

2017-18 Annual Achievement Report

EVANSTON TOWNSHIP HIGH SCHOOL

Department of Research, Evaluation & Assessment
November, 2018

How We Measure Achievement

Student Data and Analysis

- This analysis follows two cohorts of students – the Class of 2017 and the Class of 2018 - from the year they started Grade 9 until four years after their entry into high school.
- The report examines several measures of academic performance meeting the Illinois State Board of Education (ISBE) definition of college and career readiness for high school students.
- The report analyzes selected academic measures by students' race and gender, meal status and IEP placement in order to address district goals to provide an excellent education to all students given the diversity of experiences and needs in the ETHS student population.
- The data in the report is more granular what is found on IL Report Card because it looks at the intersection of race and gender. This type of analysis is more contextual and relevant to ETHS.

Student Cohorts

This report looks at two cohorts of students: Class of 2017, who were in Grade 9 in the 2013-14 school year, and Class of 2018, who were in Grade 9 in the 2014-15 school year. The analysis includes both students who graduated in the expected four years and those who did not. Students who transferred out of the district are not included in this report. In addition, only students enrolled in the main campus and the ALT School are included in the analysis because academic and career ready indicators for students who are placed off-campus are not consistently available.

This report is disaggregated by students' race and gender, meal status (as measured by participation in the free- or reduced-price lunch program) and IEP placement. Presently, the number of students who are English learners is too small for a separate analysis. However, this group may be reported on in future analyses as student demographics change.

Table 1. Composition of Cohorts by Race and Gender: Class of 2017 and Class of 2018

Race-Gender	Class of 2017		Class of 2018	
	Number of Students	% Total	Number of Students	% Total
Asian-Female	24	3%	21	2%
Asian-Male	19	3%	24	3%
Black/African American-Female	111	14%	125	15%
Black/African American-Male	134	17%	121	14%
Hispanic/Latina-Female	63	8%	72	9%
Hispanic/Latino-Male	65	8%	68	8%
Two or More-Female	10	1%	13	2%
Two or More-Male	9	1%	21	3%
White-Female	191	25%	169	20%
White-Male	154	20%	203	24%
All-Female	399	51%	400	48%
All-Male	381	49%	437	52%
TOTAL STUDENTS	780	100%	837	100%

Table 2. Composition of Cohorts by Meal Status and IEP Placement: Class of 2017 and Class of 2018

Lunch and IEP Status	Class of 2017		Class of 2018	
	Number of Students	% Total	Number of Students	% Total
Has Free/Reduced Price Lunch	337	43%	326	39%
Has IEP	105	13%	97	12%

Measures of Achievement and Analytic Method

This report uses measures of college and career readiness as identified in the Illinois Every Student Succeeds Act (IL ESSA) State Plan¹ endorsed by ISBE. At this time, actual measures of college enrollment or persistence are outside the scope of this report.

According to the IL ESSA Plan, some of the criteria that students need to meet to be considered college and career ready are:

1. GPA of 2.8 or greater; and
2. 95% attendance; and
3. Proficiency in both English/language arts (ELA) **and** mathematics (listed below).

Indicators of academic proficiency identified in the IL ESSA Plan and analyzed in this report include:

English/Language Arts (ELA) (attain one of the following):

- Taking an ELA AP course and earning an A, B, or C, **or**
- ELA AP exam score of 3 or higher, **or**
- *Reading and Writing SAT subject score of 480 or higher, **or**
- ACT English subject score of 18 or higher and ACT Reading subject score of 22 or higher

Mathematics (attain one of the following):

- Taking Algebra 2 and earning an A, B, or C, **or**
- Taking a mathematics AP course and earning an A, B, or C, **or**
- Mathematics AP exam score of 3 or higher, **or**
- *Math SAT subject score of 530 or higher, **or**
- ACT Math subject score of 22 or higher

Most of the indicators of student performance are measured over the course of the students' high school careers. However, indicators like attendance reflect performance only in the students' junior and senior years of high school.

*This report uses College Board SAT college readiness benchmarks instead of ISBE developed benchmarks.

¹ The Illinois Every Student Succeeds Act (ESSA) State Plan can be accessed here:
<https://www.isbe.net/Pages/ESSA.aspx>.

Future Analysis with the Northwestern-D202-D65 Partnership

District 65, District 202 and Northwestern University have formed the Northwestern Evanston Educational Research Alliance (NEERA). NEERA is funded by grants from the Spencer and Lewis-Sebring Foundations. NEERA is working to identify key factors that contribute to post-secondary success and college persistence, as defined as enrollment in a post-secondary institution for at least five consecutive semesters. In turn, NEERA will use those factors to develop a model that identifies “on-track” indicators from middle school through high school. The development of this model will directly inform the ETHS achievement report through the creation of a multiple-measure model to assess college persistence.

We expect that the model developed with Northwestern University will use more complex and nuanced data than seen in this report to better predict post-secondary success. This approach will include a deeper analysis of GPA, course taking patterns, SAT scores, as well as other academic indicators. The goal of the model is to develop a series of indicators across grade levels to help ETHS faculty and administration identify whether or not students are on track for post-secondary success, with the initial model focusing on college persistence. Future iterations may incorporate career ready indicators as available.

Organization of the Report

The results of the analysis are reported in relation to the ETHS district goals as outlined in the ETHS *District Goals 2017-2022*, approved by the Board of Education on May 23, 2016. Most of the academic measures of student performance are reported in support of District Goal 1: Equitable and Excellent Education. In addition, measures of students’ behavioral referrals and extra-curricular activities are reported in support of District Goal 2: Student Well-being.

Tables in Appendix B provide details on the indicators for proficiency in English/Language Arts. Tables in Appendix C provide details on the indicators for proficiency in mathematics.

Highlights

- Approximately two-thirds - 63% of the Class of 2017 and 65% of the Class of 2018 - *met at least three* of the college-ready standards analyzed in this report.
- Sixty-three percent (63%) of Class of 2017 and 65% of the Class of 2018 achieved a GPA of 2.8 or greater, and each cohort maintained a mean cumulative GPA of 3.0.
- Based on four years of attendance at ETHS, the Class of 2017 had an average attendance rate of 95%, and the Class of 2018 cohort had an average attendance rate of 93%.
- Two-thirds of the students in both the Class of 2017 (66%) and the Class of 2018 (68%) met one or more indicator of proficiency in English/Language Arts.
- Eighty percent (80%) of the Class of 2017 and 84% of the Class of 2018 met one or more indicator of proficiency in mathematics.
- More than three-quarters of students in the Class of 2017 (77%) and in the Class of 2018 (79%) had no more than four behavioral referrals throughout four years at ETHS.
- Most students participated in at least one extracurricular activity: 83% of the Class of 2017 and 77% of the Class of 2018.
- Results for the different measures of student performance and well-being vary across sub-groups as defined by students' race and gender, meal status and IEP placement.

District Goal 1: Equitable and Excellent Education

Overview of Student Performance

This exploratory analysis focuses on four of the college-ready indicators identified by the ISBE in the IL ESSA plan: GPA, attendance, proficiency in English/Language Arts, and proficiency in mathematics. The charts below report the percent of students meeting or exceeding none, 1, 2, 3, or all 4 of the specified indicators, disaggregated by race, gender, meal status and IEP placement. Data supporting Charts 1 and 2 can be found in Appendix A.

Chart 1: Percent of Cohort Meeting or Exceeding IL ESSA College Readiness Benchmarks - Class of 2017

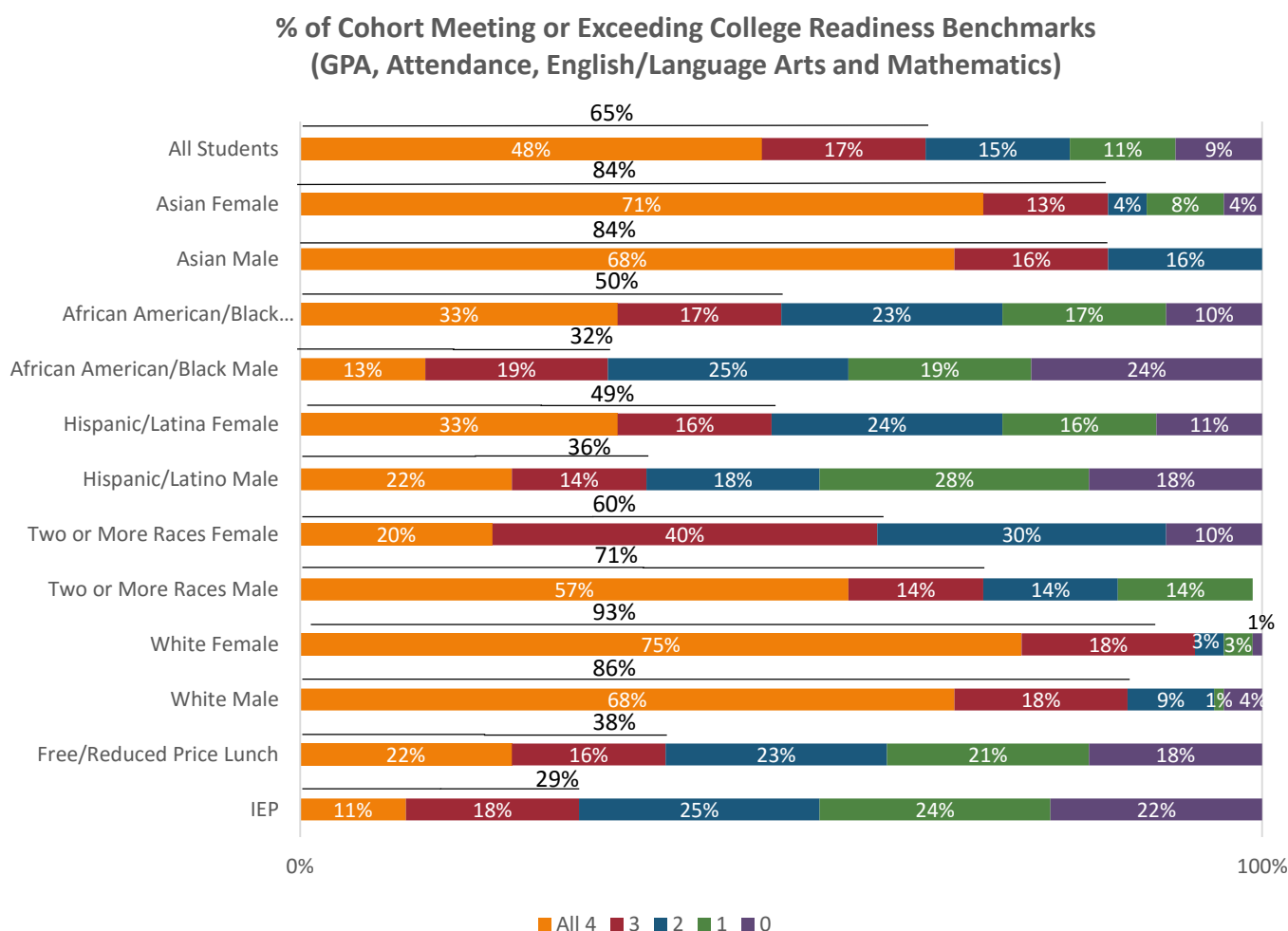
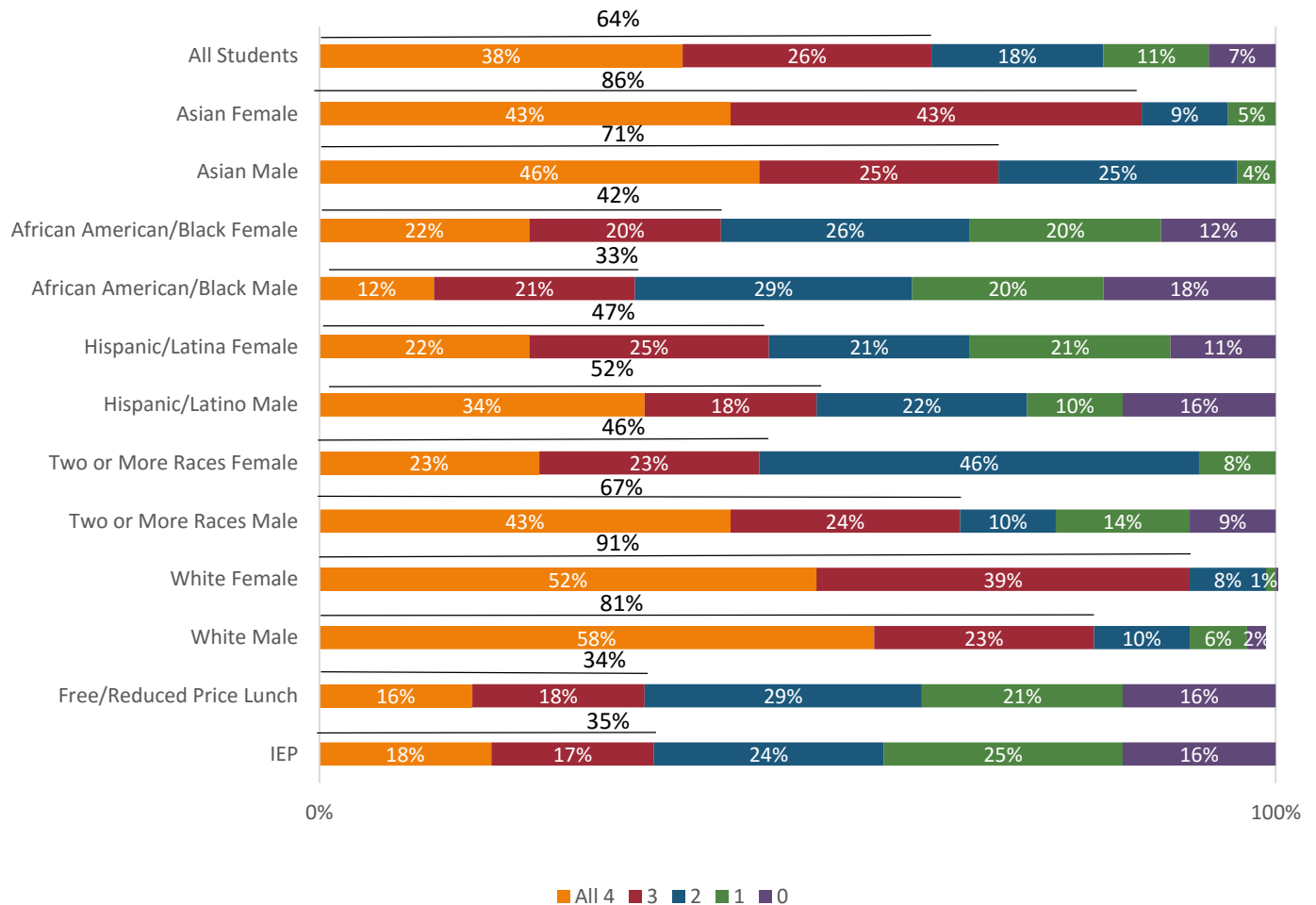


Chart 2: Percent of Cohort Meeting or Exceeding IL ESSA College Readiness Benchmarks - Class of 2018

**% of Cohort Meeting or Exceeding College Readiness Benchmarks
(GPA, Attendance, English/Language Arts and Mathematics)**



GPA

The IL ESSA Plan's GPA benchmark for college or career readiness is a cumulative GPA of 2.8 or higher at time of graduation. Future analysis will be conducted to determine what the best GPA indicator is for ETHS students related to college enrollment and persistence.

Table 3 reports the percent of students within each cohort who attained a cumulative GPA of 2.8 or higher. Table 3 also reports the mean cumulative GPA for each subgroup.

Sixty-three percent (63%) of the students in the Class of 2017 and 65% of the students in the Class of 2018 achieved a cumulative GPA of 2.8 or higher, with each cohort maintaining a mean GPA of 3.0.

Table 3: Percent of Cohort with a Final Cumulative GPA of 2.8 or Higher

Students	Class of 2017		Class of 2018	
	% 2.8 or Higher	Mean GPA	% 2.8 or Higher	Mean GPA
ALL STUDENTS	63%	3.0	65%	3.0
Asian-Female	88%	3.3	95%	3.4
Asian-Male	90%	3.3	75%	3.2
Black/African American-Female	48%	2.8	49%	2.7
Black/African American-Male	31%	2.4	31%	2.3
Hispanic/Latina-Female	51%	2.8	50%	2.7
Hispanic/Latino-Male	29%	2.4	46%	2.7
Two or More-Female	50%	2.8	54%	3.0
Two or More-Male	71%	3.1	62%	2.9
White-Female	92%	3.5	92%	3.5
White-Male	78%	3.2	80%	3.2
Free/Reduced Price Lunch	39%	2.5	38%	2.5
Has IEP	44%	2.6	47%	2.7

Attendance

The IL ESSA Plan defined the benchmark for attendance as an attendance rate of 95% in a student's junior and senior year. This analysis reports the percent of students who met the 95% attendance rate benchmark across four years of high school.

In addition to the percent meeting the 95% attendance rate benchmark, Table 4 reports the mean attendance rate for each subgroup. This provides more context around the attendance rate benchmark. For example, while 59% of the Class of 2018 met the 95% attendance rate benchmark, the average attendance rate for this cohort across all four years was 93%, or just below the benchmark.

Table 4: Attendance Based on Days Present During Four School Years

Students	Class of 2017		Class of 2018	
	% Meeting 95% Benchmark	Mean Attendance Rate	% Meeting 95% Benchmark	Mean Attendance Rate
ALL STUDENTS	74%	95%	59%	93%
Asian-Female	83%	96%	62%	95%
Asian-Male	100%	98%	75%	96%
Black/African American-Female	74%	95%	50%	93%
Black/African American-Male	64%	94%	59%	92%
Hispanic/Latina-Female	65%	95%	47%	90%
Hispanic/Latino-Male	40%	94%	66%	92%
Two or More-Female	40%	93%	39%	93%
Two or More-Male	86%	96%	57%	94%
White-Female	80%	96%	54%	94%
White-Male	84%	96%	69%	95%
Free/Reduced Price Lunch	64%	94%	51%	92%
Has IEP	56%	93%	47%	92%

The average daily attendance for ETHS students overall in 2017-18 was 97%. (Source: IL Report Card)

Student Proficiency in English/Language Arts

The IL ESSA Plan indicators for proficiency in English/Language Arts (ELA) are be measured as attainment of at least one of the following:

- Taking an ELA AP course and earning an A, B, or C, **or**
- ELA AP exam score of 3 or higher, **or**
- SAT Reading and Writing subject score of 480 or higher (*Class of 2018 only*), **or**
- ACT English subject score of 18 or higher and ACT Reading subject score of 22 or higher (*Class of 2017 only*)

The AP English/Language Arts courses in this analysis include AP English Language and Composition and AP English Literature and Composition. This report uses College Board SAT college readiness benchmarks instead of ISBE developed benchmarks.

As reported in Table 5, two-thirds of students in both cohorts met at least one of the English/Language Arts benchmarks. Appendix B provide details on all four indicators for proficiency in English/Language Arts.

Table 5: Percent of Cohort Meeting One or More of the English/Language Arts Benchmarks

Students	Class of 2017	Class of 2018
ALL STUDENTS	66%	68%
Asian-Female	79%	76%
Asian-Male	74%	71%
Black/African American-Female	51%	46%
Black/African American-Male	30%	36%
Hispanic/Latina-Female	51%	50%
Hispanic/Latino-Male	39%	52%
Two or More-Female	80%	77%
Two or More-Male	71%	81%
White-Female	93%	96%
White-Male	89%	88%
Free/Reduced Price Lunch	38%	38%
Has IEP	27%	32%

Student Proficiency in Mathematics

The IL ESSA Plan indicators for proficiency in mathematics are be measured as attainment of at least one of the following:

- Taking Algebra 2 and earning an A, B, or C, **or**
- Taking a mathematics AP course and earning an A, B, or C, **or**
- Mathematics AP exam score of 3 or higher, **or**
- SAT Math subject score of 530 or higher (*Class of 2018 only*), **or**
- ACT Math subject score of 22 or higher (*Class of 2017 only*)

The AP mathematics courses in this analysis include AP Calculus AB, AP Calculus BC, and AP statistics. This report uses College Board SAT college readiness benchmarks instead of ISBE developed benchmarks.

As reported in Table 6, 80% of the students in the Class of 2017 and 84% of the students in the Class of 2018 met one or more of the mathematics benchmarks. Appendix C provide details on all five indicators for proficiency in mathematics.

Table 6: Percent of Cohort Meeting One or More of the Mathematics Benchmarks

Students	Class of 2017	Class of 2018
ALL STUDENTS	80%	84%
Asian-Female	88%	91%
Asian-Male	90%	92%
Black/African American-Female	74%	74%
Black/African American-Male	53%	64%
Hispanic/Latina-Female	78%	79%
Hispanic/Latino-Male	66%	79%
Two or More-Female	90%	92%
Two or More-Male	86%	76%
White-Female	97%	98%
White-Male	91%	93%
Free/Reduced Price Lunch	65%	69%
Has IEP	47%	57%

District Goal 2: Student Well-being

District Goal 2 focuses on student well-being, including attendance, behavioral referrals, and extra-curricular activities. The following analysis focuses on measures of student behavior in school and extra-curricular engagement.

Student Behavior

A standard set forth in the district goals specifies that 100% of students do not receive a behavioral referral. This analysis looks at the percent of students that received zero to four behavioral referrals across four years at ETHS, allowing for an average of one referral per school year. The referrals reported in this analysis subsequently turned into a behavior incident.

As shown in Table 7, 77% of the Class of 2017 and 79% of the Class of 2018 received no more than four behavioral referrals across four years of high school.

Table 7: Percent of Cohort with Zero to Four Referrals Throughout High School

Students	Class of 2017	Class of 2018
ALL STUDENTS	77%	79%
Asian-Female	92%	95%
Asian-Male	95%	92%
Black/African American-Female	66%	70%
Black/African American-Male	55%	54%
Hispanic/Latina-Female	76%	81%
Hispanic/Latino-Male	63%	78%
Two or More-Female	70%	77%
Two or More-Male	86%	57%
White-Female	96%	95%
White-Male	84%	87%
Free/Reduced Price Lunch	67%	63%
Has IEP	59%	65%

Student Participation in Extra-Curricular Activities

A second standard set forth in the district goals specifies that 100% of students participate in at least one extra-curricular activity. As shown in Table 8, 83% of students in the Class of 2017 participated in at least one activity, while 77% of the students in the Class of 2018 participated in at least one activity.

Table 8: Percent of Cohort Who Participated in at Least One Extra-Curricular Activity

Students	Class of 2017	Class of 2018
ALL STUDENTS	83%	77%
Asian-Female	88%	95%
Asian-Male	79%	79%
Black/African American-Female	75%	64%
Black/African American-Male	72%	60%
Hispanic/Latina-Female	83%	67%
Hispanic/Latino-Male	71%	65%
Two or More-Female	90%	85%
Two or More-Male	86%	86%
White-Female	94%	94%
White-Male	90%	86%
Free/Reduced Price Lunch	71%	61%
Has IEP	73%	62%

Four-Year & Five-Year Graduation Rates

Four-year and five-year graduation rates, as reported on the IL Report Card, are presented in Tables 9 and 10 below:

Table 9: Four Year Graduation Rates

Students	2017	2018
ALL STUDENTS	92.3%	91.1%
Female	95.5%	93.4%
Male	88.8%	89.0%
Asian	93.0%	93.5%
Black/African American	87.9%	82.8%
Hispanic/Latinx	91.7%	93.2%
Two or More Races	88.9%	97.1%
White	95.7%	95.2%
Free/Reduced Price Lunch	86.8%	84.8%
Has IEP	64.0%	74.3%
English Learner	62.2%	70.8%

Table 10: Five Year Graduation Rates

Students	2017	2018
ALL STUDENTS	93.3%	93.8%
Female	93.5%	96.6%
Male	93.2%	90.8%
Asian	91.9%	93.0%
Black/African American	89.1%	90.9%
Hispanic/Latinx	94.2%	94.7%
Two or More Races	100.0%	89.5%
White	95.7%	95.8%
Free/Reduced Price Lunch	89.1%	89.4%
Has IEP	79.1%	73.0%
English Learner	78.9%	80.6%

APPENDIX

Appendix A

Table A1: Percent of Cohort Meeting or Exceeding IL ESSA College Readiness Benchmarks: Class of 2017

Students	% Met 0	% Met 1	% Met 2	% Met 3	% Met 4
ALL STUDENTS	9%	11%	15%	17%	48%
Asian-Female	4%	8%	4%	13%	71%
Asian-Male	0%	0%	16%	16%	68%
Black/African American-Female	10%	17%	23%	17%	33%
Black/African American-Male	24%	19%	25%	19%	13%
Hispanic/Latina-Female	11%	16%	24%	16%	33%
Hispanic/Latino-Male	18%	28%	18%	14%	22%
Two or More-Female	10%	0%	30%	40%	20%
Two or More-Male	0%	14%	14%	14%	57%
White-Female	1%	3%	3%	18%	75%
White-Male	4%	1%	9%	18%	68%
Free/Reduced Price Lunch	18%	21%	23%	16%	22%
Has IEP	22%	24%	25%	18%	11%

Table A2: Percent of Cohort Meeting or Exceeding IL ESSA College Readiness Benchmarks: Class of 2018

Students	% Met 0	% Met 1	% Met 2	% Met 3	% Met 4
ALL STUDENTS	7%	11%	18%	26%	38%
Asian-Female	0%	5%	9%	43%	43%
Asian-Male	0%	4%	25%	25%	46%
Black/African American-Female	12%	20%	26%	20%	22%
Black/African American-Male	18%	20%	29%	21%	12%
Hispanic/Latina-Female	11%	21%	21%	25%	22%
Hispanic/Latino-Male	16%	10%	22%	18%	34%
Two or More-Female	0%	8%	46%	23%	23%
Two or More-Male	9%	14%	10%	24%	43%
White-Female	1%	1%	8%	39%	52%
White-Male	2%	6%	10%	23%	58%
Free/Reduced Price Lunch	16%	21%	29%	18%	16%
Has IEP	16%	25%	24%	17%	18%

Appendix B

Table B1 reports the percent of students that earned a grade of A, B or C in an AP English/Language Arts course. Table B2 reports the percent of students that achieved a score of 3 or higher on an AP English/Language Arts exam. The AP English/Language Arts courses in this analysis include AP English Language and Composition and AP English Literature and Composition. The percentages reflect all students in the cohorts, not just students who earned AP course credit or took an AP exam.

Table B1: Percent of Cohort Who Earned an A, B or C in an AP English/Language Arts Course

Students	Class of 2017	Class of 2018
ALL STUDENTS	35%	40%
Asian-Female	54%	43%
Asian-Male	42%	25%
Black/African American-Female	27%	24%
Black/African American-Male	12%	11%
Hispanic/Latina-Female	25%	28%
Hispanic/Latino-Male	17%	24%
Two or More-Female	40%	46%
Two or More-Male	57%	43%
White-Female	75%	72%
White-Male	51%	50%
Free/Reduced Price Lunch	11%	16%
Has IEP	3%	7%

Of the students enrolled in an AP English/Language Arts course, the percent who earned an A, B, or C:

Class of 2017	Class of 2018
96%	97%

Table B2: Percent of Cohort Who Earned a Score of 3 or Higher on an AP English/Language Arts Exam

Students	Class of 2017	Class of 2018
ALL STUDENTS	31%	26%
Asian-Female	42%	29%
Asian-Male	32%	21%
Black/African American-Female	12%	12%
Black/African American-Male	5%	4%
Hispanic/Latina-Female	16%	10%
Hispanic/Latino-Male	11%	16%
Two or More-Female	30%	31%
Two or More-Male	43%	24%
White-Female	67%	55%
White-Male	38%	34%
Free/Reduced Price Lunch	9%	7%
Has IEP	3%	3%

Percent of students enrolled in an AP English/Language Arts course who scored 3 or higher on an AP exam:

Class of 2017	Class of 2018
73%	64%

Table B3 reports the percent of students who either had a Reading and Writing SAT subject score of 480 or higher (Class of 2018 only), or an ACT English subject score of 18 or higher and an ACT Reading subject score of 22 or higher (Class of 2017 only). SAT and ACT scores reported below reflect scores taken in grade 11.

Table B3: Percent of Cohort Meeting College Readiness Benchmarks in English/Language Arts

Students	Class of 2017 (ACT CRB)	Class of 2018 (SAT CRB)
ALL STUDENTS	64%	66%
Asian-Female	75%	76%
Asian-Male	74%	71%
Black/African American-Female	47%	42%
Black/African American-Male	27%	35%
Hispanic/Latina-Female	51%	46%
Hispanic/Latino-Male	35%	35%
Two or More-Female	80%	69%
Two or More-Male	71%	81%
White-Female	91%	94%
White-Male	89%	85%
Free/Reduced Price Lunch	35%	46%
Has IEP	26%	41%

Table B4. SAT English/Language Arts Comparison: College Board Readiness Benchmark and IL ESSA Benchmark: Class of 2018

	% Met ISBE Benchmark (540+)	% Met CB Benchmark (480+)	% Met CB Benchmark Nationwide (2017)	Mean SAT ELA Score - ETHS	Mean SAT ELA Score - Nationwide (2017)
All (N=768)	58%	73%	70%	560	533
African American/Black (n=210)	26%	49%	49%	479	479
Hispanic/Latino (n=132)	33%	51%	58%	499	500
White (n=349)	87%	95%	83%	630	565

Note: Scores reported reflect the grade 11 state-administered SAT administration in April 2017. National test takers represent statewide SAT assessment in CO, CT, DC, DE, IL, ME, MI, NH, and college bound seniors nationwide

Meeting SAT college and career readiness benchmarks is an indicator of 75% likelihood of achieving at least a C in first-semester, credit-bearing college English/Language Arts or related course (history, literature, social science, or writing)

Appendix C

Table C1 reports the percent of students that earned a grade of A, B or C in an Algebra 2 course. Table C2 reports the percent of students that earned a grade of A, B or C in an AP Mathematics course. Table C3 reports the percent of students that achieved a score of 3 or higher on an AP Mathematics exam. The AP mathematics courses in this analysis include AP Calculus AB, AP Calculus BC, and AP Statistics. The percentages reflect all students in the cohorts, not just students who earned AP course credit or took an AP exam.

Table C1: Percent of Cohort Who Earned an A, B or C in Algebra 2

Students	Class of 2017	Class of 2018
ALL STUDENTS	79%	82%
Asian-Female	88%	91%
Asian-Male	90%	88%
Black/African American-Female	73%	74%
Black/African American-Male	52%	63%
Hispanic/Latina-Female	78%	78%
Hispanic/Latino-Male	65%	79%
Two or More-Female	90%	85%
Two or More-Male	86%	76%
White-Female	96%	95%
White-Male	90%	87%
Free/Reduced Price Lunch	63%	68%
Has IEP	47%	54%

Table C2: Percent of Cohort Who Earned an A, B or C in an AP Mathematics Course

Students	Class of 2017	Class of 2018
ALL STUDENTS	44%	42%
Asian-Female	63%	48%
Asian-Male	58%	50%
Black/African American-Female	26%	14%
Black/African American-Male	12%	12%
Hispanic/Latina-Female	22%	25%
Hispanic/Latino-Male	14%	37%
Two or More-Female	30%	39%
Two or More-Male	71%	38%
White-Female	74%	65%
White-Male	66%	66%
Free/Reduced Price Lunch	17%	13%
Has IEP	8%	6%

Of the students enrolled in an AP mathematics course, the percent who earned an A, B, or C:

Class of 2017	Class of 2018
92%	91%

Table C3: Percent of Cohort Who Earned a Score of 3 or Higher on an AP Mathematics Exam

Students	Class of 2017	Class of 2018
ALL STUDENTS	26%	25%
Asian-Female	21%	38%
Asian-Male	32%	38%
Black/African American-Female	10%	5%
Black/African American-Male	2%	5%
Hispanic/Latina-Female	10%	8%
Hispanic/Latino-Male	8%	21%
Two or More-Female	10%	31%
Two or More-Male	43%	14%
White-Female	50%	43%
White-Male	44%	40%
Free/Reduced Price Lunch	7%	5%
Has IEP	5%	2%

Percent of students enrolled in an AP mathematics course who scored 3 or higher on an AP mathematics exam:

Class of 2017	Class of 2018
55%	56%

Table C4 reports the percent of students who either had a SAT Math subject score of 530 or higher (Class of 2018 only), or an ACT Math subject score of 22 or higher (Class of 2017 only). SAT and ACT scores reported below reflect scores taken in grade 11.

Table C4: Percent of Cohort Meeting College Readiness Benchmarks in Mathematics

Students	Class of 2017 (ACT CRB)	Class of 2018 (SAT CRB)
ALL STUDENTS	53%	52%
Asian-Female	67%	62%
Asian-Male	68%	63%
Black/African American-Female	28%	18%
Black/African American-Male	20%	20%
Hispanic/Latina-Female	27%	33%
Hispanic/Latino-Male	25%	41%
Two or More-Female	50%	54%
Two or More-Male	71%	57%
White-Female	81%	80%
White-Male	81%	76%
Free/Reduced Price Lunch	23%	27%
Has IEP	13%	20%

**Table C5. SAT Mathematics Comparison: College Board Readiness Benchmark and IL ESSA Benchmark:
Class of 2018**

	% Met ISBE Benchmark (540+)	% Met CB Benchmark (530+)	% Met CB Benchmark Nationwide (2017)	Mean SAT Math Score - ETHS	Mean SAT Math Score - Nationwide (2017)
All (N=768)	55%	57%	49%	555	527
African American/Black (n=210)	19%	23%	22%	469	462
Hispanic/Latino (n=132)	39%	40%	33%	499	489
White (n=349)	81%	83%	61%	624	553

Note: Scores reported reflect the grade 11 state-administered SAT administration in April 2017.
National test takers represent statewide SAT assessment in CO, CT, DC, DE, IL, ME, MI, NH, and college
bound seniors nationwide

Meeting SAT college and career readiness benchmarks is an indicator of 75% likelihood of achieving at
least a C in first-semester, credit-bearing college math course (algebra, statistics, pre-calculus, or
calculus).