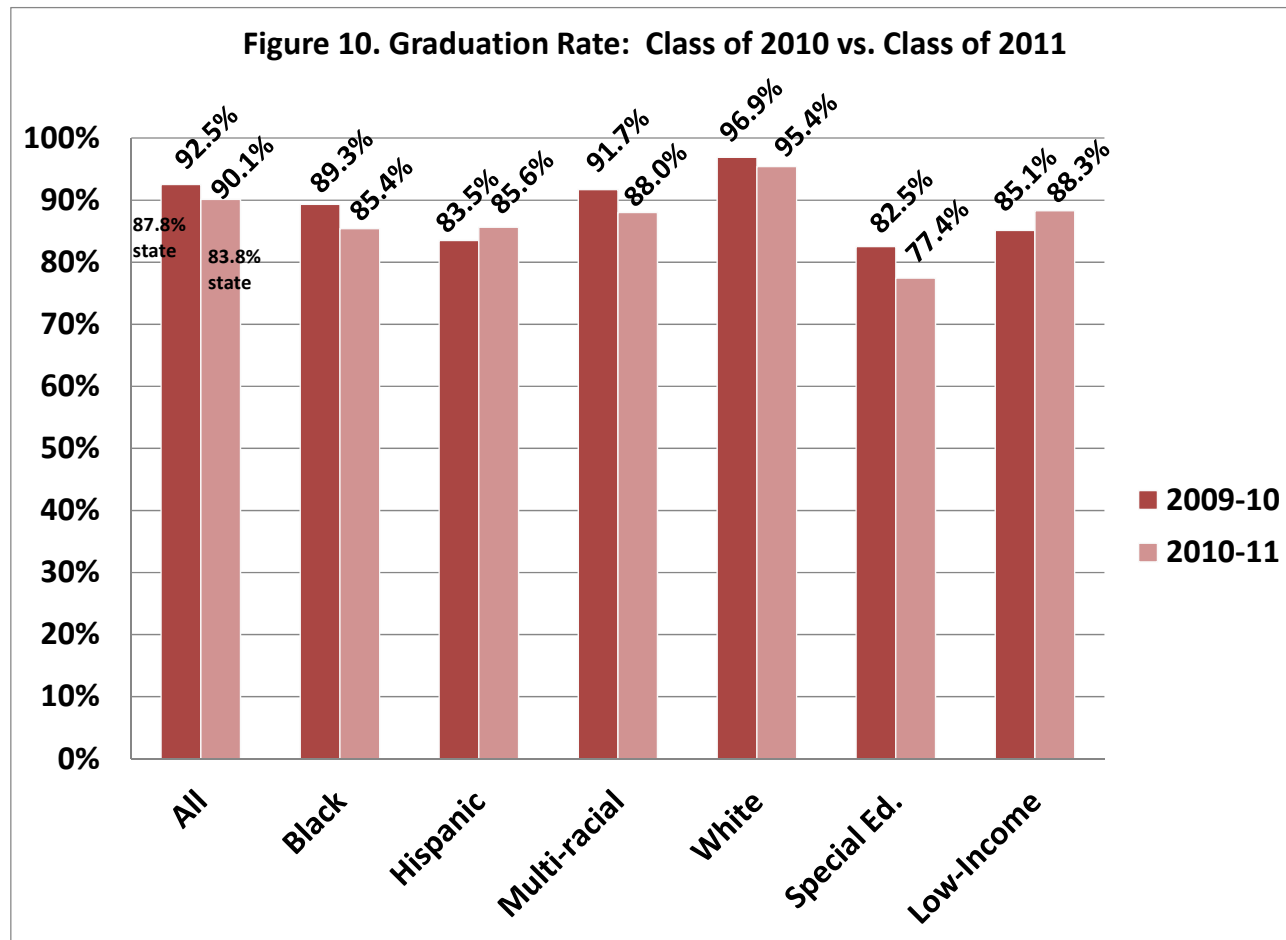
Highlights and Trends:

- PSAE scores fluctuate from year to year but progress seems to be static. PSAE data was disaggregated to look at score patterns.
 - The analysis indicates that 2011 student performance on the ACT in reading and math was comparable to the 2010 cohort. Student performance on the WorkKeys portion appears to be the problem.
 - In reading, students who achieve an ACT score of 20 or higher and a “5” on the WorkKeys generally meet standards. In 2011, there was a higher percentage of students with scores of 20 or greater on the ACT than in 2010 (60% vs. 54%). However, there was an increase in the percent of WorkKeys scores below “5” in 2011 compared to 2010 (41% vs. 35%).
 - In math, students who achieve an ACT score of 19 and a “5” on the WorkKeys typically meet standards on the PSAE. In 2011, 65% of students had an ACT score of 19 or higher, which is the same as in 2010. However, the percent of students earning below “5” on the WorkKeys increased slightly since 2010 (35% vs. 33%).
 - For the 2011 school year, the state required that seniors who took the PSAE (because they did not take it in their junior year) now be part of the state AYP calculation. This is different than in the past. Sixty percent or more of these students did not meet standards on the reading, math or science components.
 - Students who were reclassified to sophomore status but made the required credits to be a junior by mid-year of their junior year took the PSAE. Compared to 2010, one percent more of these reclassified students took the PSAE in 2011.

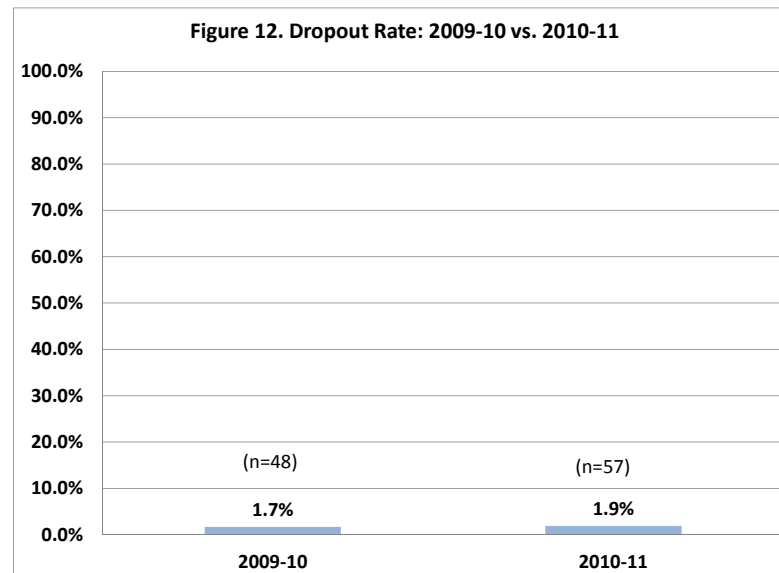
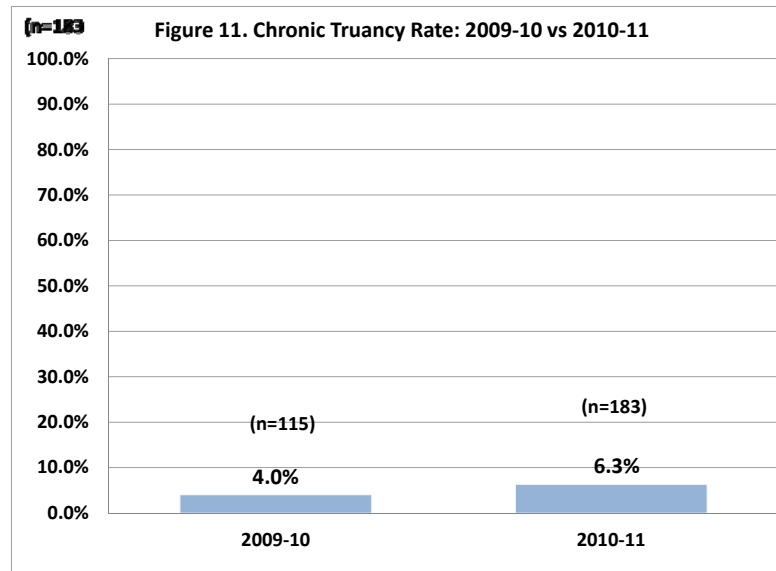
OTHER ACADEMIC INDICATORS

Figures 10 through 13 summarize data for academic indicators other than test scores. Figure 10 shows the graduation rate for the class of 2011 compared to the class of 2010. The graduation rate was a concern for the high school two years ago based on graduation statistics of the Class of 2009. A focused effort to boost the graduation rate was undertaken during the 2009-10 school year which included the identification of seniors who were behind in the required credits to graduate and the implementation of a credit recovery program. Thanks to this focused work, the graduation rate improved dramatically across major subgroups in 2009-10.

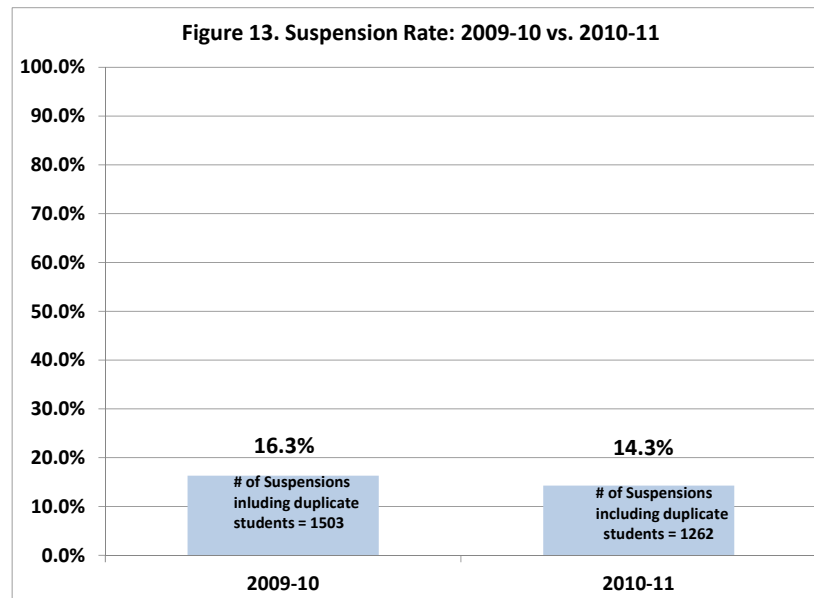
For 2010-11, the state has changed the formula for graduation rate and is using the statewide database system to generate graduation statistics. In past years, the graduation rate included students who took more than four years to graduate. The new graduation rate formula only includes students who graduate within four years from their freshman year.



Figures 11 and 12 show the truancy and dropout rates for school year 2010-11 compared to 2009-10.



Finally, Figure 13 shows suspension data for school year 2010-11 compared to 2009-10.



Highlights and Trends:

- Even with the new graduation rate formula, the ETHS graduation rate remains high at 90.5 percent. All subgroups made the 82 percent target with the exception of students with disabilities (77.4%). Although not yet officially released, the state office informs us the overall state graduation rate is 83.8 percent, which is down from the previous year (2009-10 = 87.8%).
- The dropout rate for the school continues to remain low at just under two percent.
- The total percent of suspensions decreased from 16.3 percent in 2009-10 to 14.3 percent in 2010-11.
- The chronic truancy rate increased by 2.3 percentage points.

IMPLICATIONS

The average ACT composite score of the 2011 graduation class continues to be among the highest scores since 1972. The EXPLORE to PSAT/ACT data analysis indicates that all ethnic groups make progress as they move upward from grades 9 through 12 although some subgroups continue to make more progress than others. The graduation rate of 90.5 percent is well-above the state's target of 82 percent.

Based on this analysis of student performance in 2010-11, some of the areas we need to focus on are:

- The average score on the English ACT subtest has shown some decline over the last several years. The English department has started making curricular changes beginning with the ninth grade curriculum.
- Performance on the Prairie State Achievement Examination was lower than the previous year for most subgroups. Performance on the ACT portion of the test continues to be strong. However, an analysis of the data indicates that more focus is needed on the WorkKeys math and reading content.
- Departments need to review AP score patterns and identify necessary changes to the curriculum.
- The chronic truancy rate increased in 2010-11. It is recommended that we review student academic profiles of chronic truants to help us identify ways we might help these students attend school.

The following are some of the initiatives in place for the 2011-12 school year:

- The race and equity work assisted by the Pacific Education Group is a professional development learning strand and will be expanded to include approximately 150 more staff members. The plan is to train the majority of staff by the end of the 2011-12 school year.
- All professional development efforts in 2011-12 incorporate an equity and excellence focus.
- The Test Prep course that was expanded in 2007-08 to target more students on the cusp of meeting standards will continue to be offered.
- The successful credit recovery program will again be in place to assist seniors in achieving the credits needed to graduate.
- An Advanced Placement Course boot camp was again implemented prior to the start of school to prepare students for Advanced Placement coursework.
- All students in reading intervention programs will take the NWEA MAP test three times this year: fall, winter and spring. Based on fall scores, individual goals will be set with students. Academic growth will be monitored from fall to spring.
- The Special Education department will implement NWEA MAP testing for students in their reading classes. Similar to students in the mainstream, students will be tested three times this year: fall, winter and spring. Based on fall scores, individual goals will be set with students. Academic growth will be monitored from fall to spring.
- The math department will focus on exploring the answers to the question, "How does the way we interact with students affect student achievement?" As a first step, department members are reviewing data on the types of questions they are asking, and how they are responding to student answers. Later in the year, they will gather data on other types of interactions and their effects on students in the classroom. Also, the math department will provide ongoing practice on WorkKeys-type problems.

- The freshman Humanities program has been reworked and offers a challenging honors curriculum aligned to new Common Core Standards and AP expectations. The Science Department is restructuring the Biology course for earned honors credit.
- Administrators, department chairs, and teacher leaders again attended a Data Retreat offered by our RESPRO team (the group from the North Cook Regional Office charged by the state to assist us under NCLB). During this retreat, ETHS staff focused on analyzing patterns and trends in student performance and behavior and identifying strategies for improving achievement and student behavior.
- The retired ACT will again be administered to juniors to provide practice for the spring PSAE/ACT. Not only does it provide practice, but item analyses from the test results are available to classroom teachers to tailor instruction to students' needs.
- Special analyses of PSAE results are being shared with department chairs to assist teachers in targeting students for improving academic performance.

Appendix A

SCHOLASTIC APTITUDE TEST (SAT) TEST SCORES : 1980-2011

This report summarizes the average scores for seniors who took the SAT assessment at any time during their high school years. If a student took a test more than once the most recent score is used.

Critical Rdg Averages			Math Averages			Writing Averages						
Year	Nat'l	ETHS	Points Above Nat'l	Nat'l	ETHS	Points Above Nat'l	Nat'l	ETHS	Points Above Nat'l	Number of Graduating Seniors	Number Taking SAT	% of Graduating Seniors Taking Test
1980-81	424	466	42	466	493	27	N/A	N/A	N/A	848	538	63.4%
1981-82	426	469	43	467	508	41	N/A	N/A	N/A	868	567	65.3%
1982-83	425	471	46	468	520	52	N/A	N/A	N/A	809	480	59.3%
1983-84	426	459	33	471	504	33	N/A	N/A	N/A	777	517	66.5%
1984-85	431	468	37	475	513	38	N/A	N/A	N/A	740	520	70.3%
1985-86	431	466	35	475	513	38	N/A	N/A	N/A	794	520	65.5%
1986-87	430	462	32	476	510	34	N/A	N/A	N/A	813	596	73.3%
1987-88	428	474	46	476	522	46	N/A	N/A	N/A	842	563	66.9%
1988-89	427	457	30	476	508	32	N/A	N/A	N/A	961	561	58.4%
1989-90	424	464	40	476	515	39	N/A	N/A	N/A	696	449	64.5%
1990-91	422	463	41	474	517	43	N/A	N/A	N/A	611	467	76.4%
1991-92	423	459	36	476	508	32	N/A	N/A	N/A	582	404	69.4%
1992-93	424	456	32	478	495	17	N/A	N/A	N/A	658	408	62.0%
1993-94	423	464	41	479	525	46	N/A	N/A	N/A	572	355	62.1%
1994-95	428	467	39	482	525	43	N/A	N/A	N/A	595	341	57.3%
1995-96	505	553	48	508	559	51	N/A	N/A	N/A	584	338	57.9%
1996-97	505	540	35	511	549	38	N/A	N/A	N/A	625	301	48.2%
1997-98	505	572	67	512	575	63	N/A	N/A	N/A	629	360	57.2%
1998-99	505	553	48	511	562	51	N/A	N/A	N/A	576	295	51.2%
1999-00	505	559	54	514	573	59	N/A	N/A	N/A	639	335	52.4%
2000-01	506	577	71	514	570	56	N/A	N/A	N/A	618	333	53.9%
2001-02	504	589	85	516	596	80	N/A	N/A	N/A	657	327	49.8%
2002-03	507	584	77	519	600	81	N/A	N/A	N/A	702	364	51.9%
2003-04	508	596	88	518	599	81	N/A	N/A	N/A	705	293	41.6%
2004-05	508	612	104	520	621	101	N/A	N/A	N/A	743	267	35.9%
2005-06	503	609	106	518	617	99	497	597	100	695	243	35.0%
2006-07	502	601	99	515	633	118	494	599	105	657	218	33.2%
2007-08	502	615	113	515	634	119	494	596	102	715	169	23.6%
2008-09	501	617	116	515	635	120	493	599	106	645	122	18.9%
2009-10	501	632	131	516	641	125	492	618	126	706	116	16.4%
2010-11	497	627	130	514	643	129	489	609	120	636	107	16.8%