

*Evanston Township
High School*

2012—2013

Report on Student Achievement

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

Research, Evaluation and Assessment
October 21, 2013

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Executive Summary

The attached report provides analyses of test results including:

- 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 student scores on EXPLORE, PLAN and PSAE/ACT is used to assess students' progress as they move through grade 8 to 11. These scores are the only standardized measure that enables the district to measure the same cohort throughout their high school experience.
- The Advanced Placement examinations administered to students enrolled as sophomores, juniors or seniors in AP courses.
- 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 do not intend to apply to a competitive college or university), ETHS results are still higher than the national average.
 - Black, Latino and White students outscore their state and national counterparts on the ACT composite score.
- The percentage of students participating in AP exams is at an all-time high with 59.9% of all juniors and seniors taking at least one AP exam. This is a result of a concerted effort to increase the numbers of students taking AP courses. As the percentage of students taking AP exams has increased, ETHS students have maintained their high performance. In 2012-13,
- The five-year graduation rate of 89.0% continues to be high even with a new more stringent state formula.
- The composite score for the PLAN test is the highest in ETHS history.
 - Composite scores for Black, Latino, and White students are also the highest they have been in ETHS history.
- The composite score on the EXPLORE test for the total incoming freshman group for school year 2012-13 continues to be relatively high compared to five years ago. The gap in achievement in reading and math between White students and Black/Latino students exists when students enter ETHS as freshmen. While approximately 93% of White incoming freshmen are at or above the national average in reading, between 50 and 60 percent of Black and Latino students enter ETHS at or above the national average in reading.
- Longitudinal analyses of student performance over time indicate students make good gains as they progress through high school. Gains in reading for all subgroups improved from EXPLORE to PSAT compared to the previous cohort. Although students make gains from EXPLORE to PSAT/ACT, the gains fluctuate from year to year, particularly for Black and Latino students. We recognize some 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 students will consistently gain eight or more points. Year to year there are variations in EXPLORE and PLAN scores as a result of scaling of these assessments by ACT.
- Performance on the PSAT in reading and math improved for seven of twelve subgroups. Reading performance improved on the PSAT for White, Black, special education, and economically disadvantaged students. Each year represents a different cohort of students being used.
- The dropout rate continues to be low at 1.3% and well below the state average of 2.4%. This is the lowest average in the last four years.

Report on Student Achievement

The purpose of this report is to provide an overview of student performance at Evanston Township High School (ETHS) in 2012-2013. This report includes academic data from several sources:

- Results of the ACT assessment are provided for the graduating Class of 2013.
- PLAN test data are provided for the 2012-2013 sophomore class (Class of 2015).
- EXPLORE scores are reported for the 2013-2014 incoming freshman class (Class of 2017).
- Test results from the Advanced Placement (AP) examinations are provided for all ETHS high school students who took an AP exam in 2012-2013. The data include students from 10th, 11th, and 12th grades who were enrolled in AP courses.
- Results of the SAT are summarized for the graduating Class of 2013.
- Results of the Prairie State Achievement Examination (PSAE) taken by students in their junior year are provided for the graduating Class of 2014.
- 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

While 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. The number of students by subgroup 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.

ACT Assessment System

The ACT assessment system (EXPLORE, PLAN, and ACT) provides longitudinal data that enables us to monitor the progress of the same students as they move through high school. The information from this assessment system is 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’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 all 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

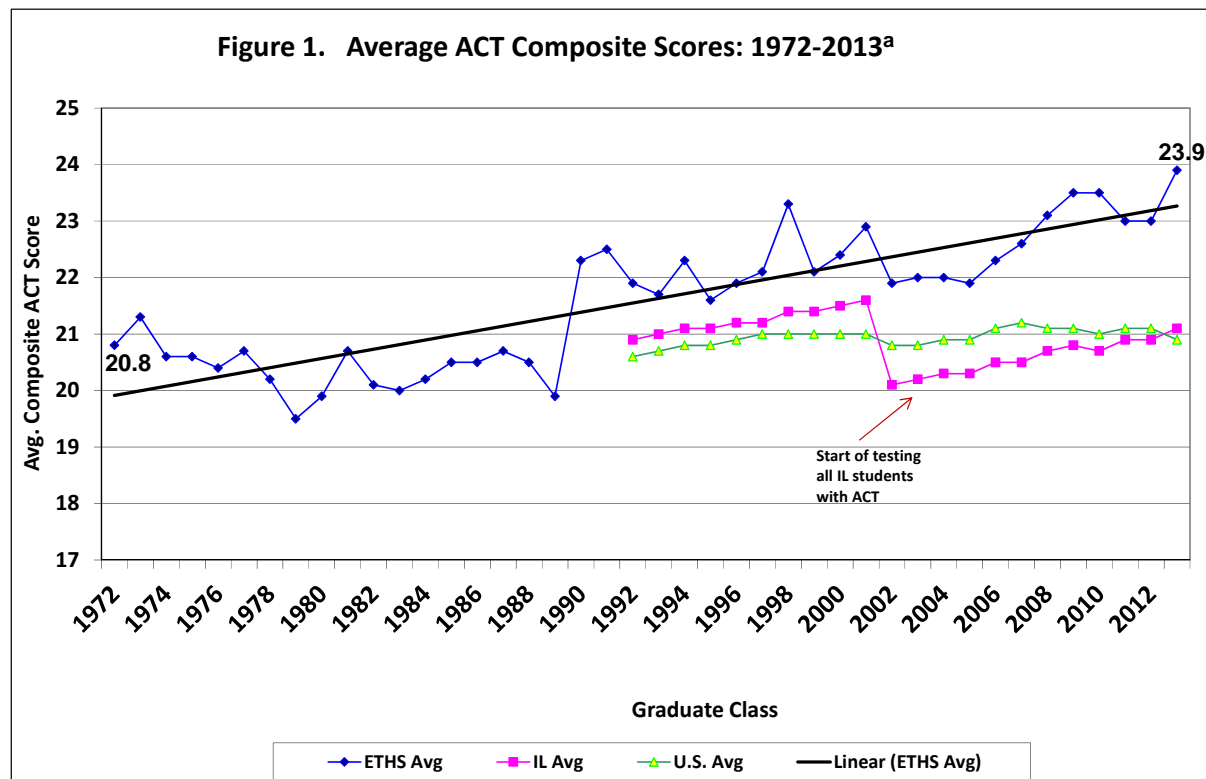
The ACT assessment is a college admissions and placement test that focuses on what is important for successful high school-to-college transitions. It aligns with the ETHS curriculum. Students take this test during their junior or senior year. The scores reported in Tables 1 to 3 represent the graduating Class of 2013. The ACT contains academic tests in four subject areas: English, mathematics, reading, and science reasoning. A composite score is also provided.

Table 1. Average ACT Composite Scores^a

Graduating Class	ETHS Average Composite ACT Score	IL Average Composite ACT Score	National Average Composite ACT Score
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
2012	23.0	20.9	21.1
2013	23.9	21.1	21.0

^a ACT scores range from 1 to 36. Beginning in 2013, ACT included students who took the test with accommodations in its report of graduating seniors. This table reports students who tested without accommodations (i.e., with standard time only); ^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 2013. 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.

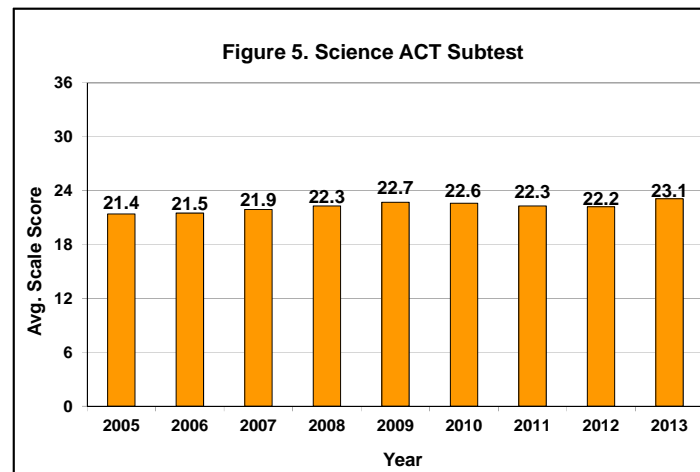
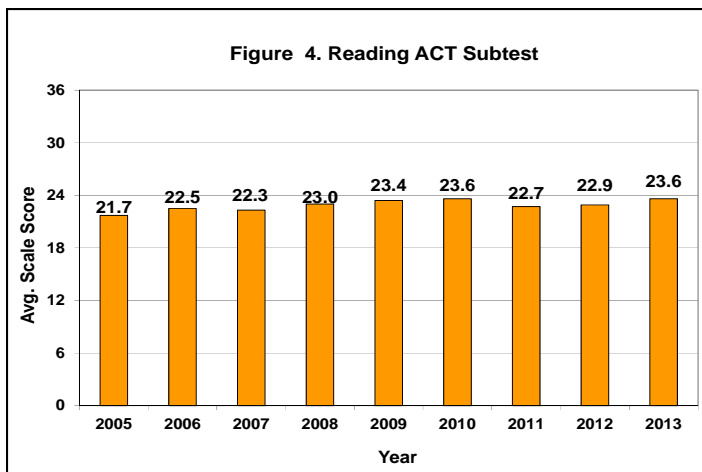
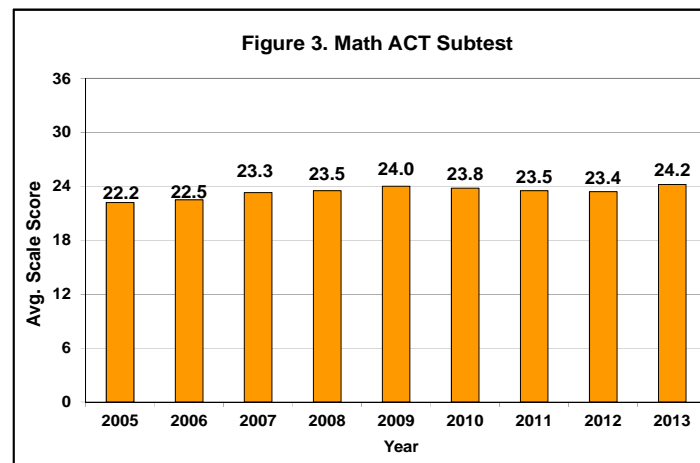
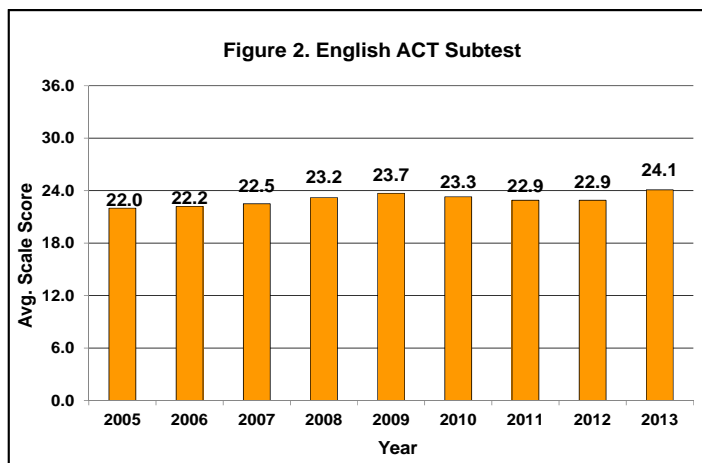


^aThis figure reports students who tested without accommodations (i.e., with standard time only).

Highlights and Trends:

- The ETHS composite score of 23.9 for the graduating Class of 2013 is the highest in the history of ETHS.
- The trend line shows an upward slope in ACT scores since 1972 and a steady increase since 2002 when the state began requiring all students in a school to be tested on ACT.
- ETHS continues to score much higher than the state and nation.
- In 2002, when ETHS began testing all students within a graduating class on the ACT, the composite score was approximately 1.1 points above the national average (21.9 vs. 20.8); in 2013, ETHS scored 2.9 points above the national average.(23.9 vs. 21.1).

Figures 2 to 5 show the ACT average scale scores for English, math, reading and science for 2005 to 2013. These figures report students who tested without accommodations (i.e. standard time only).



Highlights and Trends:

- Of the four subtests, in 2013 the highest average scale score was for math with students achieving at 24.2 and English at 24.1.
- In 2013, all subtest scores met or exceeded their highest score ever.
- Average scale scores in all four subject areas are higher than both the state and nation.

ACT Performance by Race/Ethnicity

Table 2 shows ACT data by race/ethnicity. Students do not always report their race/ethnicity when taking the ACT. Therefore, the reports that we receive from ACT do not represent all of the students in each 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 group.

Table 2. ACT Scores by Race/Ethnicity and Year

Race/ Ethnicity	Graduating Class	Number of Students Tested	Composite		
			ETHS Avg	IL Avg	Nat'l Avg
Black/African American	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
	2011-2012	216	18.0	17.1	17.0
	2012-2013 ^a	231	17.8	16.8	16.9
Hispanic/Latino	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
	2011-2012	103	19.3	18.5	18.9
	2012-2013	93	19.5	18.5	18.8
White	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
	2011-2012	304	27.6	22.7	22.4
	2012-2013	327	27.4	22.3	22.2
All	2008-2009	633	23.5	20.8	21.1
	2009-2010	627	23.5	20.7	21.0
	2010-2011	611	23.0	20.9	21.1
	2011-2012	678	23.0	20.9	21.1
	2012-2013	737	23.2	20.6	20.9

^aBeginning in 2012-13 ACT included students who took the test with accommodations in its report of graduating seniors. For the years 2008-09 through 2011-12 this table reports only students who tested without accommodations. 2012-13 reports all students, including those that tested with accommodations.

Highlights and Trends:

- Beginning in 2012-13, ACT scores by race/ethnicity include all students who tested with extended time accommodations. This is a change from previous years.
- Black, Latino, and White students continue to outscore their counterparts in the state and nation.
- The average composite score of 23.2 for all students, includes students who tested with accommodations. This is higher than the two prior years which excluded students who tested with accommodations.

ACT Performance by Gender

Table 3 shows ACT performance for each subject area by gender. Beginning in 2012-13, ACT scores by gender include all students who tested with extended accommodations.

Table 3. ACT Score by Gender and Year

Gender	Graduating Class	Number of Students ^{a,b,c}	English	Math	Reading	Science	Composite		
							ETHS Avg	IL Avg	Nat'l Avg
Males	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
	2011-2012	330	22.6	23.9	22.7	22.5	23.1	21.0	21.2
	2012-2013	362	22.9	23.8	22.5	22.8	23.1	20.5	20.9
Females	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
	2011-2012	347	23.1	22.9	23.0	21.8	22.9	20.8	21.0
	2012-2013	372	23.7	23.2	23.7	22.2	23.3	20.7	20.9
All	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
	2011-2012	678	22.9	23.4	22.9	22.2	23.0	20.9	21.1
	2012-2013	737	23.3	23.4	23.1	22.5	23.2	20.6	20.9

^a Beginning in 2012-13 ACT included students who took the test with accommodations in its report of graduating seniors. For the years 2008-09 through 2011-12 this table reports only students who tested without accommodations. 2012-13 reports all students, including those that tested with accommodations. ^b Males and females do not add up to total because some students did not report a gender code. ^c This figure includes some students who took the

Highlights and Trends:

- Overall, ETHS male and female average composite scores continue to be higher than state and national averages. The 2012-13 average, which includes students who tested with accommodations, are higher than the 2011-12 averages which did not include students who tested with accommodations.
- For males, average scores in English and science increased slightly compared to 2011-12.
- All subtest scores for females increased over 2011-12 average scores.
- Composite scores were comparable for males and females, and remained the same as or higher than 2011-12 when results did not include students who tested with accommodations.

ACT College Readiness Benchmarks

ACT's College Readiness Benchmark Scores are the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a "B" or higher or about a 75% chance of obtaining a "C" or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, and Biology. Research has shown that math and English scores are more tightly correlated with college success than reading and science scores. Math and English scores are strong predictors of first year GPA in college (Bettinger, Evans, & Pope, 2011).

Table 4. ETHS Performance in Comparison to ACT College Readiness Benchmarks

ACT College Readiness Benchmark			Percent Students at Meeting/Exceeding Benchmark					
			2013 Graduating Class ^a			2012 Graduating Class		
	2013	2012	ETHS	Illinois	National	ETHS	Illinois	National
English	18	18	73%	63%	64%	71%	65%	67%
Math	22	22	60%	42%	44%	60%	44%	46%
Reading	22	21	56%	41%	44%	58%	47%	52%
Science	23	24	50%	35%	36%	42%	30%	31%
% Meeting All Four Benchmarks			42%	25%	26%	38%	25%	25%

^a In 2012-13, ACT included students who tested with accommodations; in 2011-12 ACT only included students who tested without accommodations.

Highlights and Trends:

- The percent of ETHS students that meet or exceed the College Readiness Benchmarks is higher than both the state and national percentages in all four subject areas.
- In 2013, 73 percent of students met or exceeded the College Readiness Benchmark in English and 60 percent in math.

EXPLORE and PLAN Test Results

In 2011-12, ACT re-normed the EXPLORE test as testing companies do every so often to reflect current national performance. Sometimes scale scores and their equivalent percentile ranks shift as a result of this norming process. For the 2011-12 EXPLORE test, this was the case for reading, English, science and the composite score. For example, on the old EXPLORE test, a scale score of 13 in reading was equivalent to the 54th percentile rank while on the 2011-12 EXPLORE test, a scale score of 13 is equivalent to the 44th percentile rank. The effect of these new norms is reflected in the percent of students scoring above the 50th percentile in reading (figure 6).

Table 5 shows the results of the EXPLORE test administered to 8th graders in December of each year. EXPLORE scores range from 1 to 25.

Table 5. EXPLORE Test Scores by Race/Ethnicity and Gender

Race/ Ethnicity	Year	EXPLORE ^a Composite		EXPLORE Composite Males		EXPLORE Composite Females	
		N	Avg	N	Avg	N	Avg
Black/African American	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
	2011-2012	231	15.1	119	14.6	112	15.6
	2012-2013	226	15.3	110	14.9	116	15.8
Hispanic/Latino	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
	2011-2012	120	16.5	66	16.3	54	16.8
	2012-2013	124	15.5	65	15.1	59	16.0
White	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
	2011-2012	336	20.0	157	19.7	179	20.3
	2012-2013	345	19.9	150	19.7	195	20.0
All	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
	2011-2012	787	17.8	371	17.3	395	18.3
	2012-2013	798	17.8	357	17.3	414	18.1

^aNote: Score results for EXPLORE include students tested with extended time and 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.

Figure 6. EXPLORE Test: Percent Above the 50th Percentile in Reading, 2007-08 to 2012-13

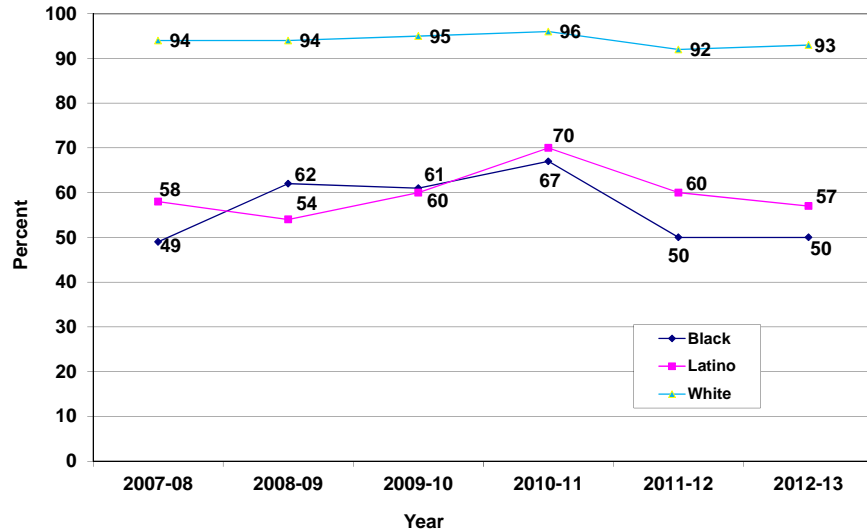
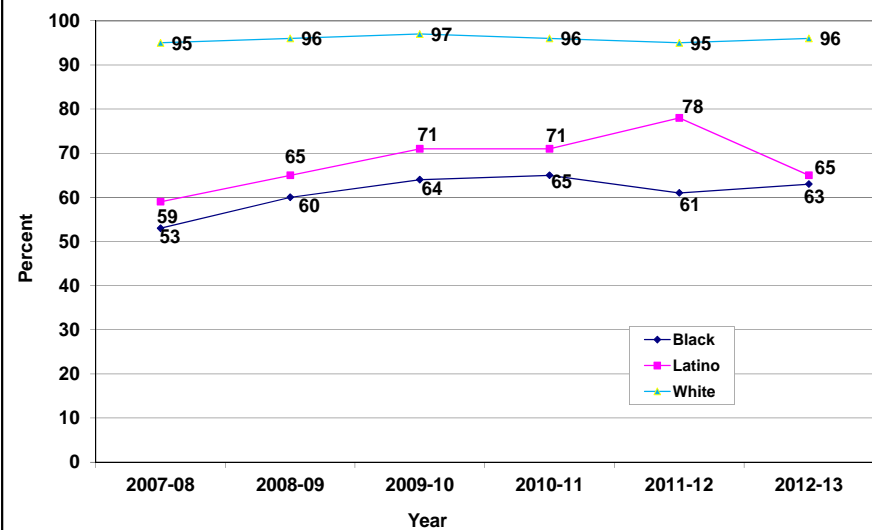


Figure 7. EXPLORE Test: Percent Above the 50th Percentile in Math, 2007-08 to 2012-13



Highlights and Trends:

- The composite score for the total incoming freshman group for school year 2012-13 is similar to 2011-12. Latino students' average composite score was lower than the previous two years; Black students' average composite score registered as the highest ever.
- Although the average composite score on EXPLORE remained relatively unchanged from previous years, the percent of students above the 50th percentile in reading remained the same for Black students and decreased for Latino students. In math, the percent of Black students above the 50th percentile increased about two percentage points. However, the percentage of Latino students above the 50th percentile decreased from 78 to 65 percent and represents the lowest percentage in five years.
- The gap in achievement in reading and math between White students and Black/Latino students exists when students enter ETHS as freshmen. For example, while approximately 93 percent of White incoming freshmen are at or above the national average in reading, between 50 and 60 percent of Black and Latino students enter ETHS at or above the national average.

Table 6 shows the sophomore results of the PLAN test for the last five years. PLAN scores range from 1 to 32.

Table 6. PLAN Scores by Race/Ethnicity and Gender

Race/ Ethnicity	Year	Composite All ^b		Composite Males		Composite Females	
		N	Avg	N	Avg	N	Avg
Black/African American	2008-2009	201	16.1	113	15.8	88	16.4
	2009-2010	211	15.9	100	15.7	111	16.2
	2010-2011	195	16.2	87	16.0	108	16.4
	2011-2012	186	16.1	84	15.7	102	16.5
	2012-2013	157	16.9	74	17.3	83	16.6
Hispanic/Latino	2008-2009	72	17.1	35	16.5	37	17.6
	2009-2010	80	16.6	40	16.9	40	16.4
	2010-2011	84	16.4	39	16.8	45	16.1
	2011-2012	107	17.4	60	17.8	47	16.8
	2012-2013	104	18.0	52	18.0	52	17.9
White	2008-2009	272	22.6	142	22.5	130	22.8
	2009-2010	347	22.2	175	21.9	172	22.5
	2010-2011	331	22.7	171	22.4	160	23.1
	2011-2012	311	22.9	169	23.0	142	22.7
	2012-2013	324	23.2	173	23.3	151	23.1
All	2008-2009	599	19.4	284	19.1	315	19.8
	2009-2010	683	19.4	338	19.2	343	19.7
	2010-2011	669	19.9	329	19.9	340	19.9
	2011-2012	665	20.0	346	20.2	319	19.7
	2012-2013	651	20.6	329	21.0	322	20.3

^aNumbers are based on Oct. official enrollments. ^bScore results for PLAN include students tested w/extended time & other special accommodations.

Highlights and Trends:

- The 2012-13 overall composite score for the total group is at its highest ever, registering a score of 20.6.
- Composite scores for Black, Latino, and White students are also their highest in history. Composite scores for Black male students increased from 15.7 in 2011-12 to 17.3 in 2012-13. This represents about a 10% increase in their average composite score. Composite scores for Latina females increased from 16.8 to 17.9, a 6.5% increase.

PLAN College Readiness Benchmarks

College Readiness Benchmark Scores have been developed for PLAN to indicate a student's probable readiness for entry-level college course-work by the time the student graduates from high school. Table 7 compares the percent of students meeting or exceeding the College Readiness Benchmarks at ETHS to the percent meeting or exceeding the benchmarks nationally.

Table 7. ETHS Performance in Comparison to PLAN College Readiness Benchmarks

PLAN College Readiness Benchmarks			Percent Students Meeting/Exceeding Benchmark			
			2012-13 School Year		2011-12 School Year	
	2013	2012	ETHS	National	ETHS	National
English	15	15	87%	64%	82%	64%
Math	19	19	67%	36%	63%	36%
Reading	17	17	70%	48%	71%	48%
Science	21	21	54%	20%	47%	20%

Highlights and Trends:

- In 2013, 87% of students met or exceeded the PLAN College Readiness Benchmark in English and 67% percent met or exceeded in math, both of which were higher than in 2011-12 and higher than the national percent.

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 provides 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 racial/ethnic subgroups of Black, Latino, and White students. By doing so we conduct a more comprehensive matching procedure than ACT because we are able to identify more students as well as provide racial/ethnic information for students who do not report their race or ethnicity when they take the tests. Our analysis includes all students.

EXPLORE to PLAN

The achievement of sophomores was analyzed from eighth grade to the fall of tenth grade. Table 8 shows the mean scale scores on EXPLORE and PLAN for matched student groups for the 2012-13 grade 10 cohort (Class of 2015) 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 2011-12 grade 10 cohort (Class of 2014).

Table 8. Gain Between Grade 8 and Grade 10: EXPLORE (2010-2011) to PLAN (2012-2013)

Subject		Grade 8 Avg Scale Score	Grade 10 Avg Scale Score	2012-13 Gr.10 Gain	2011-12 Gr.10 Gain
English	ETHS ^a	17.7	19.7	2.0	1.8
	National	15.8	18.0	2.2	1.9
Math	ETHS	18.5	21.8	3.3	3.6
	National	15.8	18.0	2.2	2.1
Reading	ETHS	17.5	19.5	2.0	3.3
	National	15.0	17.3	2.3	2.5
Science	ETHS	18.9	21.0	2.1	2.1
	National	17.0	18.6	1.6	1.8

^aRepresents a matched cohort of 618 students who remained at ETHS from grade 8 through grade 10.

Highlights and Trends:

- In math and science, ETHS students made greater gains than students nationwide.
- In English, the gain of 2.0 points for ETHS students was higher than the English gain from the year before. The reading gain decreased by 1.3 points between 2011-12 and 2012-13.
- The largest gain was for math, 3.3 points.

The same EXPLORE to PLAN information by subgroups for each subject area is presented in Table 9. Information for special education and income groups is also provided because these groups are a focus of NCLB and our district goals.

Table 9. Gain Between Grade 8 and Grade 10: EXPLORE (2010-2011) to PLAN (2012-2013) By Race/Ethnicity

Race/Ethnicity	Subject	Grade 8 Avg Scale Score	Grade 10 Avg Scale Score	2012-13 Gr.10 Gain	2011-12 Gr.10 Gain
Black/African American (N=153)	English	14.3	15.8	1.5	1.3
	Math	15.8	17.4	1.6	1.7
	Reading	14.5	16.0	1.5	2.4
	Science	16.4	17.7	1.3	1.3
Hispanic/Latino (N=105)	English	14.9	16.5	1.6	1.4
	Math	16.3	18.4	2.1	2.2
	Reading	15.1	16.9	1.8	3.1
	Science	16.7	18.7	2.0	1.6
White (N=307)	English	20.1	22.4	2.3	2.3
	Math	20.5	24.9	4.4	4.8
	Reading	19.7	22.0	2.3	3.9
	Science	20.6	23.3	2.7	2.8
Special Ed (IEP) (N=64)	English	12.3	14.8	2.5	2.2
	Math	14.6	16.0	1.4	2.3
	Reading	13.1	15.1	2.0	3.1
	Science	15.2	16.5	1.3	1.8
Low Income (N=215)	English	13.9	15.7	1.8	1.3
	Math	15.6	17.4	1.8	2.1
	Reading	14.4	16.0	1.6	2.7
	Science	16.1	17.8	1.7	1.2
Non Low Income (N=403)	English	19.7	21.8	2.1	2.0
	Math	20.0	24.1	4.1	4.3
	Reading	19.2	21.4	2.2	3.7
	Science	20.3	22.7	2.4	2.5

Highlights and Trends:

- All subgroups made gains from eighth grade to their sophomore year.
- Gains in English for all subgroups were equal to or greater than the previous year.

EXPLORE to PSAE/ACT

Table 10 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 2012-13 junior students (Class of 2014) 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 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 who tested with accommodations.

Table 10. Gain Between Grade 8 and Grade 11:

Subject	EXPLORE Grade 8 Avg Scale Score	PLAN Grade 10 Avg Scale Score	PSAE/ACT Grade 11/12 Avg Scale Score	PLAN (Gr.10) to PSAE/ACT (Gr. 11)		EXPLORE (Gr.8) to PSAE/ACT (Gr.11)	
				2012-13 Gr. 11 Gain	2011-12 Gr. 11 Gain	2012-13 Gr. 11 Gain	2011-12 Gr. 11 Gain
English							
ETHS ^a	17.4	19.3	23.6	4.3	5.1	6.2	6.8
State ^b	NA	17.2	20.4	3.2	2.5	NA	NA
Math							
ETHS	18.3	22.0	24.1	2.1	3.1	5.8	6.7
State	NA	18.8	20.9	2.1	2.4	NA	NA
Reading							
ETHS	16.9	20.3	23.8	3.5	3.6	6.9	6.6
State	NA	17.8	20.0	2.2	2.8	NA	NA
Science							
ETHS	18.5	20.7	22.9	2.2	2.8	4.4	4.7
State	NA	18.6	20.8	2.2	1.7	NA	NA

^aRepresents a matched cohort of **544** students who remained at ETHS from grade 9 through grade 11.

^bNote: State matched analysis is from the Spring 2012 ACT/PSAE tested juniors; the Spring 2013 report has not yet been published.

Highlights and Trends:

- ETHS students made equal or greater gains from PLAN to PSAE/ACT than students in the state.
- Overall, students improve about two points from EXPLORE to PLAN and four points from PLAN to PSAE/ACT in English. In math students improve about two points from EXPLORE to PLAN and from PLAN to PSAE/ACT.
- In 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) (4.3 points vs. 1.9 points).

Table 11 shows the gain between Grade 8 and Grade 11, and is disaggregated by race/ethnicity, special education, and low-income subgroups for each subject.

Table 11. EXPLORE (2009-2010) to PLAN (2011-2012) to PSAE ACT (2012-2013) By Race/Ethnicity

Race/ Ethnicity	Subject	EXPLORE Grade 8 Avg Scale Score	PLAN Grade 10 Avg Scale Score	PSAE/ACT Grade 11/12 Avg Scale Score	PLAN (Gr.10) to PSAE/ACT (Gr.11)		EXPLORE (Gr.8) to PSAE/ACT (Gr.11)	
					12-13 Gr. 11 Gain	11-12 Gr. 11 Gain	12-13 Gr. 11 Gain	11-12 Gr. 11 Gain
Black/African American (N=132)	English	13.7	15.1	17.2	2.1	3.1	3.5	4.2
	Math	15.5	17.2	19.2	2.0	2.2	3.7	4.1
	Reading	13.9	16.3	18.0	2.4	1.7	4.1	3.9
	Science	16.1	17.4	17.6	0.2	1.0	1.5	1.7
Hispanic/ Latino (N=87)	English	14.5	16.1	18.4	2.3	3.5	3.9	4.1
	Math	16.5	18.8	20.3	1.5	2.3	3.8	4.5
	Reading	14.3	17.4	19.3	1.9	2.6	5.0	4.2
	Science	16.7	18.3	19.2	0.9	2.4	2.5	2.7
White (N=277)	English	19.8	22.0	27.8	5.8	6.7	8.0	8.8
	Math	20.0	24.9	27.3	2.4	3.7	7.3	8.3
	Reading	19.1	23.0	27.6	4.6	4.8	8.5	8.5
	Science	20.0	22.9	26.3	3.4	3.7	6.3	6.5
Special Ed (IEP) (N=53)	English	13.2	15.4	17.0	1.6	1.7	3.8	3.6
	Math	14.1	17.1	18.7	1.6	1.4	4.6	4.1
	Reading	13.2	17.1	18.7	1.6	0.8	5.5	4.2
	Science	15.7	17.8	18.1	0.3	0.8	2.4	2.6
Low Income (N=185)	English	14.1	15.6	17.5	1.9	2.8	3.4	3.7
	Math	15.9	18.2	19.8	1.6	2.1	3.9	4.1
	Reading	14.2	16.9	18.5	1.6	1.9	4.3	3.9
	Science	16.4	17.7	18.5	0.8	1.4	2.1	2.1
Non Low Income (N=360)	English	19.1	21.1	26.6	5.5	6.4	7.5	8.5
	Math	19.5	24.0	26.3	2.3	3.6	6.8	8.0
	Reading	18.3	22.1	26.5	4.4	4.4	8.2	7.9
	Science	19.6	22.3	25.1	2.8	3.0	5.5	4.9

Highlights and Trends:

- Gains in English for all subgroups improved from EXPLORE to PSAE/ACT compared to the previous cohort.
- All subgroups made gains from eighth grade to eleventh grade. White students make approximately eight points depending on the subject matter, and Black and Latino 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 12 shows the results of AP exams for the students attending ETHS in the 2012-2013 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 main campus students.

Table 12. ETHS Advanced Placement Exam

Year	Total ETHS Enrollment	No. of Students Tested	Pct of ETHS Students Taking AP Exams	11 th & 12 th Grade Enrollment	Pct Of 11 th & 12 th Grade Students Taking AP Exams	No. of AP Exams Taken	Pct of AP Exam Grades 3 or Higher	Avg No. of AP Exams per Student
2004	3058 ^a	553	18.1%	1536	36.0%	1100	76%	2.0
2005	3032 (3103 ^b)	551	8.1% (17.8%)	1464	37.6%	1157	77%	2.1
2006	3164	537	17.0%	1488	36.1%	1142	79%	2.1
2007	3041	526	17.3%	1398	37.6%	1059	82%	2.0
2008	2970	630	21.2%	1438	43.8%	1312	78%	2.1
2009	2942	622	21.1%	1392	44.7%	1310	72%	2.1
2010	2891	620	21.4%	1294	47.9%	1384	74%	2.2
2011	2890	681	23.6%	1340	50.8%	1551	65%	2.3
2012	2974	769	25.9%	1429	53.8%	1803	69%	2.3
2013	2997 ^c	850	28.4%	1420	59.9%	1927	67%	2.3

^a Day School, Oct. 1 Official Enrollments; ^b Total enrollment including Academy; ^c Main campus enrollment

Highlights and Trends:

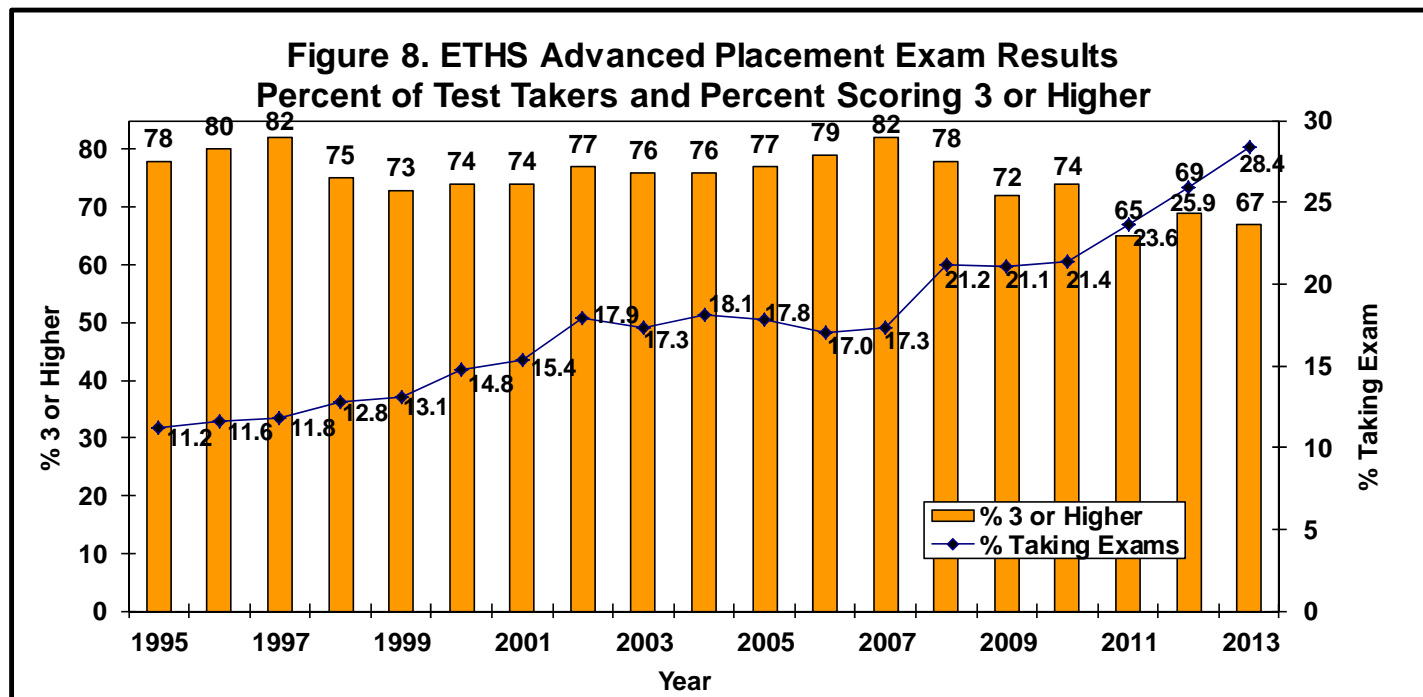
- Over one quarter of the ETHS student population participated in the AP testing program in 2012-13. The percentage (28.4%) of students participating in AP exams again increased by 2.5 percentage points from 2012 to 2013 and marks the highest percentage of students participating in AP exams at ETHS in documented history.
- In 2012-13, the percent of 11th and 12th grade students participating in the AP testing program was at an all time high of 59.9%.

Table 13 shows a breakdown of AP score values across the last five years. In 2013, 850 students took 1927 AP exams. This is the highest number of students taking exams in ETHS history. The number of tests with a score of “3,” “4,” and “5” increased in 2013 compared to 2012. Proportionally the percentage of scores of “3,” “4,” and “5” decreased in 2013 compared to 2012.

Table 13. Number and Percent of Students at Each AP Score Value: 2009-2013

Year	AP Score					Tests with a Score of 5, 4, or 3		Total # Tests Taken	Total # Students Tested
	5	4	3	2	1				
	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	%	<i>n</i>	<i>n</i>
2009	300	341	301	187	181	942	72%	1310	622
2010	374	337	316	200	157	1027	74%	1384	620
2011	296	351	361	269	274	1008	65%	1551	681
2012	363	454	436	285	265	1253	69%	1803	769
2013	331	512	450	341	293	1293	67%	1927	850

Figure 8 shows AP results in graphic form. The graph shows a positive trend in the percentage taking the exam from 1995 to 2013.



Prairie State Achievement Examination

School year 2012-2013 was the twelfth 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, and science reasoning. The writing exam was not included in 2011-12 and 2012-13. 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 combined reading score on the PSAE is comprised of the reading ACT and WorkKeys tests; the combined math score on the PSAE is comprised of the math ACT and WorkKeys tests; and the combined 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 2012-2013 year:

- Schools were required to have 92.5 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 92.5 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 percent 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 85 percent for the total group.

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

Tables 14-16 show PSAE results in reading, math, and science from 2004 through spring of 2013. The year 2004 is used as an anchor year because it was the first year where all subgroup data were available and comprehensive.

Table 14. Percentage of Students Meeting/Exceeding Standards in Reading on PSAE: 2004-2013

Reading										
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Illinois	56.8	59.5	58.4	54.1	53.3	56.9	54.0	51.0	50.7	54.8
All	62.0	66.5	66.6	67.3	69.9	69.5	63.2	61.0	65.2	66.9
White	89.3	91.1	89.3	90.4	90.4	92.6	90.7	87.8	91.6	93.2
Black	29.6	34.8	35.4	36.0	46.2	38.8	36.6	33.9	28.4	33.5
Latino	30.9	49.2	52.8	35.2	38.2	50.0	43.0	38.6	48.3	44.9
Special Ed.	21.2	32.9	32.6	38.8	37.9	41.5	26.3	26.9	28.6	29.8
Low-income	23.2	32.1	38.0	36.8	36.5	40.4	39.3	32.6	32.7	39.8

Table 15. Percentage of Students Meeting/Exceeding Standards in Math on PSAE: 2004-2013

Math										
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Illinois	53.1	52.8	53.6	52.7	53.0	51.6	52.7	51.3	51.6	51.8
All	61.3	61.7	67.0	67.1	73.1	69.3	66.2	64.5	70.1	66.8
White	89.6	87.1	89.9	90.7	91.6	92.6	93.7	90.9	94.2	91.6
Black	25.9	28.7	36.2	35.6	50.7	36.7	39.3	34.9	38.0	35.5
Latino	34.5	36.9	49.1	35.8	47.3	60.0	44.3	46.6	53.9	50.5
Special Ed.	20.9	25.9	27.9	28.4	34.5	38.3	31.7	28.7	27.3	28.6
Low-income	20.5	22.8	36.4	31.7	43.4	41.8	38.8	37.5	39.2	42.7

Table 16. Percentage of Students Meeting/Exceeding Standards in Science on PSAE: 2004-2013

Science										
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Illinois	52.9	52.5	50.8	51.0	51.2	50.5	52.4	49.2	51.7	49.3
All	58.1	59.5	55.5	64.1	65.9	60.8	57.6	57.7	64.6	62.9
White	88.1	86.4	84.2	89.0	88.1	85.0	88.0	88.7	93.1	90.4
Black	19.0	22.9	21.1	27.3	38.6	28.4	28.5	24.5	28.7	27.9
Latino	42.0	39.4	24.5	29.2	43.8	44.3	38.1	37.1	39.1	42.8
Special Ed.	25.4	16.9	14.3	22.2	18.8	27.2	22.8	23.4	24.0	22.5
Low-income	16.5	19.7	20.8	27.2	36.0	29.5	31.0	28.0	30.2	32.8

Highlights and Trends:

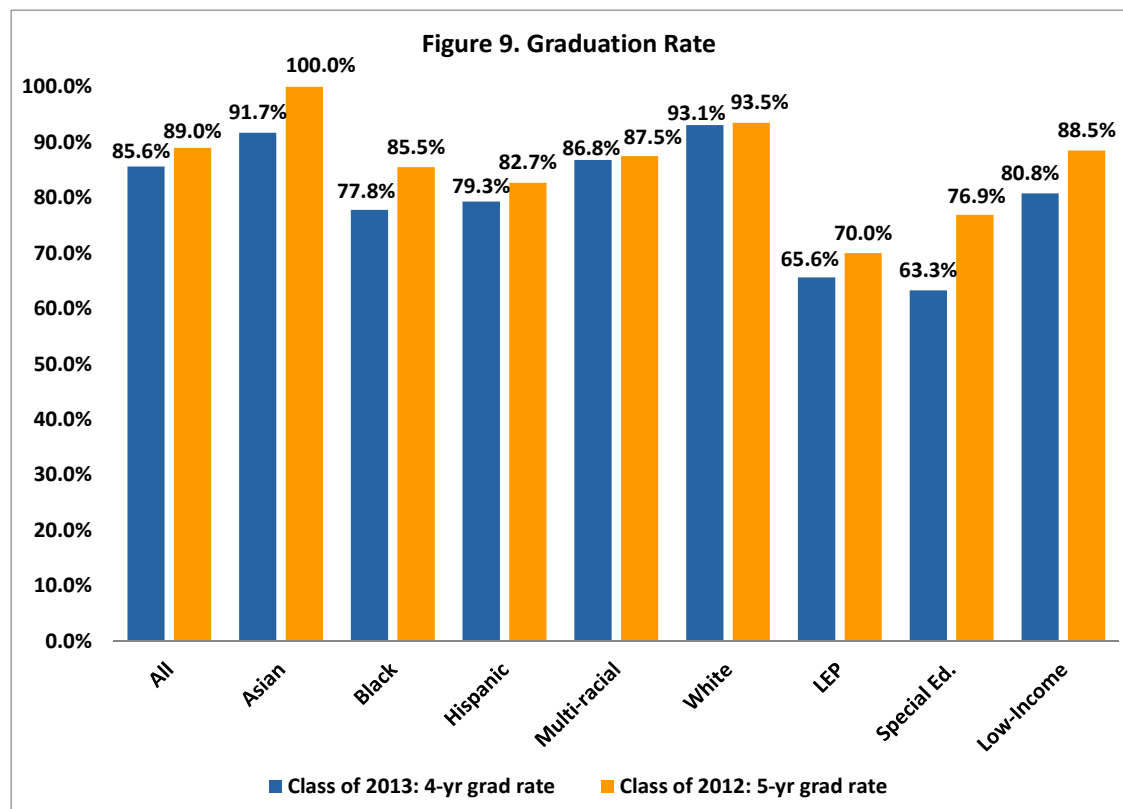
PSAE scores fluctuate from year to year. In 2013, the state again made taking the PSAE a graduation requirement. Students who did not take the PSAE as juniors were required to take it their senior year and are included in the state AYP calculation. For 2012-13, the percentage of students meeting or exceeding state standards increased in seven of twelve categories over 2011-12 in reading and math, which are the subjects that are used for determining adequate yearly progress. Of particular note are the increases for Black students in reading. The percentage of Black students meeting/exceeding state standards in reading increased from 28.4 percent to 33.5 percent. The percentage of White students meeting/exceeding in reading and math remained above 90 percent. In 2012-13, the percentage of Latino students meeting/exceeding state standards decreased in reading from 48.3 to 44.9; and in math the percentage decreased from 53.9 to 50.5.

The PSAE reading data for Black students were disaggregated to look at score patterns.

- In 2011-12, to ensure students meet standards on the reading portion, students need to achieve an ACT score of 20 or higher and at least a “5” on the WorkKeys portion. In 2013, the percentage of Black students achieving a “20” decreased slightly; however, the bigger problem seems to be that a number of students scored “20” on the ACT but did not achieve a “5” on the WorkKeys portion or vice versa.

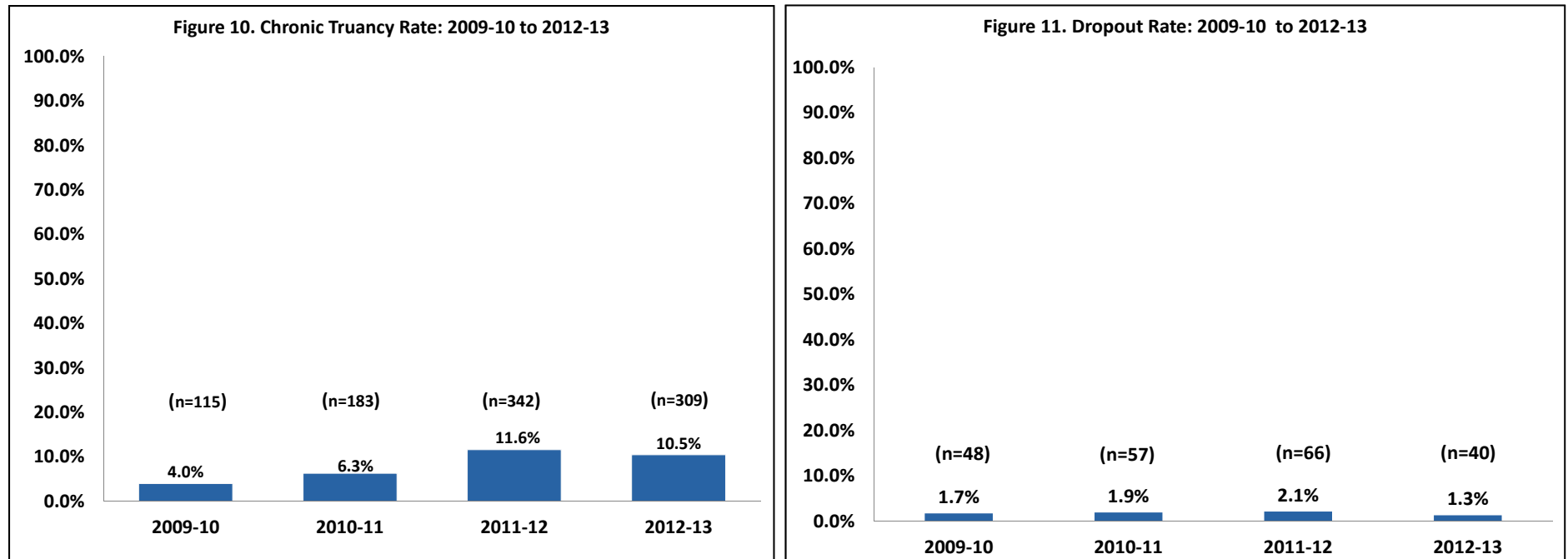
Other Academic Indicators

Figures 9 through 11 summarize data for academic indicators other than test scores. Figure 9 shows graduation rate data from 2012-13. In 2010-11, the state changed the formula for the graduation rate. The new graduation rate formula follows a freshman cohort from the freshman year for both four and five years.¹ At the same time the state changed the formula, it expanded its database system to include student graduation data. Figure 9 shows the four year graduation rate for the class of 2013 and the five year graduation rate for the class of 2012. The overall five year graduation rate is 89 percent and is well above the state target of 85 percent. All subgroups were above the target except Latino, special education, and students who are limited English proficient (LEP). By law special education students are entitled to extend their high school experience until their 22nd birthday to address IEP goals related to post-secondary transition.



¹The four-year adjusted cohort graduation rate (hereafter referred to as “the four-year graduation rate”) is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. The five-year adjusted cohort graduation rate (referred to as “the five-year graduation rate”) uses the same formula but is based on the number of students who graduate in five years.

Figure 10 shows the truancy rate for the past four school years. The state formula for calculating truancy changed in 2011-12. Prior to 2011-12, a chronic truant was defined as a child who was absent without valid cause from school for 10% or more of the previous 180 regular attendance days. Beginning in 2011-12, a chronic truant was defined as a child absent without valid cause for 5% or more of the previous 180 regular attendance days. As a result of this new formula, our truancy rate increased from 6.3% in 2010-11 to 11.6% in 2011-12. In 2012-13 the chronic truancy rate dropped to 10.5%.



Highlights and Trends:

- The ETHS chronic truancy rate decreased to 10.5% in 2012-13, down from 11.6% in 2011-12.
- The dropout rate for 2012-13 decreased to 1.3%, its lowest rate in four years.

Implications

The 2012-13 achievement data are very strong for ETHS:

- The average ACT composite score of the 2013 graduation class is the highest score since 1972.
- The percent of juniors and seniors taking Advanced Placement exams has increased steadily since 2004 from 36.0% to 59.9%. In 2012-13, 1293 students earned a score of “3” or higher and 843 students a score of “4” or higher. This is the highest number of students receiving scores of “3,” “4,” or “5” in ETHS history.
- The graduation rate of 89 percent is above the state’s target of 85 percent.

Although student achievement is generally improving, there are always areas that we need to improve. Based on this analysis of student performance in 2012-13, some of the areas we need to focus on are:

- 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. There continues to be a gap in the amount of gains made by White students compared to Black and Latino students, where White students’ gains are twice that of Black and Latino students.
- Performance in math on the Prairie State Achievement Examination was lower than the previous year for White, Black, and Latino subgroups. We need to make sure that students score both a 20 on the ACT and a “5” on the WorkKeys mathematics portion.
- The new state formula which significantly expands the definition for chronic truancy makes it imperative that we increase our efforts to reduce the truancy rate. It is recommended that we continue to review student academic profiles of chronic truants to help us identify ways we might help these students attend school more regularly.
- While the ETHS graduation rate exceeds the state and national rates, we still need to focus on increasing the percent of students staying in school and graduating.