

2022-23 Year in Review

EVANSTON TOWNSHIP HIGH SCHOOL

Department of Research, Evaluation & Assessment

November 2023

INTRODUCTION

The purpose of the *Year in Review* is to provide a more holistic picture of all students and their progress throughout the year. There are some key features to the annual *Year in Review* report:

- The report does not include data that are reported annually on the district report card, such as SAT test scores;
- Data that are reported in-depth in a separate board report are not included, such as student behavior data or AP scores;
- The report will contain new data elements that are aligned with district goals, including
 - postsecondary enrollment data
 - student wellbeing survey data
 - 5Essentials student survey data, and
 - career readiness measures, such as work-based learning experiences.

Some sources of data that are embedded into this report provide qualitative data that compliment traditionally reported quantitative data, including:

- 5Essentials student survey data from March 2023
- ETHS Wellbeing/Climate student survey data from February 2023
- National Student Clearinghouse data as of December 2022

Year in Review reflects not only a new approach of looking at all students enrolled during the past academic year, but also a move to incorporate more varied and nuanced measures of students' experiences at ETHS.

The colors used in the charts and graphs throughout this report reflect the colors used to identify the different wings of the ETHS main campus building. This use of color approaches data visualization through an equity lens that does not intentionally or inadvertently assign value to different groups or measurements reported in the visualizations.

DATA REPORTING

Organization of the Report

This report analyzes student data from the 2022-23 school year. The data reported represents the Class of 2023 and earlier (seniors), Class of 2024 (juniors), Class of 2025 (sophomores), and Class of 2026 (freshman). The report includes the following sections:

- Social Emotional Learning & Wellbeing – sense of belonging and connectedness survey data, student involvement in extracurricular activities
- Academic & Attendance – average daily attendance rate, GPA, cumulative weighted and unweighted, and Advanced Coursework, as measured by the percent of Class of 2023 that took at least one honors, Advanced Placement (AP), or Project Lead The Way (PLTW) level course
- Post High School Planning – career pathway information sessions, work-based learning experiences, high school graduation rates, postsecondary enrollment within first two years after high school, and six-year postsecondary graduation rates

Overview of Student Data

Student data are reported by graduation year (Class of 2023, 2024, 2025, and 2026). Class of 2023 and earlier includes data for students who were enrolled ETHS as seniors during the 2022-2023 school year who are from earlier graduate cohorts (i.e. 2022, 2021, 2020, and 2019).

Students who transferred out of the district are not included in this report. Only students enrolled in the main campus, ALT School, and ETHS Day School are included in the analysis. Academic and career ready indicators, as well as some survey data, are not available for students in off-campus placements.

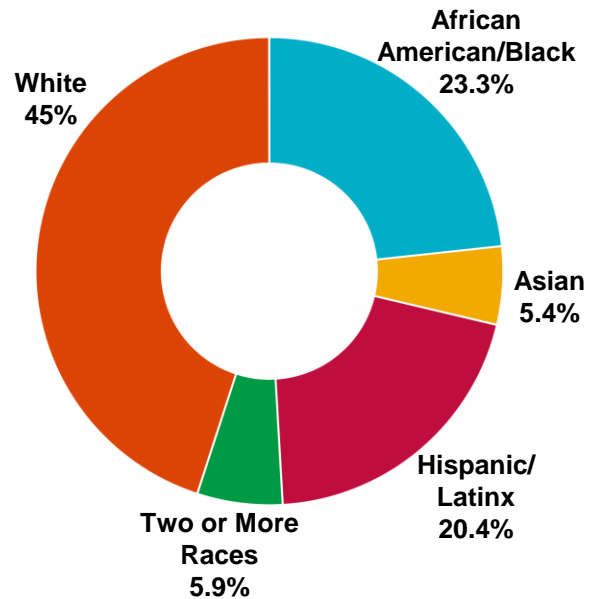
Where available, this report disaggregates data by students' race/ethnicity, gender, meal status (as measured by participation in the free- or reduced-price lunch program), and IEP placement which address the district's goal to provide an excellent education to all students given the diversity of experiences and needs within the ETHS student population. This year we also report on Multilingual Learners (ML), which now includes over 200 students.

DEMOGRAPHICS

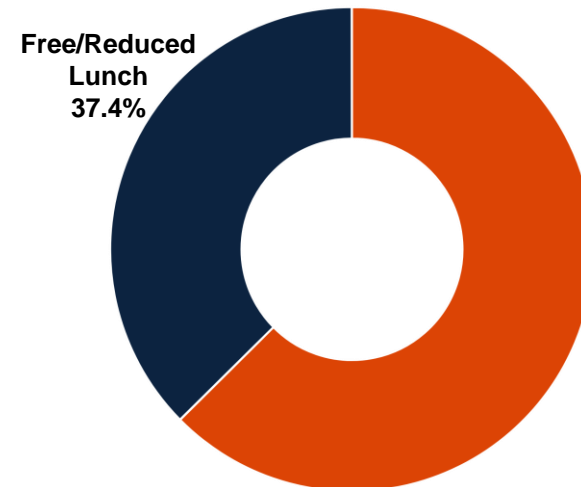
SY2023 Student Body Disaggregated by Race and Meal Status

Total N = 3549

Race/Ethnicity



Meal Status

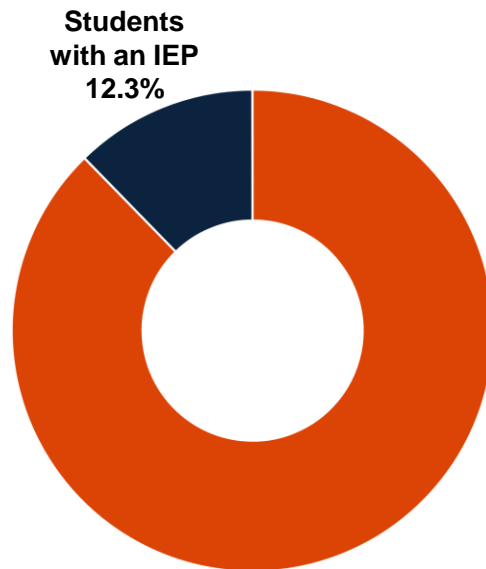


DEMOGRAPHICS

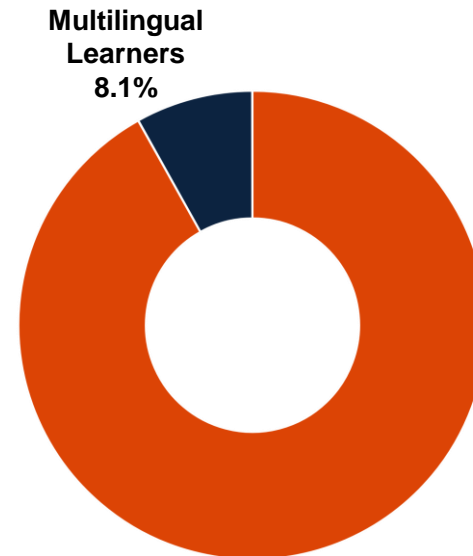
SY2023 Student Body Disaggregated by IEP and Multilingual Learner (ML) Status

Total N = 3549

IEP Status



Multilingual Learner Status

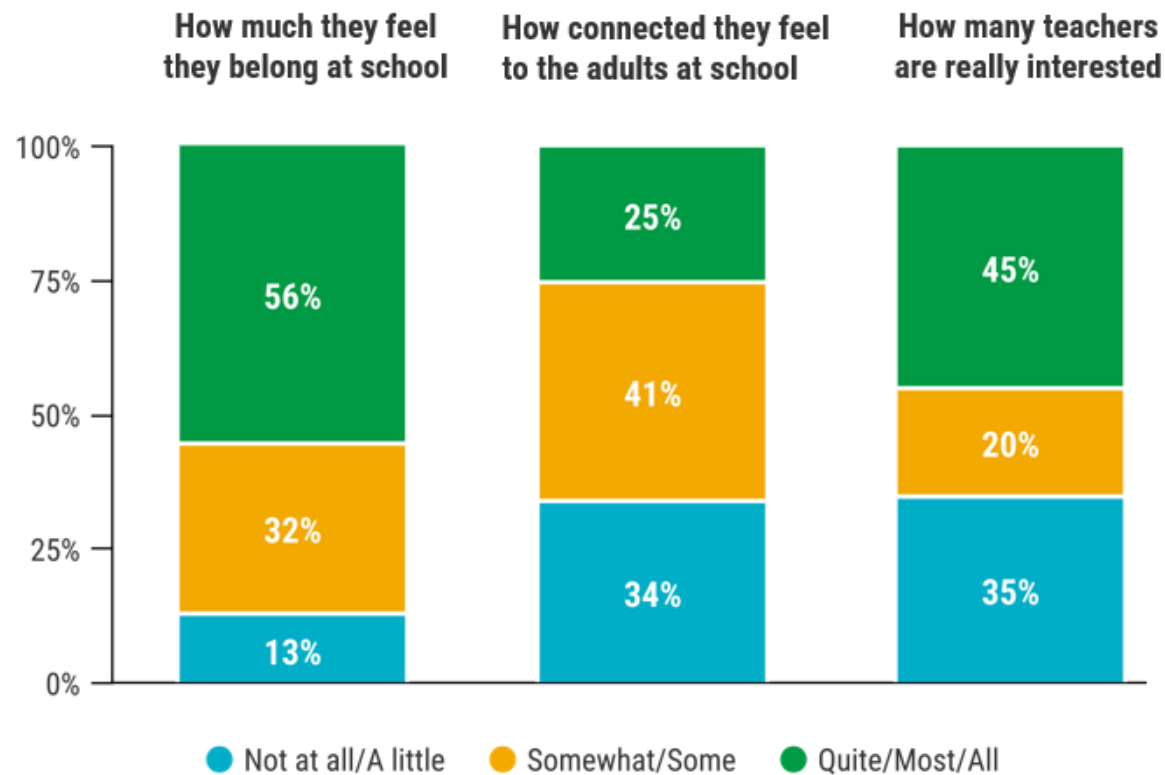


Social Emotional Learning & Wellbeing

STUDENT WELLBEING

Wellbeing/Climate Survey (February 2023)

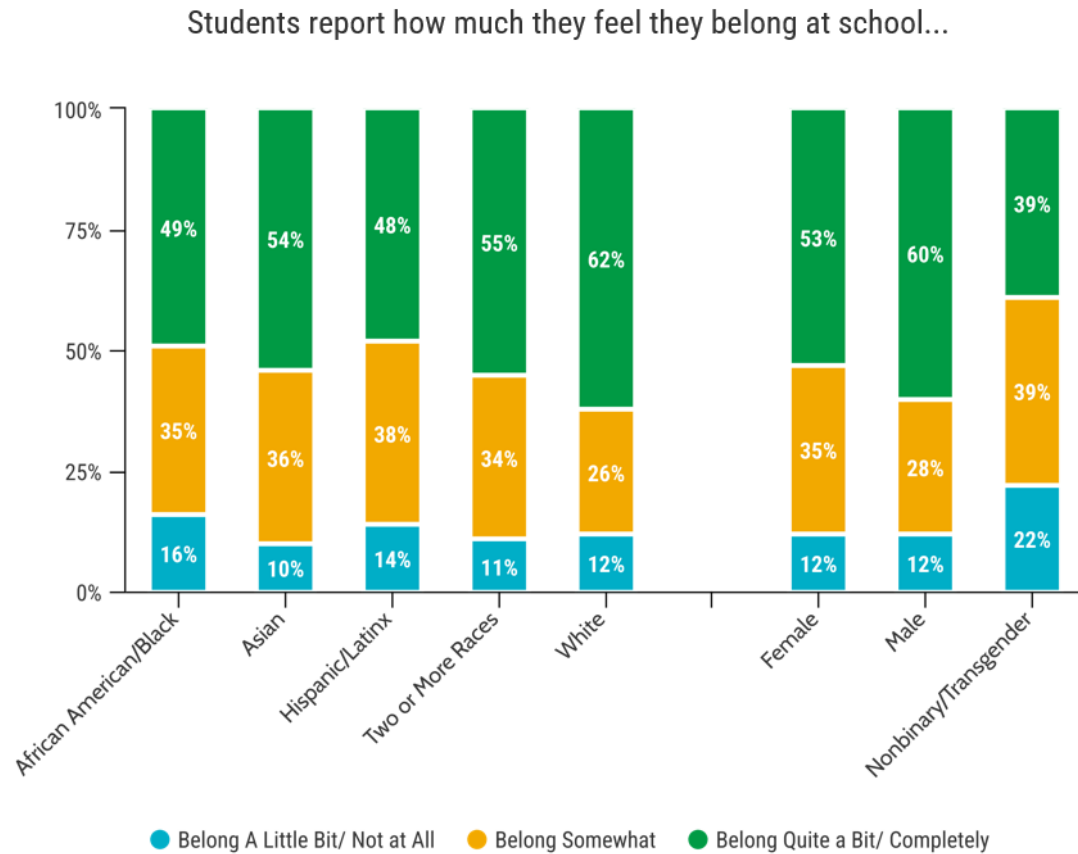
- Students were asked how much they feel like they belong at their school; how connected they feel to the adults at their school; and when their teachers ask how they are doing, how many of their teachers are really interested in their answers. The chart below shows the results for all students.
 - The Wellbeing/Climate Survey asked students to self-identify their race/ethnicity and gender identity. The sense of belonging and connectedness data are disaggregated based on how students identify themselves. The following three slides present the results disaggregated by race/ethnicity and gender identity.



STUDENT WELLBEING

Wellbeing/Climate Survey (February 2023)

- Overall, 56% of students report that they belong quite a bit or belong completely at ETHS.
 - Students who identified as African American/Black, Hispanic/Latinx, and nonbinary/transgender were less likely to report they belong quite a bit or completely.

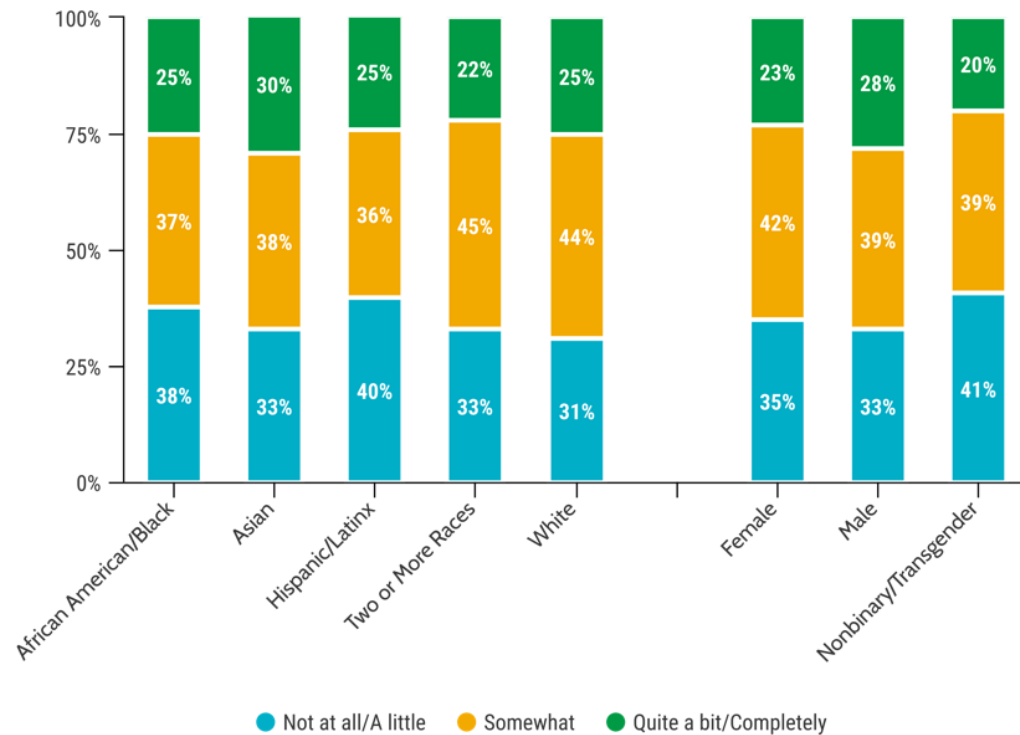


STUDENT WELLBEING

Wellbeing/Climate Survey (February 2023)

- Overall, 25% of students reported on the Wellbeing/Climate Survey they felt quite or extremely connected to adults at their school.
 - Students who identify as Asian and students who identify as male are more likely to report feeling quite or extremely connected to their school.
- Overall, 34% of students reported feeling only slightly connected or not connected at all to adults at their school.

Students report how connected they feel to the adults at school...

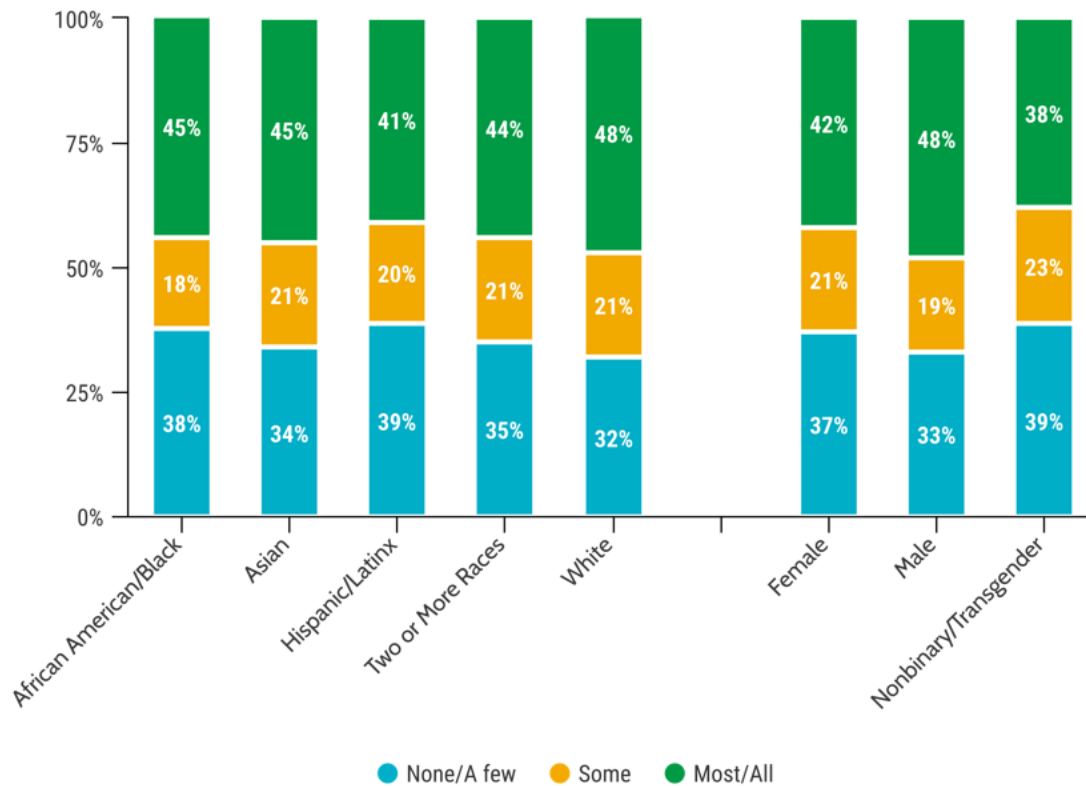


STUDENT WELLBEING

Wellbeing/Climate Survey (February 2023)

- Overall, 45% of students reported that most or all of their teachers are really interested in how they are doing.
 - Students who identify as nonbinary/transgender were less likely to report that most or all of their teachers are really interested in how they are doing.

Students report how many teachers are really interested in how they are doing...



STUDENT WELLBEING

5Essentials Survey (March 2023)

- The majority of students who took the 5Essentials survey reported feeling safe, comfortable, and respected with their teachers at school.
 - o The percent of students who agree their teachers make them feel welcome (93%) is higher in SY2023 than the previous school year (89% in SY2022).

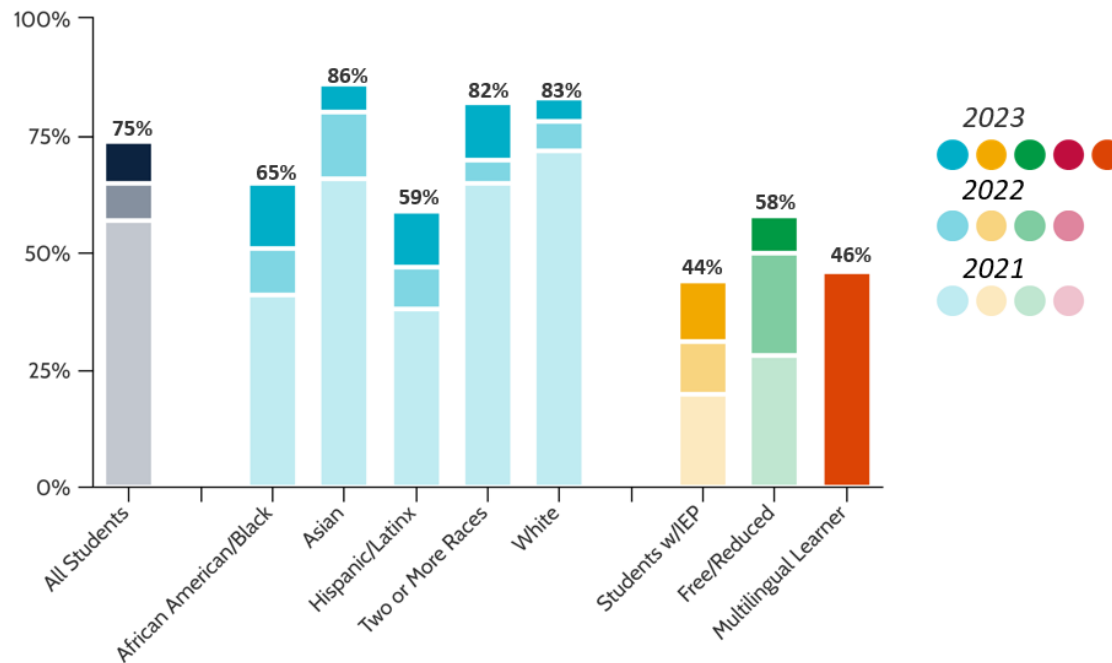
Students agree/strongly agree that teachers make them feel...



STUDENT WELLBEING - SCHOOL INVOLVEMENT

One of the district goals is to have all students participate in at least one extracurricular activity, including athletics, student activities & clubs, and fine arts programs. The chart below shows the percent of students participating in at least one extracurricular activity in school year 2023. The two lighter sections represent student participation in extracurricular activities in 2021 and 2022. In 2023 there were 184 different athletic teams, clubs or fine arts programs that students can access.

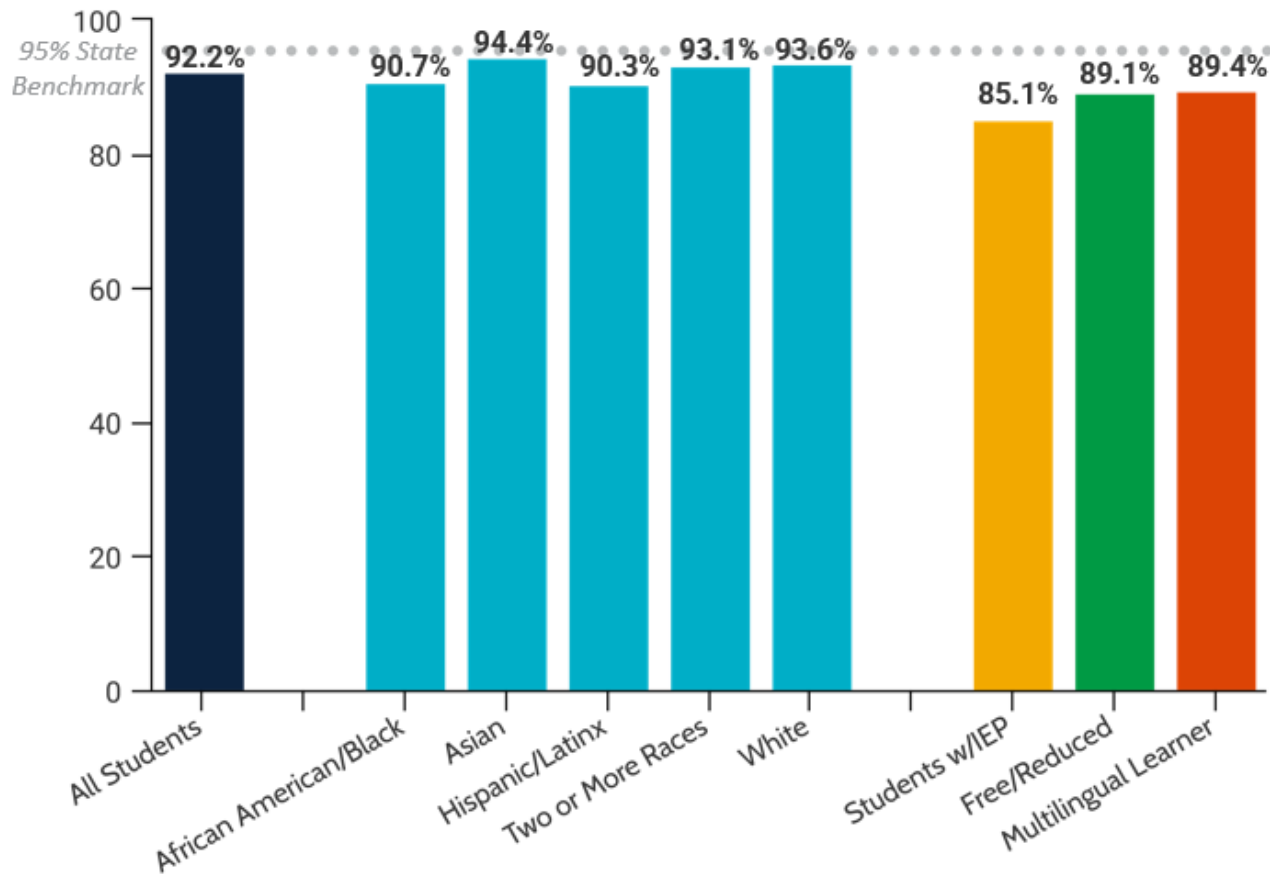
SY2023 saw an increase in extracurricular participation over SY2021 and SY2022, but not to the same level of participation as SY2020 before the global pandemic. Reengaging after remote learning continues to have negative impact on extracurricular participation for students with an IEP and students eligible for free or reduced price lunch, followed by Latinx and African American/Black students. In SY2023, 91% of students participated in at least one extracurricular activity or schoolwide event such as a student summit, homecoming or prom, compared to 85% in SY2022.



Academic & Attendance

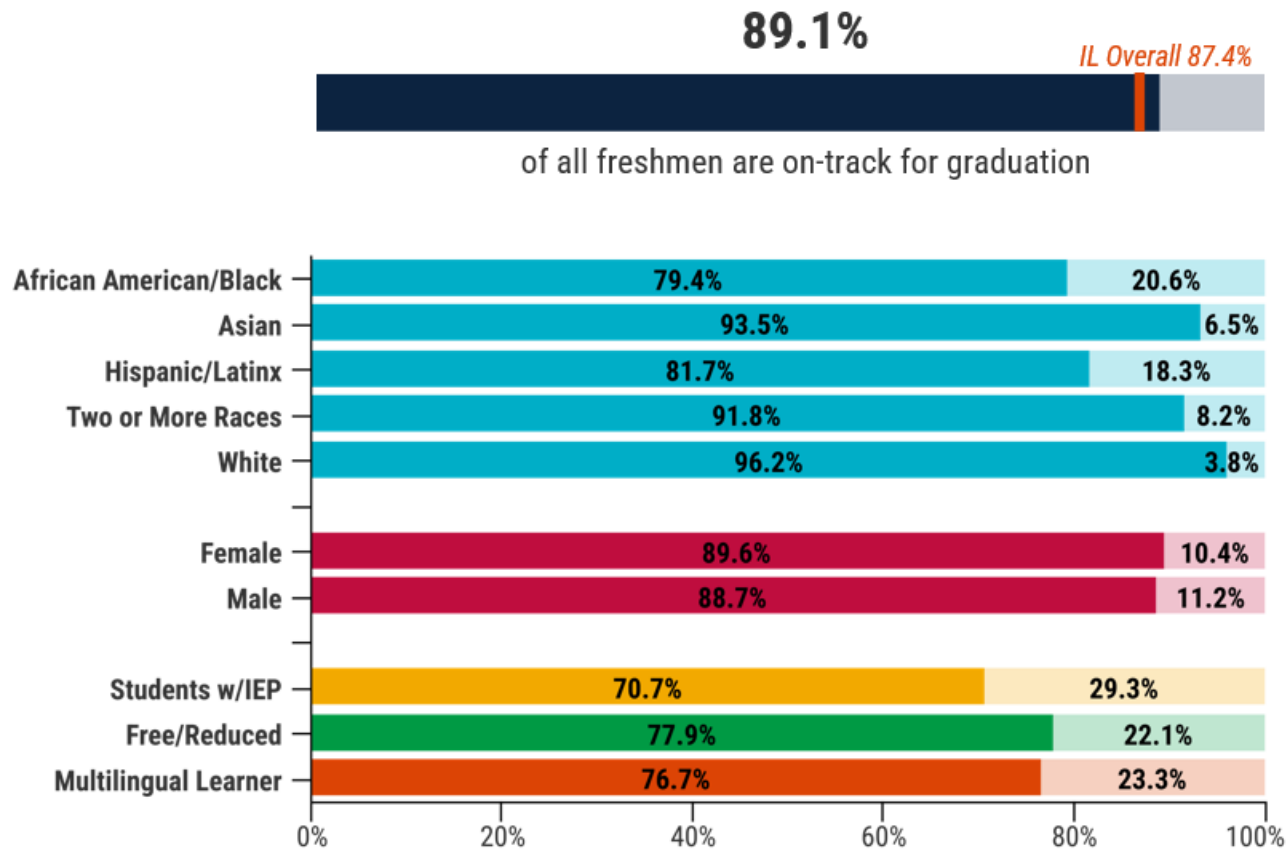
ATTENDANCE

- In SY2022-23, the average attendance rate for all students was 92.2%; the average for the state of IL was 91.2% (IL Report Card 2022-23). The IL State Board of Education's average daily attendance rate benchmark is 95%.
- In SY2022-23, attendance rates are very similar to the 2021-22 school year but remain lower compared to 2020-21, reflecting a continued adjustment back to in-person learning two years after remote learning during the Covid-19 pandemic.



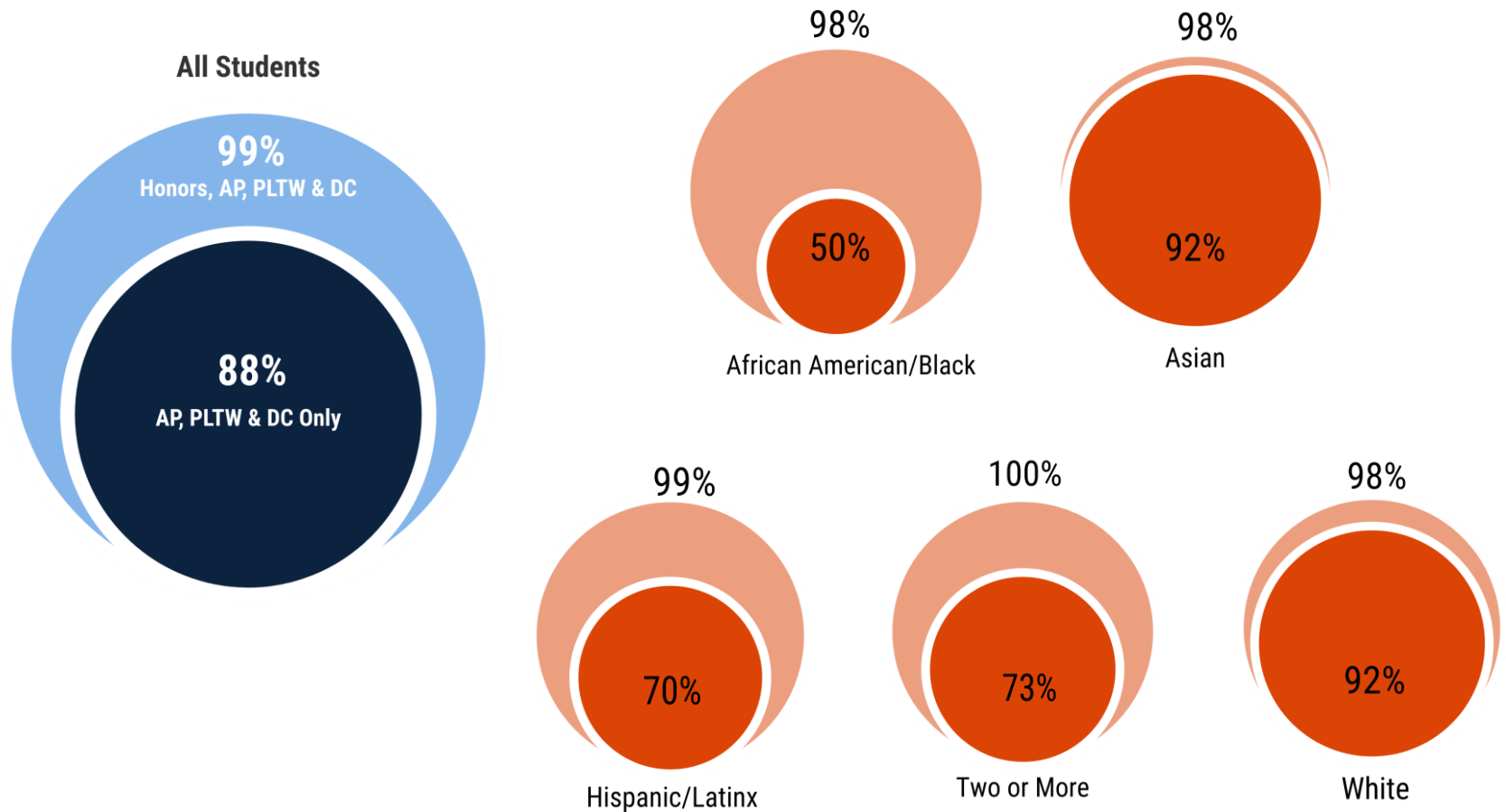
ACADEMIC MEASURES - FRESHMAN ON-TRACK

- According to the IL Report Card, students on track have completed 10 semester credits and have earned no more than one semester “F” in a core course (English, math, science, and social science).
- Overall, 89.1% of freshman in the Class of 2026 are on track for graduation. This is higher than the state average of 87.4%



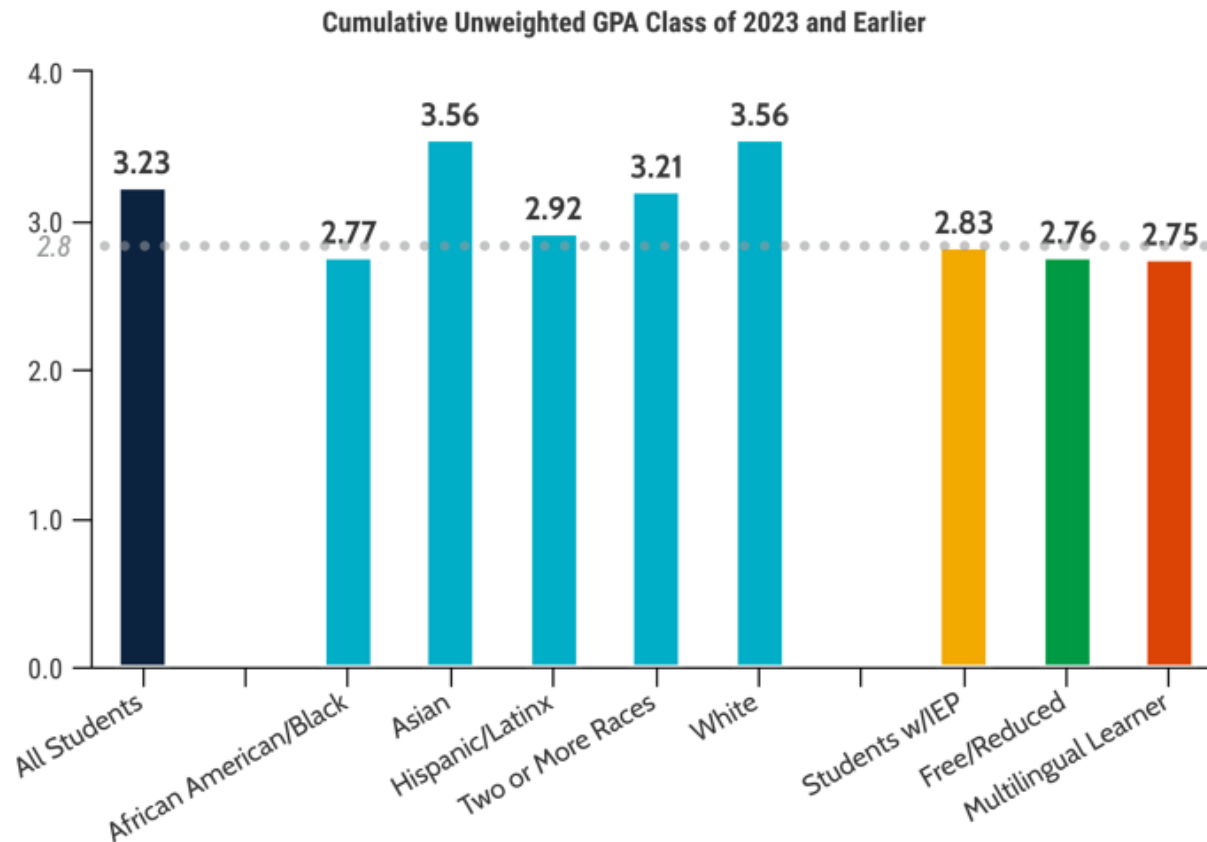
ACADEMIC MEASURES - ADVANCED COURSEWORK

- 99% of all seniors (Class of 2023 & Earlier) took at least one honors, Dual-Credit, AP, or PLTW course while enrolled at ETHS;
 - 88% of seniors took at least one Dual-Credit, AP, or PLTW course while enrolled at ETHS.



ACADEMIC MEASURES – GPA

- For Seniors (Class of 2023 & Earlier), the average cumulative unweighted GPA was 3.23 on a 4.0 scale. One of the indicators used by the IL State Board of Education to determine if students are College and Career Ready is a cumulative unweighted GPA of 2.8 or better.
 - All student subgroups had an average cumulative unweighted GPAs near or above the benchmark of 2.8.

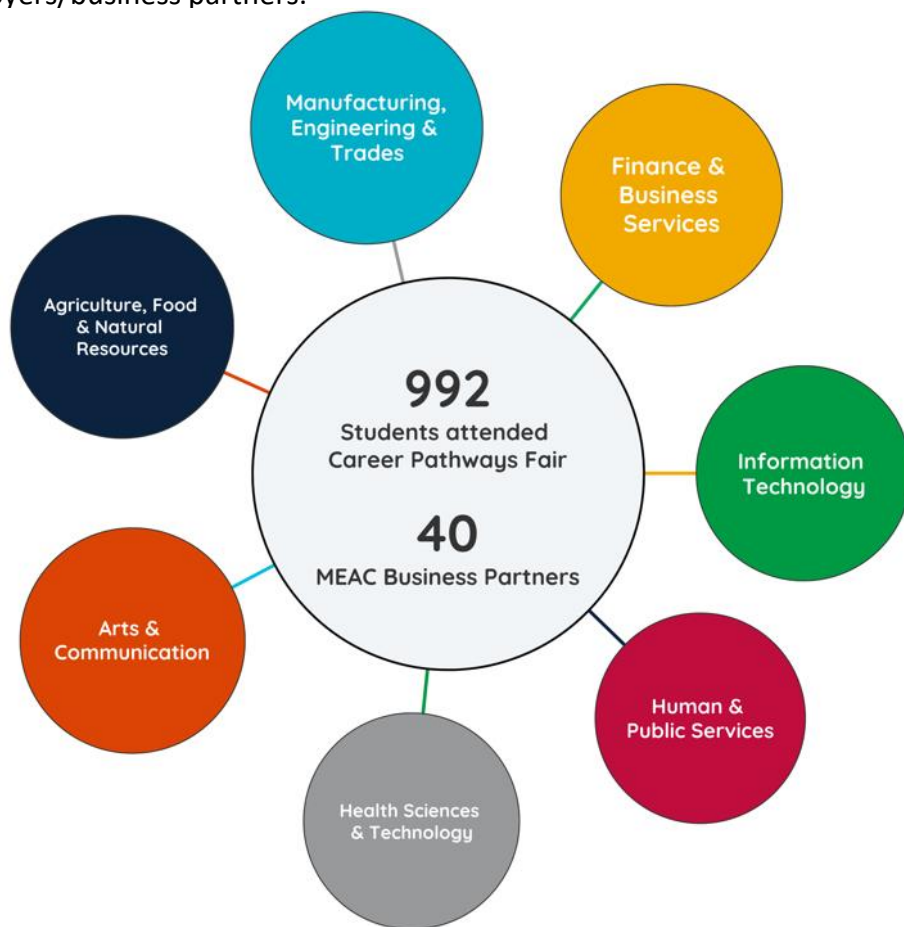


Post High School Planning

COLLEGE & CAREER READINESS - CAREER PATHWAY INFORMATION SESSIONS

992 students attended the Career Pathways Fair in March 2023, with 40 of the Mayor's Employer Advisory Council (MEAC) business partners and military reps present.

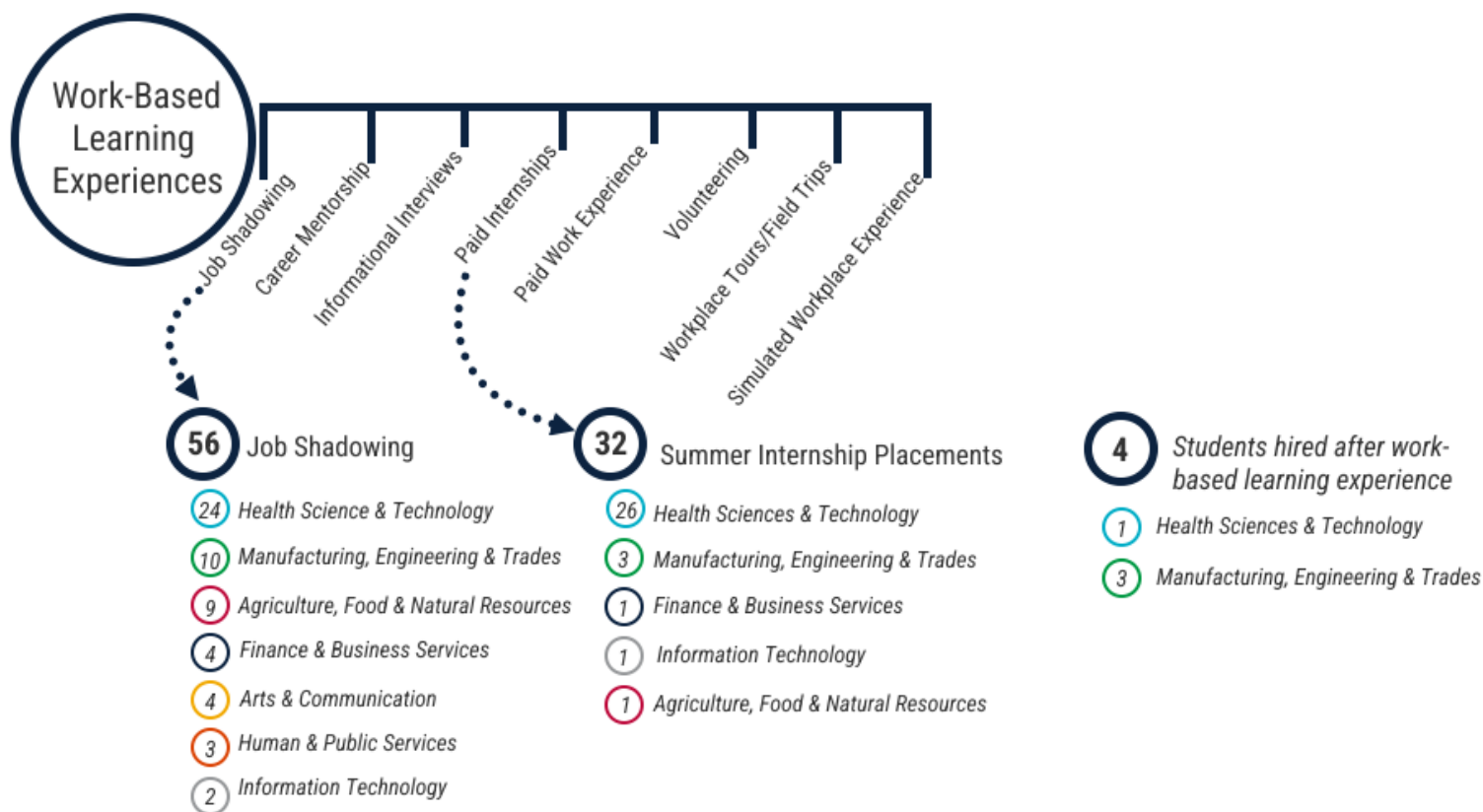
1042 students attended ETHS's Aviation Career Exploration Day in SY2023, which included participation from 20 local employers/business partners.



COLLEGE & CAREER READINESS - WORK-BASED LEARNING EXPERIENCES

Students participated in Work-Based Learning Experiences (WBLEs) in SY2022-23, including job shadowing during spring break and summer internships. WBLEs are an educational approach that use the workplace or real work to provide students with the knowledge and skills that help them connect school experiences to real-life work activities and future career opportunities. Direct employer or community involvement is an essential component of the WBLE to ensure in-depth student engagement.

In SY2022-23, 56 students participated in job shadowing during spring break, 32 students participated in paid summer internships, and 4 students were hired after completing their work-based learning experience.

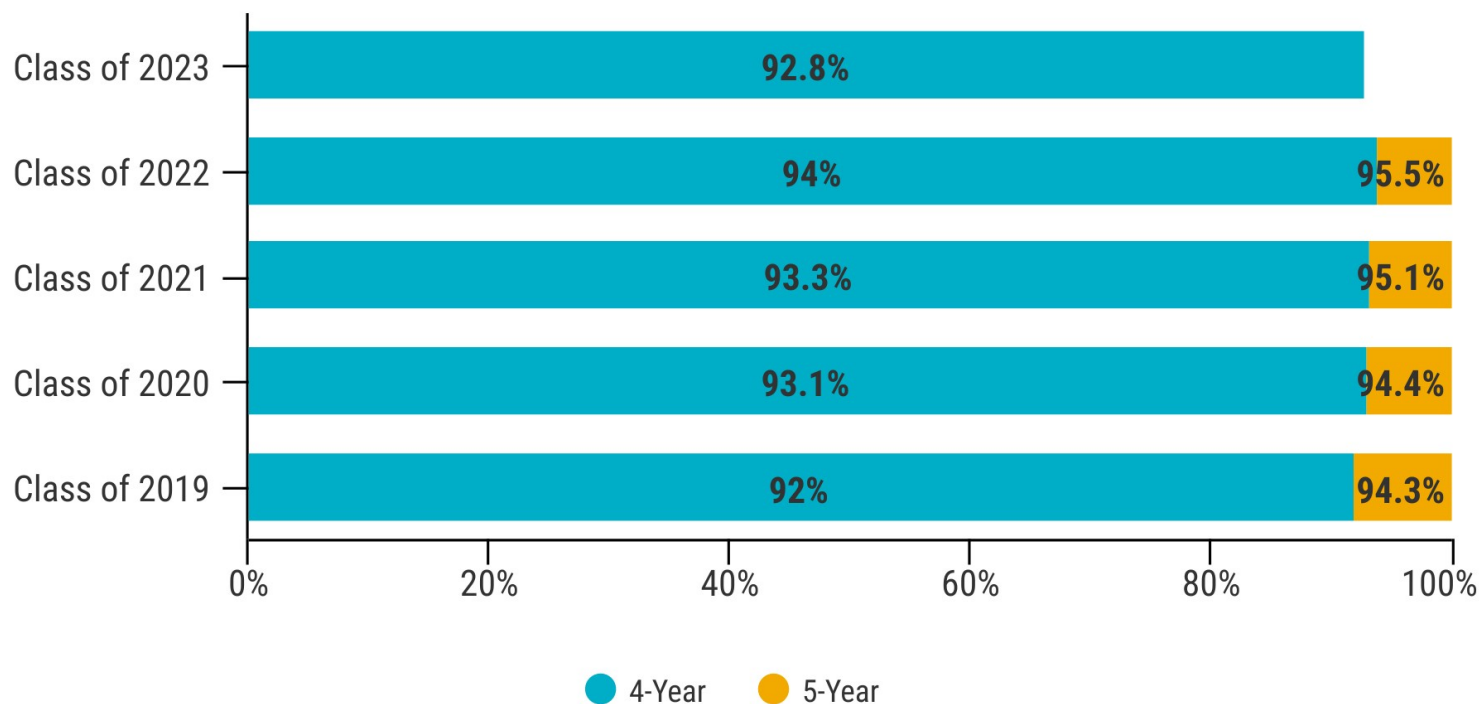


COLLEGE & CAREER READINESS - GRADUATION RATE

Graduation Rates by Cohort

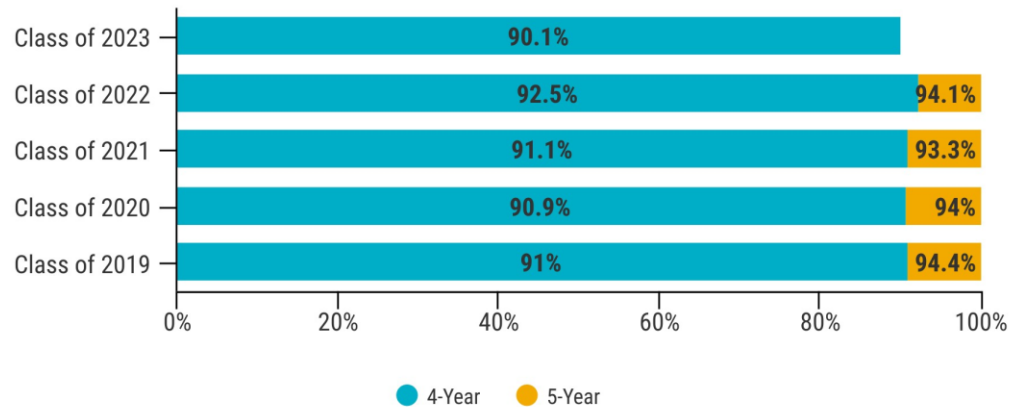
Four-year and five-year rates by cohort, as reported on the IL Report Card, are presented in the charts below. Six-year graduation rates are provided for students with an IEP and Multilingual Learner students only. For all other student groups the six-year graduation represent an incremental increase over five-year graduation rates, and can be found on the IL Report Card.

Four-Year and Five-Year Graduation Rates by Cohort – All Students

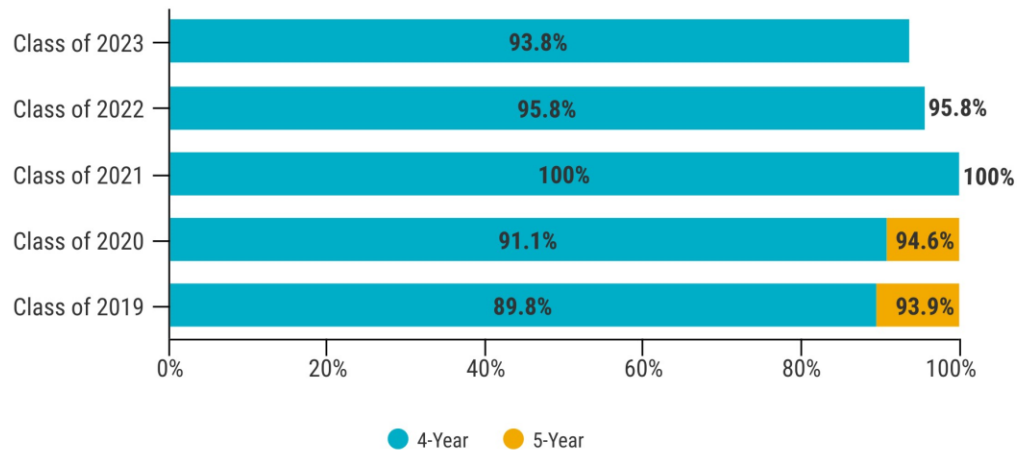


COLLEGE & CAREER READINESS – 4 YEAR & 5 YEAR GRADUATION RATES

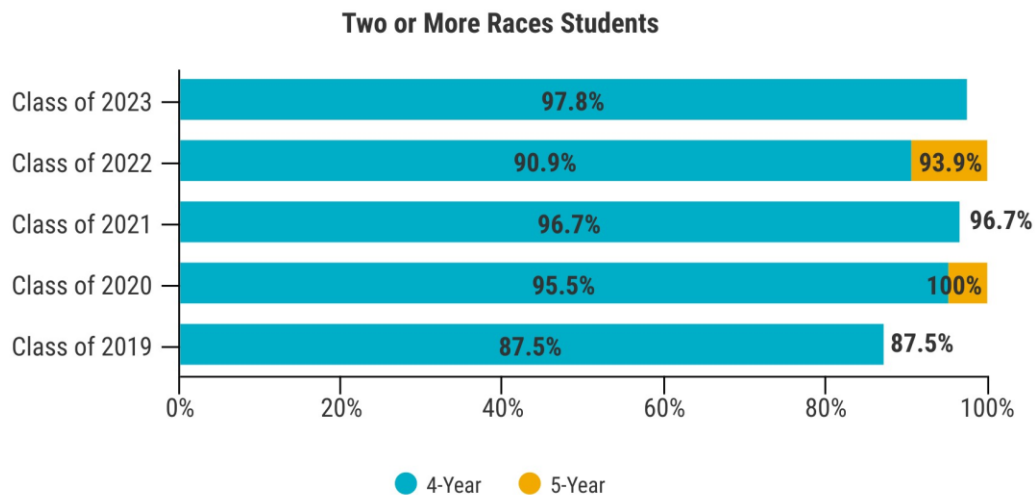
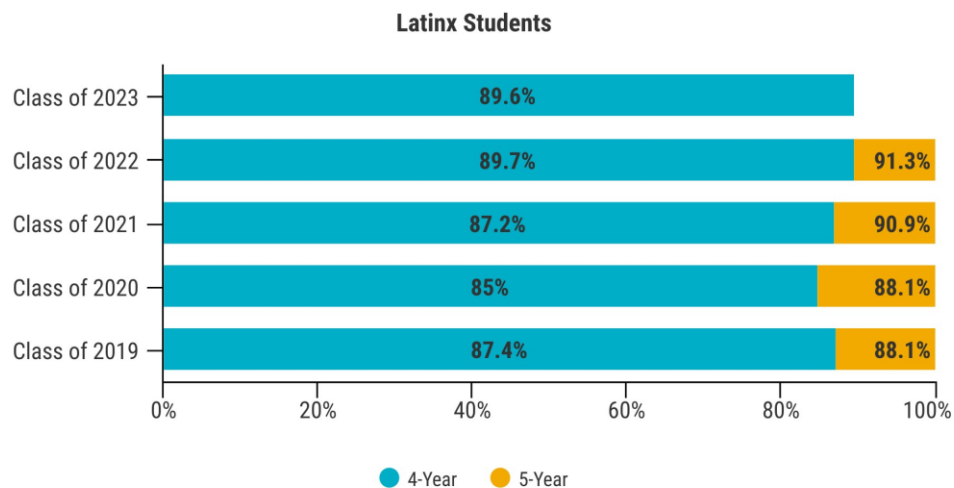
African American/Black Students



Asian Students

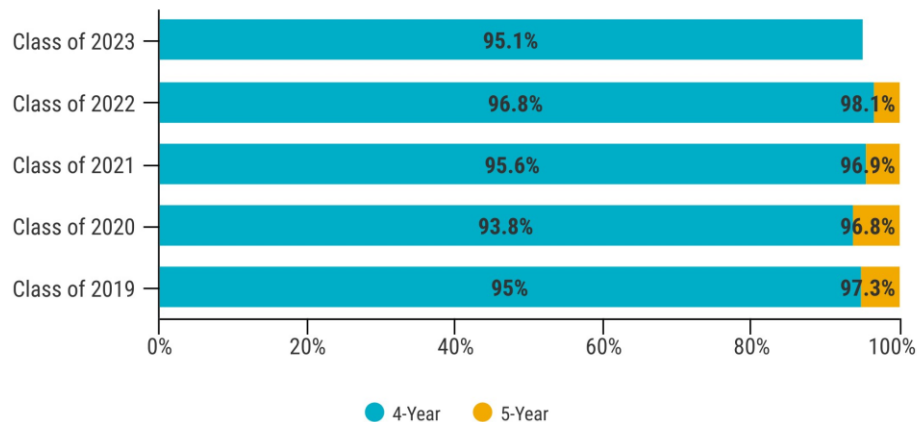


COLLEGE & CAREER READINESS - 4 YEAR & 5 YEAR GRADUATION RATES

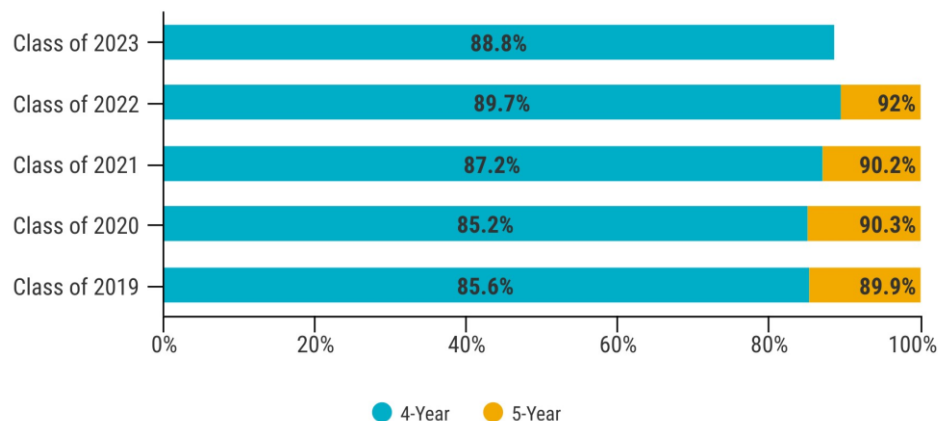


COLLEGE & CAREER READINESS - 4 YEAR & 5 YEAR GRADUATION RATES

White Students

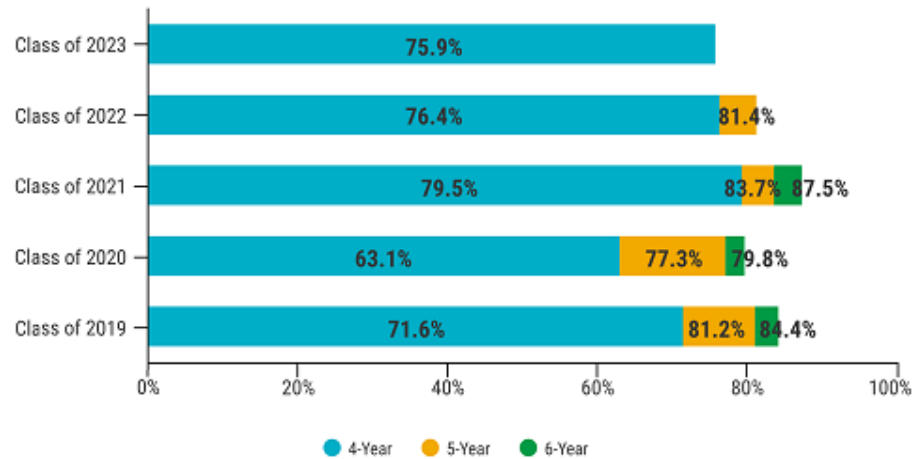


Free/Reduced Price Lunch

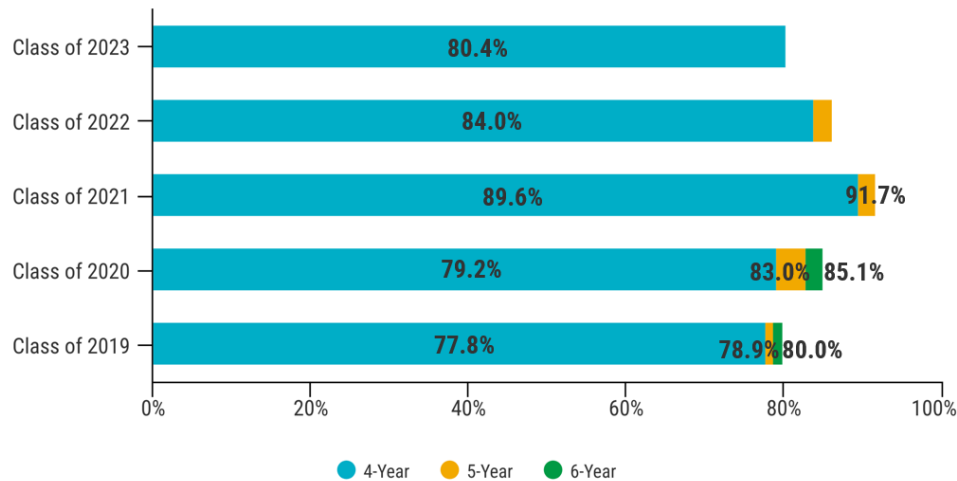


COLLEGE & CAREER READINESS - 4 YEAR, 5 YEAR & 6 YEAR GRADUATION RATES

Students with an IEP



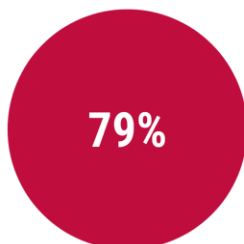
ML Students



POSTSECONDARY ENROLLMENT – FIRST 2 YEARS AFTER HIGH SCHOOL

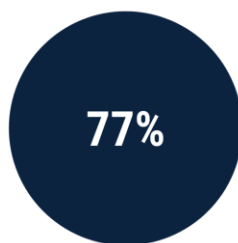
National Student Clearinghouse provides postsecondary enrollment data for colleges and universities nationwide, including 2-year and 4-year schools, public and private, in-state and out-of-state schools. The data reported below reflects postsecondary enrollments anytime during the first two years after high school.

Class of 2021



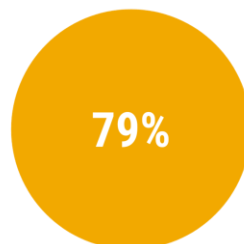
(n=721)

Class of 2020



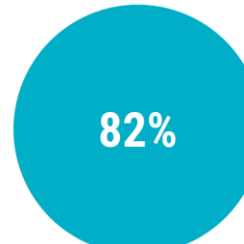
(n=638)

Class of 2019



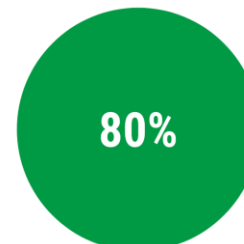
(n=632)

Class of 2018



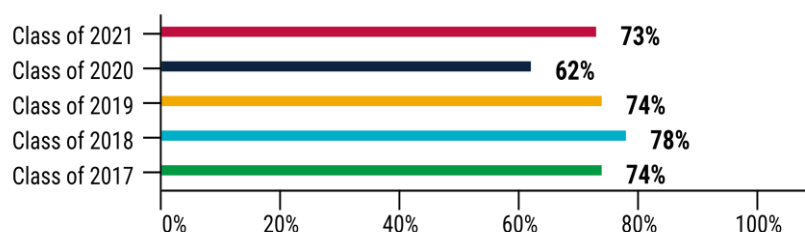
(n=677)

Class of 2017

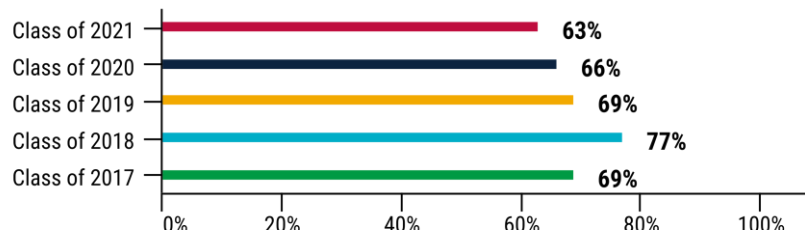


(n=625)

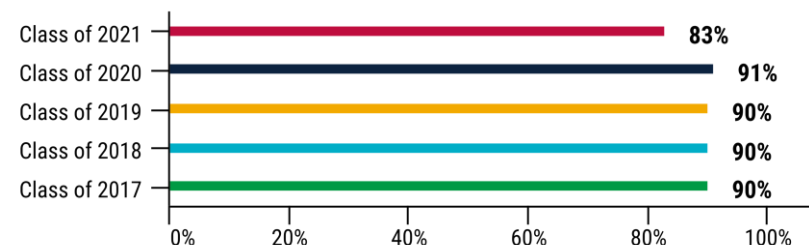
Black or African American



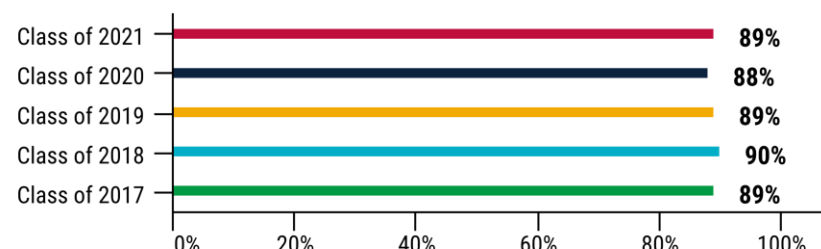
Latinx



Asian

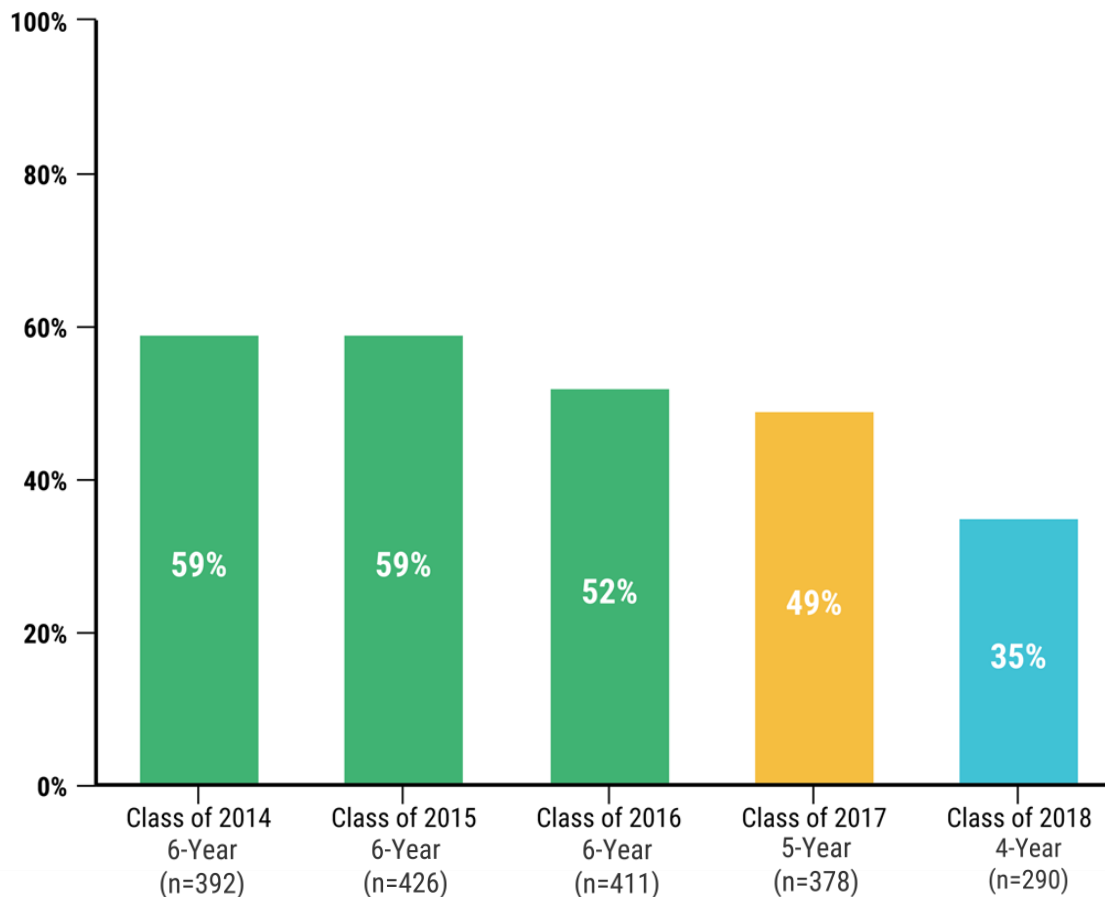


White



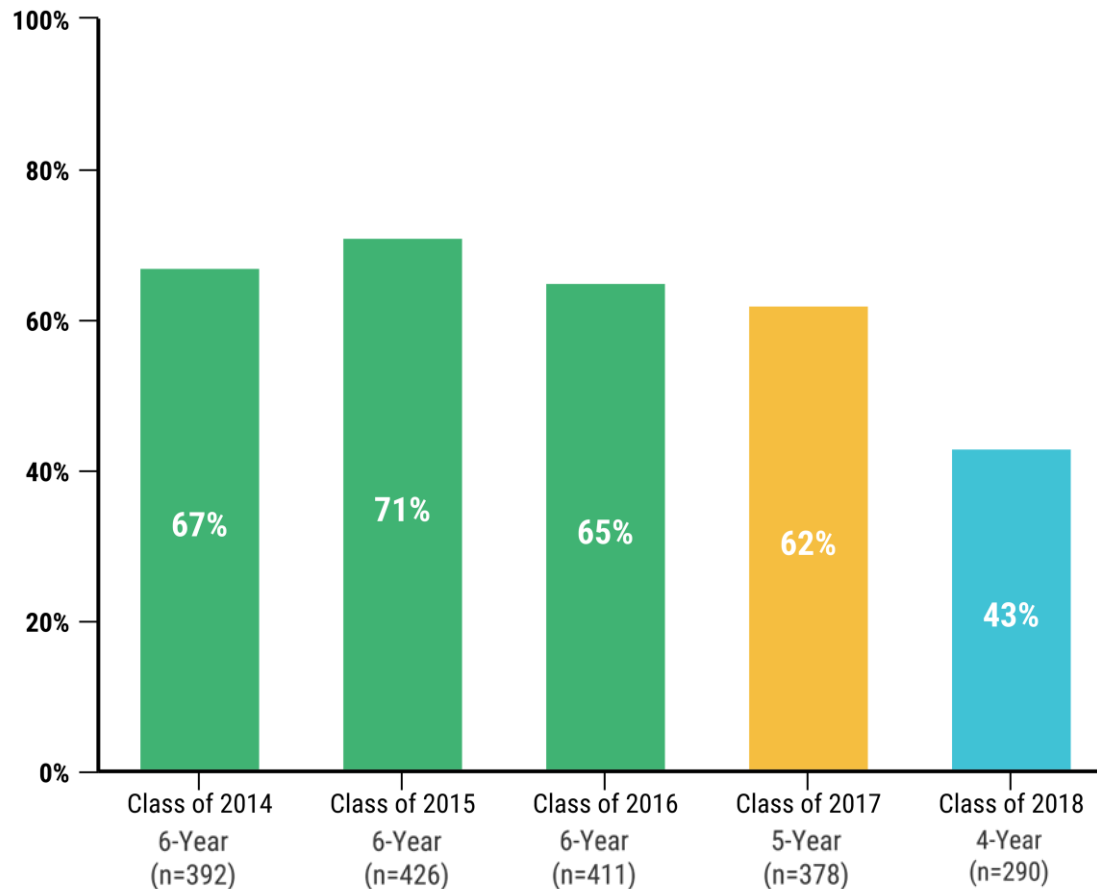
POSTSECONDARY GRADUATION RATE – ENTIRE COHORT

- National Student Clearinghouse provides postsecondary graduation rate data for colleges and universities nationwide. The data include students who graduated with associate degrees under 4 years, as well as those who obtained bachelor's and master's degrees within 6 years.
- Postsecondary graduation data are currently available for the ETHS Class of 2014, Class of 2015, and Class of 2016 (after 6 years), Class of 2017 (after 5 years), and Class of 2018 (after 4 years)



POSTSECONDARY GRADUATION RATE – ENROLLED 2 YEARS AFTER HIGH SCHOOL

- Postsecondary graduation rate only for students who enrolled anytime during the first two years after high school are presented below.
- The 6-year postsecondary graduation rate for ETHS graduates that enrolled in postsecondary institution during first two years after high school is 68% for Class of 2016, which is higher than the national 6-year completion rate of 62.2% based on the fall 2016 cohort of beginning college students, and higher than the 6-year postsecondary graduation rate in Illinois of 64.6% [*Completing College 2023*, National Student Clearinghouse].



Appendix

Table 1. Composition of Student Body, School Year 2022-23

	All Grades		Class of 2023 (Seniors)		Class of 2024 (Juniors)		Class of 2025 (Sophomores)		Class of 2026 (Freshmen)	
	N	% In Grade	N	% In Grade	N	% In Grade	N	% In Grade	N	% In Grade
All Students	3549		929		857		937		826	
Race/Ethnicity										
African American/Black	827	23.3%	206	22.2%	219	25.6%	223	23.8%	179	21.7%
Asian	190	5.4%	64	6.9%	42	4.9%	52	5.5%	32	3.9%
Hispanic/Latinx	724	20.4%	198	21.3%	172	20.1%	179	19.1%	175	21.2%
Two or More	201	5.7%	45	4.8%	39	4.6%	43	4.6%	74	9.0%
White	1593	44.9%	416	44.8%	382	44.6%	433	46.2%	362	43.8%
Gender										
Female	1708	48.1%	453	48.8%	402	46.9%	469	50.1%	384	46.5%
Male	1841	51.9%	476	51.2%	455	53.1%	468	49.9%	442	53.5%
IEP Status										
Has IEP	435	12.3%	129	13.9%	100	11.7%	113	12.1%	93	11.3%
Meal Status										
Free/Reduced Lunch	1327	37.4%	357	38.4%	315	36.8%	331	35.3%	324	39.2%
ML Status										
Multilingual Learner	287	8.1%	60	6.5%	63	7.4%	70	7.5%	94	11.4%

Table 2: Average Cumulative Unweighted & Weighted GPA, School Year 2022-23

	Class of 2023 (Seniors)			Class of 2024 (Juniors)			Class of 2025 (Sophomores)			Class of 2026 (Freshmen)		
	N	GPA Unweighted	GPA Weighted	N	GPA Unweighted	GPA Weighted	N	GPA Unweighted	GPA Weighted	N	GPA Unweighted	GPA Weighted
All Students	929	3.23	3.55	857	3.24	3.54	937	3.24	3.50	826	3.16	3.42
Race/Ethnicity												
African American/Black	206	2.77	2.96	219	2.81	3.00	223	2.82	2.98	179	2.54	2.68
Asian	64	3.56	3.96	42	3.51	3.89	52	3.65	3.99	32	3.38	3.68
Hispanic/Latinx	198	2.92	3.16	172	2.85	3.07	179	2.89	3.08	175	2.76	2.94
Two or More	45	3.21	3.52	39	3.46	3.82	43	3.05	3.30	74	3.39	3.68
White	416	3.56	3.97	382	3.61	4.00	433	3.58	3.91	362	3.60	3.94
Gender												
Female	453	3.36	3.71	402	3.31	3.62	469	3.34	3.63	384	3.26	3.53
Male	476	3.11	3.39	455	3.18	3.47	468	3.14	3.38	442	3.08	3.32
IEP Status												
Has IEP	129	2.83	2.90	100	2.75	2.83	113	2.78	2.85	93	2.69	2.78
Meal Status												
Free/Reduced Lunch	357	2.76	2.95	315	2.74	2.92	331	2.72	2.88	324	2.57	2.72
ML Status												
Multilingual Learner	60	2.75	2.88	63	2.64	2.77	70	2.69	2.78	94	2.56	2.68

Table 3: Average Attendance Rates, School Year 2022-23

	All Grades		Class of 2023 (Seniors)		Class of 2024 (Juniors)		Class of 2025 (Sophomores)		Class of 2026 (Freshmen)	
	N	Attendance Rate	N	Attendance Rate	N	Attendance Rate	N	Attendance Rate	N	Attendance Rate
All Students	3549	92.5%	929	90.9%	857	92.5%	937	93.4%	826	93.1%
Race/Ethnicity										
African American/Black	827	90.8%	206	88.5%	219	91.2%	223	92.7%	179	90.3%
Asian	190	94.2%	64	93.6%	42	94.0%	52	96.1%	32	92.5%
Hispanic/Latinx	724	90.5%	198	88.1%	172	90.6%	179	92.2%	175	91.4%
Two or More	201	93.1%	45	92.4%	39	94.3%	43	91.2%	74	94.1%
White	1593	94.0%	416	92.9%	382	93.8%	433	94.3%	362	95.1%
Gender										
Female	1708	92.2%	453	90.9%	402	91.8%	469	93.0%	384	92.9%
Male	1841	92.7%	476	90.9%	455	93.1%	468	93.8%	442	93.1%
IEP Status										
Has IEP	435	87.5%	129	86.8%	100	86.6%	113	89.2%	93	87.5%
Meal Status										
Free/Reduced Lunch	1327	89.4%	357	87.4%	315	89.5%	331	91.0%	324	89.7%
ML Status										
Multilingual Learner	287	89.9%	60	86.5%	63	91.6%	70	91.4%	94	89.8%

Table 4: STEM* Course Enrollment by Race and Gender for the Classes of 2013, 2018 & 2023

*STEM Courses include PLTW and Advanced Placement math and science courses

All STEM Courses	Class of 2013					Class of 2018					Class of 2023				
	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index
All Students	710		1049			801		1384			866		1680		
Race/Ethnicity															
African American/Black	214	30.1%	104	9.9%	33%	218	27.2%	127	9.2%	34%	190	21.9%	140	8.3%	38%
Asian	34	4.8%	70	6.7%	139%	44	5.5%	93	6.7%	122%	61	7.0%	185	11.0%	156%
Hispanic/Latinx	87	12.3%	72	6.9%	56%	135	16.9%	147	10.6%	63%	170	19.6%	210	12.5%	64%
Two or More	35	4.9%	66	6.3%	128%	32	4.0%	59	4.3%	107%	44	5.1%	88	5.2%	103%
White	332	46.8%	733	69.9%	149%	372	46.4%	958	69.2%	149%	401	46.3%	1057	62.9%	136%
Gender															
Female	350	49.3%	459	43.8%	89%	376	46.9%	526	38.0%	81%	423	48.8%	735	43.8%	90%
Male	360	50.7%	590	56.2%	111%	425	53.1%	858	62.0%	117%	443	51.2%	945	56.3%	110%
PLTW Courses	Class of 2013					Class of 2018					Class of 2023				
	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index
All Students	710		144			801		253			866		691		
Race/Ethnicity															
African American/Black	214	30.1%	30	20.8%	69%	218	27.2%	42	16.6%	61%	190	21.9%	109	15.8%	72%
Asian	34	4.8%	5	3.5%	73%	44	5.5%	10	4.0%	72%	61	7.0%	40	5.8%	82%
Hispanic/Latinx	87	12.3%	23	16.0%	130%	135	16.9%	38	15.0%	89%	170	19.6%	112	16.2%	83%
Two or More	35	4.9%	6	4.2%	85%	32	4.0%	14	5.5%	139%	44	5.1%	37	5.4%	105%
White	332	46.8%	80	55.6%	119%	372	46.4%	149	58.9%	127%	401	46.3%	393	56.9%	123%
Gender															
Female	350	49.3%	12	8.3%	17%	376	46.9%	39	15.4%	33%	423	48.8%	139	20.1%	41%
Male	360	50.7%	132	91.7%	181%	425	53.1%	214	84.6%	159%	443	51.2%	552	79.9%	156%

Table 4 cont.: STEM* Course Enrollment by Race and Gender for the Classes of 2013, 2018 & 2023

*STEM Courses include PLTW and Advanced Placement math and science courses

AP Math Courses	Class of 2013					Class of 2018					Class of 2023				
	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index
All Students	710		1049			801		1384			866		1680		
Race/Ethnicity															
African American/Black	214	30.1%	104	9.9%	33%	218	27.2%	127	9.2%	34%	190	21.9%	140	8.3%	38%
Asian	34	4.8%	70	6.7%	139%	44	5.5%	93	6.7%	122%	61	7.0%	185	11.0%	156%
Hispanic/Latinx	87	12.3%	72	6.9%	56%	135	16.9%	147	10.6%	63%	170	19.6%	210	12.5%	64%
Two or More	35	4.9%	66	6.3%	128%	32	4.0%	59	4.3%	107%	44	5.1%	88	5.2%	103%
White	332	46.8%	733	69.9%	149%	372	46.4%	958	69.2%	149%	401	46.3%	1057	62.9%	136%
Gender															
Female	350	49.3%	225	21.4%	44%	376	46.9%	241	17.4%	37%	423	48.8%	355	21.1%	43%
Male	360	50.7%	252	24.0%	47%	425	53.1%	375	27.1%	51%	443	51.2%	436	26.0%	51%
AP Life Sciences Courses	Class of 2013					Class of 2018					Class of 2023				
	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index
All Students	710		153			801		134			866		174		
Race/Ethnicity															
African American/Black	214	30.1%	12	7.8%	26%	218	27.2%	16	11.9%	44%	190	21.9%	10	5.7%	26%
Asian	34	4.8%	12	7.8%	164%	44	5.5%	9	6.7%	122%	61	7.0%	21	12.1%	171%
Hispanic/Latinx	87	12.3%	5	3.3%	27%	135	16.9%	16	11.9%	71%	170	19.6%	25	14.4%	73%
Two or More	35	4.9%	12	7.8%	159%	32	4.0%	4	3.0%	75%	44	5.1%	6	3.4%	68%
White	332	46.8%	109	71.2%	152%	372	46.4%	89	66.4%	143%	401	46.3%	112	64.4%	139%
Gender															
Female	350	49.3%	98	64.1%	130%	376	46.9%	83	61.9%	132%	423	48.8%	115	66.1%	135%
Male	360	50.7%	55	35.9%	71%	425	53.1%	51	38.1%	72%	443	51.2%	59	33.9%	66%

Table 4 cont.: STEM* Course Enrollment by Race and Gender for the Classes of 2013, 2018 & 2023

*STEM Courses include PLTW and Advanced Placement math and science courses

AP Physical Sciences Courses (excl. Chem/Phys)	Class of 2013					Class of 2018					Class of 2023				
	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index
All Students	710		86			801		166			866		219		
Race/Ethnicity															
African American/Black	214	30.1%	7	8.1%	27%	218	27.2%	9	5.4%	20%	190	21.9%	18	8.2%	37%
Asian	34	4.8%	9	10.5%	219%	44	5.5%	9	5.4%	99%	61	7.0%	26	11.9%	169%
Hispanic/Latinx	87	12.3%	7	8.1%	66%	135	16.9%	16	9.6%	57%	170	19.6%	28	12.8%	65%
Two or More	35	4.9%	4	4.7%	94%	32	4.0%	5	3.0%	75%	44	5.1%	8	3.7%	72%
White	332	46.8%	59	68.6%	147%	372	46.4%	127	76.5%	165%	401	46.3%	139	63.5%	137%
Gender															
Female	350	49.3%	33	38.4%	78%	376	46.9%	77	46.4%	99%	423	48.8%	104	47.5%	97%
Male	360	50.7%	53	61.6%	122%	425	53.1%	89	53.6%	101%	443	51.2%	115	52.5%	103%

AP Science-Chem/Phys Courses	Class of 2013					Class of 2018					Class of 2023				
	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index	Seniors N	% of Seniors	STEM* Course Seats N	STEM* Course Seats %	STEM Course Index
All Students	710		189			801		215			866		202		
Race/Ethnicity															
African American/Black	214	30.1%	4	2.1%	7%	218	27.2%	14	6.5%	24%	190	21.9%	1	0.5%	2%
Asian	34	4.8%	10	5.3%	110%	44	5.5%	17	7.9%	144%	61	7.0%	28	13.9%	197%
Hispanic/Latinx	87	12.3%	4	2.1%	17%	135	16.9%	12	5.6%	33%	170	19.6%	17	8.4%	43%
Two or More	35	4.9%	17	9.0%	182%	32	4.0%	10	4.7%	116%	44	5.1%	16	7.9%	156%
White	332	46.8%	154	81.5%	174%	372	46.4%	162	75.3%	162%	401	46.3%	140	69.3%	150%
Gender															
Female	350	49.3%	91	48.1%	98%	376	46.9%	86	40.0%	85%	423	48.8%	73	36.1%	74%
Male	360	50.7%	98	51.9%	102%	425	53.1%	129	60.0%	113%	443	51.2%	129	63.9%	125%