
Report on Student Achievement

2009-2010

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

Research, Evaluation & Assessment

September 23, 2010

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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 PSAE/ACT to assess students' progress as they move through the grades from grade 8 to 11. In addition, 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 in sophomore, junior or senior level AP courses.
- Results of the SAT Test, 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 truant rate.

Key points include:

- ETHS seniors achieved high average scores on the ACT for the second year in a row.
 - The ACT composite score of 23.5 for the graduating Class of 2010 is the same as in 2008-09 and the highest in documented history. Illinois is one of only five states requiring students to take the ACT. With nearly all seniors having taken 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 and at a record high for our school.
 - Our ACT scores remain high for all four subtests --- Science, Reading, English, and Math. Both the subtest results from 2009 and 2010 are the highest scores for subject areas since all ETHS seniors started taking the ACT.
 - Hispanic students registered their highest ACT composite score since 2005-06.
 - Black, White, and Hispanic students outscore their state and national counterparts on the ACT composite score.
- Graduation rate improved dramatically across all subgroups. Overall, the graduation rate was 92.5 percent.

- The gap in achievement in reading and math between White students and Black/Hispanic students exists when students enter ETHS as freshmen. While approximately 95 percent of White freshman students enter at or above the national average, between 60 to 70 percent of Black and Hispanic students enter ETHS at or above the national average. The percentage of Black students above the 50th percentile on the EXPLORE test has improved markedly since 2007-08 in reading (from 49% to 61%) and math (from 53% to 64%).
- Longitudinal analyses of student performance over time indicate students make good gains as they progress through high school. Particularly noteworthy are the gains in math for Black and White students from EXPLORE to PSAT/ACT.
- The percentage of students participating in AP exams is at an all-time high of 21.4 percent. The percentage of students achieving a “3” or higher on the AP exam increased from 72 percent to 74 percent.
- Overall, the percentage for subgroups meeting/exceeding standards on the PSAT in reading, math, and science has increased over time since 2004.
- The dropout rate continues to be small at 1.7 percent and well below the state average.

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

The purpose of this report is to provide an overview of student test performance at Evanston Township High School in 2009-2010. This report includes test data from several sources:

- Results of the ACT assessment are provided for the graduating Class of 2010.
- PLAN test data are provided for the 2009-2010 sophomore class (Class of 2012).
- EXPLORE scores are reported for the 2010-2011 incoming freshman class (Class of 2014).
- Test results from the Advanced Placement (AP) examinations are provided for all ETHS high school students enrolled in AP courses in 2009-2010. 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 2010.
- Results of the Prairie State Achievement Examination taken by students in their junior year.
- Other academic indicators including graduation rate, suspension rate, dropout rate, and chronic truant 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, graduation, 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 a 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 the high school grades. 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

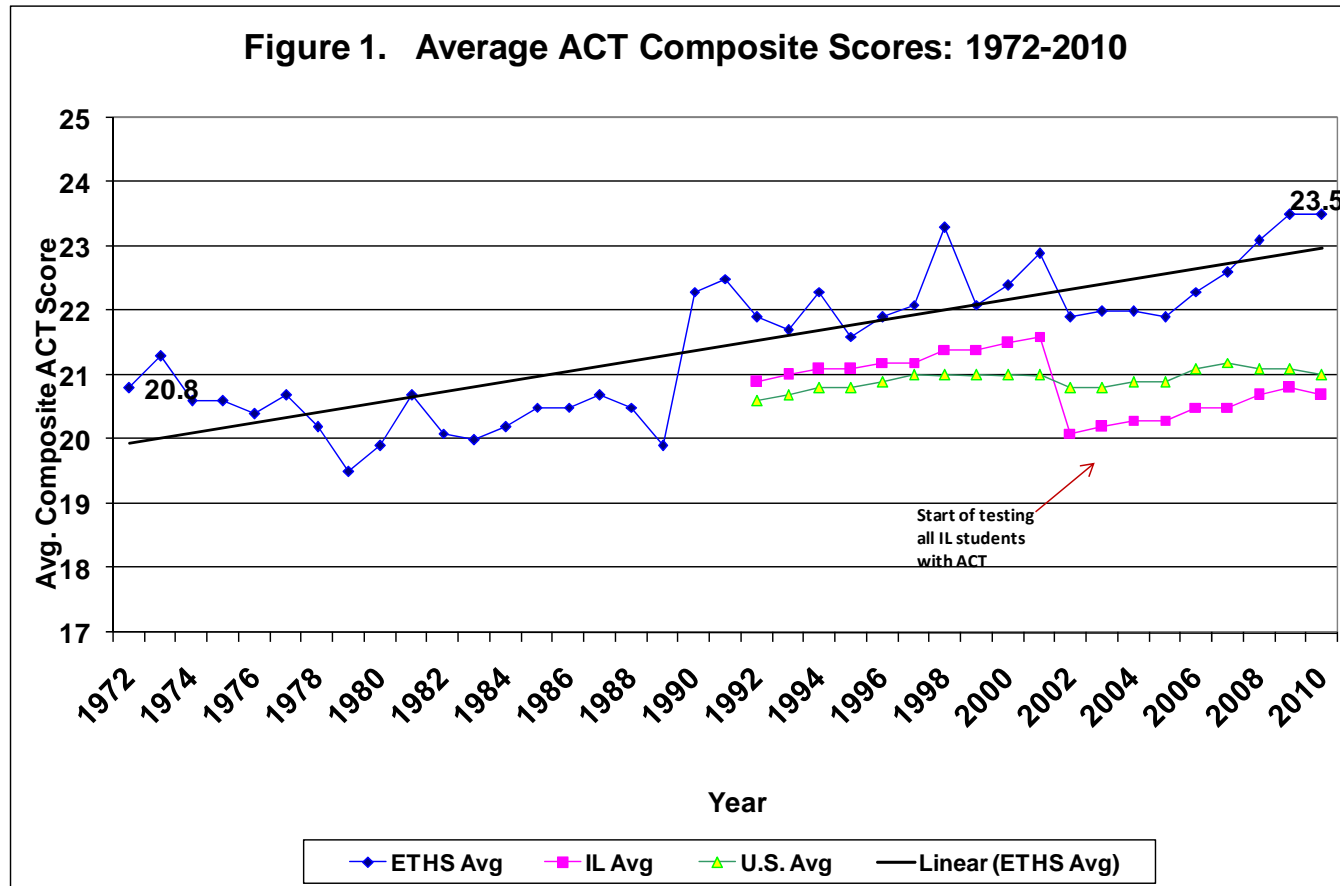
ACT's educational planning and assessment system includes three testing programs: EXPLORE and PLAN for eighth and tenth graders, respectively, and the ACT assessment taken by eleventh and twelfth graders. The ACT test is administered as part of the PSAT for students in their junior year. All three tests 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 in high school. The scores reported in Tables 1 to 3 represent the graduating class of 2010. 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. Both the Class of 2010 and 2009 registered the highest ACT composite scores in recent history.

| Table 1. Average ACT Composite Scores^a | | | |
|---|--|--|--|
| Senior Class Year | ETHS Avg. Composite ACT Score | IL Avg. Composite ACT Score | US Avg. Composite ACT Score |
| 1992 | 21.9 | 20.9 | 20.6 |
| 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 |
| ^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 onward to 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 23.5 for the graduating Classes of 2010 and 2009 was the highest score since 1972.
- The trend data show an upward slope in ACT scores since 1972 and a dramatic increase since 2002.
- 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 2010, ETHS scored 2.5 points above the national average.

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 | 2005-2006 | 146 | 18.2 | 16.9 | 17.1 |
| | 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 |
| Latino | 2005-2006 | 43 | 18.8 | 17.9 | 18.6 |
| | 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 |
| White | 2005-2006 | 225 | 26.5 | 22.0 | 22.0 |
| | 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 |
| All | 2005-2006 | 678 | 22.3 | 20.5 | 21.1 |
| | 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 |

^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. Recalculated scores are shown in light blue.

Highlights and Trends:

- Black, Latino, and White students continue to outscore their counterparts in the state and nation.
- The ACT composite score of 19.9 for Latinos at ETHS is the highest score for this subgroup since 2005-06.

Figures 2 to 5 show the ACT average scale scores for English, math, reading and science for 2002 to 2010.

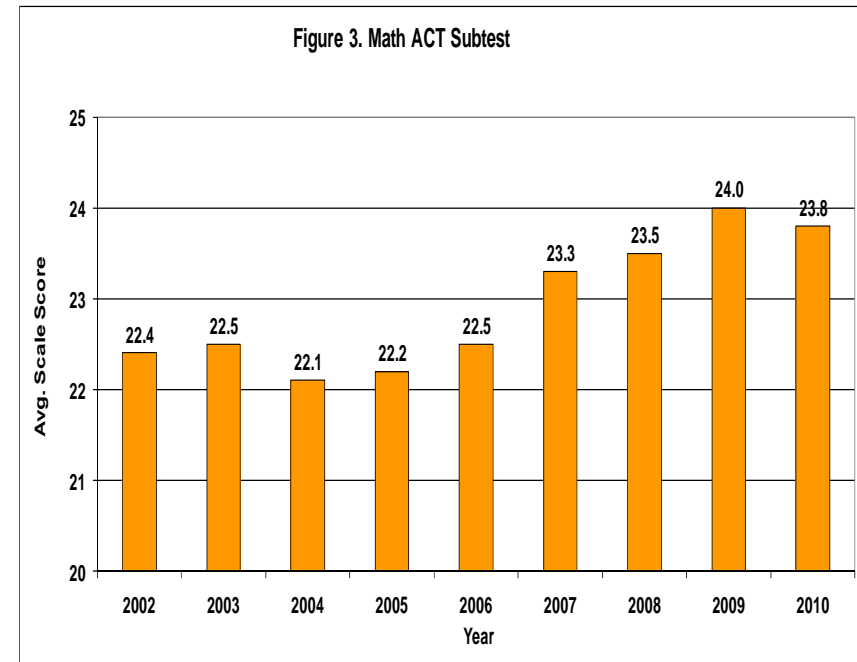
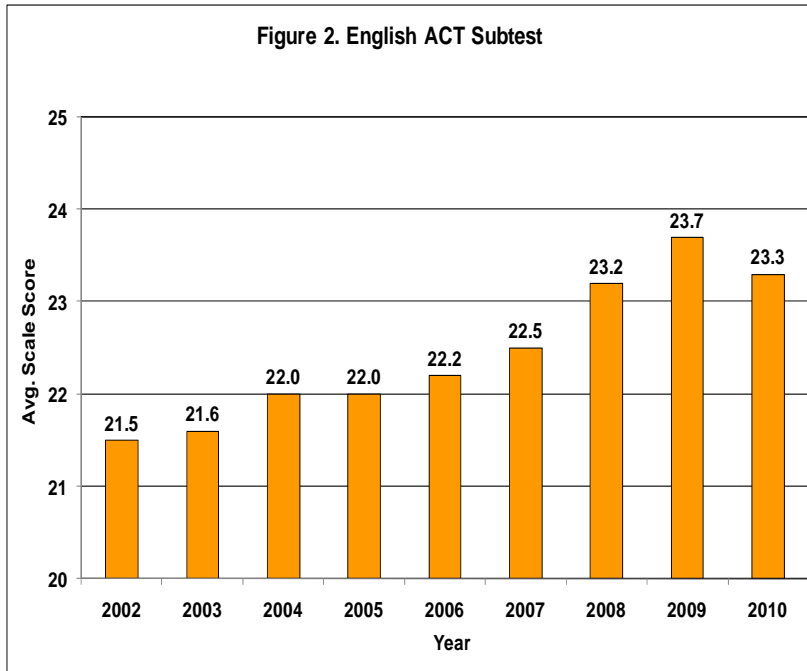


Figure 4. Reading ACT Subtest

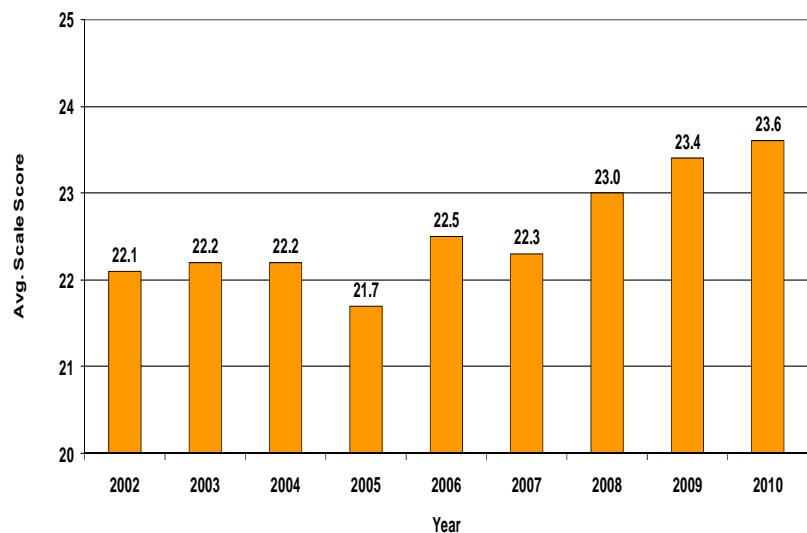
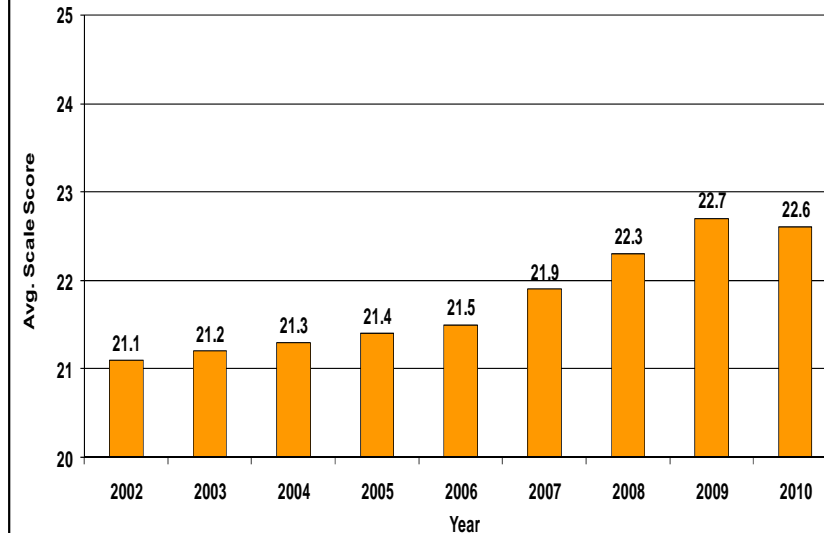


Figure 5. Science ACT Subtest



Highlights and Trends:

- The highest subtest scores for 2010 are for reading (23.6) and math (23.8).
- The reading subtest average of 23.6 is the highest for this subject since 2002 and well above the national average of 21.3.

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 | 2005-2006 | 319 | 21.2 | 22.6 | 21.8 | 21.6 | 21.9 | 20.5 | 21.2 |
| | 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 |
| Females | 2005-2006 | 338 | 23.1 | 22.4 | 23.1 | 21.4 | 22.7 | 20.5 | 21.0 |
| | 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 |
| All | 2005-2006 | 678 | 22.2 | 22.5 | 22.5 | 21.5 | 22.3 | 20.5 | 21.1 |
| | 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 |
| ^a ACT reporting excludes students who 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 ACT as a junior but did not graduate with their class. | | | | | | | | | |

Highlights and Trends:

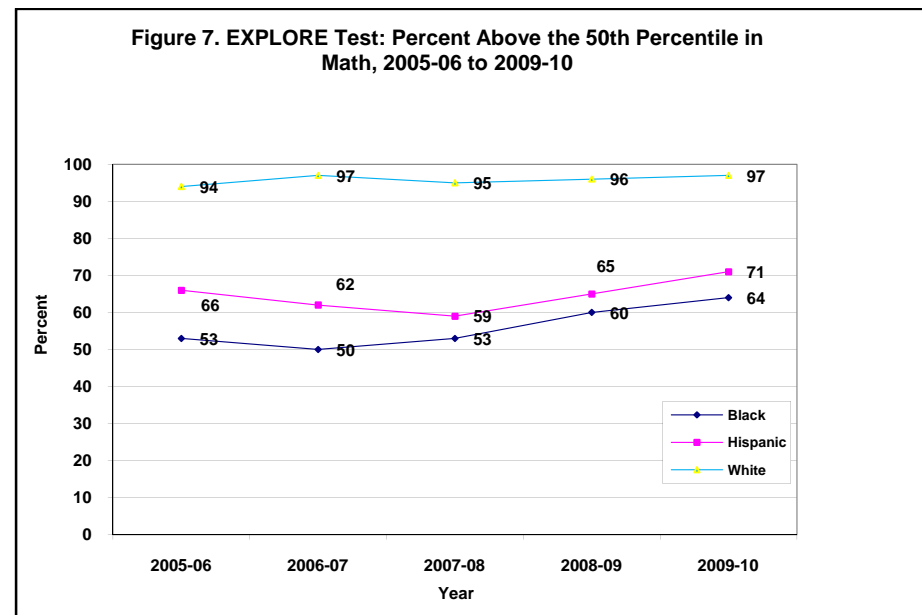
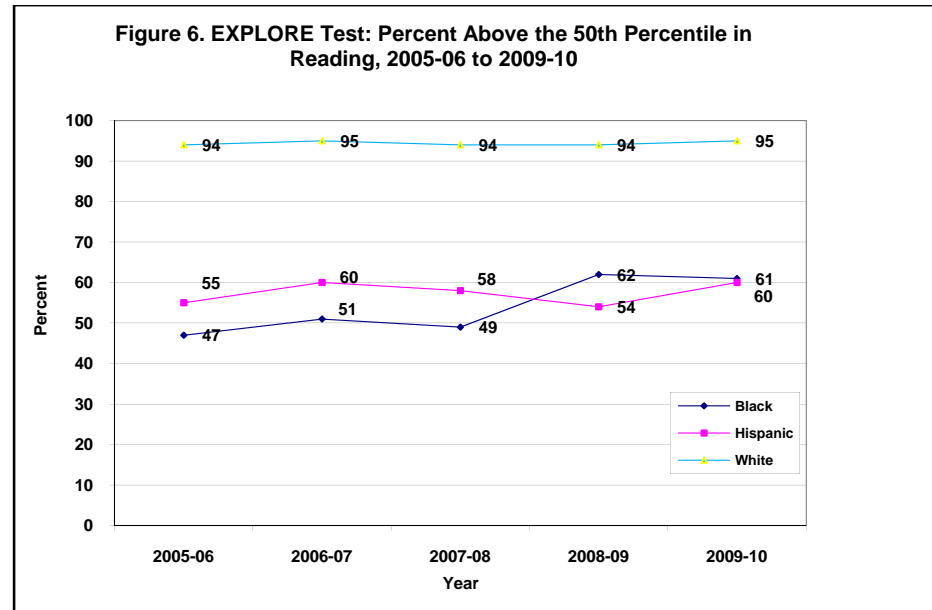
- Overall, ETHS male and female average scores were higher than state and national averages.
- Where performance in math and science were comparable for males and females in 2009, males scored a point higher than females in these subjects in 2010.

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. Not all students report their race when taking the test.

| 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 | 2005-2006 | 218 | 14.2 | 93 | 13.8 | 118 | 14.5 |
| | 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 |
| Latino | 2005-2006 | 75 | 14.9 | 37 | 14.6 | 36 | 15.3 |
| | 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 |
| White | 2005-2006 | 330 | 19.4 | 163 | 18.9 | 155 | 19.9 |
| | 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 |
| All | 2005-2006 | 741 | 17.0 | 348 | 16.9 | 369 | 17.1 |
| | 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 |
| Note: 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.



Highlights and Trends:

- The composite score for the total incoming freshman group of 2010-11 improved for a second year in a row and is the highest score achieved since 2005-06.
- The EXPLORE composite scores for males and females are comparable with the exception of those of Black students where males score lower than females.
- The gap in achievement in reading and math between White students and Black/Hispanic students exists when students enter ETHS as freshmen. While approximately 95 percent of White incoming freshmen are at or above the national average, between 60 to 70 percent of Black and Hispanic students enter ETHS at or above the national average. However, the percentage of Black students above the 50th percentile has improved markedly since 2007-08 in reading (from 49% to 61%) and math (from 53 % to 64%).

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

| Ethnicity | Year | Total Sophomores ^a | PLAN Composite | | PLAN Composite Males | | PLAN Composite Females | |
|--|------------------------|-------------------------------|----------------|------|----------------------|------|------------------------|------|
| | | | N | Avg | N | Avg | N | Avg |
| African American/Black | 2005-2006 | 337 | 255 | 15.9 | 125 | 15.5 | 130 | 16.3 |
| | 2006-2007 ^b | 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 |
| Latino | 2005-2006 | 70 | 57 | 16.4 | 23 | 15.3 | 34 | 17.4 |
| | 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 |
| White | 2005-2006 | 414 | 365 | 22.6 | 181 | 22.3 | 184 | 22.9 |
| | 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 |
| All | 2005-2006 | 868 | 724 | 19.5 | 356 | 19.1 | 367 | 19.9 |
| | 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 |
| ^a Numbers are based on October official enrollments --Day/Academy Program. | | | | | | | | |
| ^b Prior to 2006-07, results include only those who were tested under standard time limits. Beginning in 2006-2007, results include students tested with extended time and other special accommodations. | | | | | | | | |

Highlights and Trends:

- The 2009-10 overall composite score remained the same as 2008-09 although ethnic subgroups decreased slightly from the previous year.
- Black and 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: African American/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 race 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 2009-10 grade 10 cohort (Class of 2012) 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 2008-09 grade 10 cohort (Class of 2011).

| Table 6. Gain Between Grade 8 and Grade 10 EXPLORE (2007-2008) to PLAN (2009-2010) | | | | |
|---|------------------------------------|-------------------------------------|-------------------------------|-------------------------------|
| <i>Subject</i> | <i>Grade 8 Av. Scale Score</i> | <i>Grade 10 Av. Scale Score</i> | <i>2009-10 Gr.10 Gain</i> | <i>2008-09 Gr.10 Gain</i> |
| English | | | | |
| ETHS ^a | 16.8 | 18.8 | 2.0 | (1.9) |
| National | 14.8 | 16.9 | 2.1 | (2.3) |
| Math | | | | |
| ETHS | 17.2 | 20.7 | 3.5 | (3.7) |
| National | 15.6 | 17.7 | 2.1 | (2.2) |
| Reading | | | | |
| ETHS | 16.3 | 18.9 | 2.6 | (2.4) |
| National | 14.7 | 16.9 | 2.2 | (2.2) |
| Science | | | | |
| ETHS | 18.3 | 19.7 | 1.4 | (2.0) |
| National | 16.6 | 18.2 | 1.6 | (1.6) |

^aRepresents a matched cohort of 636 students who remained at ETHS from grade 8 through grade 10.

Highlights and Trends:

- For math and reading, ETHS students made greater gains compared to the national group.
- For English, the gain for ETHS students was similar to the gain at the national level compared to the prior year where the ETHS gain was .4 less than the national gain.
- The largest gains were for math (3.5 points).

Table 7 shows the same information for ethnic subgroups by each subject area. In addition, information for students with disabilities 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 (2007-2008) to PLAN (2009-2010) By Ethnicity | | | | | |
| <i>Ethnicity</i> | <i>Subject</i> | <i>Grade 8 Av. Scale Score</i> | <i>Grade 10 Av. Scale Score</i> | <i>2009-10 Gr.10 Gain</i> | <i>2008-09 Gr.10 Gain</i> |
| African American/Black (N=184) | English | 13.6 | 14.9 | 1.3 | (1.3) |
| | Math | 14.7 | 16.9 | 2.2 | (2.8) |
| | Reading | 13.5 | 15.5 | 2.0 | (1.8) |
| | Science | 16.0 | 16.9 | 0.9 | (1.3) |
| Latino (N=84) | English | 13.3 | 15.1 | 1.8 | (1.5) |
| | Math | 14.9 | 17.7 | 2.8 | (1.8) |
| | Reading | 13.6 | 15.6 | 2.0 | (1.9) |
| | Science | 15.8 | 17.2 | 1.4 | (1.3) |
| White (N=336) | English | 19.3 | 21.7 | 2.4 | (2.3) |
| | Math | 19.1 | 23.4 | 4.3 | (4.8) |
| | Reading | 18.3 | 21.5 | 3.2 | (3.1) |
| | Science | 20.2 | 21.7 | 1.5 | (2.6) |
| Special Ed (IEP) (N=80) | English | 12.6 | 14.6 | 2.0 | (1.5) |
| | Math | 13.4 | 15.7 | 2.3 | (2.2) |
| | Reading | 12.9 | 15.9 | 3.0 | (2.6) |
| | Science | 15.4 | 16.8 | 1.4 | (2.1) |
| Low Income (N=236) | English | 13.5 | 14.8 | 1.3 | (1.4) |
| | Math | 14.6 | 16.9 | 2.3 | (2.6) |
| | Reading | 13.6 | 15.3 | 1.7 | (1.8) |
| | Science | 15.9 | 16.9 | 1.0 | (1.4) |
| Non Low Income (N=397) | English | 18.8 | 21.1 | 2.3 | (2.0) |
| | Math | 18.7 | 22.9 | 4.2 | (4.4) |
| | Reading | 17.9 | 21.0 | 3.1 | (2.8) |
| | Science | 19.8 | 21.3 | 1.5 | (2.3) |

Highlights and Trends:

- All subgroups made progress from eighth grade to their sophomore year.
- Gains in reading were slightly higher for Black, Latino and White students compared to the previous cohort.
- Latino students and students with disabilities made greater gains in English, math and reading than the previous cohort.
- In math, Black, White, and low income students did not demonstrate the gains shown for the preceding cohort.
- Gains in English and science for all subgroups were weak compared to other subject areas.

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 2009-10 junior students (Class of 2011) 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 (PSAE) 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 include 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 (2006-2007) to PLAN (2008-2009) to PSAE ACT (2009-2010) | | | | | | | |
| 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) | |
| | | | | 2009-10 Gr. 11 Gain | 2008-09 Gr. 11 Gain | 2009-10 Gr. 11 Gain | 2008-09 Gr. 11 Gain |
| English | | | | | | | |
| ETHS ^a | 16.9 | 18.8 | 23.6 | 4.8 | 4.9 | 6.7 | 6.4 |
| State | NA | 17.1 | 20.0 | 2.9 | 2.8 | NA | NA |
| Math | | | | | | | |
| ETHS | 17.6 | 21.4 | 24.2 | 2.8 | 3.1 | 6.6 | 6.5 |
| State | NA | 18.4 | 20.6 | 2.2 | 2.6 | NA | NA |
| Reading | | | | | | | |
| ETHS | 16.2 | 18.7 | 23.0 | 4.3 | 5.0 | 6.8 | 7.7 |
| State | NA | 17.6 | 20.7 | 3.1 | 2.8 | NA | NA |
| Science | | | | | | | |
| ETHS | 18.3 | 20.4 | 22.6 | 2.2 | 2.6 | 4.3 | 4.2 |
| State | NA | 18.6 | 20.4 | 1.8 | 1.7 | NA | NA |
| ^a Represents a matched cohort of 471 students who remained at ETHS from grade 9 through grade 11. | | | | | | | |
| Note: State matched analysis is from 2008-09; the 2009-10 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 2009-10 made a greater gain in English than grade 11 students in 2008-09 (6.7 vs. 6.4 scale points).
- Gains in math and science were comparable to those of the preceding cohort.
- For reading, the 2009-10 cohort did not make the progress shown by the previous cohort group (6.8 vs. 7.7 scale points).

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

| Table 9. Gain Between Grade 8 and Grade 11 | | | | | | | | |
|---|----------------|--|--|---|---|--------------------------------|---|--------------------------------|
| EXPLORE (2006-2007) to PLAN (2008-2009) to PSAE ACT (2009-2010) 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) | |
| | | | | | 2009-10 Gr. 11 Gain | 2008-09 Gr. 11 Gain | 2009-10 Gr. 11 Gain | 2008-09 Gr. 11 Gain |
| African American/ Black (N=145) | English | 14.0 | 15.5 | 18.0 | 2.5 | 3.0 | 4.0 | 4.1 |
| | Math | 14.6 | 17.5 | 19.3 | 1.8 | 2.3 | 4.7 | 4.4 |
| | Reading | 13.4 | 15.2 | 17.5 | 2.3 | 2.7 | 4.1 | 5.1 |
| | Science | 16.0 | 17.3 | 18.0 | 0.7 | 1.1 | 2.0 | 2.2 |
| Latino (N=55) | English | 13.9 | 15.4 | 18.3 | 2.9 | 3.2 | 4.4 | 4.0 |
| | Math | 15.7 | 17.4 | 20.1 | 2.7 | 2.1 | 4.4 | 5.0 |
| | Reading | 14.3 | 16.2 | 19.7 | 3.5 | 3.7 | 5.4 | 5.1 |
| | Science | 16.3 | 17.8 | 19.5 | 1.7 | 1.7 | 3.2 | 2.8 |
| White (N=234) | English | 19.5 | 21.7 | 28.3 | 6.6 | 6.4 | 8.8 | 8.0 |
| | Math | 19.9 | 24.7 | 28.2 | 3.5 | 3.6 | 8.3 | 8.1 |
| | Reading | 18.4 | 21.4 | 27.2 | 5.8 | 6.3 | 8.8 | 9.4 |
| | Science | 20.3 | 23.0 | 26.0 | 3.0 | 3.5 | 5.7 | 5.4 |
| Special Ed (IEP) (N=48) | English | 12.3 | 13.9 | 14.9 | 1.0 | 3.6 | 2.6 | 4.9 |
| | Math | 13.1 | 15.3 | 17.4 | 2.1 | 3.3 | 4.3 | 6.0 |
| | Reading | 12.5 | 15.1 | 17.1 | 2.0 | 3.7 | 4.6 | 7.1 |
| | Science | 14.3 | 16.1 | 16.6 | 0.5 | 1.5 | 2.3 | 3.0 |
| Low Income (N=165) | English | 13.7 | 15.2 | 17.4 | 2.2 | 2.8 | 3.7 | 3.8 |
| | Math | 14.6 | 17.3 | 19.2 | 1.9 | 2.5 | 4.6 | 4.9 |
| | Reading | 13.7 | 15.6 | 17.9 | 2.3 | 2.9 | 4.2 | 5.1 |
| | Science | 15.9 | 17.4 | 18.3 | 0.9 | 1.3 | 2.4 | 2.5 |
| Non Low Income (N=306) | English | 18.7 | 20.7 | 26.9 | 6.2 | 5.9 | 8.2 | 7.5 |
| | Math | 19.2 | 23.6 | 26.9 | 3.3 | 3.0 | 7.7 | 6.9 |
| | Reading | 17.6 | 20.4 | 25.7 | 5.3 | 5.7 | 8.1 | 8.5 |
| | Science | 19.6 | 22.0 | 24.8 | 2.8 | 3.0 | 5.2 | 4.6 |

Highlights and Trends:

- Gains in math were higher compared to the prior cohort for Black and White subgroups from EXPLORE to PSAE/ACT. For Black students, there was more progress in math from eighth grade to sophomore year than from sophomore through junior year.
- Latino students and White students demonstrated greater gains in English than the previous cohort.
- With the exception of Latino students, gains were smaller in reading compared to the previous cohort.
- Students with disabilities made smaller gains in all subjects from PLAN to PSAE/ACT and from EXPLORE to PSAE/ACT compared to the prior cohort.

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. However, more and more institutions are only awarding credit for a “4” or “5”.

Table 10 shows the results of AP exams for the students attending ETHS in the 2009-2010 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 and these students are now part of the Academy Program. The Academy students are included in our official enrollments. 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 includes Academy students.

| 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 |
|-------------|------------------------------|--|---|------------------------------|-------------------------------|---|
| 1995 | 2705 ^a | 11.2% | 78% | 595 | 290 | 2.1 |
| 1996 | 2624 | 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 |

^aDay School, Oct. 1 Official Enrollments

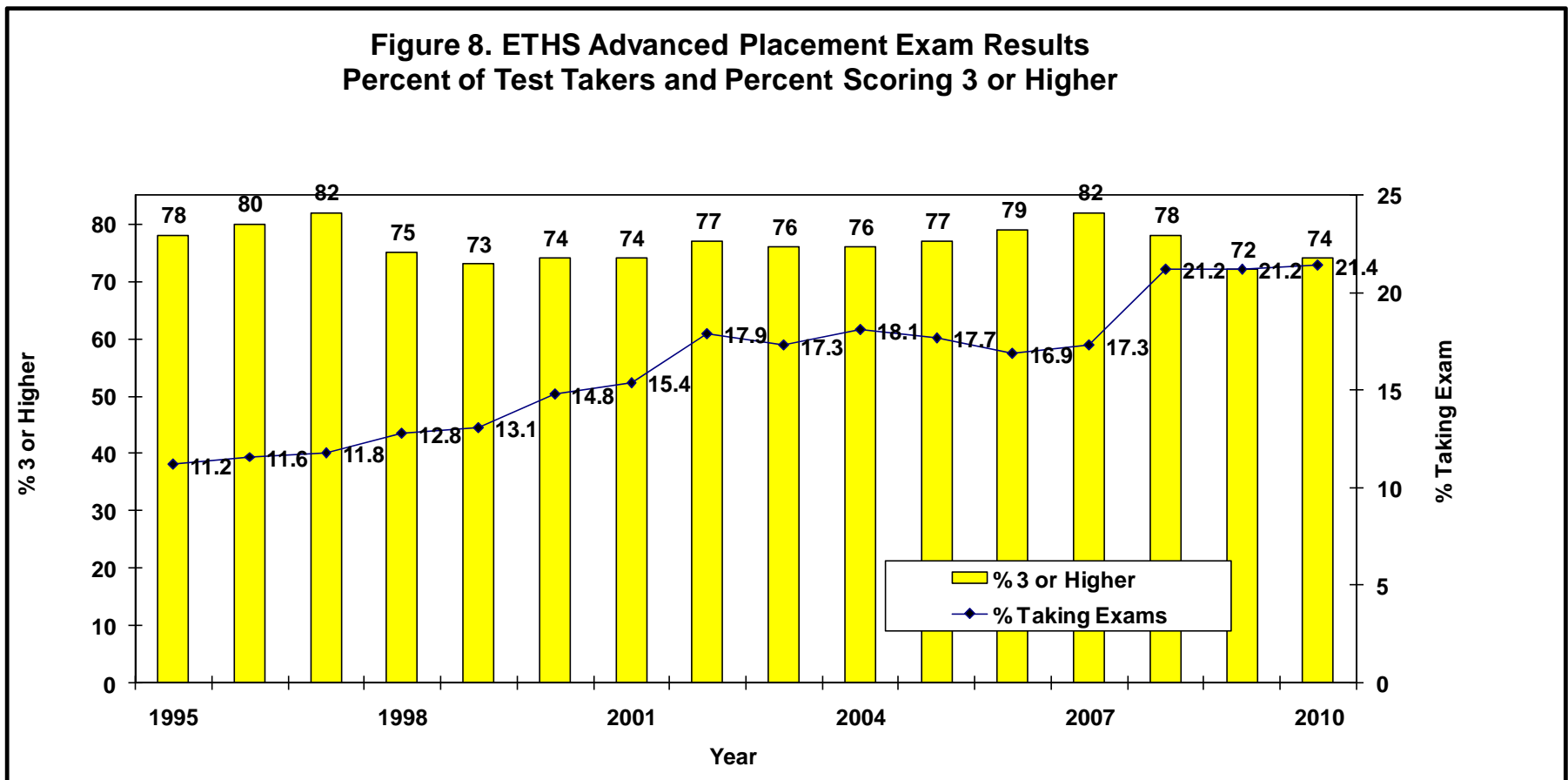
^bTotal enrollment including Academy

^cTotal enrollment including Academy

Highlights and Trends:

- The percentage (21.4%) of students participating in AP exams increased by .2 from 2009 to 2010 and marks the highest percentage of students participating in AP exams at ETHS in documented history.
- The percentage of students scoring a “3” or higher improved from 72 percent to 74 percent.
- As ETHS continues to incorporate more students into the AP program, the percentage of students achieving a score of “3” or higher remains high.

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

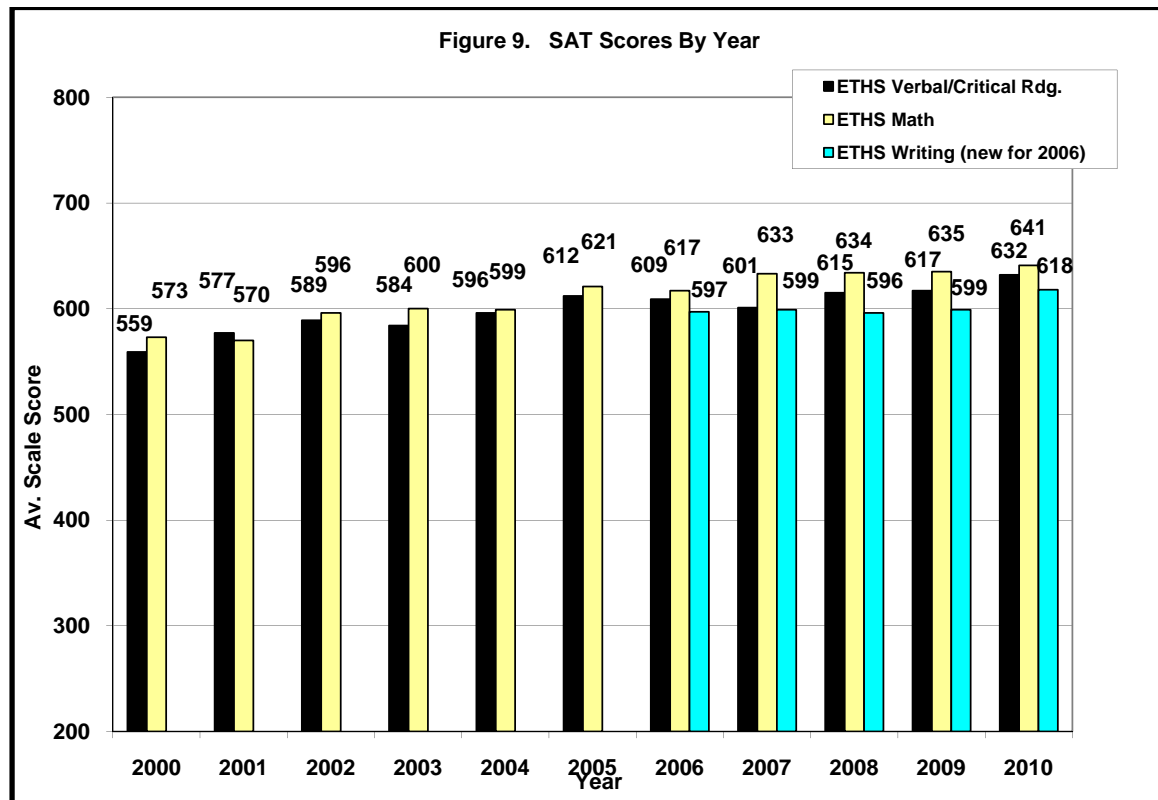


SAT

The SAT is developed and administered via the College Board. 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 16.4 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.



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 632 (131 points higher than the national group).
- The average score for math was 641 (125 points above the national group).
- The average score for writing was 618 (126 points above the national group).

PRAIRIE STATE ACHIEVEMENT EXAMINATION

School year 2009-2010 was the ninth year that the Prairie State Achievement Test (PSAE) 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 served as the baseline year. Each state must set up its own criteria for AYP. In Illinois for the 2009-2010 year:

- Schools were required to have 77.5 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 77.5 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% 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 80 percent for the total group.

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

Table 11 shows PSAE results in reading and math from 2004 through spring of 2010; Table 12 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 11. Percentage of students Meeting/Exeeding Standards in Reading and Math on PSAE: 2004-2010 | | | | | | | | | | | | | | |
|--|---------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| | Reading | | | | | | | Math | | | | | | |
| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| State AYP | 40 | 47.5 | 47.5 | 55 | 62.5 | 70 | 77.5 | 40 | 47.5 | 47.5 | 55 | 62.5 | 70 | 77.5 |
| All | 62.0 | 66.5 | 66.6 | 67.3 | 69.9 | 69.5 | 63.2 | 61.3 | 61.7 | 67.0 | 67.1 | 73.1 | 69.3 | 66.2 |
| White | 89.3 | 91.1 | 89.3 | 90.4 | 90.4 | 92.6 | 90.7 | 89.6 | 87.1 | 89.9 | 90.7 | 91.6 | 92.6 | 93.7 |
| Black | 29.6 | 34.8 | 35.4 | 36.0 | 46.2 | 38.8 | 36.6 | 25.9 | 28.7 | 36.2 | 35.6 | 50.7 | 36.7 | 39.3 |
| Hispanic | 30.9 | 49.2 | 52.8 | 35.2 | 38.2 | 50.0 | 43.0 | 34.5 | 36.9 | 49.1 | 35.8 | 47.3 | 60.0 | 44.3 |
| Disabilities | 21.2 | 32.9 | 32.6 | 38.8 | 37.9 | 41.5 | 26.3 | 20.9 | 25.9 | 27.9 | 28.4 | 34.5 | 38.3 | 31.7 |
| Econ. Disad. | 23.2 | 32.1 | 38.0 | 36.8 | 36.5 | 40.4 | 39.3 | 20.5 | 22.8 | 36.4 | 31.7 | 43.4 | 41.8 | 38.8 |

Table 12. Percentage of Students Meeting/Exceeding Standards in Science on PSAE: 2004-2010

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

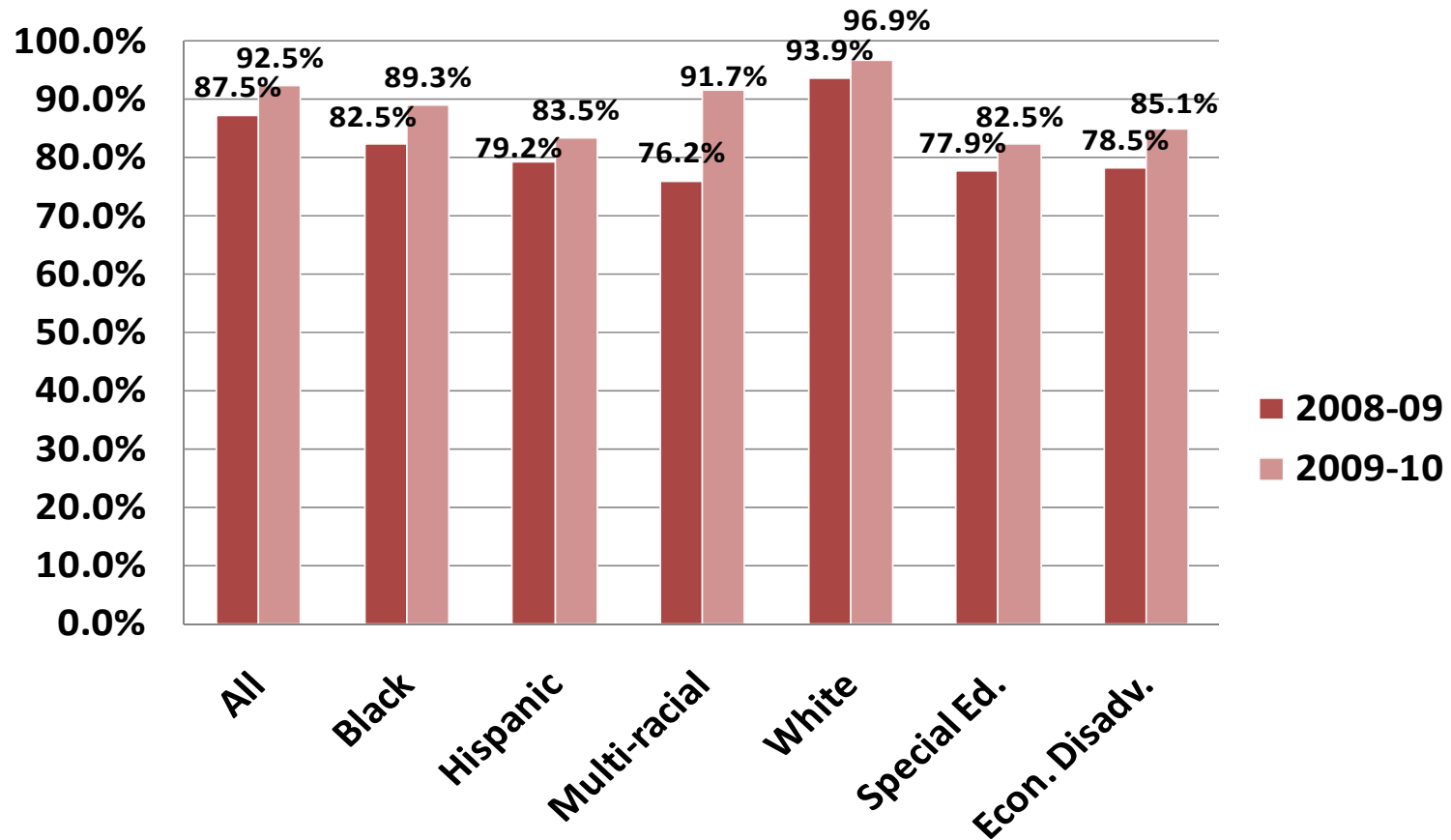
Highlights and Trends:

- PSAE scores fluctuate from year to year but in general, the percentage for subgroups meeting/exceeding standards in reading, math, and science has increased over time.
- In math, performance has improved since 2004 for all subgroups. Although only white students made the adequate yearly progress target of 77.5 percent, more Black students met/exceeded standards in 2010 than in 2009.
- Scores for Hispanic students fluctuate from year to year due to the small number of students in this subgroup.
- There was a decline in the percentage of students meeting/exceeding standards in reading in 2010 for Black, Hispanic, and students with disabilities. An analysis of reading scores suggests that two factors contributed to the decline:
 - There was a decline in the percentage of ACT scores above 21 in reading.
 - For the WorkKeys reading portion, although there was a higher percentage of students achieving a “5,” “6,” and “7,” there was also an increase of students achieving a score of “3” or less. (Scores on WorkKeys range from a score of 3 or less to 7.)
- The percentage of students with disabilities who met/exceeded standards in reading, math and science decreased from 2009 to 2010. An analysis of scores for this subgroup indicates that a larger number of off campus students with disabilities was tested than in previous years. Typically, students placed at off campus facilities have more serious special education issues. In earlier years of PSAE testing, the state did not allow these sites to administer the PSAE. More recently, these sites have been approved for testing.

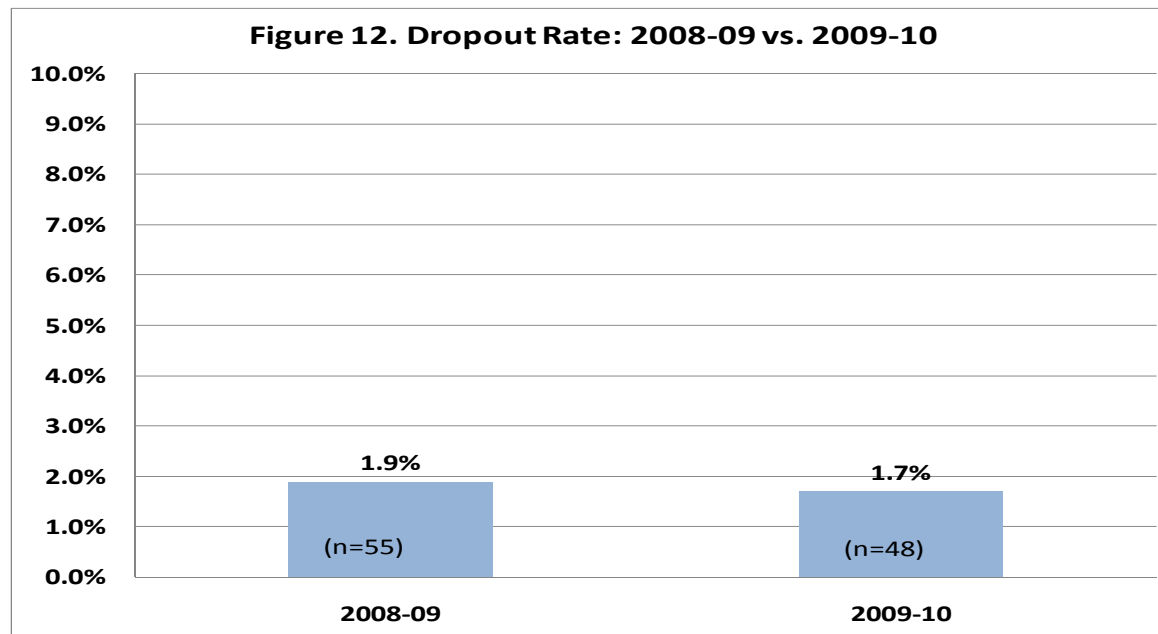
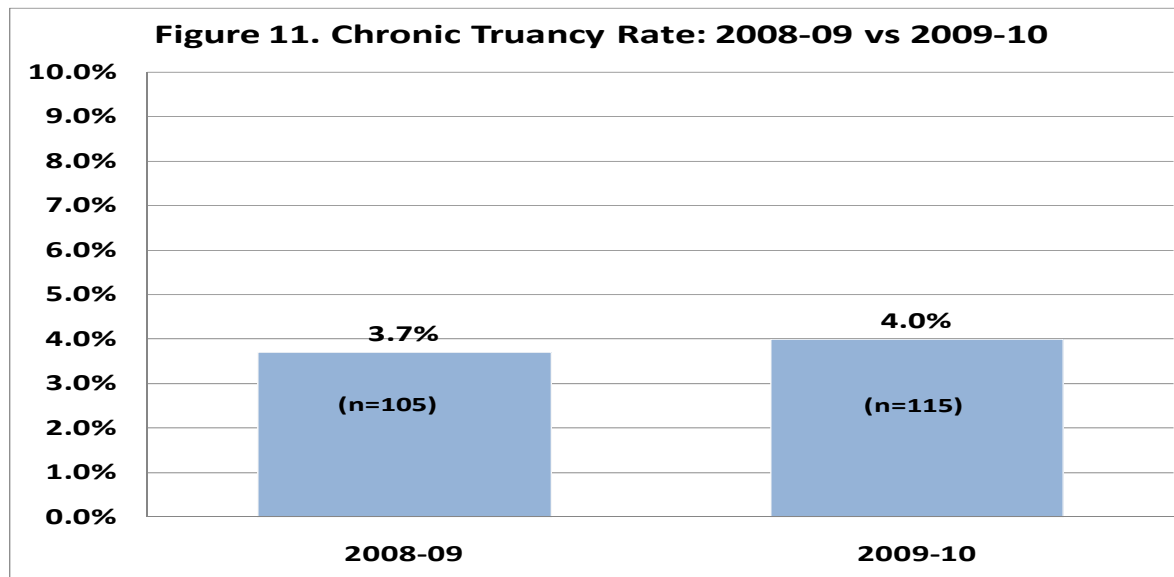
OTHER ACADEMIC INDICATORS

Figures 10 through 13 summarize data for academic indicators other than test scores. Figure 10 shows the graduation rate for the class of 2010 compared to the class of 2009. Graduation rate was a concern for the high school last year based on graduation statistics of the Class of 2009. A focused effort to boost the graduation rate was undertaken during school year 2009-10 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 as shown in Figure 10.

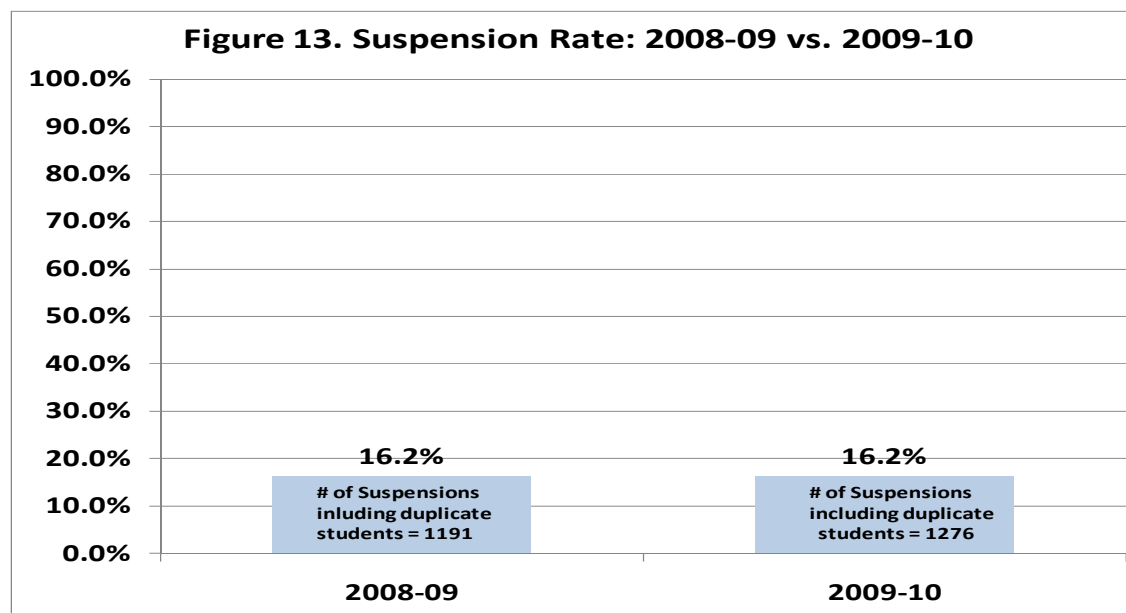
Figure 10. Graduation Rate: Class of 2009 vs. Class of 2010



Figures 11 and 12 show the truancy and dropout rates for school year 2009-10 compared to 2008-09.



Finally, Figure 13 shows suspension data for school year 2009-10 compared to 2008-09.



Highlights and Trends:

- The chronic truancy rate remained relatively the same at four percent.
- The dropout rate for the school remained low at just under two percent.
- Although the goal was to reduce the suspension rate for 2009-10, the rate remained similar to 2008-09 at 16.2 percent. The actual number of suspensions increased from 1191 to 1276.

IMPLICATIONS

School year 2009-10 was the second year in a row with seniors achieving the highest composite score on the ACT in documented history. 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. Based on the analysis of student performance, the following are some of the initiatives in place for the 2010-11 school year:

- The race and equity work assisted by the Pacific Education Group will be expanded to include approximately 160 more staff members. The plan is to train the majority of staff by the end of school year 2011-12.
- All professional development efforts in 2010-11 will incorporate a race/equity 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.
- System of Support (SOS), an approach to academic and behavioral intervention, has been expanded to incorporate the federal government's Response to Intervention requirements. To better serve students, the SOS program has been revised into three "Tiers" that offer differing levels of academic help depending on students' academic and social needs.
 - ✓ Tier 1 – includes classroom instruction, study centers, library, and computer centers.
 - ✓ Tier 2 – for students for whom Tier 1 supports are not sufficient. These are small-group interventions and include AM Support.
 - ✓ Tier 3 – for students who require comprehensive supports beyond what is available in Tier 1 and Tier 2. The academic supports for Tier 3 are developed in consultation with the student and parent/guardian with the assistance of teachers.
- A new Positive Behavior Supports initiative will be implemented that is focused on improving student behavior via more clearly defined expectations and provision of incentives for good behavior.
- 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 implemented prior to the start of school to prepare students for Advanced Placement coursework.
- Classroom assessments will be improved to better monitor the reading intervention programs. A reading consultant will work directly with teachers to improve instructional strategies.
- In math, the department is continuing an in-depth lesson study approach modeled after successful Japanese professional development using consultants from DePaul University. Also, the math department will provide ongoing practice on WorkKeys-type problems.
- Embedded test prep in English and History will be reviewed and revised based on test data.
- The 1 Humanities program will continue to increase access to honors level work for more students. The program is focused on continued professional development for teachers and on revising the curriculum based on teacher and student feedback from year two.
- The Special Education department will expand the use of special progress monitoring tools to inform instructional intervention. The department will implement a second year Read 180 course for targeted students.
- Summer School options for targeted students will be expanded including reading support and elective exploration.
- Administrators, department chairs, and teacher leaders 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, the focus was 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 disaggregated by ACT scale score ranges and WorkKey scores are being shared with department chairs to assist teachers in targeting students for improving academic performance.

Appendix A

SCHOLASTIC APTITUDE TEST (SAT) TEST SCORES : 1980-2010

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% |