
Report on Student Achievement

2009-2010

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

Research, Evaluation & Assessment

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APPENDICES

A. Scholastic Aptitude Test Results

Executive Summary

The attached report provides analyses of test results including:

- Results of the ACT Assessment System, which includes three tests: EXPLORE, PLAN and ACT. The three instruments are administered at different points in a student's secondary educational experience:
 - o EXPLORE is administered in grade 8 (December) before students enter high school.
 - o PLAN is administered to sophomores (October) and serves as a midpoint review of student progress.
 - o ACT is a college admissions and placement test and is administered to students in their junior or senior year.
- Longitudinal analyses of students on EXPLORE, PLAN and PSAE/ACT to assess students' progress as they move through the grades from grade 8 to 11. In addition, these scores are the only standardized measure that enables the district to measure the same cohort through their high school experience.
- Results of the Advanced Placement Examination (AP) administered to students enrolled in sophomore, junior or senior level AP courses.
- Results of the SAT Test, a college admissions test, taken by students in their junior or senior year.
- Results of the Prairie State Achievement Examination (PSAE) taken by students in their junior year.
- Other academic indicators including graduation rate, suspension rate, dropout rate, and chronic truant rate.

Key points include:

- ETHS seniors achieved high average scores on the ACT for the second year in a row.
 - o The ACT composite score of 23.5 for the graduating Class of 2010 is the same as in 2008-09 and the highest in documented history. Illinois is one of only five states requiring students to take the ACT. With nearly all seniors having taken the ACT college entrance exam in Illinois (including struggling students who would not be taking the exam in other states because they are not intending to apply to a competitive college or university), ETHS results are still higher than the national average and at a record high for our school.
 - o Our ACT scores remain high for all four subtests --- Science, Reading, English, and Math. Both the subtest results from 2009 and 2010 are the highest scores for subject areas since all ETHS seniors started taking the ACT.
 - o Hispanic students registered their highest ACT composite score since 2005-06.
 - o Black, White, and Hispanic students outscore their state and national counterparts on the ACT composite score.
- Graduation rate improved dramatically across all subgroups. Overall, the graduation rate was 92.5 percent.

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

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

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

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

INTERPRETING TEST RESULTS

Test scores are not the only measure of academic achievement. Throughout the school year, we make program-related presentations that provide information on other measures such as grade distributions, semester exam results, course level enrollments, graduation, and core curriculum completion to provide a more comprehensive picture of student performance. The following should be considered when interpreting test results:

- Test results aid in pointing out strengths and weaknesses in instructional programs.
- Test scores should not be used as a sole measure of instructional quality nor should test scores be used as the sole basis for comparing school systems or schools.
- When test results are used along with other information, these data can contribute to improving students' learning. When used solely on their own, test data can be harmful to effective instruction since they measure achievement with only one assessment at a single point in time.

INTRODUCTION TO THE DATA

In reading the text and tables in this report, please take into account the following:

- In some of the tables, row and column percentages may not always add up to 100 percent because of rounding; numbers may not add up to the total because not all students report all the demographic information requested by the test company.
- Results disaggregated by race do not include all minority groups. While Black, Latino, and White students are included, other subgroups are not because their numbers are too small for making meaningful comparisons. Although the performance of Latino students is reported, the reader should be cautious in drawing conclusions because scores fluctuate widely from year to year due to small numbers.

The ACT assessment system (ACT, EXPLORE, and PLAN) provides longitudinal data that enable us to monitor the progress of the same students as they move through the high school grades. The information from this assessment system is being used to help us “drill down” and understand the skills and concepts on which to focus. It also helps us identify students early on who should be targeted for additional help.

ACT ASSESSMENT SYSTEM

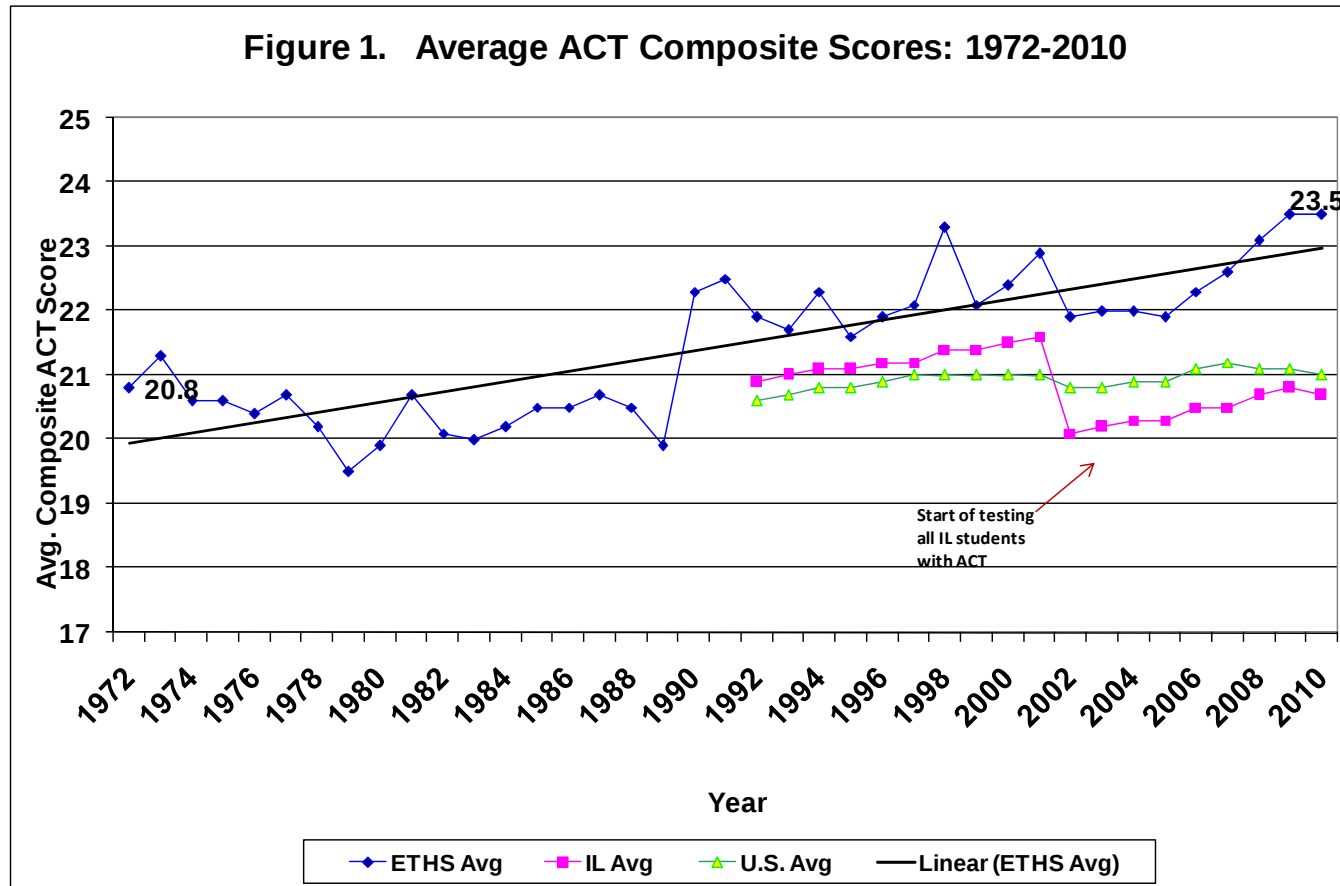
ACT's educational planning and assessment system includes three testing programs: EXPLORE and PLAN for eighth and tenth graders, respectively, and the ACT assessment taken by eleventh and twelfth graders. The ACT test is administered as part of the PSAT for students in their junior year. All three tests are norm-referenced and are designed to provide information on how well a student performs in comparison to other students nationally. In contrast, a criterion-referenced test (e.g. Common Assessment, Constitution Test) is designed to provide information on a student's attainment of specified knowledge or skills.

ACT Test Results

The ACT assessment is a college admissions and placement test that focuses on what is important for successful high school-to-college transitions. It correlates highly with the ETHS curriculum. Students take this test during their junior or senior year in high school. The scores reported in Tables 1 to 3 represent the graduating class of 2010. Scores are based on a scale ranging from 1 to 36. The ACT contains academic tests in four curriculum areas: English, mathematics, reading, and science reasoning. A composite score is also provided. Both the Class of 2010 and 2009 registered the highest ACT composite scores in recent history.

Table 1. Average ACT Composite Scores^a			
Senior Class Year	ETHS Avg. Composite ACT Score	IL Avg. Composite ACT Score	US Avg. Composite ACT Score
1992	21.9	20.9	20.6
1993	21.7	21.0	20.7
1994	22.3	21.1	20.8
1995	21.6	21.1	20.8
1996	21.9	21.2	20.9
1997	22.1	21.2	21.0
1998	23.3	21.4	21.0
1999	22.1	21.4	21.0
2000	22.4	21.5	21.0
2001	22.9	21.6	21.0
2002^b	21.9	20.1	20.8
2003	22.0	20.2	20.8
2004	22.0	20.3	20.9
2005	21.9	20.3	20.9
2006	22.3	20.5	21.1
2007	22.6	20.5	21.2
2008	23.1	20.7	21.1
2009	23.5	20.8	21.1
2010	23.5	20.7	21.0
^a ACT scores range from 1 to 36. ACT does not include students who took the test with extended time in its report of graduating seniors.			
^b New baseline due to change in testing procedure			

Figure 1 shows the average ACT composite scores by year for ETHS since 1972. The average composite scores for Illinois and the nation are also provided from 1992 onward to 2009. Beginning with the Class of 2002, all grade 11 students were required to take the ACT as part of the state's Prairie State Achievement Examination. The trend line (in black) shows an upward slope since 1972 and a dramatic increase in the ETHS composite score since 2002 when the testing population became more inclusive due to state requirements.



Highlights and Trends:

- The ETHS composite score of 23.5 for the graduating Classes of 2010 and 2009 was the highest score since 1972.
- The trend data show an upward slope in ACT scores since 1972 and a dramatic increase since 2002.
- ETHS continues to score higher than the state and nation.
- In 2002, when ETHS began testing all of a graduating class on the ACT, the composite score was approximately 1.1 points above the national average (21.9 vs. 20.8); in 2010, ETHS scored 2.5 points above the national average.

ACT Performance by Ethnicity

Table 2 shows ACT data by ethnicity. Students do not always report their race when taking the ACT. Therefore, the reports that we receive from ACT do not represent all of the students in each racial group. Since 2006-07, we have recalculated composite scores using the ETHS database so as to provide an accurate reflection of students' scores within each racial group.

Ethnicity	Year	Seniors within Ethnic Group Taking ACT N	Composite		
			ETHS Avg	IL Avg	Nat'l Avg
African American/ Black	2005-2006	146	18.2	16.9	17.1
	2006-2007	228 ^a	17.2	16.9	17.0
	2007-2008	226	17.6	16.8	16.9
	2008-2009	212	19.2	16.8	16.9
	2009-2010	190	18.5	16.7	16.9
Latino	2005-2006	43	18.8	17.9	18.6
	2006-2007	47	19.0	17.9	18.7
	2007-2008	50	18.1	18.0	18.7
	2008-2009	56	19.0	18.2	18.7
	2009-2010	66	19.9	18.0	18.6
White	2005-2006	225	26.5	22.0	22.0
	2006-2007	311	27.0	22.0	22.1
	2007-2008	368	27.0	22.0	22.1
	2008-2009	307	27.2	22.4	22.2
	2009-2010	312	27.2	22.4	22.3
All	2005-2006	678	22.3	20.5	21.1
	2006-2007	636	22.6	20.5	21.2
	2007-2008	708	23.1	20.7	21.1
	2008-2009	633	23.5	20.8	21.1
	2009-2010	627	23.5	20.7	21.0

^aSome students do not report their race to ACT. Beginning in 2006-07, scores were recalculated using our ETHS database to identify students so as to provide an accurate reflection of students' scores within each racial group. Recalculated scores are shown in light blue.

Highlights and Trends:

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

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

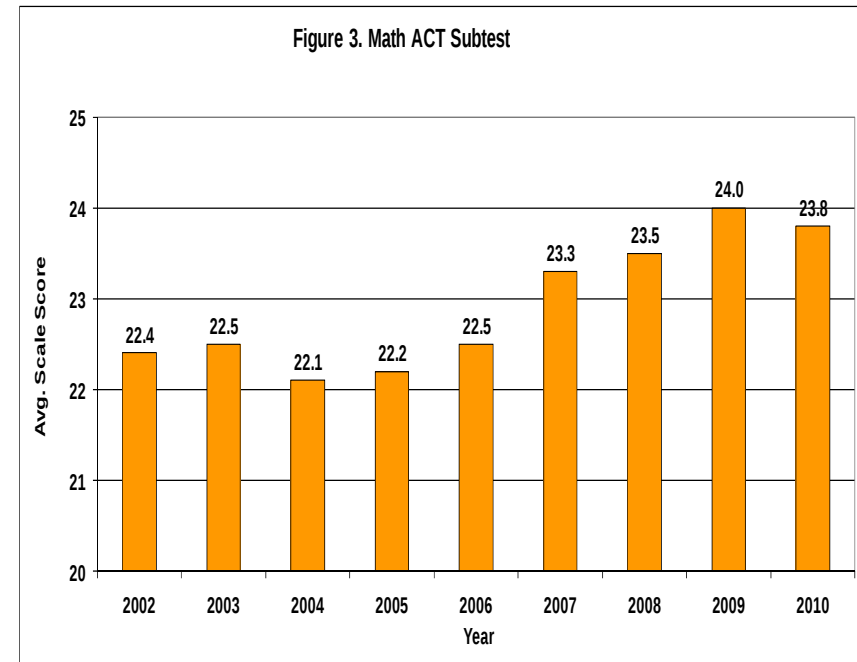
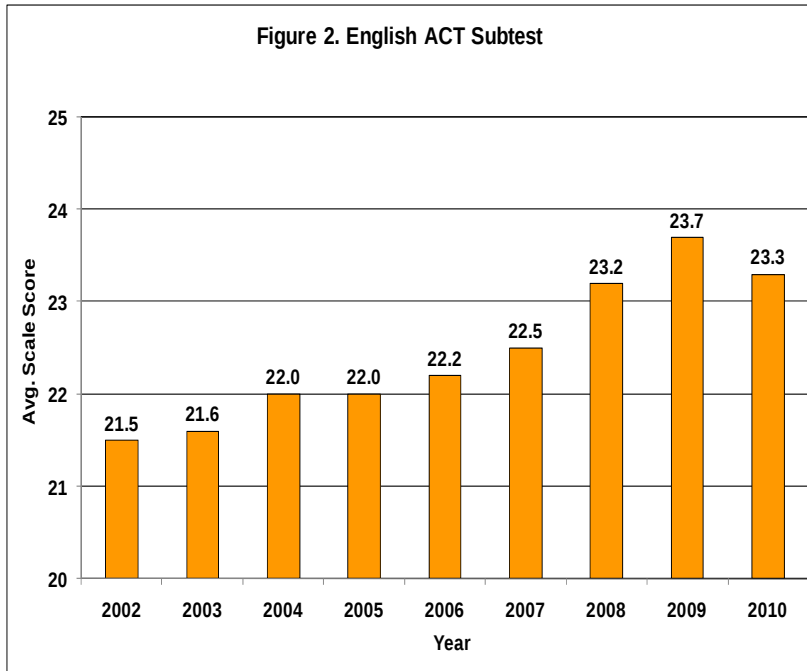


Figure 4. Reading ACT Subtest

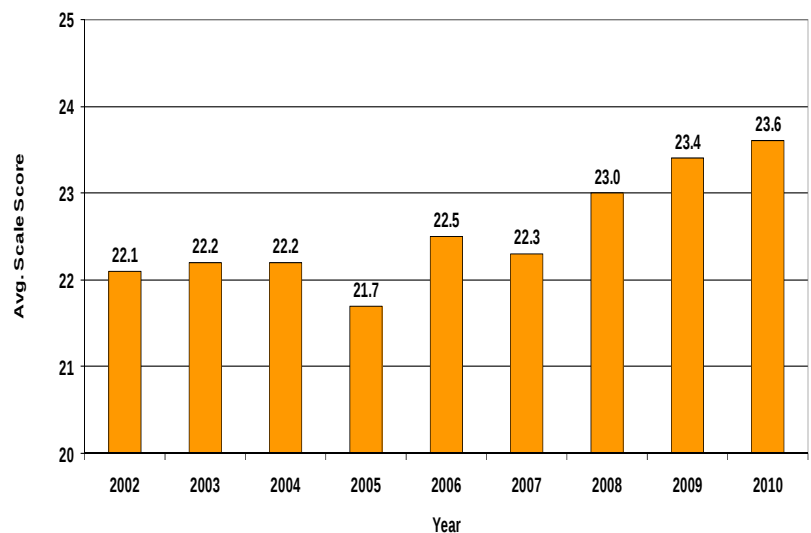
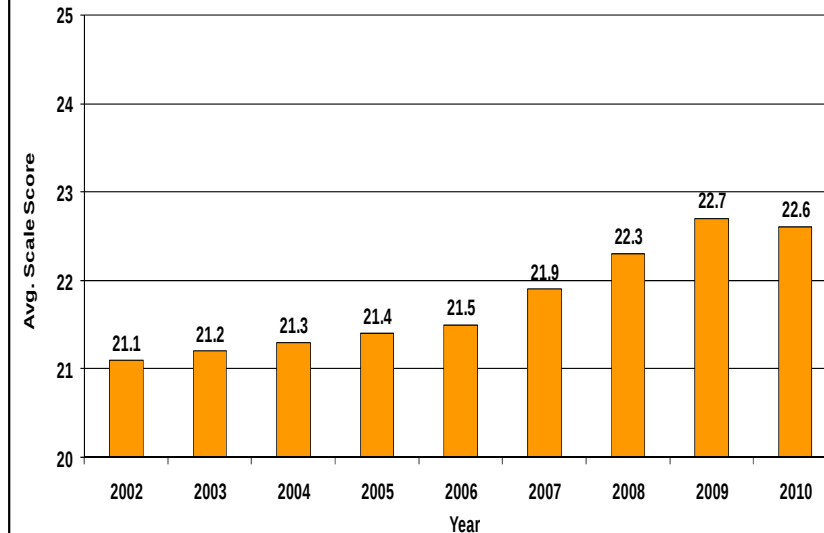


Figure 5. Science ACT Subtest



Highlights and Trends:

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

ACT Performance by Gender

Table 3 shows ACT performance for each subject area by gender.

Table 3. ACT Score by Gender and Year									
Gender	Year	ACT Reported # of Seniors Tested N ^{a,b,c}	English	Math	Reading	Science	Composite		
							ETHS Avg	IL Avg	Nat'l Avg
Males	2005-2006	319	21.2	22.6	21.8	21.6	21.9	20.5	21.2
	2006-2007	299	22.1	23.7	22.1	22.1	22.6	20.5	21.2
	2007-2008	352	22.4	23.6	22.4	22.2	22.8	20.7	21.2
	2008-2009	291	23.0	24.1	22.9	22.8	23.4	21.0	21.3
	2009-2010	307	23.0	24.3	23.7	23.1	23.7	20.8	21.2
Females	2005-2006	338	23.1	22.4	23.1	21.4	22.7	20.5	21.0
	2006-2007	284	22.9	22.8	22.5	21.6	22.6	20.4	21.0
	2007-2008	338	23.8	23.1	23.4	22.2	23.3	20.6	21.0
	2008-2009	340	24.3	23.9	23.8	22.7	23.7	20.7	20.9
	2009-2010	319	23.7	23.3	23.5	22.1	23.3	20.6	20.9
All	2005-2006	678	22.2	22.5	22.5	21.5	22.3	20.5	21.1
	2006-2007	636	22.5	23.3	22.3	21.9	22.6	20.5	21.2
	2007-2008	708	23.2	23.5	23.0	22.3	23.1	20.7	21.1
	2008-2009	633	23.7	24.0	23.4	22.7	23.5	20.8	21.1
	2009-2010	627	23.3	23.8	23.6	22.6	23.5	20.7	21.0
^a ACT reporting excludes students who tested with accommodations									
^b Males and females do not add up to total because some students did not report a gender code.									
^c This figure includes some students who took the ACT as a junior but did not graduate with their class.									

Highlights and Trends:

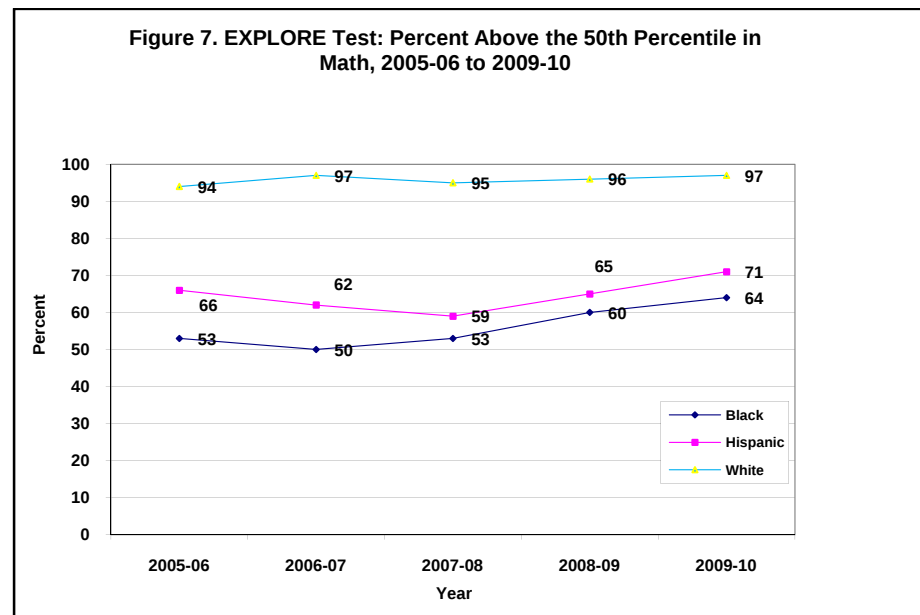
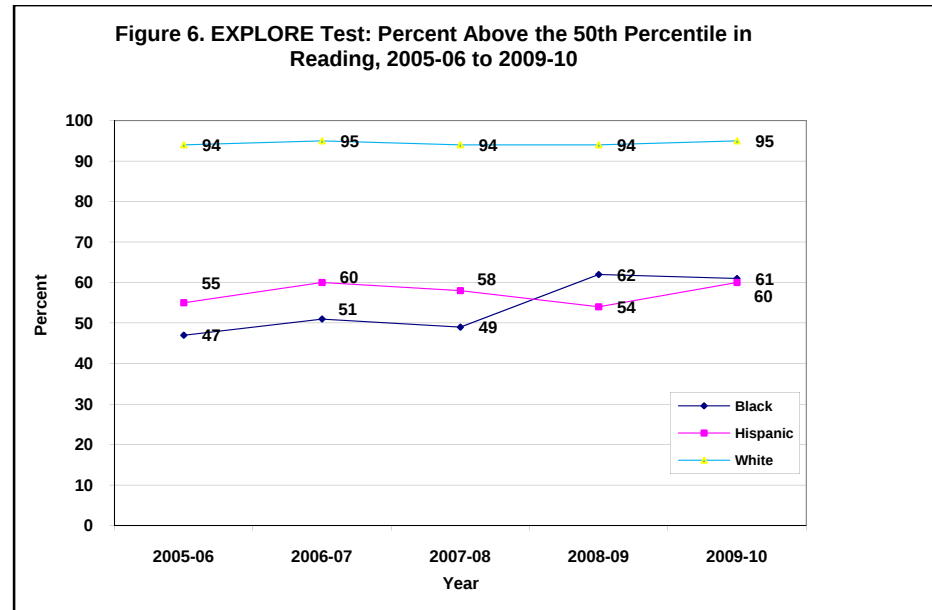
- Overall, ETHS male and female average scores were higher than state and national averages.
- Where performance in math and science were comparable for males and females in 2009, males scored a point higher than females in these subjects in 2010.

EXPLORE and PLAN Test Results

Table 4 shows the results of the EXPLORE test administered to eighth graders in December of each year. EXPLORE scores range from 1 to 25. Not all students report their race when taking the test.

Table 4. EXPLORE Test Scores by Ethnicity and Gender							
Ethnicity	Year	EXPLORE ^a Composite		EXPLORE Composite Males		EXPLORE Composite Females	
		N	Avg	N	Avg	N	Avg
African American/Black	2005-2006	218	14.2	93	13.8	118	14.5
	2006-2007	208	14.1	113	13.7	94	14.7
	2007-2008	220	14.2	110	14.1	108	14.3
	2008-2009	194	14.5	98	14.1	96	15.0
	2009-2010	206	14.8	101	14.4	105	15.1
Latino	2005-2006	75	14.9	37	14.6	36	15.3
	2006-2007	76	14.8	42	14.3	32	15.2
	2007-2008	89	14.4	42	14.7	47	14.0
	2008-2009	75	14.8	36	14.8	39	14.8
	2009-2010	107	15.3	56	15.4	51	15.2
White	2005-2006	330	19.4	163	18.9	155	19.9
	2006-2007	260	19.5	137	19.2	120	19.9
	2007-2008	367	19.4	189	18.9	178	19.9
	2008-2009	338	19.7	174	19.3	164	20.2
	2009-2010	346	19.8	189	19.8	156	19.7
All	2005-2006	741	17.0	348	16.9	369	17.1
	2006-2007	698	16.8	358	16.4	330	17.2
	2007-2008	775	17.0	398	16.8	375	17.3
	2008-2009	755	17.4	376	17.1	379	17.7
	2009-2010	729	17.6	379	17.6	349	17.6
Note: Score results for EXPLORE include students tested with extended time and other special accommodations.							

Figures 6 and 7 show the percent of incoming freshmen who scored above the 50th percentile in reading and math on the EXPLORE test.



Highlights and Trends:

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

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

Ethnicity	Year	Total Sophomores ^a	PLAN Composite		PLAN Composite Males		PLAN Composite Females	
			N	Avg	N	Avg	N	Avg
African American/Black	2005-2006	337	255	15.9	125	15.5	130	16.3
	2006-2007 ^b	303	230	16.4	100	15.8	130	16.8
	2007-2008	271	216	15.8	97	15.4	119	16.1
	2008-2009	253	201	16.1	113	15.8	88	16.4
	2009-2010	272	211	15.9	100	15.7	111	16.2
Latino	2005-2006	70	57	16.4	23	15.3	34	17.4
	2006-2007	74	55	16.7	27	16.3	28	17.2
	2007-2008	86	69	16.7	31	16.0	38	17.3
	2008-2009	89	72	17.1	35	16.5	37	17.6
	2009-2010	107	80	16.6	40	16.9	40	16.4
White	2005-2006	414	365	22.6	181	22.3	184	22.9
	2006-2007	359	342	22.1	160	21.7	182	22.4
	2007-2008	347	328	22.0	173	21.6	155	22.5
	2008-2009	286	272	22.6	142	22.5	130	22.8
	2009-2010	351	347	22.2	175	21.9	172	22.5
All	2005-2006	868	724	19.5	356	19.1	367	19.9
	2006-2007	781	674	19.5	312	19.2	361	19.8
	2007-2008	746	657	19.2	321	19.1	334	19.3
	2008-2009	685	599	19.4	284	19.1	315	19.8
	2009-2010	778	683	19.4	338	19.2	343	19.7
^a Numbers are based on October official enrollments --Day/Academy Program.								
^b Prior to 2006-07, results include only those who were tested under standard time limits. Beginning in 2006-2007, results include students tested with extended time and other special accommodations.								

Highlights and Trends:

- The 2009-10 overall composite score remained the same as 2008-09 although ethnic subgroups decreased slightly from the previous year.
- Black and white females scored higher than males on the PLAN test.

Longitudinal Analysis

One of the advantages of using ACT's assessment system is that it provides a means to monitor student progress from eighth grade through junior or senior year. EXPLORE was first implemented in 1998-1999.

ACT provides a report that matches EXPLORE and PLAN scores of the same students and summarizes their academic progress over time compared to a national group of matched students who took both tests. ACT also sends a report that matches PLAN with ACT scores of the same students. In addition to the report that ACT sends the school, we perform an additional analysis of academic progress for the total group and ethnic subgroups: African American/Black; Latino and White students. In doing so, we also conduct a more comprehensive matching procedure than ACT because we are able to identify more students as well as provide ethnic information for students who do not report race when they take the tests. Our analysis includes all students. The data that ACT provides excludes students who take these tests with accommodations.

EXPLORE to PLAN

The achievement of sophomores was analyzed from eighth grade to the fall of tenth grade.

Table 6 shows the mean scale scores on EXPLORE and PLAN for matched student groups for the 2009-10 grade 10 cohort (Class of 2012) in English, mathematics, reading and science. Along with ETHS scores, scores for the nation are provided for comparison purposes. The right-hand column shows the gain for each grouping. Results are also provided for the gain from the 2008-09 grade 10 cohort (Class of 2011).

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

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

Highlights and Trends:

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

Table 7 shows the same information for ethnic subgroups by each subject area. In addition, information for students with disabilities and income groups is also provided because these groups are the focus of NCLB and of our district goals.

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

Highlights and Trends:

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

EXPLORE to PSAE/ACT

Table 8 shows the mean scale scores on EXPLORE, PLAN and PSAE/ACT for matched student groups in English, mathematics, reading and science. This analysis follows the achievement of the 2009-10 junior students (Class of 2011) from their scores in eighth grade on EXPLORE to their scores on the PLAN test in sophomore year and their scores on the ACT taken as part of the Prairie State Achievement Examination (PSAE) in their junior year. Also shown are matched data provided from ACT for Illinois that shows the mean scale scores for Illinois students on PLAN and ACT. There is one important difference between our analysis of matched data for ETHS and the ACT's state matched data. We include all students, including those with accommodations, while the ACT state analysis excludes students with disabilities who tested with accommodations.

Table 8. Gain Between Grade 8 and Grade 11:							
EXPLORE (2006-2007) to PLAN (2008-2009) to PSAE ACT (2009-2010)							
Subject	EXPLORE Grade 8 Av. Scale Score	PLAN Grade 10 Av. Scale Score	PSAE/ACT Grade 11/12 Av. Scale Score	PLAN (Gr.10) to PSAE/ACT (Gr. 11)		EXPLORE (Gr.8) to PSAE/ACT (Gr.11)	
				2009-10 Gr. 11 Gain	2008-09 Gr. 11 Gain	2009-10 Gr. 11 Gain	2008-09 Gr. 11 Gain
English							
ETHS ^a	16.9	18.8	23.6	4.8	4.9	6.7	6.4
State	NA	17.1	20.0	2.9	2.8	NA	NA
Math							
ETHS	17.6	21.4	24.2	2.8	3.1	6.6	6.5
State	NA	18.4	20.6	2.2	2.6	NA	NA
Reading							
ETHS	16.2	18.7	23.0	4.3	5.0	6.8	7.7
State	NA	17.6	20.7	3.1	2.8	NA	NA
Science							
ETHS	18.3	20.4	22.6	2.2	2.6	4.3	4.2
State	NA	18.6	20.4	1.8	1.7	NA	NA
^a Represents a matched cohort of 471 students who remained at ETHS from grade 9 through grade 11.							
Note: State matched analysis is from 2008-09; the 2009-10 report has not been published yet.							

Highlights and Trends:

- ETHS students made greater gains from PLAN to PSAE/ACT than students in the state.
- From EXPLORE to PSAE/ACT, grade 11 students in 2009-10 made a greater gain in English than grade 11 students in 2008-09 (6.7 vs. 6.4 scale points).
- Gains in math and science were comparable to those of the preceding cohort.
- For reading, the 2009-10 cohort did not make the progress shown by the previous cohort group (6.8 vs. 7.7 scale points).

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

Table 9. Gain Between Grade 8 and Grade 11								
EXPLORE (2006-2007) to PLAN (2008-2009) to PSAE ACT (2009-2010) By Ethnicity								
Ethnicity	Subject	EXPLORE Grade 8 Av. Scale Score	PLAN Grade 10 Av. Scale Score	PSAE/ACT Grade 11/12 Av. Scale Score	PLAN (Gr.10) to PSAE/ACT (Gr.11)		EXPLORE (Gr.8) to PSAE/ACT (Gr.11)	
					2009-10 Gr. 11 Gain	2008-09 Gr. 11 Gain	2009-10 Gr. 11 Gain	2008-09 Gr. 11 Gain
African American/ Black (N=145)	English	14.0	15.5	18.0	2.5	3.0	4.0	4.1
	Math	14.6	17.5	19.3	1.8	2.3	4.7	4.4
	Reading	13.4	15.2	17.5	2.3	2.7	4.1	5.1
	Science	16.0	17.3	18.0	0.7	1.1	2.0	2.2
Latino (N=55)	English	13.9	15.4	18.3	2.9	3.2	4.4	4.0
	Math	15.7	17.4	20.1	2.7	2.1	4.4	5.0
	Reading	14.3	16.2	19.7	3.5	3.7	5.4	5.1
	Science	16.3	17.8	19.5	1.7	1.7	3.2	2.8
White (N=234)	English	19.5	21.7	28.3	6.6	6.4	8.8	8.0
	Math	19.9	24.7	28.2	3.5	3.6	8.3	8.1
	Reading	18.4	21.4	27.2	5.8	6.3	8.8	9.4
	Science	20.3	23.0	26.0	3.0	3.5	5.7	5.4
Special Ed (IEP) (N=48)	English	12.3	13.9	14.9	1.0	3.6	2.6	4.9
	Math	13.1	15.3	17.4	2.1	3.3	4.3	6.0
	Reading	12.5	15.1	17.1	2.0	3.7	4.6	7.1
	Science	14.3	16.1	16.6	0.5	1.5	2.3	3.0
Low Income (N=165)	English	13.7	15.2	17.4	2.2	2.8	3.7	3.8
	Math	14.6	17.3	19.2	1.9	2.5	4.6	4.9
	Reading	13.7	15.6	17.9	2.3	2.9	4.2	5.1
	Science	15.9	17.4	18.3	0.9	1.3	2.4	2.5
Non Low Income (N=306)	English	18.7	20.7	26.9	6.2	5.9	8.2	7.5
	Math	19.2	23.6	26.9	3.3	3.0	7.7	6.9
	Reading	17.6	20.4	25.7	5.3	5.7	8.1	8.5
	Science	19.6	22.0	24.8	2.8	3.0	5.2	4.6

Highlights and Trends:

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

ADVANCED PLACEMENT EXAMINATION

The Advanced Placement (AP) program gives students the chance to try college-level work in high school. Students in AP courses take an exam; if they earn a “qualifying” grade on this test, they can apply for college credit at the institution they attend. AP examinations are graded on a scale from “1” to “5” with “5” being the highest grade. Students earning a “3” or higher may be given college credit at many post-secondary institutions. However, more and more institutions are only awarding credit for a “4” or “5”.

Table 10 shows the results of AP exams for the students attending ETHS in the 2009-2010 school year as well as for preceding years. Up until 2005, the total ETHS enrollment in this chart included only day school students because there used to be a separate evening school. The evening school no longer exists and these students are now part of the Academy Program. The Academy students are included in our official enrollments. In an effort to transition from the old way of reporting enrollments to the new way, we provide two enrollment figures for 2005 and the percentages of students taking AP exams based on these two figures. From 2006 on, the total enrollment includes Academy students.

Year	Total ETHS Enrollment	Pct. of ETHS Students Taking AP Exams	Pct. of AP Exam Grades 3 or Higher	No. of AP Exams Taken	No. of Students Tested	Avg. No. of AP Exams per Student
1995	2705 ^a	11.2%	78%	595	290	2.1
1996	2624	11.6%	80%	591	305	1.9
1997	2703	11.8%	82%	636	348	1.8
1998	2764	12.8%	75%	893	381	2.3
1999	2815	13.1%	73%	754	382	2.0
2000	2967	14.8%	74%	914	440	2.1
2001	3033	15.4%	74%	945	466	2.0
2002	3048	17.9%	77%	1092	545	2.0
2003	3098	17.3%	76%	1207	537	2.2
2004	3058	18.1%	76%	1100	553	2.0
2005	3032 (3103) ^b	18.1% (17.7%)	77%	1157	551	2.1
2006	3164 ^c	16.9%	79%	1142	537	2.1
2007	3041	17.3%	82%	1059	526	2.1
2008	2970	21.2%	78%	1312	630	2.1
2009	2942	21.2%	72%	1311	623	2.1
2010	2891	21.4%	74%	1382	618	2.2

^a Day School, Oct. 1 Official Enrollments

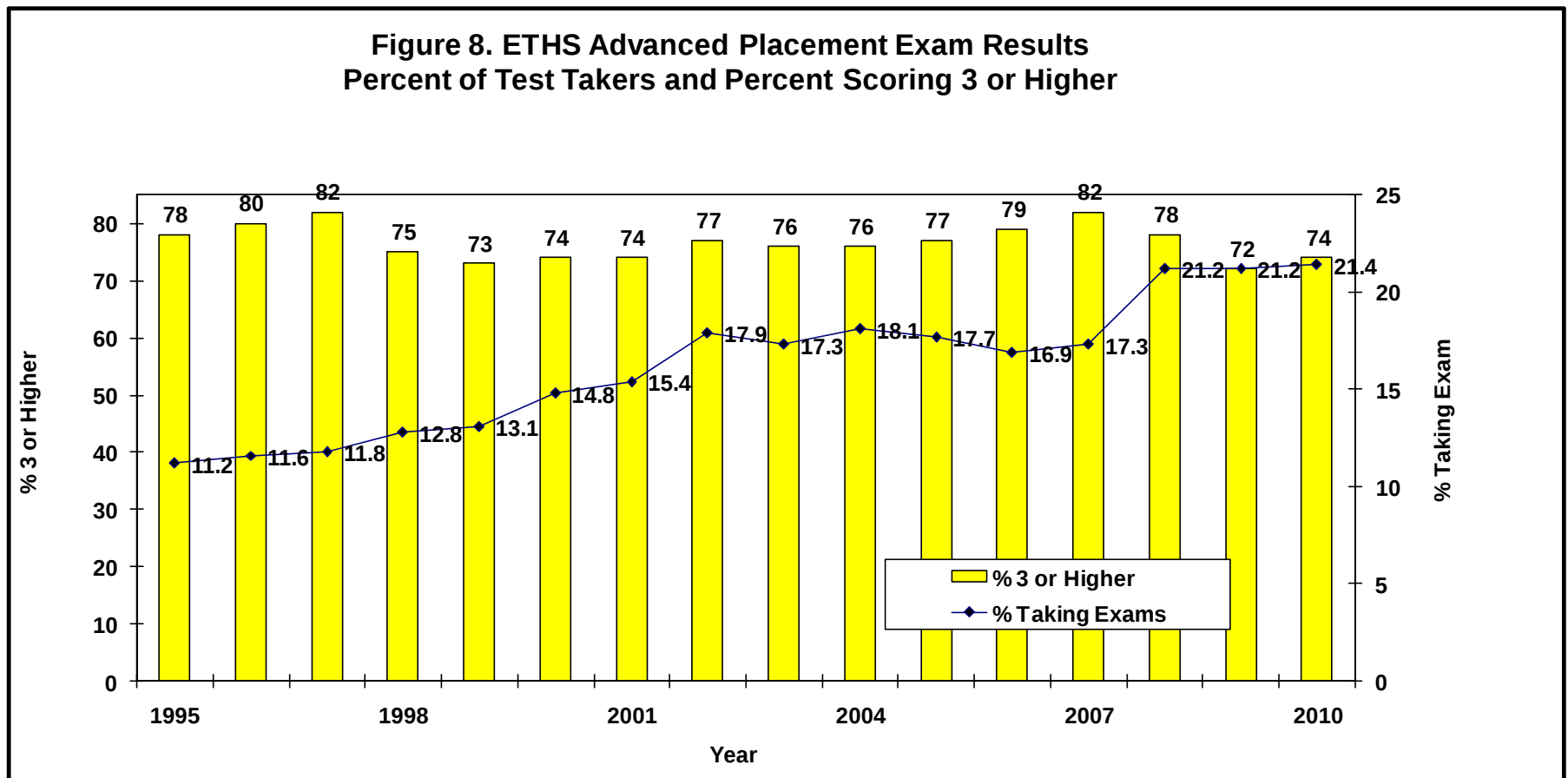
^b Total enrollment including Academy

^c Total enrollment including Academy

Highlights and Trends:

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

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

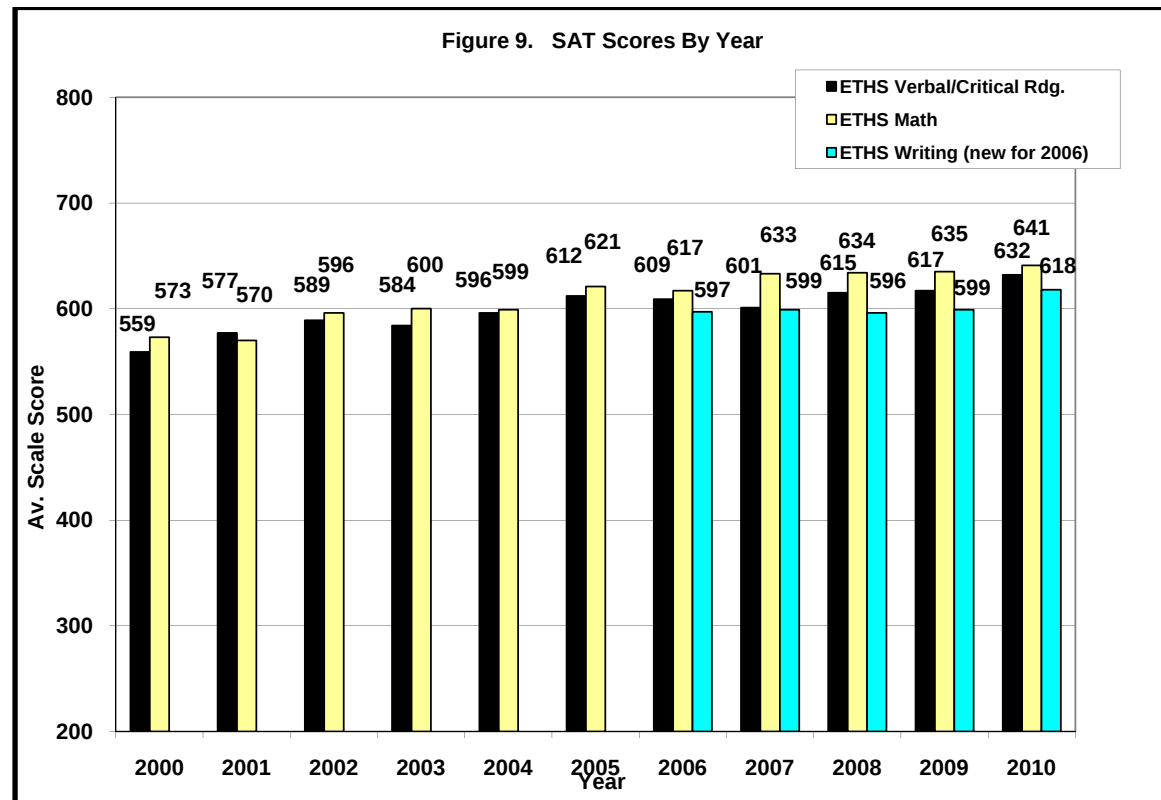


SAT

The SAT is developed and administered via the College Board. It is designed to show how well students use the skills and knowledge they have learned both in and out of school. It assesses students' ability to reason rather than to remember facts. Results are reported on a scale ranging from 200 to 800.

Up until 2005, the SAT was a college admissions and placement test that measured verbal reasoning/critical reading and mathematics problem-solving skills. In March 2005, the SAT was changed and a writing section was included for the first time. The College Board first reported scores for the new writing section for the class of 2006.

Figure 9 summarizes the average scores for seniors who took the SAT at any time during their high school years. (See Appendix A for a more detailed chart.) If a student took a test more than once, the most recent score is used. The percent of the senior class taking the SAT has been decreasing steadily since 1993-1994. Only 16.4 percent of the 2010 senior class took the SAT. This decrease is due to the fact that all colleges and universities now accept the ACT in their college admission process.



Highlights and Trends:

Students continue to register some of the highest scores on the verbal and math subtests since 1980-81 (See Appendix A).

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

PRAIRIE STATE ACHIEVEMENT EXAMINATION

School year 2009-2010 was the ninth year that the Prairie State Achievement Test (PSAE) was administered to all junior students. The PSAE is administered over two days. On the first day of testing, students take an ACT in the areas of reading, mathematics, English, science reasoning, and writing. On the second day, they complete a reading and a math WorkKeys test --- tests of workplace readiness --- as well as a state-developed component in science. The reading score on the PSAE is comprised of the reading ACT and WorkKeys tests; the math score on the PSAE is comprised of the math ACT and WorkKeys tests; and the science score on the PSAE is comprised of the science ACT and state-developed science assessment. The PSAE scales for all subjects range from 120 to 200. Scale scores define each of the PSAE student performance levels. The four performance levels are: 1) exceeds standards; 2) meets standards; 3) below standards; and 4) academic warning.

The PSAE serves as the state's indicator for whether school districts are meeting standards and the mandates of the federal No Child Left Behind (NCLB) Act. NCLB requires that each district and school make adequate yearly progress (AYP) with the ultimate goal of 100 percent of its students meeting state standards by 2013-2014. The year 2001-2002 served as the baseline year. Each state must set up its own criteria for AYP. In Illinois for the 2009-2010 year:

- Schools were required to have 77.5 percent of their students, including subgroups, meeting state standards. The state allows for some variance depending on the number of students in a subgroup. Illinois provides a detailed table to assist schools in determining AYP levels for specific numbers in a subgroup.
- There is an exception to the 77.5 percent requirement called "Safe Harbor". A school may still make AYP if each subgroup that fails to reach its proficiency performance targets reduces its percentage of students not meeting standards by 10% of the previous year's percentage, plus the subgroup must meet graduation rate targets.
- At least 95 percent of the total grade 11 student population and subgroups must take the state test.
- A school must have a graduation rate of 80 percent for the total group.

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

Table 11 shows PSAE results in reading and math from 2004 through spring of 2010; Table 12 shows PSAE results in science for the same time span. The year 2004 is used as an anchor year because it was the first year where all subgroup data were available and comprehensive.

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

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

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

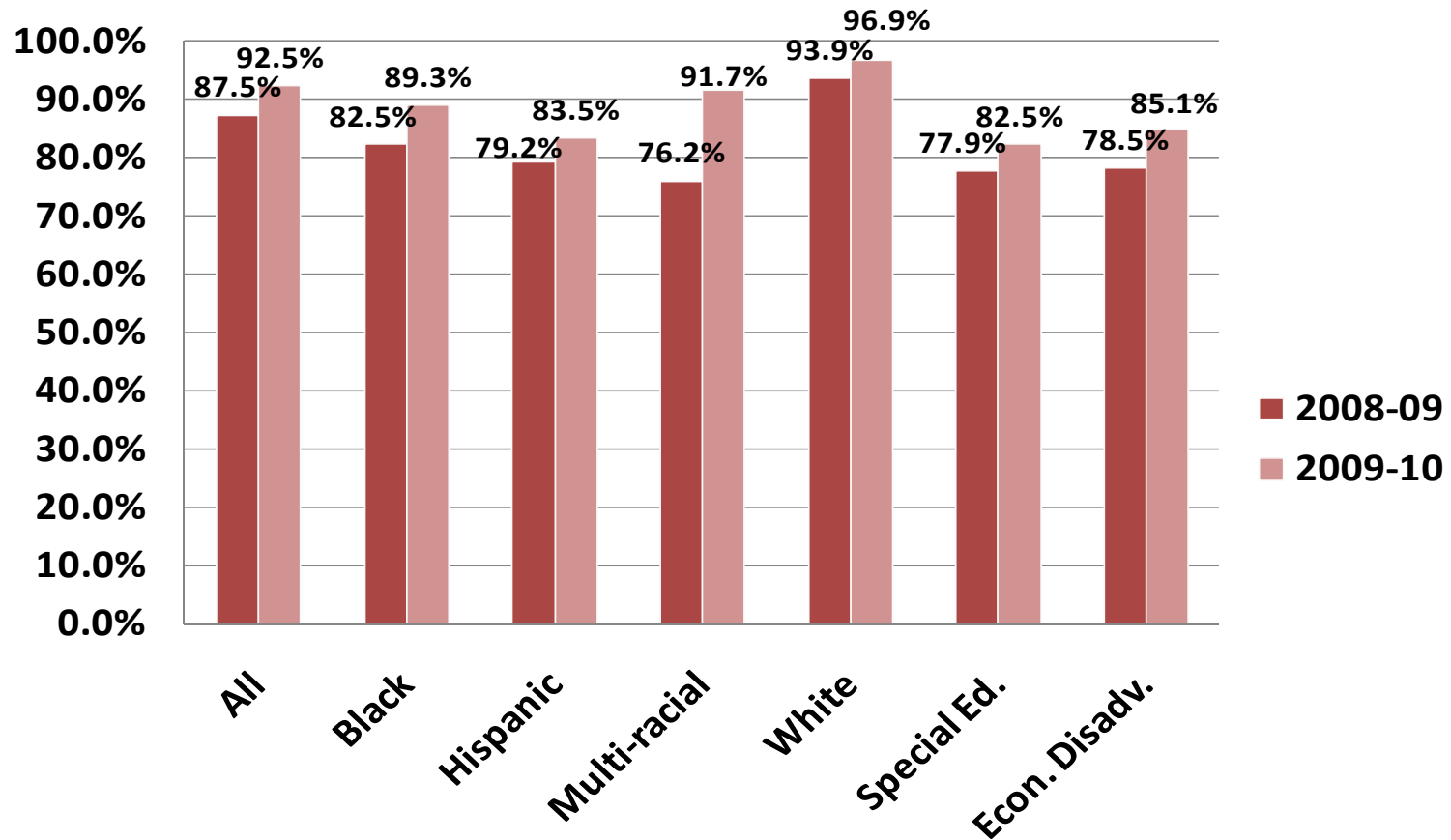
Highlights and Trends:

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

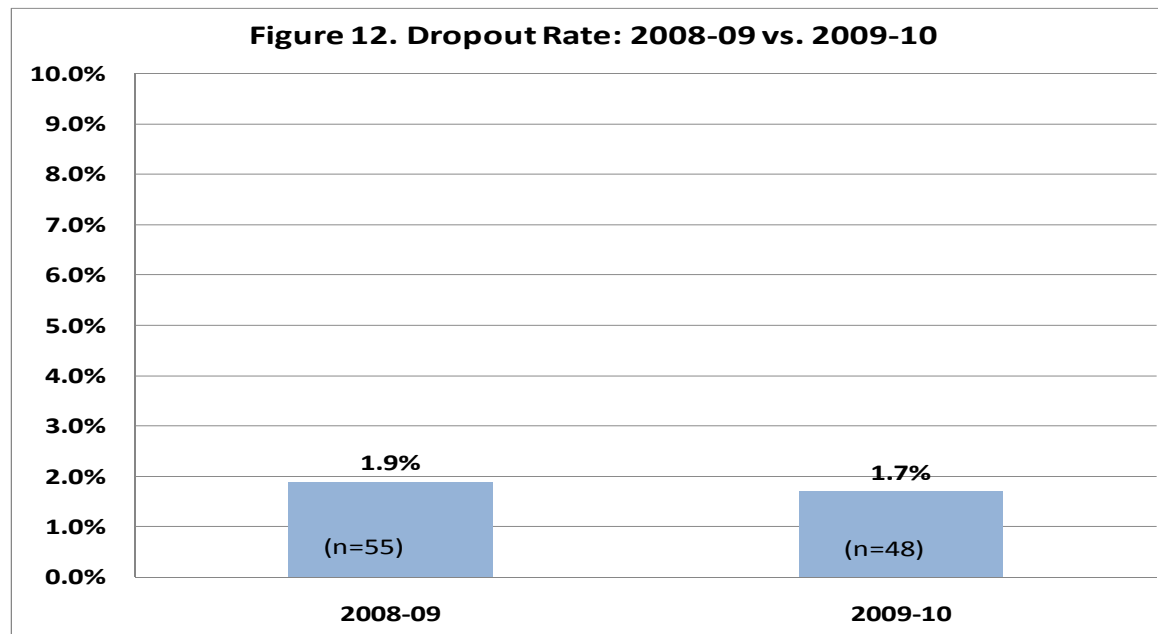
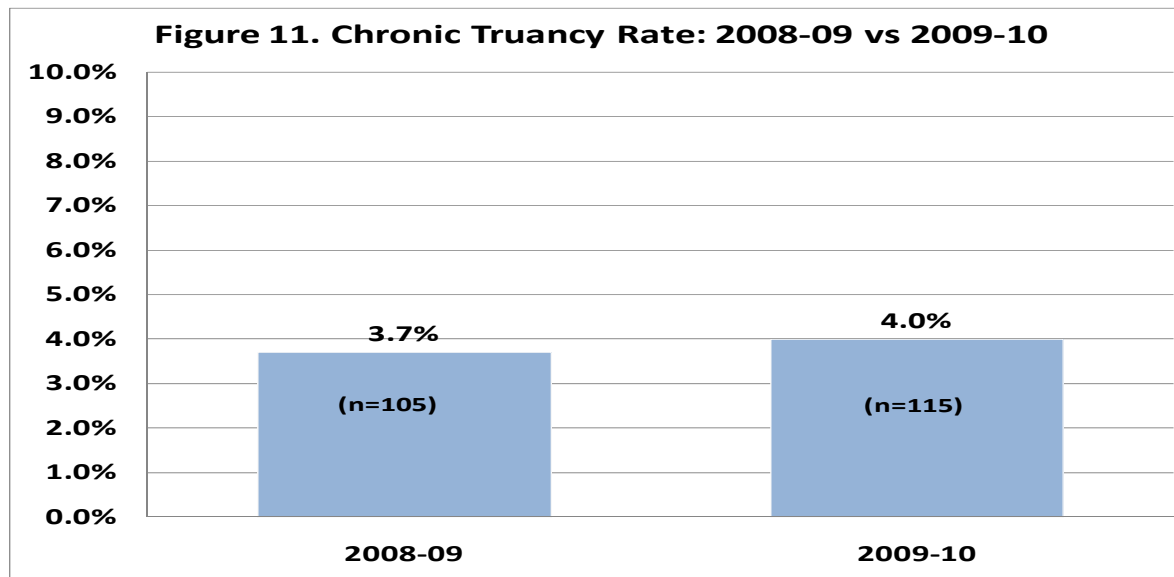
OTHER ACADEMIC INDICATORS

Figures 10 through 13 summarize data for academic indicators other than test scores. Figure 10 shows the graduation rate for the class of 2010 compared to the class of 2009. Graduation rate was a concern for the high school last year based on graduation statistics of the Class of 2009. A focused effort to boost the graduation rate was undertaken during school year 2009-10 which included the identification of seniors who were behind in the required credits to graduate and the implementation of a credit recovery program. Thanks to this focused work, the graduation rate improved dramatically across major subgroups as shown in Figure 10.

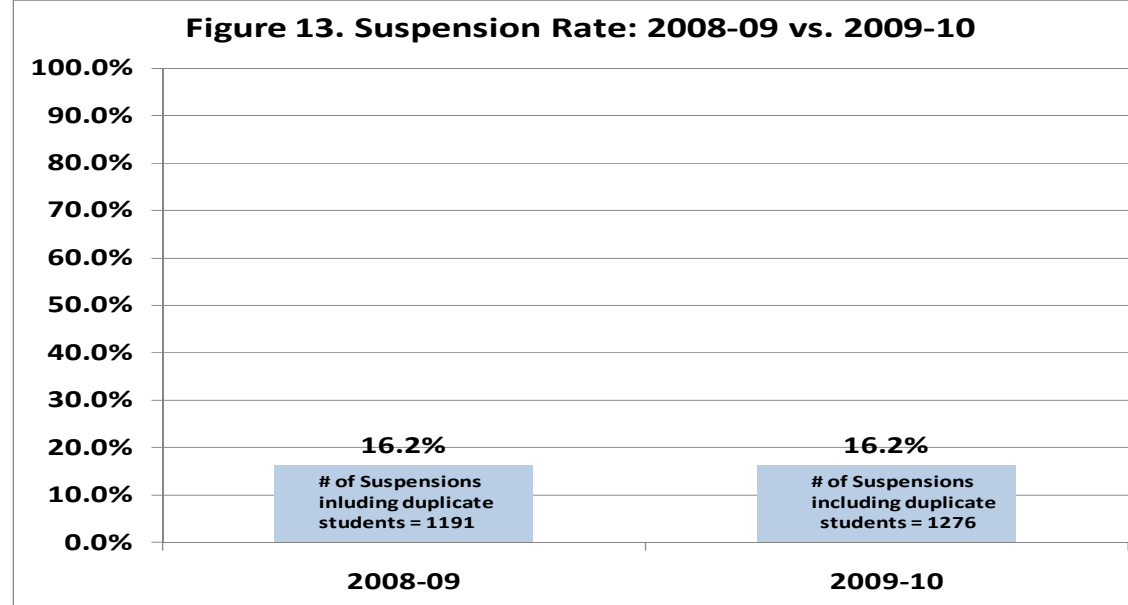
Figure 10. Graduation Rate: Class of 2009 vs. Class of 2010



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



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



Highlights and Trends:

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

IMPLICATIONS

School year 2009-10 was the second year in a row with seniors achieving the highest composite score on the ACT in documented history. The EXPLORE to PSAT/ACT data analysis indicates that all ethnic groups make progress as they move upward from grades 9 through 12 although some subgroups continue to make more progress than others. Based on the analysis of student performance, the following are some of the initiatives in place for the 2010-11 school year:

- The race and equity work assisted by the Pacific Education Group will be expanded to include approximately 160 more staff members. The plan is to train the majority of staff by the end of school year 2011-12.
- All professional development efforts in 2010-11 will incorporate a race/equity focus.

- The Test Prep course that was expanded in 2007-08 to target more students on the cusp of meeting standards will continue to be offered.
- System of Support (SOS), an approach to academic and behavioral intervention, has been expanded to incorporate the federal government's Response to Intervention requirements. To better serve students, the SOS program has been revised into three "Tiers" that offer differing levels of academic help depending on students' academic and social needs.
 - ✓ Tier 1 – includes classroom instruction, study centers, library, and computer centers.
 - ✓ Tier 2 – for students for whom Tier 1 supports are not sufficient. These are small-group interventions and include AM Support.
 - ✓ Tier 3 – for students who require comprehensive supports beyond what is available in Tier 1 and Tier 2. The academic supports for Tier 3 are developed in consultation with the student and parent/guardian with the assistance of teachers.
- A new Positive Behavior Supports initiative will be implemented that is focused on improving student behavior via more clearly defined expectations and provision of incentives for good behavior.
- The successful credit recovery program will again be in place to assist seniors in achieving the credits needed to graduate.
- An Advanced Placement Course boot camp was implemented prior to the start of school to prepare students for Advanced Placement coursework.
- Classroom assessments will be improved to better monitor the reading intervention programs. A reading consultant will work directly with teachers to improve instructional strategies.
- In math, the department is continuing an in-depth lesson study approach modeled after successful Japanese professional development using consultants from DePaul University. Also, the math department will provide ongoing practice on WorkKeys-type problems.
- Embedded test prep in English and History will be reviewed and revised based on test data.
- The 1 Humanities program will continue to increase access to honors level work for more students. The program is focused on continued professional development for teachers and on revising the curriculum based on teacher and student feedback from year two.
- The Special Education department will expand the use of special progress monitoring tools to inform instructional intervention. The department will implement a second year Read 180 course for targeted students.
- Summer School options for targeted students will be expanded including reading support and elective exploration.
- Administrators, department chairs, and teacher leaders attended a Data Retreat offered by our RESPRO team (the group from the North Cook Regional Office charged by the state to assist us under NCLB). During this Retreat, the focus was on analyzing patterns and trends in student performance and behavior and identifying strategies for improving achievement and student behavior.

- The retired ACT will again be administered to juniors to provide practice for the spring PSAE/ACT. Not only does it provide practice, but item analyses from the test results are available to classroom teachers to tailor instruction to students' needs.
- Special analyses of PSAE results disaggregated by ACT scale score ranges and WorkKey scores are being shared with department chairs to assist teachers in targeting students for improving academic performance.

Appendix A

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

This report summarizes the average scores for seniors who took the SAT assessment at any time during their high school years. If a student took a test more than once the most recent score is used.

	Critical Rdg Averages			Math Averages			Writing Averages					
Year	Nat'l	ETHS	Points Above Nat'l	Nat'l	ETHS	Points Above Nat'l	Nat'l	ETHS	Points Above Nat'l	Number of Graduating Seniors	Number Taking SAT	% of Graduating Seniors Taking Test
1980-81	424	466	42	466	493	27	N/A	N/A	N/A	848	538	63.4%
1981-82	426	469	43	467	508	41	N/A	N/A	N/A	868	567	65.3%
1982-83	425	471	46	468	520	52	N/A	N/A	N/A	809	480	59.3%
1983-84	426	459	33	471	504	33	N/A	N/A	N/A	777	517	66.5%
1984-85	431	468	37	475	513	38	N/A	N/A	N/A	740	520	70.3%
1985-86	431	466	35	475	513	38	N/A	N/A	N/A	794	520	65.5%
1986-87	430	462	32	476	510	34	N/A	N/A	N/A	813	596	73.3%
1987-88	428	474	46	476	522	46	N/A	N/A	N/A	842	563	66.9%
1988-89	427	457	30	476	508	32	N/A	N/A	N/A	961	561	58.4%
1989-90	424	464	40	476	515	39	N/A	N/A	N/A	696	449	64.5%
1990-91	422	463	41	474	517	43	N/A	N/A	N/A	611	467	76.4%
1991-92	423	459	36	476	508	32	N/A	N/A	N/A	582	404	69.4%
1992-93	424	456	32	478	495	17	N/A	N/A	N/A	658	408	62.0%
1993-94	423	464	41	479	525	46	N/A	N/A	N/A	572	355	62.1%
1994-95	428	467	39	482	525	43	N/A	N/A	N/A	595	341	57.3%
1995-96	505	553	48	508	559	51	N/A	N/A	N/A	584	338	57.9%
1996-97	505	540	35	511	549	38	N/A	N/A	N/A	625	301	48.2%
1997-98	505	572	67	512	575	63	N/A	N/A	N/A	629	360	57.2%
1998-99	505	553	48	511	562	51	N/A	N/A	N/A	576	295	51.2%
1999-00	505	559	54	514	573	59	N/A	N/A	N/A	639	335	52.4%
2000-01	506	577	71	514	570	56	N/A	N/A	N/A	618	333	53.9%
2001-02	504	589	85	516	596	80	N/A	N/A	N/A	657	327	49.8%
2002-03	507	584	77	519	600	81	N/A	N/A	N/A	702	364	51.9%
2003-04	508	596	88	518	599	81	N/A	N/A	N/A	705	293	41.6%
2004-05	508	612	104	520	621	101	N/A	N/A	N/A	743	267	35.9%
2005-06	503	609	106	518	617	99	497	597	100	695	243	35.0%
2006-07	502	601	99	515	633	118	494	599	105	657	218	33.2%
2007-08	502	615	113	515	634	119	494	596	102	715	169	23.6%
2008-09	501	617	116	515	635	120	493	599	106	645	122	18.9%
2009-10	501	632	131	516	641	125	492	618	126	706	116	16.4%