## 2019-20 Annual Achievement Report

## Evanston Township High School

Department of Research, Evaluation \& Assessment November, 2020

## How We Measure Achievement

## Student Data and Analysis

- This analysis follows three cohorts of students - the Class of 2018, the Class of 2019 and the Class of 2020 - 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 three cohorts of students: Class of 2018, who were in Grade 9 in the 2014-15 school year; the Class of 2019, who were in Grade 9 in the 2015-16 school year; and the Class of 2020, who were in Grade 9 in the 2016-17 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. Academic and career ready indicators measured in this report for students who are placed offcampus are not 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 to include in this analysis. However, this group may be reported on in future analyses as student demographics change. In addition, the number of students classified as American Indian, Native Hawaiian, or Two or More Races is too small (less than 20) to report on when disaggregated by race/ethnicity and gender to report on, and therefore is not included in the report. This report only includes students with an IEP at the main campus and ALT School and does not include students in offcampus placements or the ETHS Day School.

Table 1. Composition of Cohorts by Race and Gender: Classes of 2018, 2019, and 2020

| Race-Gender | Class of 2018 |  | Class of 2019 |  | Class of 2020 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number of <br> Students | \% <br> Total | Number of <br> Students | $\%$ <br> Total | Number of <br> Students | \% <br> Total |
| Asian-Female | 21 | $2 \%$ | 24 | $3 \%$ | 32 | $4 \%$ |
| Asian-Male | 24 | $3 \%$ | 25 | $3 \%$ | 23 | $3 \%$ |
| Black/African American-Female | 125 | $15 \%$ | 117 | $14 \%$ | 126 | $15 \%$ |
| Black/African American-Male | 121 | $14 \%$ | 113 | $14 \%$ | 115 | $14 \%$ |
| Hispanic/Latina-Female | 72 | $9 \%$ | 83 | $10 \%$ | 69 | $8 \%$ |
| Hispanic/Latino-Male | 68 | $8 \%$ | 88 | $11 \%$ | 76 | $9 \%$ |
| White-Female | 169 | $20 \%$ | 176 | $21 \%$ | 184 | $22 \%$ |
| White-Male | 203 | $24 \%$ | 282 | $22 \%$ | 190 | $23 \%$ |
| All-Female | 400 | $48 \%$ | 405 | $49 \%$ | 425 | $51 \%$ |
| All-Male | 437 | $52 \%$ | 416 | $51 \%$ | 413 | $49 \%$ |
| TOTAL STUDENTS | 837 | $100 \%$ | 821 | $100 \%$ | 838 | $100 \%$ |

Table 2. Composition of Cohorts by Meal Status and IEP Placement: Classes of 2018, 2019 and 2020

| Lunch and IEP Status | Class of 2018 |  | Class of 2019 |  | Class of 2020 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number of <br> Students | \% <br> Total | Number of <br> Students | \% <br> Total | Number of <br> Students | \% Total |
|  | 326 | $39 \%$ | 326 | $39 \%$ | 299 | $36 \%$ |
| Has IEP |  |  |  |  |  |  |

## 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 Plan ${ }^{1}$ 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 (unweighted) 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):

- Completion of an ELA AP course with a grade of 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


## Mathematics (attain one of the following):

- Completion of an Algebra 2 with a grade of an $A, B$, or $C$, or
- Completion of a mathematics AP course with a grade of an A, B, or C, or
- Mathematics AP exam score of 3 or higher, or
- *Math SAT subject score of 530 or higher

Most of the IL ESSA Plan 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.

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## 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 A provide details on SAT exam results related to English/Language Arts. Tables in Appendix B provide details on SAT exam results for mathematics.

## Highlights

- Seventy-two percent (72\%) of Class of 2020 achieved a final unweighted GPA of 2.8 or greater and maintained a mean cumulative GPA of 3.1. This is an increase over the prior two cohorts.
- The Class of 2020 had an average attendance rate of $92 \%$ across four years of high school.
- The shift to remote learning in March 2020 resulted in fewer students meeting the $95 \%$ attendance rate benchmark, although there were only small changes in students' actual attendance rates across four years.
- Nearly two-thirds of the students in the Class of 2020 (64\%) met one or more indicator of proficiency in English/Language Arts.
- Over three quarters - 78\% of the Class of 2020 - met one or more indicator of proficiency in mathematics.
- Most students (85\%) in the Class of 2020 had no more than four behavioral referrals throughout four years at ETHS. This is an increase over the prior three cohorts.
- Four out of five students ( $81 \%$ ) in the Class of 2020 participated in at least one extracurricular activity in their junior or senior years of high school. This has been a steady increase over the prior three cohorts.
- Overall, the four-year graduation rate in 2020 was $93 \%$ and the five-year graduation rate in 2020 was 94\%.


## 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 chart below reports the percent of students in the Class of 2020 meeting or exceeding either none, 1 to 2, or 3 to 4 of the specified indicators, disaggregated by race, gender, meal status and IEP placement. Overall, $62 \%$ of the Class of 2020 met at least three of the college-ready indicators.

Chart 1: Percent of Cohort Meeting or Exceeding IL ESSA College Readiness Benchmarks (GPA, Attendance, English/Language Arts and Mathematics) - Class of 2020


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

Seventy-two percent (72\%) of the students in the Class of 2020 achieved a cumulative unweighted GPA of 2.8 or higher and maintained a mean unweighted GPA of 3.1 , which is slightly higher than prior cohorts.

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

| Students |  | Class of 2018 |  | Class of 2019 |  | Class of 2020 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Mean <br> GPA | \% 2.8 or <br> Higher (n) | Mean <br> GPA | \% 2.8 or <br> Higher (n) | Mean <br> GPA |  |
|  |  | 3.0 | $65 \%(533)$ | 3.0 | $72 \%(602)$ | 3.1 |  |
| Asian-Female | $95 \%(20)$ | 3.3 | $88 \%(21)$ | 3.5 | $94 \%(30)$ | 3.6 |  |
| Asian-Male | $75 \%(18)$ | 3.2 | $72 \%(18)$ | 3.2 | $78 \%(18)$ | 3.3 |  |
| Black/African American-Female | $49 \%(61)$ | 2.7 | $48 \%(56)$ | 2.6 | $62 \%(78)$ | 2.9 |  |
| Black/African American-Male | $31 \%(37)$ | 2.3 | $27 \%(31)$ | 2.3 | $32 \%(37)$ | 2.5 |  |
| Hispanic/Latina-Female | $50 \%(36)$ | 2.7 | $58 \%(48)$ | 2.7 | $59 \%(41)$ | 3.0 |  |
| Hispanic/Latino-Male | $46 \%(31)$ | 2.7 | $42 \%(37)$ | 2.6 | $51 \%(39)$ | 2.6 |  |
| White-Female | $92 \%(155)$ | 3.5 | $93 \%(164)$ | 3.5 | $96 \%(176)$ | 3.6 |  |
| White-Male | $80 \%(163)$ | 3.2 | $83 \%(151)$ | 3.3 | $88 \%(167)$ | 3.4 |  |
| Free/Reduced Price Lunch | $38 \%(124)$ | 2.5 | $38 \%(113)$ | 2.5 | $50 \%(148)$ | 2.7 |  |
| Has IEP | $47 \%(46)$ | 2.7 | $30 \%(23)$ | 2.4 | $43 \%(39)$ | 2.6 |  |

Chart 2: Class of 2020 Mean Final Unweighted GPA


## Attendance

The IL ESSA Plan defines the benchmark for attendance as having 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. For example, while 37\% of the Class of 2020 met the 95\% attendance rate benchmark, the average attendance rate for this cohort across all four years was $92 \%$, slightly below the benchmark.

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

| Students | Class of 2018 |  | Class of 2019 |  | Class of 2020* |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Met <br> Benchmark (n) | Mean <br> Attend <br> Rate | \% Met <br> Benchmark (n) | Mean <br> Attend <br> Rate | \% Met <br> Benchmark (n) | Mean <br> Attend <br> Rate |
| ALL STUDENTS | $59 \%(491)$ | $93 \%$ | $49 \%(403)$ | $92 \%$ | $37 \%(310)$ | $92 \%$ |
| Asian-Female | $62 \%(13)$ | $95 \%$ | $58 \%(14)$ | $93 \%$ | $66 \%(32)$ | $96 \%$ |
| Asian-Male | $75 \%(18)$ | $96 \%$ | $72 \%(18)$ | $94 \%$ | $35 \%(23)$ | $93 \%$ |
| Black/African American-Female | $50 \%(63)$ | $93 \%$ | $35 \%(41)$ | $90 \%$ | $25 \%(126)$ | $90 \%$ |
| Black/African American-Male | $59 \%(71)$ | $92 \%$ | $43 \%(49)$ | $91 \%$ | $30 \%(115)$ | $89 \%$ |
| Hispanic/Latina-Female | $47 \%(34)$ | $90 \%$ | $39 \%(32)$ | $90 \%$ | $32 \%(69)$ | $91 \%$ |
| Hispanic/Latino-Male | $66 \%(45)$ | $92 \%$ | $43 \%(38)$ | $91 \%$ | $28 \%(76)$ | $89 \%$ |
| White-Female | $54 \%(91)$ | $94 \%$ | $51 \%(90)$ | $94 \%$ | $48 \%(184)$ | $93 \%$ |
| White-Male | $69 \%(139)$ | $95 \%$ | $64 \%(116)$ | $94 \%$ | $42 \%(190)$ | $93 \%$ |
| Free/Reduced Price Lunch | $51 \%(166)$ | $92 \%$ | $46 \%(96)$ | $90 \%$ | $23 \%(299)$ | $89 \%$ |
| Has IEP | $59 \%(57)$ | $92 \%$ | $33 \%(25)$ | $87 \%$ | $23 \%(90)$ | $86 \%$ |

The average daily attendance for ETHS students overall in 2019-20 was 92\%. (Source: IL Report Card)
*The shift to remote learning in March 2020 resulted in fewer students meeting the 95\% attendance rate benchmark, although there were only small changes in students' actual attendance rates across four years.

Chart 3: Class of 2020 Mean Attendance Rate


## Students Who Excel in English/Language Arts

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

- Completion of an ELA AP course with a grade of 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

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, approximately two-thirds of students overall met at least one of the English/Language Arts benchmarks.

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

| Students | Class of 2018 <br> \% (n) | Class of 2019 <br> \% (n) | Class of 2020 <br> \% (n) |
| :--- | :---: | :---: | :---: |
| ALL STUDENTS | $68 \%(571)$ | $65 \%(537)$ | $64 \%(536)$ |
| Asian-Female | $76 \%(16)$ | $75 \%(18)$ | $84 \%(27)$ |
| Asian-Male | $71 \%(17)$ | $76 \%(19)$ | $70 \%(16)$ |
| Black/African American-Female | $46 \%(57)$ | $41 \%(48)$ | $42 \%(53)$ |
| Black/African American-Male | $36 \%(43)$ | $33 \%(37)$ | $31 \%(36)$ |
| Hispanic/Latina-Female | $50 \%(36)$ | $45 \%(37)$ | $55 \%(38)$ |
| Hispanic/Latino-Male | $52 \%(35)$ | $44 \%(39)$ | $33 \%(25)$ |
| White-Female | $96 \%(162)$ | $91 \%(160)$ | $92 \%(170)$ |
| White-Male | $88 \%(178)$ | $93 \%(169)$ | $83 \%(157)$ |
| Free/Reduced Price Lunch | $38 \%(124)$ | $33 \%(98)$ | $37 \%(110)$ |
| Has IEP | $32 \%(31)$ | $17 \%(13)$ | $14 \%(13)$ |

Chart 4: Class of 2020 Percent Meeting One or More of the English/Language Arts Benchmarks


## Students Who Excel in Mathematics

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

- Completion of an Algebra 2 with a grade of an $A, B$, or $C$, or
- Completion of a mathematics AP course with a grade of an A, B, or C, or
- Mathematics AP exam score of 3 or higher, or
- SAT Math subject score of 530 or higher

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, 78\% of the Class of 2020 met one or more of the mathematics benchmarks.

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

| Students | Class of 2018 <br> \% (n) | Class of 2019 <br> \% (n) | Class of 2020 <br> \% (n) |
| :--- | :---: | :---: | :---: |
| ALL STUDENTS | $84 \%(703)$ | $78 \%(636)$ | $78 \%(653)$ |
| Asian-Female | $91 \%(19)$ | $88 \%(21)$ | $100 \%(32)$ |
| Asian-Male | $92 \%(22)$ | $88 \%(22)$ | $83 \%(19)$ |
| Black/African American-Female | $74 \%(93)$ | $63 \%(74)$ | $64 \%(81)$ |
| Black/African American-Male | $64 \%(77)$ | $58 \%(65)$ | $56 \%(64)$ |
| Hispanic/Latina-Female | $79 \%(57)$ | $68 \%(56)$ | $70 \%(48)$ |
| Hispanic/Latino-Male | $79 \%(54)$ | $55 \%(48)$ | $61 \%(46)$ |
| White-Female | $98 \%(165)$ | $96 \%(169)$ | $95 \%(175)$ |
| White-Male | $93 \%(188)$ | $94 \%(171)$ | $90 \%(171)$ |
| Free/Reduced Price Lunch | $69 \%(226)$ | $56 \%(167)$ | $62 \%(185)$ |
| Has IEP | $57 \%(55)$ | $18 \%(14)$ | $29 \%(26)$ |

Chart 5: Class of 2020 Percent Meeting One or More of the Math Benchmarks


## District Goal 2: Student Well-being

District Goal 2 focuses on student well-being, including attendance, behavioral referrals, and extracurricular activities. The following analysis focuses on measures of student behavior in school and extracurricular 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. Referrals reported in this analysis subsequently turned into a behavior incident.

As shown in Table 7, 85\% of the Class of 2020 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 <br> \% (n) | Class of 2018 <br> \% (n) | Class of 2019 <br> \% (n) | Class of 2020 <br> \% (n) |
| :--- | :---: | :---: | :---: | :---: |
| ALL STUDENTS | $77 \%(604)$ | $79 \%(664)$ | $80 \%(655)$ | $85 \%(711)$ |
| Asian-Female | $92 \%(22)$ | $95 \%(20)$ | $96 \%(23)$ | $100 \%(32)$ |
| Asian-Male | $95 \%(18)$ | $92 \%(22)$ | $92 \%(23)$ | $91 \%(21)$ |
| Black/African American-Female | $66 \%(73)$ | $70 \%(87)$ | $72 \%(84)$ | $77 \%(97)$ |
| Black/African American-Male | $55 \%(74)$ | $54 \%(65)$ | $47 \%(53)$ | $69 \%(79)$ |
| Hispanic/Latina-Female | $76 \%(48)$ | $81 \%(58)$ | $86 \%(71)$ | $88 \%(61)$ |
| Hispanic/Latino-Male | $63 \%(41)$ | $78 \%(53)$ | $66 \%(58)$ | $78 \%(59)$ |
| White-Female | $96 \%(184)$ | $95 \%(161)$ | $98 \%(172)$ | $98 \%(180)$ |
| White-Male | $84 \%(129)$ | $87 \%(176)$ | $88 \%(160)$ | $86 \%(163)$ |
| Free/Reduced Price Lunch | $67 \%(224)$ | $63 \%(206)$ | $64 \%(192)$ | $73 \%(217)$ |
| Has IEP | $59 \%(62)$ | $65 \%(63)$ | $47 \%(36)$ | $63 \%(57)$ |

Graph 1: Percent with Zero to Four Referrals - Difference Between Class 2017 to Class of 2020


## Student Participation in Extra-Curricular/Co-Curricular Activities

A second standard set forth in the district goals specifies that $100 \%$ of students participate in at least one extra-curricular activity. This report looks at whether students participated in any extra-curricular or co-curricular activity in their junior or senior years of high school.

As shown in Table 8, 81\% of students in the Class of 2020 participated in at least one activity in their junior or senior year. This has been a steady increase over the prior three cohorts.

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

| Students | Class of 2017 <br> \% (n) | Class of 2018 <br> \% (n) | Class of 2019 <br> \% (n) | Class of 2020 <br> \% (n) |
| :--- | :---: | :---: | :---: | :---: |
| ALL STUDENTS | $73 \%(571)$ | $77 \%(646)$ | $80 \%(660)$ | $81 \%(677)$ |
| Asian-Female | $83 \%(20)$ | $95 \%(20)$ | $92 \%(22)$ | $97 \%(31)$ |
| Asian-Male | $68 \%(13)$ | $79 \%(19)$ | $84 \%(21)$ | $83 \%(19)$ |
| Black/African American-Female | $63 \%(70)$ | $68 \%(85)$ | $68 \%(80)$ | $79 \%(99)$ |
| Black/African American-Male | $60 \%(81)$ | $60 \%(72)$ | $66 \%(75)$ | $63 \%(72)$ |
| Hispanic/Latina-Female | $75 \%(47)$ | $69 \%(50)$ | $77 \%(64)$ | $72 \%(50)$ |
| Hispanic/Latino-Male | $52 \%(34)$ | $68 \%(46)$ | $64 \%(56)$ | $53 \%(40)$ |
| White-Female | $86 \%(164)$ | $94 \%(159)$ | $94 \%(165)$ | $95 \%(174)$ |
| White-Male | $83 \%(128)$ | $88 \%(178)$ | $93 \%(169)$ | $91 \%(173)$ |
| Free/Reduced Price Lunch | $59 \%(198)$ | $64 \%(207)$ | $65 \%(194)$ | $68 \%(203)$ |
| Has IEP | $61 \%(64)$ | $66 \%(64)$ | $41 \%(31)$ | $50 \%(45)$ |

Graph 2: Comparison of Percent of Participation in at Least One Extracurricular/Co-Curricular Activity


## Graduation Rates by Cohort

Four-year and five-year graduation rates by cohort, as reported on the IL Report Card, are presented in Charts 6 through 8 below:

Chart 6: Four-Year and Five-Year Graduation Rates by Cohort - All Students


Chart 7: Four-Year and Five-Year Graduation Rates by Cohort - Race/Ethnicity


Chart 8: Four-Year and Five-Year Graduation Rates by Cohort - Free/Reduced Price Lunch, IEP, and EL


## APPENDIX

## Appendix A

Table A1 reports the percent of students who either had a Reading and Writing SAT subject score of 480 or. SAT scores reported below reflect scores taken in grade 11. Meeting SAT college and career readiness benchmarks is an indicator of $75 \%$ likelihood of achieving at least a $C$ in first-semester, creditbearing college English/Language Arts or related course (history, literature, social science, or writing).

Table A1: Percent of Cohort Meeting College Readiness SAT Benchmarks in English/Language Arts

| Students | Class of 2018 <br> (SAT CRB) | Class of 2019 <br> (SAT CRB) | Class of 2020 <br> (SAT CRB) |
| :--- | :---: | :---: | :---: |
| ALL STUDENTS | $66 \%$ | $69 \%$ | $62 \%$ |
| Asian-Female | $76 \%$ | $82 \%$ | $81 \%$ |
| Asian-Male | $71 \%$ | $83 \%$ | $70 \%$ |
| Black/African American-Female | $42 \%$ | $45 \%$ | $40 \%$ |
| Black/African American-Male | $35 \%$ | $35 \%$ | $30 \%$ |
| Hispanic/Latina-Female | $46 \%$ | $49 \%$ | $52 \%$ |
| Hispanic/Latino-Male | $35 \%$ | $49 \%$ | $32 \%$ |
| White-Female | $94 \%$ | $94 \%$ | $91 \%$ |
| White-Male | $85 \%$ | $95 \%$ | $82 \%$ |
| Free/Reduced Price Lunch | $46 \%$ | $35 \%$ | $35 \%$ |
| Has IEP | $41 \%$ | $21 \%$ | $14 \%$ |

Table A2. SAT English/Language Arts Comparison: College Board Readiness Benchmark and IL ESSA Benchmark: State-Administered SAT taken in Grade 11, April 2019

|  | \% Met ISBE <br> Benchmark <br> $\mathbf{( 5 4 0 + )}$ | \% Met CB <br> Benchmark <br> $(480+)$ | \% Met CB <br> Benchmark <br> Nationwide (2018) | Mean SAT <br> ELA Score - <br> ETHS | Mean SAT <br> ELA Score - <br> Nationwide (2018) |
| :--- | :---: | :---: | :---: | :---: | :---: |
| All (N=797) | $52 \%$ | $68 \%$ | $70 \%$ | 539 | 536 |
| African American/Black (n=224) | $23 \%$ | $39 \%$ | $50 \%$ | 458 | 483 |
| Hispanic/Latino ( $n=134$ ) | $30 \%$ | $47 \%$ | $58 \%$ | 486 | 501 |
| White ( $n=364$ ) | $76 \%$ | $91 \%$ | $82 \%$ | 603 | 566 |

Note: Scores reported reflect the grade 11 state-administered SAT administration in April 2019. National test takers represent statewide SAT assessment in CO, CT, DC, DE, IL, ME, MI, NH, and college bound seniors nationwide.

## Appendix B

Table B1 reports the percent of students who either had a SAT Math subject score of 530 or higher. SAT scores reported below reflect scores taken in grade 11. 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).

Table B1: Percent of Cohort Meeting College Readiness SAT Benchmarks in Mathematics

| Students | Class of 2018 <br> (SAT CRB) | Class of 2019 <br> (SAT CRB) | Class of 2020 <br> (SAT CRB) |
| :--- | :---: | :---: | :---: |
| ALL STUDENTS | $52 \%$ | $55 \%$ | $51 \%$ |
| Asian-Female | $62 \%$ | $73 \%$ | $81 \%$ |
| Asian-Male | $63 \%$ | $65 \%$ | $65 \%$ |
| Black/African American-Female | $18 \%$ | $23 \%$ | $25 \%$ |
| Black/African American-Male | $20 \%$ | $23 \%$ | $19 \%$ |
| Hispanic/Latina-Female | $33 \%$ | $39 \%$ | $30 \%$ |
| Hispanic/Latino-Male | $41 \%$ | $36 \%$ | $24 \%$ |
| White-Female | $80 \%$ | $76 \%$ | $77 \%$ |
| White-Male | $76 \%$ | $86 \%$ | $73 \%$ |
| Free/Reduced Price Lunch | $27 \%$ | $21 \%$ | $23 \%$ |
| Has IEP | $20 \%$ | $8 \%$ | $10 \%$ |

Table B2. SAT Mathematics Comparison: College Board Readiness Benchmark and IL ESSA Benchmark:
SAT State-Administered taken in Grade 11, April 2019

|  | \% Met ISBE <br> Benchmark <br> $(540+)$ | \% Met CB <br> Benchmark <br> $(530+)$ | \% Met CB <br> Benchmark <br> Nationwide (2018) | Mean SAT <br> Math Score - <br> ETHS | Mean SAT <br> Math Score - <br> Nationwide (2018) |
| :--- | :---: | :---: | :---: | :---: | :---: |
| All (N=797) | $50 \%$ | $54 \%$ | $49 \%$ | 540 | 531 |
| African American/Black (n=224) | $21 \%$ | $24 \%$ | $23 \%$ | 454 | 463 |
| Hispanic/Latino (n=134) | $26 \%$ | $30 \%$ | $33 \%$ | 478 | 489 |
| White ( $n=364$ ) | $73 \%$ | $79 \%$ | $61 \%$ | 606 | 557 |

[^1]
[^0]:    ${ }^{1}$ The Illinois Every Student Succeeds Act (ESSA) State Plan can be accessed here: https://www.isbe.net/Pages/ESSA.aspx.

[^1]:    Note: Scores reported reflect the grade 11 state-administered SAT administration in April 2019. National test takers represent statewide SAT assessment in CO, CT, DC, DE, IL, ME, MI, NH, and college bound seniors nationwide.

