

*Evanston Township
High School*

2013—2014

Report on Student Achievement

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

Research, Evaluation and Assessment
October 2014

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Executive Summary

The attached report provides analyses of assessment results and other academic indicators. Key highlights include:

- ETHS seniors continue to earn a high average composite score on the ACT.
 - African American/Black, Hispanic/Latino, and White students outscored their state and national counterparts on the ACT composite score.
- The percent of students that met or exceeded the ACT College Readiness Benchmarks in all four subject areas is 41%. This exceeds state and national percentages.
- The percent of juniors and seniors taking Advanced Placement exams has increased steadily since 2004 from 36% to 64%. In 2014, 494 exams earned a score of “3;” 526 exams earned a score of “4;” and 460 exams earned a score of “5.” This is the highest number of “3,” “4,” and “5” scores in ETHS history.
- The five-year graduation rate in 2013-14 is 90%.
- In 2012-13, the dropout rate continues to be low at 1.1% and is the lowest percent in recorded history.

Report on Student Achievement

The purpose of this report is to provide an overview of student performance at Evanston Township High School (ETHS) in 2013-2014. This report includes academic data from the following sources:

- ACT assessment scores for the graduating Class of 2014.
- PLAN assessment scores for the 2013-14 sophomore class (Class of 2016).
- EXPLORE assessment scores for the 2014-15 freshman class (Class of 2018).
- Advanced Placement (AP) examination scores for all ETHS students who took an AP exam in 2013-2014.
- Prairie State Achievement Examination (PSAE) results for the graduating Class of 2015.
- 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% 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 African American/Black, Hispanic/Latino, and White students are included, other groups are not because their numbers are too small to make meaningful comparisons. Although the performance of Hispanic/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

The ACT Assessment System (EXPLORE, PLAN, and ACT) provided longitudinal data that enabled us to monitor the progress of students as they moved through high school. ACT's educational planning and assessment system included three assessments: EXPLORE and PLAN for eighth and tenth graders, respectively, and the ACT assessment taken by eleventh and twelfth graders. The ACT was administered as part of the PSAE to all students in their junior year. The ACT is norm-referenced and designed to provide information on how well a student performs compared to other students nationally.

This is the last time EXPLORE and PLAN data will be reported. ACT, Inc. has discontinued the EXPLORE and PLAN assessments.

Beginning in the 2014-15 school year, the Illinois State Board of Education will require school districts to administer the new Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. These assessments will replace the PSAE as the state accountability measure for schools. Students enrolled in a grade 11 English course will be required to take the PARCC English/Language Arts/Literacy (ELA/Literacy) assessment and students enrolled in a 2 Algebra course will be required to take the PARCC math assessment. Participation in PARCC ELA/Literacy and math assessments are course-based, unlike the PSAE assessments that were grade-based.

ACT Test Results

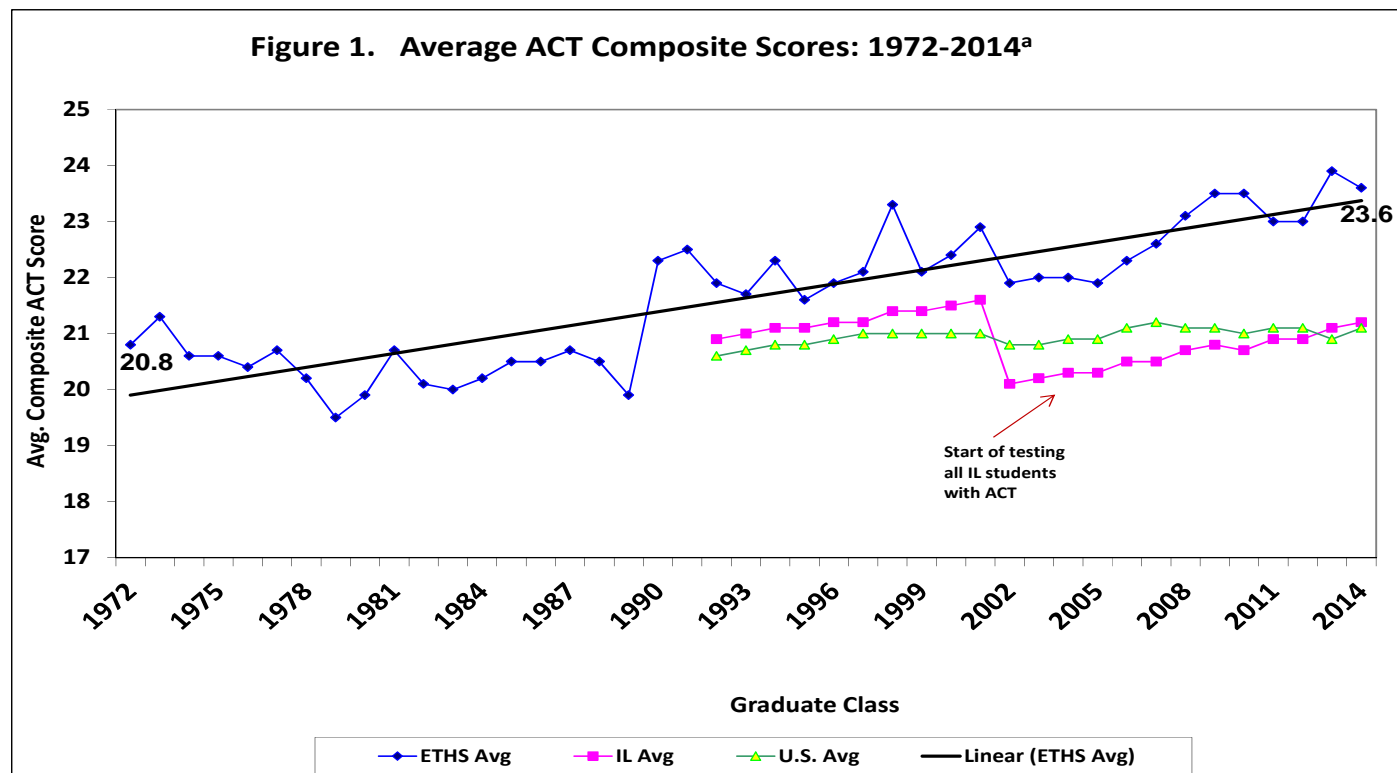
The ACT assessment is a college admissions and placement test that focuses on the skills important for students to successfully transition from high school to college. It aligns with the ETHS curriculum and students take this test during their junior or senior year. The scores reported in Tables 1 to 3 and Figures 2 to 5 are those of the graduating Class of 2014. The ACT contains academic tests in four subject areas: English, math, 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 |
|-------------------------|----------------------------------|--------------------------------|--------------------------------------|
| 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 |
| 2014 | 23.6 | 21.2 | 21.1 |

^aACT 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); ^bNew baseline due to change in testing procedure.

Figure 1 shows the average ACT composite scores for ETHS since 1972 and those for Illinois and the nation since 1992. 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.

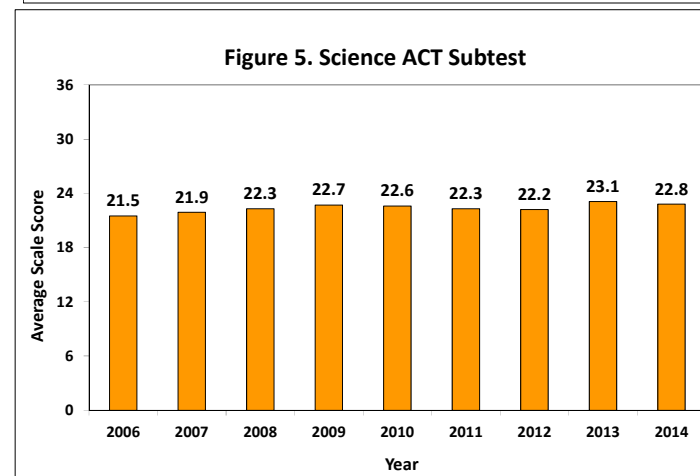
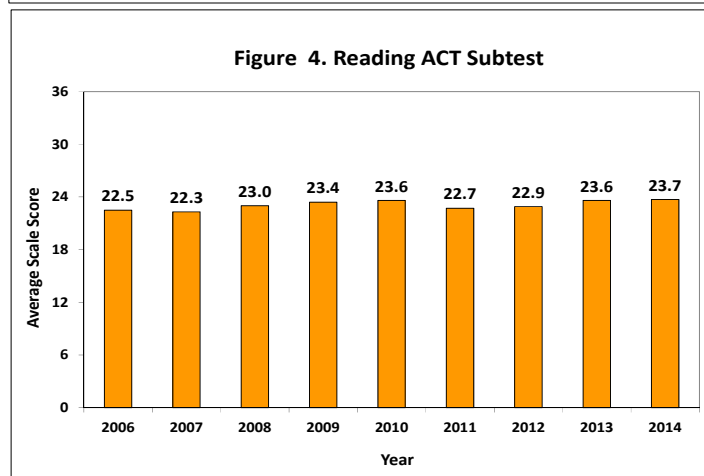
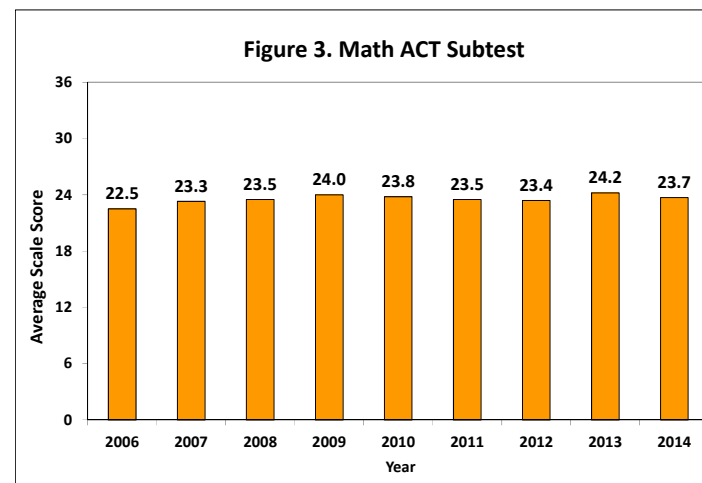
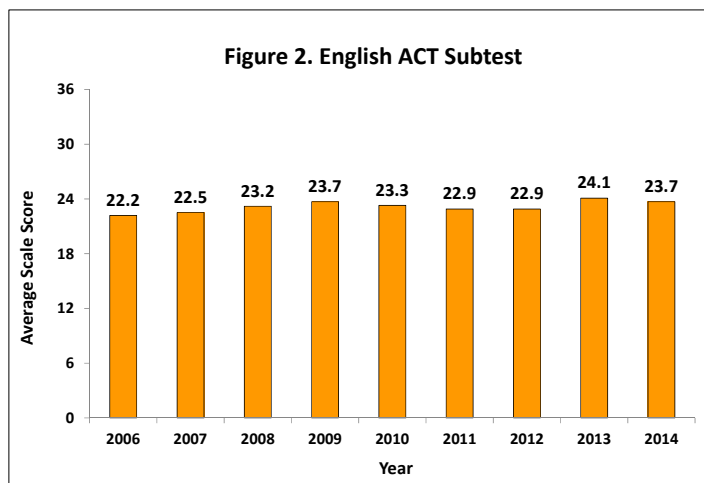


^aThis figure reports students who tested without accommodations (i.e., with standard time only).

Highlights and Trends:

- Average composite score of 23.6 was the second highest in ETHS' history.
- As in prior years, ETHS' average composite score was much higher than those of the state and nation.
- In 2002, when ETHS began testing all students on the ACT, the average composite score was 1.1 points above the national average (21.9 vs. 20.8). In 2014, the difference was 2.5 points (23.6 vs. 21.1).

Figures 2 to 5 show the average ACT scores for the English, math, reading and science tests for 2006 through 2014. These figures report students who tested without accommodations (i.e. standard time only).



Highlights and Trends:

- Average reading score of 23.7 was the highest ever. Average English, math, and science scores were lower than in 2013.
- Average subject test scores fluctuated from year to year and have not changed appreciably since 2006.

ACT Performance by Race/Ethnicity

Table 2 shows average ACT composite scores by race/ethnicity. Since students do not always report their race/ethnicity when taking the ACT, the reports we receive from ACT do not represent all of the students in each group. Composite scores have been recalculated using ETHS data to more accurately categorize students' scores into each group.

Table 2. Average ACT Scores by Race/Ethnicity and Year

| Race/ Ethnicity | Graduating Class | Number of Students Tested | Composite | | |
|---------------------------|------------------------|------------------------------|-----------|--------|-----------|
| | | | ETHS Avg | IL Avg | Nat'l Avg |
| African American/Black | 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 |
| | 2013-2014 | 222 | 17.9 | 17.0 | 17.0 |
| Hispanic/Latino | 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 |
| | 2013-2014 | 113 | 19.5 | 18.5 | 18.8 |
| White | 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 |
| | 2013-2014 | 322 | 27.5 | 22.5 | 22.3 |
| All | 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 |
| | 2013-2014 | 733 | 23.0 | 20.7 | 21.0 |

^aBeginning in 2012-13 ACT included students who took the test with accommodations in its report of graduating seniors. For 2008-09 through 2011-12 only students who tested without accommodations are reported. For 2012-13 through 2013-14 all students' scores are reported.

ACT Performance by Gender

Table 3 shows average ACT scores for each subject by gender.

Table 3. Average ACT Scores 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 | 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 |
| | 2013-2014 | 385 | 23.0 | 23.7 | 23.3 | 22.9 | 23.4 | 20.6 | 21.1 |
| Females | 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 |
| | 2013-2014 | 343 | 23.0 | 22.4 | 23.3 | 21.7 | 22.7 | 20.8 | 20.9 |
| All | 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 |
| | 2013-2014 | 733 | 22.9 | 23.0 | 23.2 | 22.3 | 23.0 | 20.7 | 21.0 |

^a Beginning in 2012-13 ACT included students who took the test with accommodations in its report of graduating seniors. For 2008-09 through 2011-12 only students who tested without accommodations are reported. For 2012-13 and 2013-14 all students' scores are reported. ^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:

- As in prior years, average composite scores for female and male students were higher than those of the state and the nation.
- Average composite scores for male students, which includes students who tested with accommodations, is higher than the prior three years. Before 2012-13, composite scores only included students who tested with standard time.
- Average composite scores in English, reading, and science for male students increased slightly compared to 2012-13.
- In 2013-14, all average subject scores and the average composite score for females decreased compared to 2012-13.

ACT College Readiness Benchmarks

ACT's College Readiness Benchmark Scores are the scores needed on an ACT subject test that indicate a 50% chance of earning at least a "B" or a 75% chance of earning at least a "C" in corresponding credit-bearing college courses. Courses are 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 found to be strong predictors of first year GPA in college (Bettinger, Evans, & Pope, 2011).

Table 4. ETHS Performance Compared to ACT College Readiness Benchmarks

| ACT College Readiness Benchmark | | | Percent Students at Meeting/Exceeding Benchmark | | | | | |
|---------------------------------|------|------|---|----------|----------|------------------------------------|----------|----------|
| | | | 2014 Graduating Class ^a | | | 2013 Graduating Class ^a | | |
| | 2014 | 2013 | ETHS | Illinois | National | ETHS | Illinois | National |
| English | 18 | 18 | 71% | 62% | 64% | 73% | 63% | 64% |
| Math | 22 | 22 | 56% | 41% | 43% | 60% | 42% | 44% |
| Reading | 22 | 22 | 54% | 41% | 44% | 56% | 41% | 44% |
| Science | 23 | 23 | 48% | 35% | 37% | 50% | 35% | 36% |
| % Meeting All Four Benchmarks | | | 41% | 26% | 26% | 42% | 25% | 26% |

^a These results include students who tested with accommodations.

Highlights and Trends:

- 41% of students met or exceeded ACT College Readiness Benchmarks in all four subject; this was higher than both the state and national percent.
- 71% of students met or exceeded the ACT College Readiness Benchmark in English and 56% in math. These were lower than the 2013 percentages.

EXPLORE and PLAN Test Results

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. Average EXPLORE Scores by Race/Ethnicity and Gender

| Race/ Ethnicity | Year | EXPLORE ^a Composite | | EXPLORE Composite Males | | EXPLORE Composite Females | |
|---------------------------|-----------|-----------------------------------|------|----------------------------|------|------------------------------|------|
| | | N | Avg | N | Avg | N | Avg |
| African American/Black | 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 |
| | 2013-2014 | 196 | 15.2 | 91 | 14.9 | 105 | 15.4 |
| Hispanic/Latino | 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 |
| | 2013-2014 | 125 | 16.4 | 63 | 16.2 | 62 | 16.5 |
| White | 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 |
| | 2013-2014 | 367 | 20.0 | 201 | 19.7 | 166 | 20.3 |
| All | 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 |
| | 2013-2014 | 789 | 18.1 | 382 | 17.9 | 362 | 18.0 |

^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, 2008-09 to 2013-14

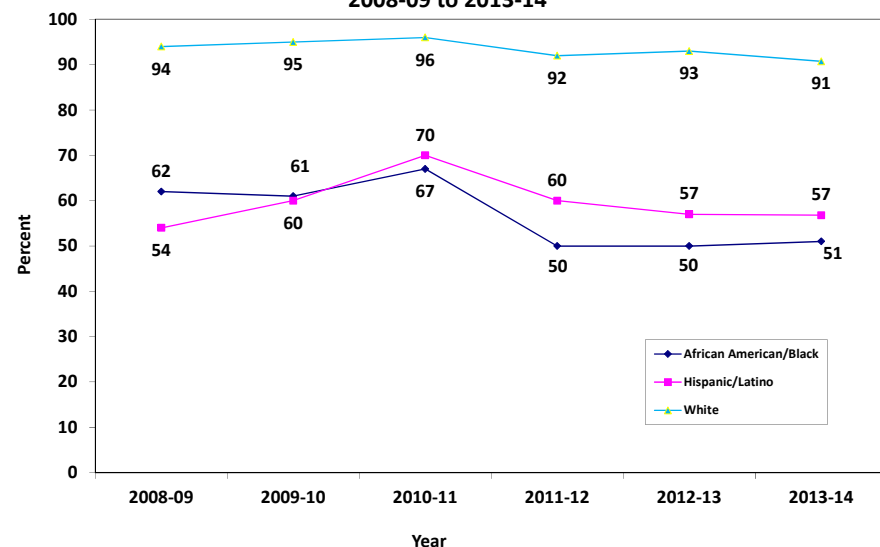
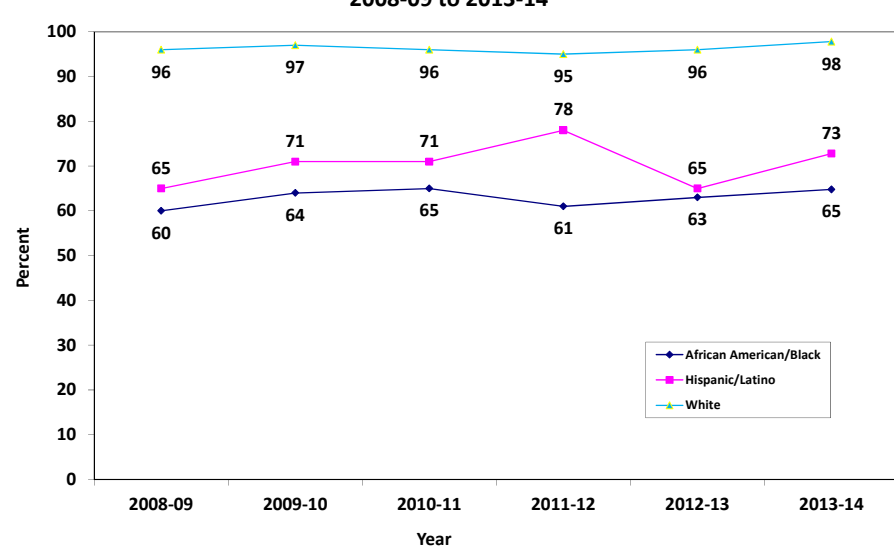


Figure 7. EXPLORE Test: Percent Above the 50th Percentile in Math, 2008-09 to 2013-14



Highlights and Trends:

- The difference between African American/Black and White students scoring above the 50th percentile has increased in reading and decreased slightly for math since 2008-09.
- The difference between Hispanic/Latino and White students scoring above the 50th percentile has decreased in reading and math since 2008-09.

Table 6 shows the results of the PLAN test which was administered to sophomores over the last five years. PLAN scores range from 1 to 32.

Table 6. Average PLAN Scores by Race/Ethnicity & Gender (incl. students tested w/ accommodations)

| Race/Ethnicity | Year | Composite All | | Composite Males | | Composite Females | |
|------------------------|-----------|---------------|------|-----------------|------|-------------------|------|
| | | N | Avg | N | Avg | N | Avg |
| African American/Black | 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 |
| | 2013-2014 | 213 | 16.1 | 103 | 15.7 | 110 | 16.4 |
| Hispanic/Latino | 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 |
| | 2013-2014 | 116 | 18.4 | 63 | 18.1 | 53 | 18.6 |
| White | 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 |
| | 2013-2014 | 305 | 22.1 | 155 | 22.4 | 150 | 22.9 |
| All | 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 |
| | 2013-2014 | 724 | 19.7 | 356 | 19.4 | 367 | 19.9 |

Highlights and Trends:

- Average composite score for all students was 19.7, this was a decline from 2012-13.
- Average composite score for African American/Black students decreased from 16.9 in 2012-13 to 16.1 in 2013-14.
- Average composite score for Hispanic/Latino students increased from 18.0 in 2012-13 to 18.4 in 2013-14. Average composite score for Hispanic/Latino-female students increased from 17.9 to 18.6. Latinas have seen a steady increase in their average composite scores since 2010-11.

PLAN College Readiness Benchmarks

College Readiness Benchmark Scores for PLAN indicate a student's probable readiness for entry-level college coursework 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 national percent.

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

| PLAN College Readiness Benchmarks | | | Percent Students Meeting/Exceeding Benchmark ^a | | | |
|-----------------------------------|------|------|---|----------|---------------------|----------|
| | | | 2013-14 School Year | | 2012-13 School Year | |
| | 2014 | 2013 | ETHS | National | ETHS | National |
| English | 15 | 15 | 84% | 64% | 87% | 64% |
| Math | 19 | 19 | 59% | 36% | 67% | 36% |
| Reading | 18 | 17 | 52% | 40% | 70% | 48% |
| Science | 20 | 21 | 53% | 28% | 54% | 20% |

^aExcludes students receiving extended time.

Highlights and Trends:

- 84% of students met or exceeded the PLAN College Readiness Benchmark in English and 59% met or exceeded in math; both were higher than the national percent.
- Percent of students who met or exceeded College Readiness Benchmarks in English and math in 2013-14 was lower than in 2012-13.

Longitudinal Analysis

ACT's assessment system (EXPLORE, PLAN, ACT) provides a means to monitor student progress from eighth grade through junior or senior year. 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, we perform an analysis of academic progress for the total group and racial/ethnic subgroups of African American/Black, Hispanic/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.

The 2013-14 report is the last time EXPLORE to ACT data will be reported. Beginning in the 2014-15 school year, the Illinois State Board of Education will require school districts to administer the new PARCC assessments in ELA/Literacy and math. EXPLORE and PLAN assessments have been discontinued.

EXPLORE to PLAN

Table 8 shows the average scores on EXPLORE and PLAN for matched student groups for the 2013-14 grade 10 cohort (Class of 2016) in English, math, reading and science. Scores for the nation are provided for comparison purposes. The right-hand column shows the gain for each group. The gain from the 2012-13 grade 10 cohort (Class of 2015) is also provided.

Table 8. Average Gain Between Grade 8 and Grade 10: EXPLORE (2011-2012) to PLAN (2013-2014)

| Subject | | Grade 8 Avg Scale Score | Grade 10 Avg Scale Score | 2013-14 Gr.10 Gain | 2012-13 Gr.10 Gain |
|---------|-------------------------------|-------------------------|--------------------------|--------------------|--------------------|
| English | ETHS ^a National | 17.5 | 19.0 | 2.5 | 2.0 |
| | | 15.2 | 17.3 | 2.1 | 2.2 |
| Math | ETHS National | 18.3 | 21.0 | 2.7 | 3.3 |
| | | 15.9 | 17.9 | 2.0 | 2.2 |
| Reading | ETHS National | 16.9 | 19.0 | 2.1 | 2.0 |
| | | 15.1 | 17.4 | 3.3 | 2.3 |
| Science | ETHS National | 18.6 | 20.7 | 2.1 | 2.1 |
| | | 17.0 | 18.8 | 1.8 | 1.6 |

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

Highlights and Trends:

- Average gains in English and math were greater than national gains.
- Average English gain of 2.5 points was higher than the gain in 2012-13.
- Average math gain of 2.7 points was lower than the gain in 2012-13.

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

Table 9. Average Gain Between Grade 8 and Grade 10: EXPLORE (2011-2012) to PLAN (2013-2014) By Race/Ethnicity

| Race/Ethnicity | Subject | Grade 8 Avg Scale Score | Grade 10 Avg Scale Score | 2013-14 Gr.10 Gain | 2012-13 Gr.10 Gain |
|--|---------|-------------------------|--------------------------|--------------------|--------------------|
| African American/Black (N=173) | English | 14.2 | 15.3 | 1.1 | 1.5 |
| | Math | 15.5 | 16.8 | 1.3 | 1.6 |
| | Reading | 14.1 | 15.2 | 1.1 | 1.5 |
| | Science | 16.6 | 17.2 | 0.6 | 1.3 |
| Hispanic/Latino (N=102) | English | 16.2 | 17.1 | 0.9 | 1.6 |
| | Math | 17.1 | 19.3 | 2.2 | 2.1 |
| | Reading | 15.6 | 17.6 | 2.0 | 1.8 |
| | Science | 17.2 | 19.4 | 2.2 | 2.0 |
| White (N=279) | English | 20.0 | 21.8 | 1.8 | 2.3 |
| | Math | 20.3 | 24.2 | 3.9 | 4.4 |
| | Reading | 19.0 | 21.8 | 2.8 | 2.3 |
| | Science | 20.2 | 23.1 | 2.9 | 2.7 |
| Special Ed (IEP) (N=69) | English | 12.5 | 14.8 | 2.3 | 2.5 |
| | Math | 13.9 | 15.0 | 1.1 | 1.4 |
| | Reading | 13.2 | 15.6 | 2.4 | 2.0 |
| | Science | 15.2 | 16.5 | 1.3 | 1.3 |
| Low Income (N=238) | English | 14.3 | 15.4 | 1.1 | 1.8 |
| | Math | 15.6 | 17.0 | 1.4 | 1.8 |
| | Reading | 14.4 | 15.6 | 1.2 | 1.6 |
| | Science | 16.5 | 17.5 | 1.0 | 1.7 |
| Non Low Income (N=390) | English | 19.5 | 21.2 | 1.7 | 2.1 |
| | Math | 19.9 | 23.5 | 3.6 | 4.1 |
| | Reading | 18.5 | 21.0 | 2.5 | 2.2 |
| | Science | 19.8 | 22.6 | 2.8 | 2.4 |

Highlights and Trends:

- Average gains in English for all student groups were less than the gains in 2012-13.
- Average gains in math for all student groups, except Hispanic/Latino, were less than the gains in 2012-13.

EXPLORE to PSAE/ACT

Table 10 shows the average scores on EXPLORE, PLAN and PSAE/ACT for matched student groups in English, math, reading, and science. This analysis follows the achievement of the 2013-14 grade 11 students (Class of 2015) from their scores in eighth grade on EXPLORE to their scores on the PLAN test in 10th grade and their scores on the ACT taken as part of the Prairie State Achievement Examination in 11th grade.

Table 10. Average 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) | |
|-------------------|------------------------------------|----------------------------------|--|--------------------------------------|------------------------|---------------------------------------|---------------------|
| | | | | 2013-14 Gr. 11 Gain | 2012-13 Gr. 11 Gain | 2013-14 Gr. 11 Gain | 2012-13 Gr. 11 Gain |
| English | | | | | | | |
| ETHS ^a | 17.9 | 19.9 | 24.5 | 4.6 | 4.3 | 6.6 | 6.2 |
| State | NA | 17.5 | 20.1 | 2.6 | 3.2 | NA | NA |
| Math | | | | | | | |
| ETHS | 18.7 | 22.2 | 24.8 | 2.6 | 2.1 | 6.1 | 5.8 |
| State | NA | 18.7 | 20.9 | 2.2 | 2.1 | NA | NA |
| Reading | | | | | | | |
| ETHS | 17.8 | 19.8 | 24.5 | 4.7 | 3.5 | 6.7 | 6.9 |
| State | NA | 18.0 | 20.7 | 2.7 | 2.2 | NA | NA |
| Science | | | | | | | |
| ETHS | 19.1 | 21.3 | 23.8 | 2.5 | 2.2 | 4.7 | 4.4 |
| State | NA | 19.1 | 20.5 | 1.4 | 2.2 | NA | NA |

^aRepresents a matched cohort of **567** students who remained at ETHS from grade 9 through grade 11.

Highlights and Trends:

- Average gains from PLAN to PSAE/ACT in all subject tests exceeded those of the state.
- Average gains from PLAN to PSAE/ACT in all subject tests were greater than in 2012-13.
- Average gains from EXPLORE to PSAE/ACT in English, math and science were greater than in 2012-13.

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

Table 11. EXPLORE (2010-2011) to PLAN (2012-2013) to PSAE ACT (2013-2014) 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) | |
|---|---------|---------------------------------------|-------------------------------------|--|-------------------------------------|----------------------|---------------------------------------|----------------------|
| | | | | | 13-14 Gr. 11 Gain | 12-13 Gr. 11 Gain | 13-14 Gr. 11 Gain | 12-13 Gr. 11 Gain |
| African American/ Black (N=128) | English | 14.5 | 16.0 | 18.3 | 2.3 | 2.1 | 3.8 | 3.5 |
| | Math | 16.0 | 17.6 | 19.7 | 2.1 | 2.0 | 3.7 | 3.7 |
| | Reading | 14.7 | 16.1 | 19.3 | 3.4 | 2.4 | 4.8 | 4.1 |
| | Science | 16.5 | 17.9 | 18.5 | 0.6 | 0.2 | 2.0 | 1.5 |
| Hispanic/ Latino (N=93) | English | 15.3 | 16.6 | 19.0 | 2.4 | 2.3 | 3.7 | 3.9 |
| | Math | 16.7 | 18.9 | 20.4 | 1.5 | 1.5 | 3.7 | 3.8 |
| | Reading | 15.4 | 17.3 | 20.2 | 2.9 | 1.9 | 4.8 | 5.0 |
| | Science | 17.2 | 19.0 | 19.5 | 0.5 | 0.9 | 2.3 | 2.5 |
| White (N=296) | English | 20.1 | 22.4 | 28.6 | 6.2 | 5.8 | 8.5 | 8.0 |
| | Math | 20.5 | 25.0 | 28.1 | 3.1 | 2.4 | 7.6 | 7.3 |
| | Reading | 19.7 | 22.0 | 27.9 | 5.9 | 4.6 | 8.2 | 8.5 |
| | Science | 20.6 | 23.3 | 27.2 | 3.9 | 3.4 | 6.6 | 6.3 |
| Special Ed (IEP) (N=39) | English | 11.4 | 14.0 | 14.5 | 0.5 | 1.6 | 3.1 | 3.8 |
| | Math | 14.5 | 15.6 | 17.7 | 2.1 | 1.6 | 3.2 | 4.6 |
| | Reading | 12.5 | 14.0 | 15.8 | 1.8 | 1.6 | 3.3 | 5.5 |
| | Science | 14.7 | 16.1 | 16.1 | 0.0 | 0.3 | 1.4 | 2.4 |
| Low Income (N=175) | English | 14.1 | 15.7 | 17.5 | 1.8 | 1.9 | 3.4 | 3.4 |
| | Math | 15.7 | 17.7 | 19.3 | 1.6 | 1.6 | 3.6 | 3.9 |
| | Reading | 14.5 | 16.0 | 19.0 | 3.0 | 1.6 | 4.5 | 4.3 |
| | Science | 16.2 | 17.9 | 18.6 | 0.7 | 0.8 | 2.4 | 2.1 |
| Non Low Income (N=392) | English | 19.7 | 21.8 | 27.6 | 5.8 | 5.5 | 7.9 | 7.5 |
| | Math | 20.1 | 24.1 | 27.2 | 3.1 | 2.3 | 7.1 | 6.8 |
| | Reading | 19.2 | 21.5 | 27.0 | 5.5 | 4.4 | 7.8 | 8.2 |
| | Science | 20.4 | 22.8 | 26.1 | 3.3 | 2.8 | 5.7 | 5.5 |

Highlights and Trends:

- Average gains from EXPLORE to PSAE/ACT for African American/Black and White students were greater than 2012-13.
- Average gains from EXPLORE to PSAE/ACT for Hispanic/Latino, special education, and low-income students were less than 2012-13.

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 2013-2014 school year and for preceding years. Up until 2005, the total ETHS enrollment includes only day school students because there used to be a separate evening school. To transition from the old way of reporting enrollment to the new way, two enrollment figures are provided for 2005 and the percentages of students taking AP exams are based on these two figures.

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 |
|-------------------|---------------------------|------------------------|--------------------------------------|--|---|-----------------------|-----------------------------------|---------------------------------|
| 2005 | 3032 (3103 ^a) | 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 ^b | 2997 | 850 | 28.4% | 1420 | 59.9% | 1927 | 67% | 2.3 |
| 2014 | 2961 | 888 | 30.0% | 1388 | 64.0% | 2086 | 71% | 2.3 |

^a Total enrollment including Academy; ^b Beginning in 2013, total ETHS enrollment reflects main campus enrollment only

Highlights and Trends:

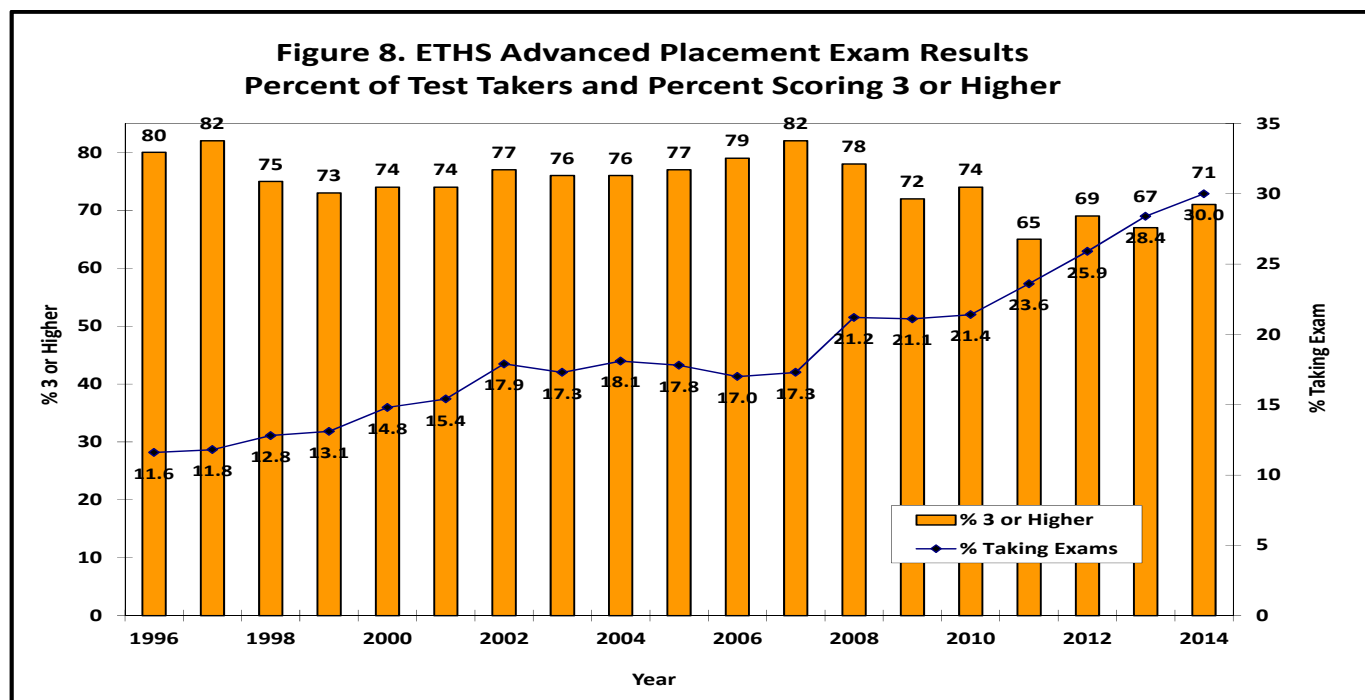
- 30% of students participated in the AP testing program in 2013-14. This was the highest percent in ETHS’ documented history and was a 1.6 percentage point increase from 2013.
- 64% of 11th and 12th grade students participated in the AP testing program; this was an all-time high.
- 888 students took 2086 AP exams. This was the highest number of students tested and exams taken in ETHS history.

Table 13 breaks down AP scores over the last five years. The number of tests with a score of “3” or higher was 1480 in 2014. 71% of scores were “3” or higher; this was the highest percent in four years.

Table 13. Number and Percent of Students at Each AP Score Value: 2010-2014

| 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> |
| 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 |
| 2014 | 460 | 526 | 494 | 313 | 293 | 1480 | 71% | 2086 | 888 |

Figure 8 shows AP results from 1996 through 2014.



Prairie State Achievement Examination (PSAE)

The 2013-2014 school year was the final year that the Prairie State Achievement Exam was administered to all junior students. The PSAE was administered over two days. On the first day, students took an ACT in the areas of reading, math, English, science reasoning, and writing. On the second day, they completed a reading and a math WorkKeys test, tests of workplace readiness, and a state-developed component in science. The PSAE reading score comprised of the reading ACT and WorkKeys tests; the PSAE math score is comprised of the math ACT and WorkKeys tests; and the PSAE science score is comprised of the science ACT and state-developed science assessment. PSAE scale scores 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 has served as the state's indicator for whether school districts are meeting the standards and mandates of the federal No Child Left Behind (NCLB) Act. Beginning in the 2014-15 school year, the Illinois State Board of Education will require school districts to administer the new Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. These assessments are expected to replace the PSAE as the state accountability measure in schools. Students enrolled in a grade 11 English course and students enrolled in a 2 Algebra course will be required to take either the PARCC ELA/Literacy or math assessments. Participation in PARCC ELA/Literacy and math assessments are course-based, unlike the PSAE assessments that were grade-based.

Tables 14-16 and Figures 9a and 9b show PSAE results in reading, math, and science from 2006 through spring of 2014.

Table 14. Percent of Students Meeting/Exceeding Standards in Reading on PSAE: 2006-2016

| Reading | | | | | | | | | |
|----------------------------|------|------|------|------|------|------|------|------|------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Illinois | 58.4 | 54.1 | 53.3 | 56.9 | 54.0 | 51.0 | 50.7 | 54.8 | 56.3 |
| | | | | | | | | | |
| All | 66.6 | 67.3 | 69.9 | 69.5 | 63.2 | 61.0 | 65.2 | 66.9 | 70.7 |
| | | | | | | | | | |
| African American/ Black | 35.4 | 36.0 | 46.2 | 38.8 | 36.6 | 33.9 | 28.4 | 33.5 | 43.1 |
| Hispanic/Latino | 52.8 | 35.2 | 38.2 | 50.0 | 43.0 | 38.6 | 48.3 | 44.9 | 47.4 |
| White | 89.3 | 90.4 | 90.4 | 92.6 | 90.7 | 87.8 | 91.6 | 93.2 | 92.3 |
| | | | | | | | | | |
| Special Ed. | 32.6 | 38.8 | 37.9 | 41.5 | 26.3 | 26.9 | 28.6 | 29.8 | 25.5 |
| Low-income | 38.0 | 36.8 | 36.5 | 40.4 | 39.3 | 32.6 | 32.7 | 39.8 | 37.0 |

Table 15. Percentage of Students Meeting/Exceeding Standards in Math on PSAE: 2006-2014

| Math | | | | | | | | | |
|----------------------------|------|------|------|------|------|------|------|------|------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Illinois | 53.6 | 52.7 | 53.0 | 51.6 | 52.7 | 51.3 | 51.6 | 51.8 | 52.3 |
| | | | | | | | | | |
| All | 67.0 | 67.1 | 73.1 | 69.3 | 66.2 | 64.5 | 70.1 | 66.8 | 69.3 |
| | | | | | | | | | |
| African American/ Black | 36.2 | 35.6 | 50.7 | 36.7 | 39.3 | 34.9 | 38.0 | 35.5 | 37.5 |
| Hispanic/Latino | 49.1 | 35.8 | 47.3 | 60.0 | 44.3 | 46.6 | 53.9 | 50.5 | 47.4 |
| White | 89.9 | 90.7 | 91.6 | 92.6 | 93.7 | 90.9 | 94.2 | 91.6 | 94.0 |
| | | | | | | | | | |
| Special Ed. | 27.9 | 28.4 | 34.5 | 38.3 | 31.7 | 28.7 | 27.3 | 28.6 | 27.3 |
| Low-income | 36.4 | 31.7 | 43.4 | 41.8 | 38.8 | 37.5 | 39.2 | 42.7 | 31.7 |

Table 16. Percent of Students Meeting/Exceeding Standards in Science on PSAE: 2006-2014

| Science | | | | | | | | | |
|----------------------------|------|------|------|------|------|------|------|------|------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Illinois | 50.8 | 51.0 | 51.2 | 50.5 | 52.4 | 49.2 | 51.7 | 49.3 | 49.6 |
| | | | | | | | | | |
| All | 55.5 | 64.1 | 65.9 | 60.8 | 57.6 | 57.7 | 64.6 | 62.9 | 65.8 |
| | | | | | | | | | |
| African American/ Black | 21.1 | 27.3 | 38.6 | 28.4 | 28.5 | 24.5 | 28.7 | 27.9 | 31.3 |
| Hispanic/Latino | 24.5 | 29.2 | 43.8 | 44.3 | 38.1 | 37.1 | 39.1 | 42.8 | 42.2 |
| White | 84.2 | 89.0 | 88.1 | 85.0 | 88.0 | 88.7 | 93.1 | 90.4 | 92.2 |
| | | | | | | | | | |
| Special Ed. | 14.3 | 22.2 | 18.8 | 27.2 | 22.8 | 23.4 | 24.0 | 22.5 | 28.3 |
| Low-income | 20.8 | 27.2 | 36.0 | 29.5 | 31.0 | 28.0 | 30.2 | 32.8 | 28.2 |

Highlights and Trends:

- PSAE scores fluctuate from year to year. In 2014, 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 2013-14, the percentage of students meeting or exceeding state standards increased to eight of twelve categories over 2012-13 in reading and math, which are the subjects that are used for determining adequate yearly progress.

Figure 9a. PSAE Reading: % Students Meet/Exceed Expectations By Race

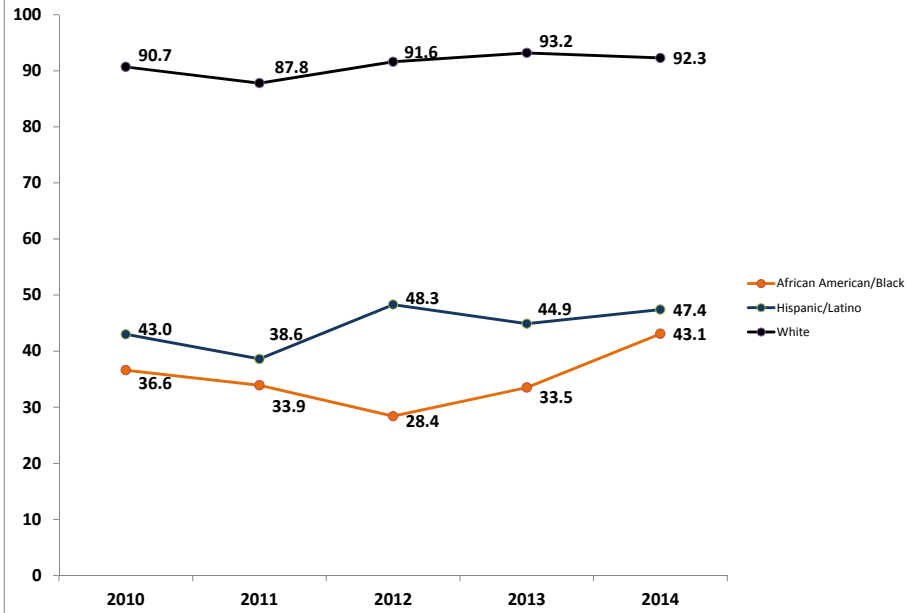
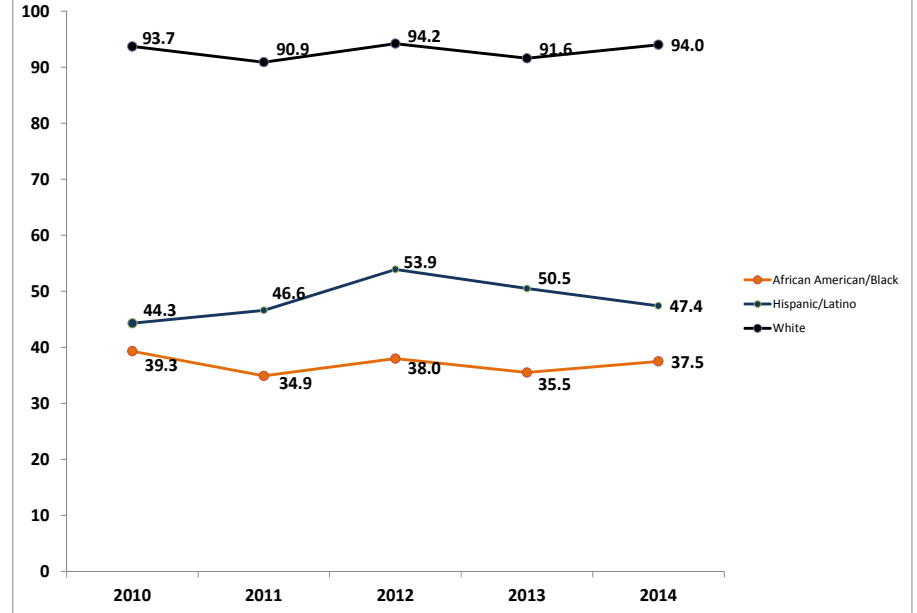


Figure 9b. PSAE Math: % Students Meet/Exceed Expectations By Race

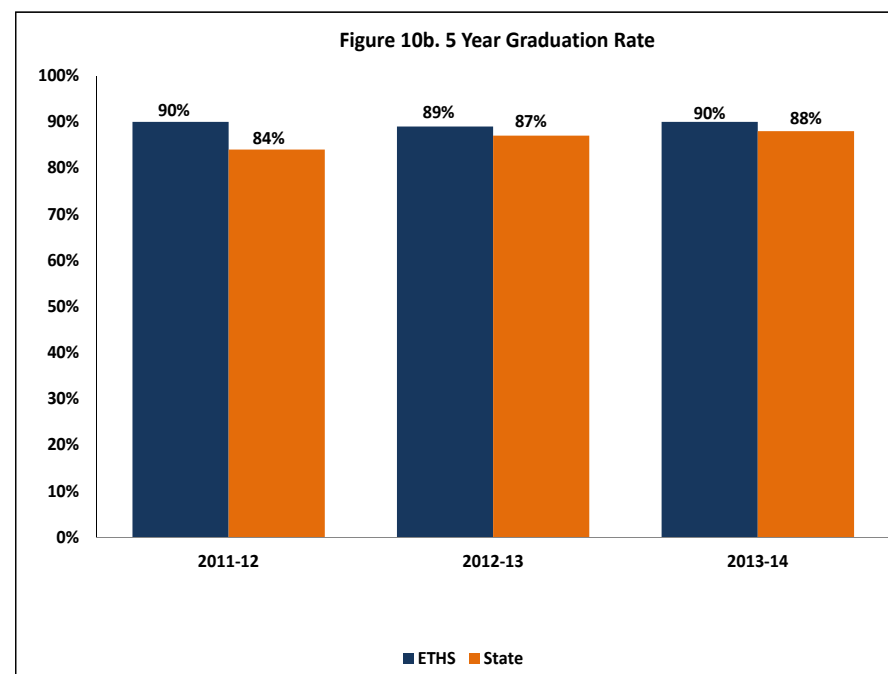
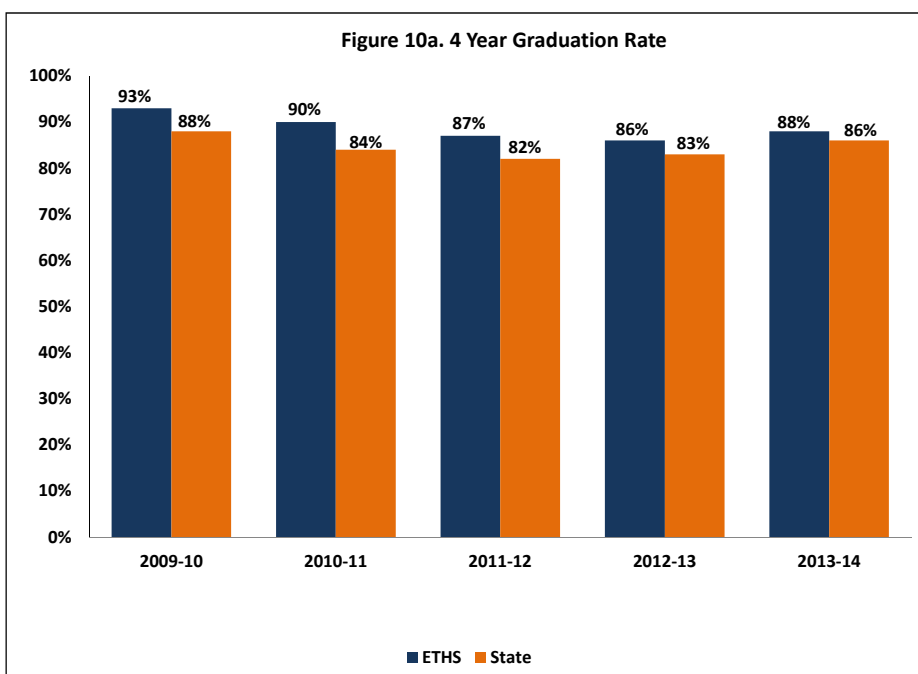


Highlights and Trends:

- Of particular note are the increases for African American/Black in reading. The percentage of African American/Black students meeting/exceeding state standards in reading increased from 33.5% to 43.1%, which is a 10 percentage point increase. The percentage of African American/Black students meeting/exceeding state standards in math increased from 35.5% to 37.5%.
- The percentage of Hispanic/Latino students meeting/exceeding state standards in reading increased from 44.9% to 47.4%. The percentage of Hispanic/Latino students meeting/exceeding state standards in math decreased from 50.5% to 47.4%.
- The percentage of White students meeting/exceeding in reading and math remained above 90%.

Other Academic Indicators

Figures 10 through 12 summarize data for academic indicators other than test scores. Figures 10a and 10b show graduation rate data from 2013-14. In 2010-11, the state changed the formula for the graduation rate.¹ In 2011-12 the state began to report both four and five-year graduation rates. Figure 10a shows the four-year graduation rate for the class of 2014 and figure 10b shows the five year graduation rate for the class of 2013. The overall five-year graduation rate is 90% and is well above the state target of 85%.



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 2010-11 to 2011-12. In 2013-14 the chronic truancy rate dropped to 9.4%.

Figure 11. Chronic Truancy Rate: 2009-10 to 2013-14

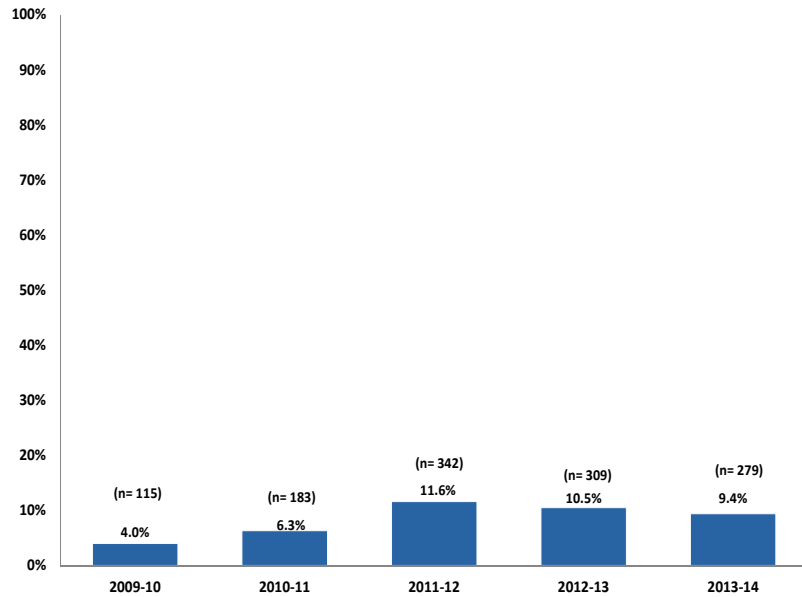
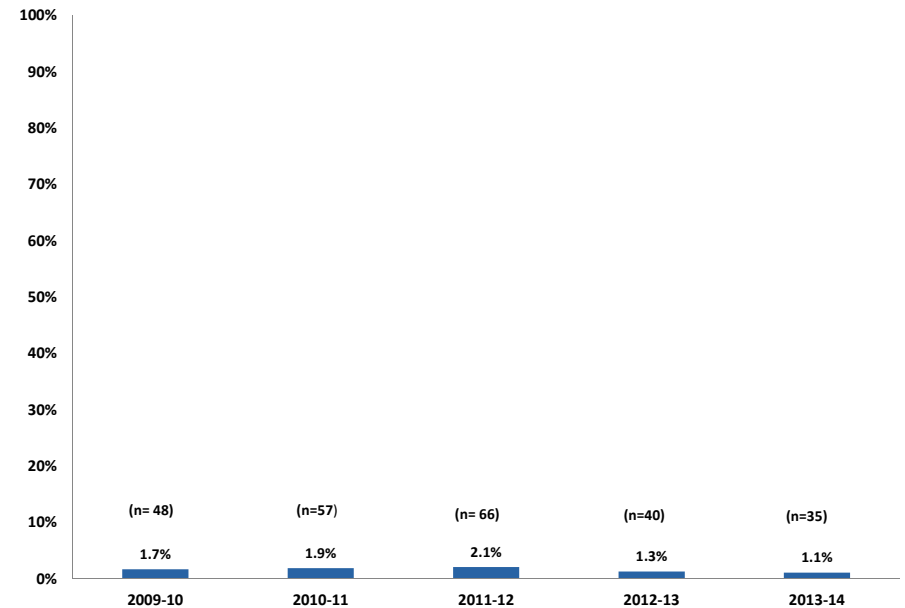


Figure 12. Dropout Rate: 2009-10 to 2013-14



Highlights and Trends:

- The ETHS chronic truancy rate decreased to 9.4% in 2013-14, down from 11.6% in 2011-12.
- The dropout rate for 2013-14 decreased to 1.1%, its lowest rate in recorded history.

Implications

The 2013-14 achievement data are very strong for ETHS:

- The average ACT composite score of the 2014 graduation class is the second highest score since 1972.
- The percent of juniors and seniors taking Advanced Placement exams has increased steadily since 2004 from 36% to 64%. In 2014, 494 exams earned a score of “3;” 526 exams earned a score of “4;” and 460 exams earned a score of “5.” This is the highest number of “3,” “4,” and “5” scores in ETHS history.
- The five-year graduation rate of 90% is above the state’s target of 85%.

Although student achievement is generally improving, there are always areas that we need to improve. Based on this analysis of student performance in 2013-14, some of the areas we need to focus on are:

- The percent of students that meet or exceed the ACT College Readiness Benchmarks in all four subject areas is 41%. There is room to increase this percentage, particularly the percent of students meeting or exceeding ACT College Readiness Benchmarks in English and math.
- The new state formula which significantly expands the definition for chronic truancy makes it important 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.

Going forward ETHS will no longer have the EXPLORE and PLAN assessments available to assist with monitoring student progress through high school. Baseline data from the standards-based PARCC assessments are expected to be available in Fall 2015. Interpretation of this data is unknown and may not be meaningful until at least three years of data is available.

