

*Evanston Township  
High School*

2011—2012

# Report on Student Achievement

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

Research, Evaluation, and Assessment  
October 8, 2012

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## 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:
  - EXPLORE is administered in grade 8 (December) before students enter high school.
  - PLAN is administered to sophomores (October) and serves as a midpoint review of student progress.
  - 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. 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 administered to students enrolled as sophomores, juniors or seniors in AP courses.
- Results of the SAT, 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 truancy rate.

*Key points include:*

- ETHS seniors continue to register a high composite score on the ACT.
  - Illinois is one of only nine states requiring students to take the ACT. With nearly all seniors taking the ACT college entrance exam in Illinois (including struggling students who would not be taking the exam in other states because they do not intend to apply to a competitive college or university), ETHS results are still higher than the national average.
  - Black, White, and Latino students outscore their state and national counterparts on the ACT composite score.
- The percentage of students participating in AP exams is at an all-time high of 25.8 percent as a result of a concerted effort to increase the numbers of students taking AP courses. As the percentage of students taking AP exams has increased, ETHS students have maintained their high performance. Seventy percent of students score a “3” or higher on AP exams.
- The five-year graduation rate of 90.5% continues to be high even with a new more stringent state formula.
- The composite score for the PLAN test is the highest overall score in five years.
  - Composite scores for Latino and White students are the highest they have been in the last five years.
- The composite score on the EXPLORE test for the total incoming freshman group for school year 2011-12 continues to be relatively high compared to five years ago. The gap in achievement in reading and math between White students and Black/Latino students exists when students enter ETHS as freshmen. While approximately 92 percent of White incoming freshmen are at or above the national average, between 50 and 60 percent of Black and Latino students enter ETHS at or above the national average.
- Longitudinal analyses of student performance over time indicate students make good gains as they progress through high school. Gains in English for all subgroups improved from EXPLORE to PSAE compared to the previous cohort. Although students make gains from EXPLORE to PSAE/ACT, the gains fluctuate from year to year, particularly for Black and Latino students. We recognize subgroups taking ETHS coursework can consistently gain eight or more scale points of growth. The challenge is to have all subgroups benefit from ETHS coursework so all subgroups will consistently gain eight or more points.
- Performance on the PSAE in reading and math improved for nine of twelve subgroups and was maintained for yet another subgroup. Students also showed improvement on the science portion. Reading performance dropped on the PSAE for Black and special education students.
- The dropout rate continues to be low at 2.1 percent and well below the state average.

# Report on Student Achievement

The purpose of this report is to provide an overview of student performance at Evanston Township High School (ETHS) in 2011-2012. This report includes academic data from several sources:

- Results of the ACT assessment are provided for the graduating Class of 2012.
- PLAN test data are provided for the 2011-2012 sophomore class (Class of 2014).
- EXPLORE scores are reported for the 2012-2013 incoming freshman class (Class of 2016).
- Test results from the Advanced Placement (AP) examinations are provided for all ETHS high school students enrolled in AP courses in 2011-2012. 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 2012.
- 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 truancy rate.

## Interpreting Test Results

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

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

## Introduction to the Data

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.

## ACT Assessment System

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 high school. 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’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 is administered as part of the PSAE 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. The scores reported in Tables 1 to 3 represent the graduating Class of 2012. 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.

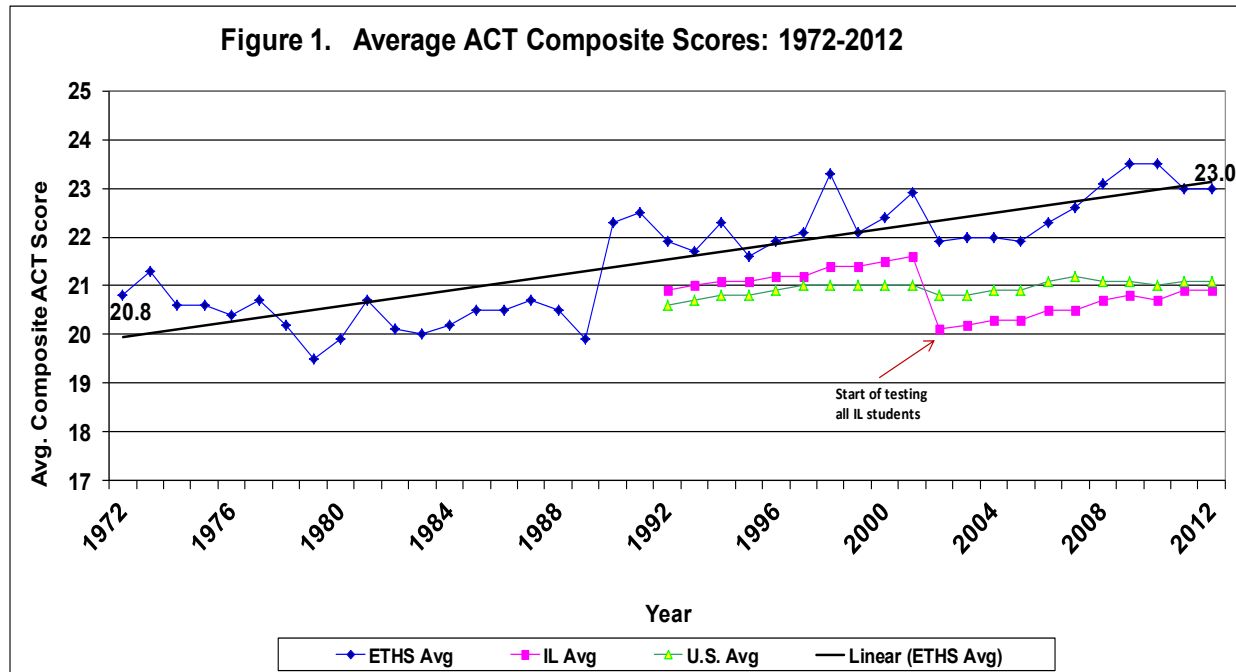
Table 1. Average ACT Composite Scores<sup>a</sup>

Senior Class Year	ETHS Avg. Composite ACT Score	IL Avg. Composite ACT Score	US Avg. Composite ACT Score
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
<b>2002<sup>b</sup></b>	<b>21.9</b>	<b>20.1</b>	<b>20.8</b>
<b>2003</b>	<b>22.0</b>	<b>20.2</b>	<b>20.8</b>
<b>2004</b>	<b>22.0</b>	<b>20.3</b>	<b>20.9</b>
<b>2005</b>	<b>21.9</b>	<b>20.3</b>	<b>20.9</b>
<b>2006</b>	<b>22.3</b>	<b>20.5</b>	<b>21.1</b>
<b>2007</b>	<b>22.6</b>	<b>20.5</b>	<b>21.2</b>
<b>2008</b>	<b>23.1</b>	<b>20.7</b>	<b>21.1</b>
<b>2009</b>	<b>23.5</b>	<b>20.8</b>	<b>21.1</b>
<b>2010</b>	<b>23.5</b>	<b>20.7</b>	<b>21.0</b>
<b>2011</b>	<b>23.0</b>	<b>20.9</b>	<b>21.1</b>
<b>2012</b>	<b>23.0</b>	<b>20.9</b>	<b>21.1</b>

<sup>a</sup> 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;  
<sup>b</sup> 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 through 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 for the graduating Class of 2012 continues to be among the highest scores ETHS has achieved since 1972.
- The trend line shows an upward slope in ACT scores since 1972 and a strong increase since 2002 when the state began requiring all students in a school to be tested on ACT.
- 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 2012, ETHS scored 1.9 points above the national average. (23.0 vs. 21.1)

## 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.

Table 2. ACT Scores by Ethnicity and Year

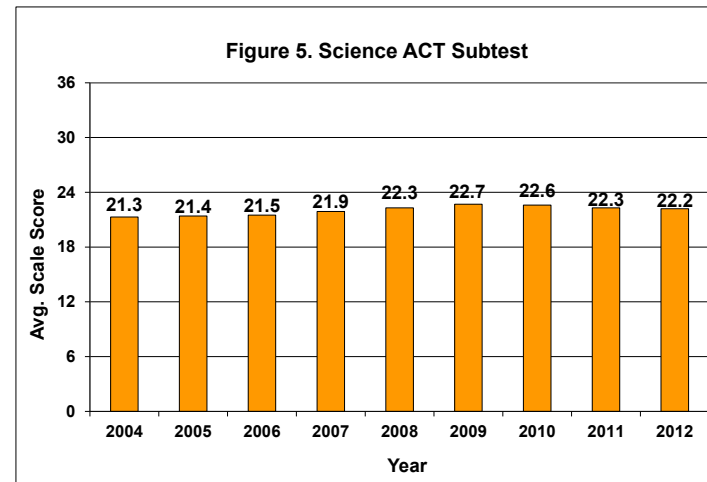
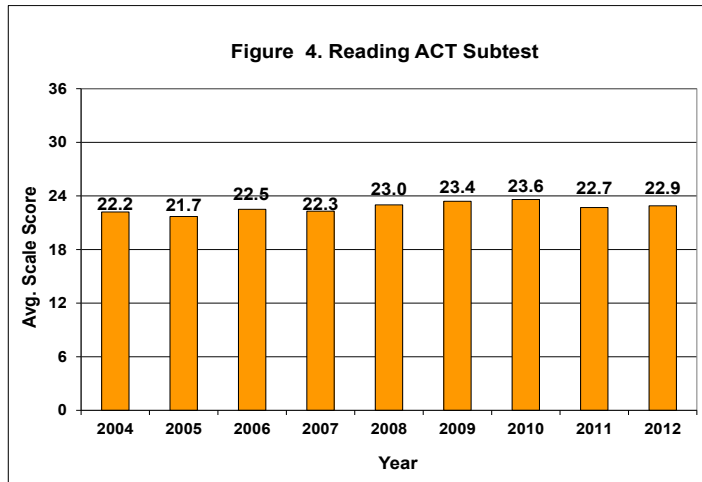
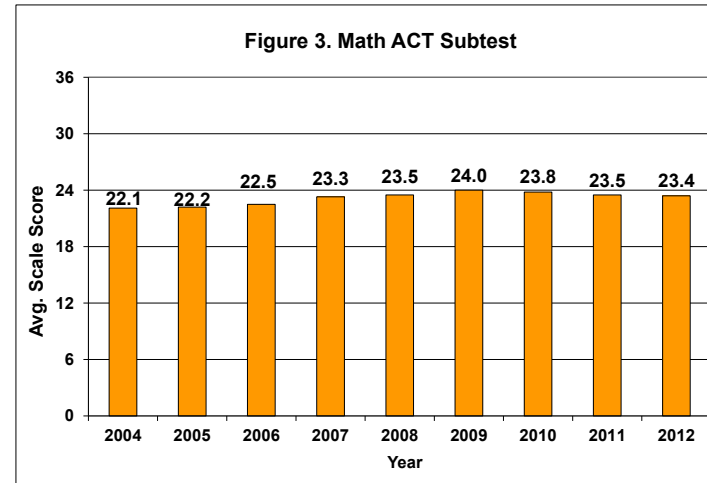
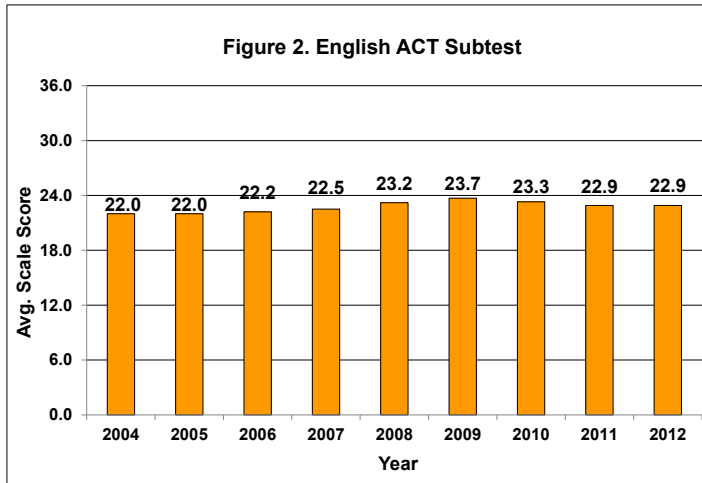
Ethnicity	Year	Seniors within Ethnic Group Taking ACT	Composite		
		N	ETHS Avg	IL Avg	Nat'l Avg
African American/ Black	2007-2008	226 <sup>a</sup>	17.6	16.8	16.9
	2008-2009	212	19.2	16.8	16.9
	2009-2010	190	18.5	16.7	16.9
	2010-2011	195	18.6	17.0	17.0
	2011-2012	216	18.0	17.1	17.0
Latino	2007-2008	50	18.1	18.0	18.7
	2008-2009	56	19.0	18.2	18.7
	2009-2010	66	19.9	18.0	18.6
	2010-2011	83	19.6	18.3	18.7
	2011-2012	103	19.3	18.5	18.9
White	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
	2010-2011	253	27.3	22.6	22.4
	2011-2012	304	27.6	22.7	22.4
All	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
	2010-2011	611	23.0	20.9	21.1
	2011-2012	678	23.0	20.9	21.1

<sup>a</sup>Some 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.

### Highlights and Trends:

- Black, Latino, and White students continue to outscore their counterparts in the state or nation.
- The average composite score of 27.6 for White students is higher than it was for the last four years.

Figures 2 to 5 show the ACT average scale scores for English, math, reading and science for 2004 to 2012.



*Highlights and Trends:*

- Of the four subtests, the highest average scale score was for math with students achieving at 23.4 in 2012.
- Overall, subtest scores have remained relatively the same for the last two years.
- Average scale scores in all four subject areas are higher than both the state and nation.

## 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 <sup>a,b,c</sup> )	English	Math	Reading	Science	Composite		
							ETHS Avg	IL Avg	Nat'l Avg
Males	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
	2010-2011	297	23.1	24.3	22.5	22.7	23.3	21.0	21.2
	2011-2012	330	22.6	23.9	22.7	22.5	23.1	21.0	21.2
Females	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
	2010-2011	313	22.8	22.8	22.9	21.9	22.8	20.8	21.0
	2011-2012	347	23.1	22.9	23.0	21.8	22.9	20.8	21.0
All	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
	2010-2011	636	22.9	23.5	22.7	22.3	23.0	20.9	21.1
	2011-2012	678	22.9	23.4	22.9	22.2	23.0	20.9	21.1

<sup>a</sup> ACT reporting excludes students who tested with accommodations; <sup>b</sup> Males and females do not add up to total because some students did not report a gender code; <sup>c</sup> 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 are higher than state and national averages.
- For males, average scores in English and math dipped from five-year highs in 2010-11; average science scores dropped for males for the third successive year.
- Scores for females inched upward for English.
- Composite scores were comparable for males and females.

## EXPLORE and PLAN Test Results

In 2011-12, ACT re-normed the EXPLORE test as testing companies do every so often to reflect current national performance. Sometimes scale scores and their equivalent percentile ranks shift as a result of this norming process. For the 2011-12 EXPLORE test, this was the case for reading, English, science and the composite score. For example, on the old EXPLORE test, a scale score of 13 in reading was equivalent to the 54<sup>th</sup> percentile rank while on the 2011-12 EXPLORE test, a scale score of 13 is equivalent to the 44<sup>th</sup> percentile rank. The effect of these new norms is reflected in the percent of students scoring above the 50<sup>th</sup> percentile in reading (shown in figure 6). The percentage of students scoring above the 50<sup>th</sup> percentile dropped for all sub-groups.

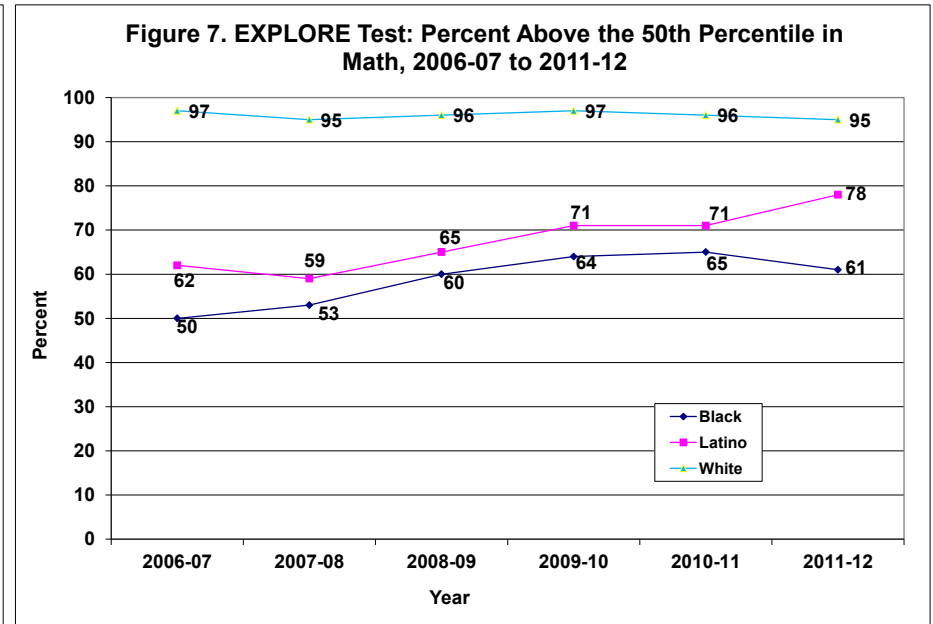
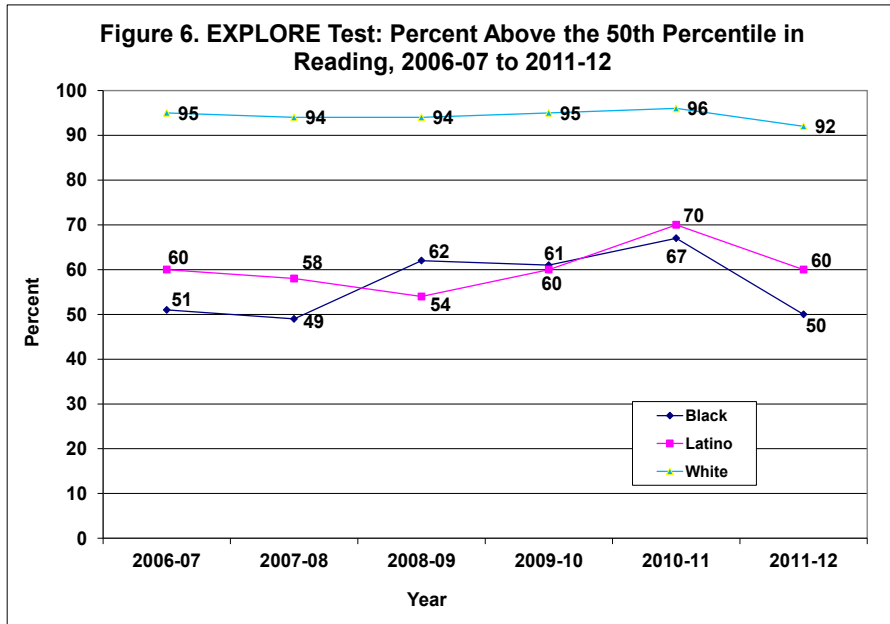
Table 4 shows the results of the EXPLORE test administered to 8th graders in December of each year. EXPLORE scores range from 1 to 25.

Table 4. EXPLORE Test Scores by Ethnicity and Gender

Ethnicity	Year	EXPLORE <sup>a</sup> Composite		EXPLORE Composite Males		EXPLORE Composite Females	
		N	Avg	N	Avg	N	Avg
African	2007-2008	220	14.2	110	14.1	108	14.3
American/ Black	2008-2009	194	14.5	98	14.1	96	15.0
	2009-2010	206	14.8	101	14.4	105	15.1
	2010-2011	203	15.1	103	14.8	100	15.4
	2011-2012	231	15.1	119	14.6	112	15.6
Latino	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
	2010-2011	119	15.7	57	15.5	62	15.9
	2011-2012	120	16.5	66	16.3	54	16.8
White	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
	2010-2011	369	20.1	194	20.3	174	19.9
	2011-2012	336	20.0	157	19.7	179	20.3
All	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
	2010-2011	746	18.0	382	18.1	362	17.9
	2011-2012	787	17.8	371	17.3	395	18.3

<sup>a</sup>Note: Score results for EXPLORE include students tested w/extended time & other special accommodations.

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



### Highlights and Trends:

- The composite score for the total incoming freshman group for school year 2011-12 continues to be relatively high compared to five years ago. Latino students registered the highest average composite score over the last five years; Black students' average composite score was similar to 2011 and their highest score in the last five years.
- Although the average composite score on EXPLORE remained relatively unchanged from previous years, the percent of students above the 50<sup>th</sup> percentile in reading decreased for Black, Latino and White students. For math, the percent of Black students above the 50<sup>th</sup> percentile decreased about four percentage points. However, the percentage of Latino students above the 50th percentile increased from 71 to 78 percent and represents the highest percentage in five years.
- The gap in achievement in reading and math between White students and Black/Latino students exists when students enter ETHS as freshmen. For example, while approximately 92 percent of White incoming freshmen are at or above the national average in reading, between 50 and 60 percent of Black and Latino students enter ETHS at or above the national average.

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

Table 5. PLAN Scores by Ethnicity and Gender

Ethnicity	Year	Total Sophomores <sup>a</sup>	PLAN Composite All		PLAN Composite Males		PLAN Composite Females	
			N	Avg	N	Avg	N	Avg
African American/ Black	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
	2010-2011	246	195	16.2	87	16.0	108	16.4
	2011-2012	224	186	16.1	84	15.7	102	16.5
Latino	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
	2010-2011	113	84	16.4	39	16.8	45	16.1
	2011-2012	131	107	17.4	60	17.8	47	16.8
White	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
	2010-2011	333	331	22.7	171	22.4	160	23.1
	2011-2012	335	311	22.9	169	23.0	142	22.7
All	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
	2010-2011	774	669	19.9	329	19.9	340	19.9
	2011-2012	753	665	20.0	346	20.2	319	19.7

<sup>a</sup>Numbers are based on October official enrollments.

*Highlights and Trends:*

- The 2011-12 overall composite score for the total group is higher than the last four years registering a score of 20.
- Composite scores for Latino and White students are the highest since 2007-2008.

## 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: 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 their ethnicity 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 2011-12 grade 10 cohort (Class of 2014) 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 2010-11 grade 10 cohort (Class of 2013).

Table 6. Gain Between Grade 8 and Grade 10: EXPLORE (2009-2010) to PLAN (2011-2012)

Subject		Grade 8 Av. Scale Score	Grade 10 Av. Scale Score	2011-12 Gr.10 Gain	2010-11 Gr.10 Gain
English	ETHS <sup>a</sup>	17.1	18.9	1.8	1.7
	National	15.1	17.0	1.9	2.1
Math	ETHS	18.0	21.6	3.6	3.5
	National	15.9	18.0	2.1	2.1
Reading	ETHS	16.7	20.0	3.3	3.0
	National	14.9	17.4	2.5	2.2
Science	ETHS	18.3	20.4	2.1	1.9
	National	16.8	18.6	1.8	1.6

<sup>a</sup>Represents a matched cohort of 600 students who remained at ETHS from grade 8 through grade 10.

#### Highlights and Trends:

- In math and reading, ETHS students made greater gains compared to the national group and equal or greater gains than the prior cohort.
- In English, the gain of 1.8 points for ETHS students was similar to the gain at the national level; however, gains in English have not been as great in recent years.
- The largest gain was for math (3.6 points).



Table 7 shows the same information for ethnic subgroups by each subject area. In addition, information for special education 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 (2009-2010) to PLAN (2011-2012) By Ethnicity

Ethnicity	Subject	Grade 8 Av. Scale Score	Grade 10 Av. Scale Score	2011-12 Gr.10 Gain	2010-11 Gr.10 Gain
<b>African American/ Black</b> (N=152)	English	13.4	14.7	1.3	1.1
	Math	15.1	16.8	1.7	2.0
	Reading	13.6	16.0	2.4	2.3
	Science	15.8	17.1	1.3	0.9
<b>Latino</b> (N=100)	English	14.4	15.8	1.4	0.7
	Math	16.3	18.5	2.2	2.0
	Reading	14.1	17.2	3.1	1.7
	Science	16.6	18.2	1.6	0.2
<b>White</b> (N=285)	English	19.7	22.0	2.3	2.1
	Math	20.0	24.8	4.8	4.7
	Reading	19.1	23.0	3.9	3.7
	Science	20.0	22.8	2.8	2.8
<b>Special Ed (IEP)</b> (N=60)	English	13.1	15.3	2.2	1.9
	Math	14.3	16.6	2.3	2.8
	Reading	13.7	16.8	3.1	3.9
	Science	15.9	17.7	1.8	2.1
<b>Low Income</b> (N=219)	English	13.7	15.0	1.3	1.0
	Math	15.5	17.6	2.1	1.8
	Reading	13.8	16.5	2.7	2.2
	Science	16.1	17.3	1.2	1.0
<b>Non Low Income</b> (N=318)	English	18.9	20.9	2.0	2.0
	Math	19.5	23.8	4.3	4.4
	Reading	18.1	21.8	3.7	3.5
	Science	19.5	22.0	2.5	2.4

*Highlights and Trends:*

- All subgroups made gains from eighth grade to their sophomore year.
- Latino and low income students made greater gains in reading than the previous cohort.
- Gains in English for all subgroups were a little higher compared to the previous year.

## 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 2011-12 junior students (Class of 2013) 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 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 report 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 (2008-2009) to PLAN (2010-2011) to PSAE ACT (2011-2012)

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)	
				2011-12 Gr. 11 Gain	2010-11 Gr. 11 Gain	2011-12 Gr. 11 Gain	2010-11 Gr. 11 Gain
<b>English</b>							
ETHS <sup>a</sup>	17.4	19.1	24.2	5.1	4.5	6.8	6.5
State <sup>b</sup>	NA	17.5	20.0	2.5	2.9	NA	NA
<b>Math</b>							
ETHS	18.1	21.7	24.8	3.1	2.8	6.7	6.5
State	NA	18.4	20.8	2.4	2.2	NA	NA
<b>Reading</b>							
ETHS	16.5	19.5	23.1	3.6	4.2	6.6	6.9
State	NA	17.5	20.3	2.8	3.1	NA	NA
<b>Science</b>							
ETHS	18.6	20.5	23.3	2.8	2.6	4.7	4.0
State	NA	18.8	20.5	1.7	1.8	NA	NA

<sup>a</sup>Represents a matched cohort of 581 students who remained at ETHS from grade 9 through grade 11.

Note: State matched analysis is from the Spring 2011 ACT/PSAE tested juniors; the Spring 2012 report has not yet been published.

### Highlights and Trends:

- ETHS students made greater gains from PLAN to PSAE/ACT than students in the state.
- Overall, students improve about three points from EXPLORE to PLAN and from PLAN to PSAE/ACT in the areas of reading and math.
- In English, students made greater gains between the PLAN test and the PSAE/ACT (beginning of sophomore year to end of junior year) than they did between the EXPLORE test and the PLAN test (middle of eighth grade to beginning of sophomore year) (5.1 points vs. 1.7 points).

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

Table 9. Gain Between Grade 8 and Grade 11  
EXPLORE (2008-2009) to PLAN (2010-2011) to PSAE ACT (2011-2012) 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)	
					11-12 Gr. 11 Gain	10-11 Gr. 11 Gain	11-12 Gr. 11 Gain	10-11 Gr. 11 Gain
African American/ Black (N=153)	English	13.9	15.0	18.1	3.1	2.4	4.2	3.8
	Math	15.2	17.1	19.3	2.2	2.1	4.1	4.5
	Reading	13.4	15.6	17.3	1.7	2.5	3.9	4.7
	Science	16.4	17.1	18.1	1.0	0.9	1.7	1.9
Latino (N=73)	English	14.9	15.5	19.0	3.5	2.2	4.1	4.1
	Math	16.4	18.6	20.9	2.3	1.8	4.5	4.7
	Reading	14.2	15.8	18.4	2.6	2.3	4.2	4.2
	Science	17.0	17.3	19.7	2.4	1.6	2.7	3.0
White (N=291)	English	19.8	21.9	28.6	6.7	6.2	8.8	8.6
	Math	20.0	24.6	28.3	3.7	3.5	8.3	8.0
	Reading	18.6	22.3	27.1	4.8	5.5	8.5	8.7
	Science	20.1	22.9	26.6	3.7	3.7	6.5	5.3
Special Ed (IEP) (N=51)	English	12.0	13.9	15.6	1.7	1.1	3.6	3.1
	Math	13.2	15.9	17.3	1.4	2.5	4.1	4.8
	Reading	12.6	16.0	16.8	0.8	1.9	4.2	4.8
	Science	14.6	16.4	17.2	0.8	0.5	2.6	2.0
Low Income (N=196)	English	14.0	14.9	17.7	2.8	2.4	3.7	3.6
	Math	15.4	17.4	19.5	2.1	2.0	4.1	4.4
	Reading	13.4	15.4	17.3	1.9	2.6	3.9	4.4
	Science	16.3	17.0	18.4	1.4	1.2	2.1	2.2
Non Low Income (N=385)	English	19.1	21.2	27.6	6.4	5.6	8.5	8.0
	Math	19.5	23.9	27.5	3.6	3.4	8.0	7.7
	Reading	18.1	21.6	26.0	4.4	5.1	7.9	8.3
	Science	19.0	20.9	23.9	3.0	3.4	4.9	4.9

**Highlights and Trends:**

- Gains in English for all subgroups improved from EXPLORE to PSAE/ACT compared to the previous cohort.
- All student subgroups made gains from eighth grade to eleventh grade. White students make approximately eight points; Black and Latino students make approximately four points depending on the subject matter.
- We recognize subgroups taking ETHS coursework can consistently gain eight or more scale points of growth. The challenge is to have all subgroups benefit from ETHS coursework so all subgroups will consistently gain eight or more points.

## Advanced Placement Examination

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

Table 10 shows the results of AP exams for the students attending ETHS in the 2011-2012 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. 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 is inclusive of all campus students.

Table 10. ETHS Advanced Placement Exam

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
1997	2703 <sup>a</sup>	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) <sup>b</sup>	18.1% (17.7%)	77%	1157	551	2.1
2006	3164 <sup>c</sup>	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
2011	2890	23.6%	65%	1551	681	2.3
2012	2974	25.8%	70%	1800	766	2.3

<sup>a</sup> Day School, Oct. 1 Official Enrollments; <sup>b</sup> Total enrollment including Academy; <sup>c</sup> Total enrollment including Academy

### Highlights and Trends:

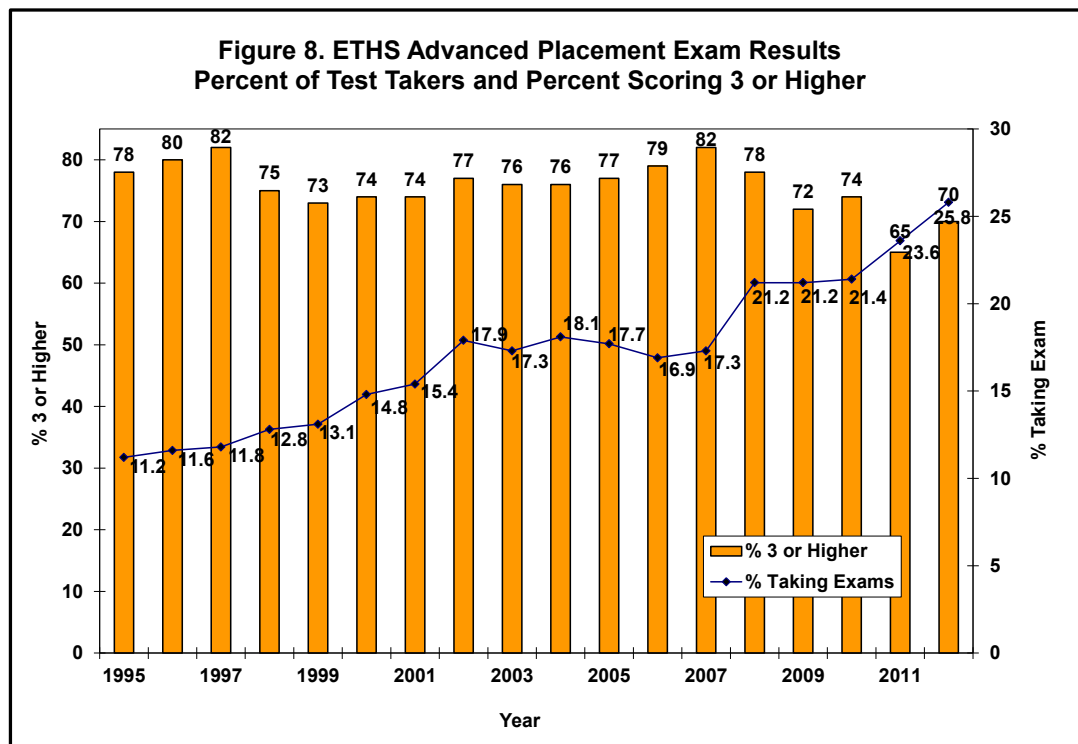
- A full quarter of the ETHS student population participated in the AP testing program in 2011-12. The percentage (25.8%) of students participating in AP exams again increased by 2.2 percentage points from 2011 to 2012 and marks the highest percentage of students participating in AP exams at ETHS in documented history. Along with this increase in student population, the percentage of students scoring a “3” or higher increased from 65 percent to 70 percent.

Table 11 shows a breakdown of AP score values across the last six years. The percentage of scores of “3,” “4,” and “5” increased in 2012 compared to 2011 while the percentage of scores of “1” decreased.

Table 11. Number and Percent of Students at Each AP Score Value: 2007-2012

Year	AP Score					Tests with a Score of 5, 4, or 3		Total # Tests Taken	Total # Students Tested
	5	4	3	2	1	<i>n</i> *	%	<i>n</i>	<i>n</i>
	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>				
2012	363	454	436	283	264	1253	70%	1800	766
2011	296	351	361	269	274	1008	65%	1551	681
2010	373	337	316	200	156	1026	74%	1382	618
2009	297	343	300	189	182	940	72%	1311	623
2008	331	377	309	164	131	1017	78%	1312	630
2007	301	317	254	137	50	872	82%	1059	526

Figure 8 shows AP results in graphic form. The graph shows a positive trend in the percentage taking the exam from 1995 to 2012.



## Scholastic Aptitude Test

The Scholastic Aptitude Test (SAT) is developed and administered via the College Board which also administers the AP Exam. 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.

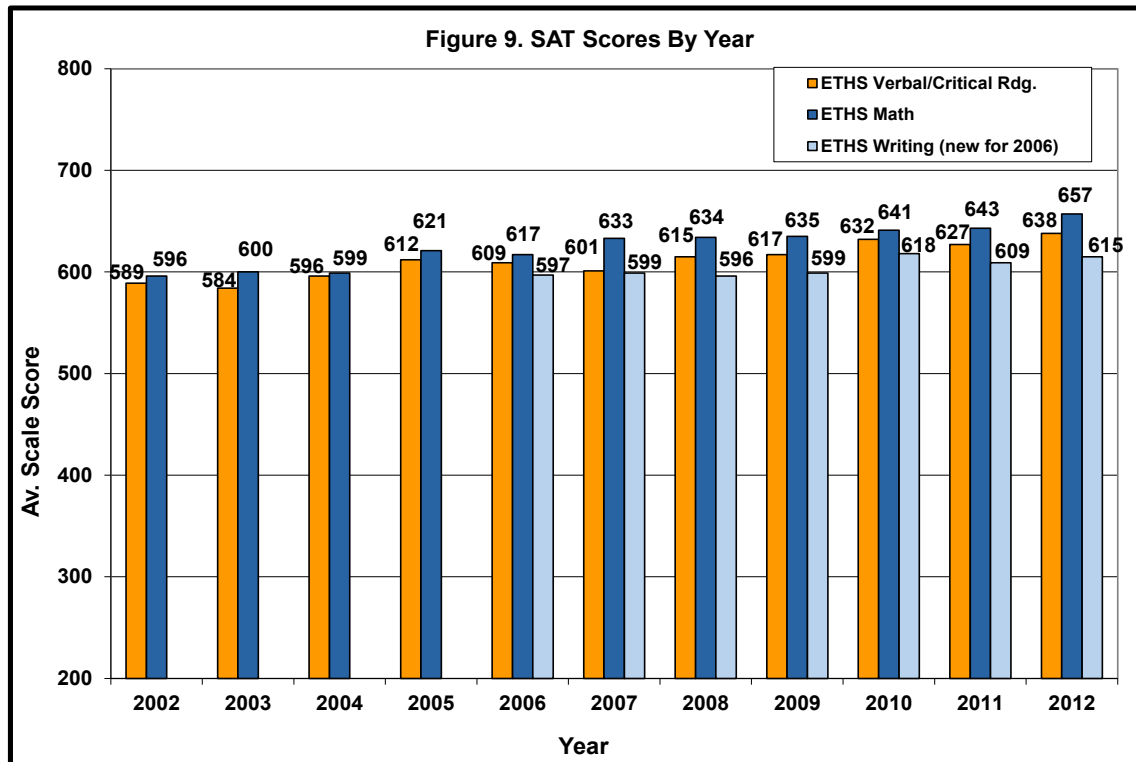


Figure 9 summarizes the average scores for seniors who took the SAT at any time during their high school years. (See Appendix A for a more detailed chart.) If a student took a test more than once, the most recent score is used. The percent of the senior class taking the SAT has been decreasing steadily since 1993-1994. Only 14.2 percent of the 2012 senior class took the SAT. This decrease is due to the fact that almost all colleges and universities now accept the ACT in their college admission process.

### Highlights and Trends:

- The average score for verbal/critical reasoning was 638 (142 points higher than the national group).
- The average score for math was 657 (143 points above the national group).
- The average score for writing was 615 (127 points above the national group).

## Prairie State Achievement Examination

School year 2011-2012 was the eleventh year that the Prairie State Achievement Test 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 serves as the baseline year. Each state must set up its own criteria for AYP. In Illinois for the 2011-2012 year:

- Schools were required to have 85 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 85 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 percent 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 82 percent for the total group.

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

Tables 12 and 13 show PSAE results in reading and math from 2004 through spring of 2012. Table 14 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 12. Percentage of Students Meeting/Exceeding Standards in Reading on PSAE: 2005-2012

Reading									
	2004	2005	2006	2007	2008	2009	2010	2011	2012
<b>State AYP</b>	40.0	47.5	47.5	55.0	62.5	70.0	77.5	85.0	85.0
<b>All</b>	62.0	66.5	66.6	67.3	69.9	69.5	63.2	61.0	65.2
<b>White</b>	89.3	91.1	89.3	90.4	90.4	92.6	90.7	87.8	91.6
<b>Black</b>	29.6	34.8	35.4	36.0	46.2	38.8	36.6	33.9	28.4
<b>Latino</b>	30.9	49.2	52.8	35.2	38.2	50.0	43.0	38.6	48.3
<b>Special Ed.</b>	21.2	32.9	32.6	38.8	37.9	41.5	26.3	26.9	28.6
<b>Low-income</b>	23.2	32.1	38.0	36.8	36.5	40.4	39.3	32.6	32.7

Table 13. Percentage of Students Meeting/Exceeding Standards in Math on PSAE: 2005-2012

Math									
	2004	2005	2006	2007	2008	2009	2010	2011	2012
<b>State AYP</b>	40.0	47.5	47.5	55.0	62.5	70.0	77.5	85.0	85.0
<b>All</b>	61.3	61.7	67.0	67.1	73.1	69.3	66.2	64.5	70.1
<b>White</b>	89.6	87.1	89.9	90.7	91.6	92.6	93.7	90.9	94.2
<b>Black</b>	25.9	28.7	36.2	35.6	50.7	36.7	39.3	34.9	38.0
<b>Latino</b>	34.5	36.9	49.1	35.8	47.3	60.0	44.3	46.6	53.9
<b>Special Ed.</b>	20.9	25.9	27.9	28.4	34.5	38.3	31.7	28.7	27.3
<b>Low-income</b>	20.5	22.8	36.4	31.7	43.4	41.8	38.8	37.5	39.2



Table 14. Percentage of Students Meeting/Exceeding Standards in Science on PSAE: 2005-2012

Science									
	2004	2005	2006	2007	2008	2009	2010	2011	2012
<b>All</b>	58.1	59.5	55.5	64.1	65.9	60.8	57.6	59.7	64.6
<b>White</b>	88.1	86.4	84.2	89.0	88.1	85.0	88.0	88.0	93.1
<b>Black</b>	19.0	22.9	21.1	27.3	38.6	28.4	28.5	31.8	29.7
<b>Latino</b>	42.0	39.4	24.5	29.2	43.8	44.3	38.1	38.4	39.1
<b>Special Ed.</b>	25.4	16.9	14.3	22.2	18.8	27.2	22.8	22.9	24.0
<b>Low-income</b>	16.5	19.7	20.8	27.2	36.0	29.5	31.0	32.3	30.2

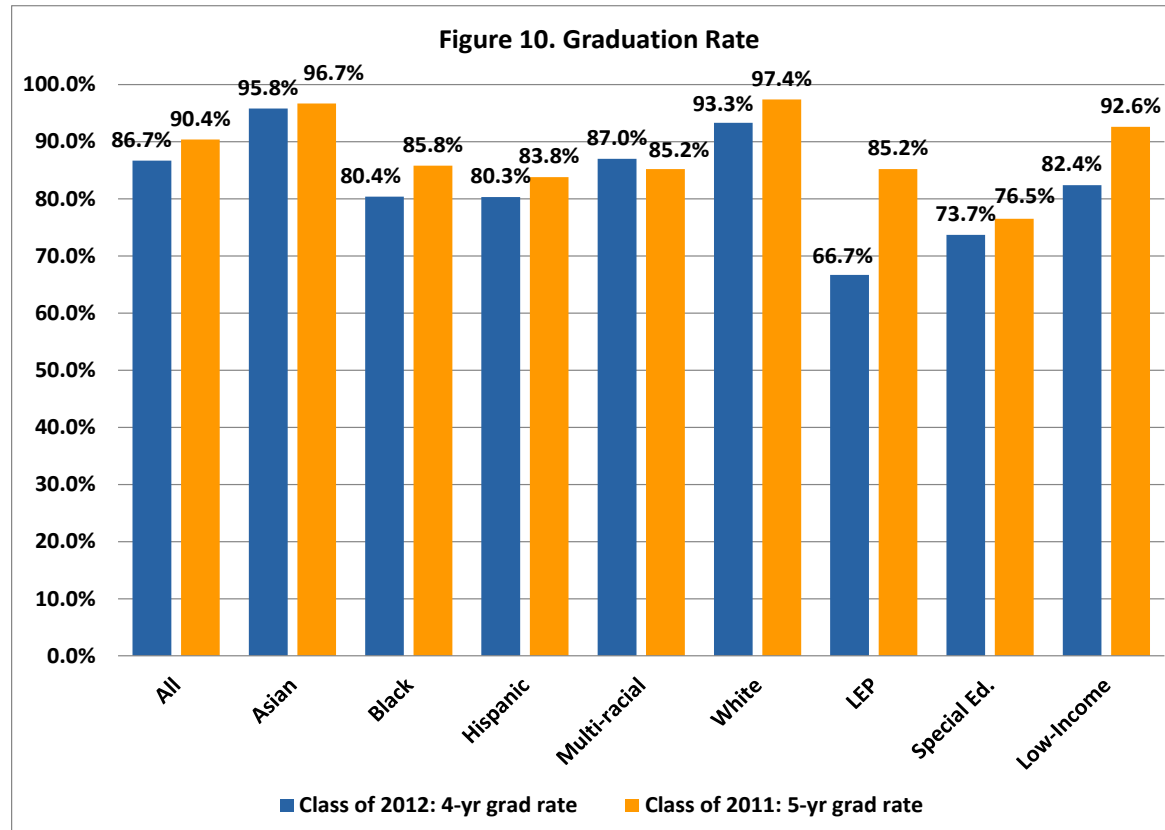
*Highlights and Trends:*

PSAE scores fluctuate from year to year. For 2011-12, the percentage of students meeting or exceeding state standards improved for nine of twelve categories in reading and math, the subjects that are used for determining adequate yearly progress. Of particular note are the increases for Latino students in both reading and math. The percentage of Latino students meeting/exceeding state standards in reading increased from 38.6 percent to 48.3 percent; in math, the percentage increased from 46.6 to 53.9. The percentage of White students meeting/exceeding in reading and math improved 3 to 4 points. The percentage of Black students meeting/exceeding standards in reading decreased from 33.9 to 28.4. The PSAE reading data for Black students were disaggregated to look at score patterns.

- In order for students to meet standards on the reading portion, they need to achieve an ACT score of 20 or higher and a “5” on the WorkKeys portion. In 2012, the percentage of Black students achieving a “20” decreased slightly; however, the bigger problem seems to be that a number of students scored “20” on the ACT but did not achieve a “5” on the WorkKeys portion or vice versa.
- For the 2012 school year, the state again required that seniors who took the PSAE (because they did not take it in their junior year) now be part of the state AYP calculation.

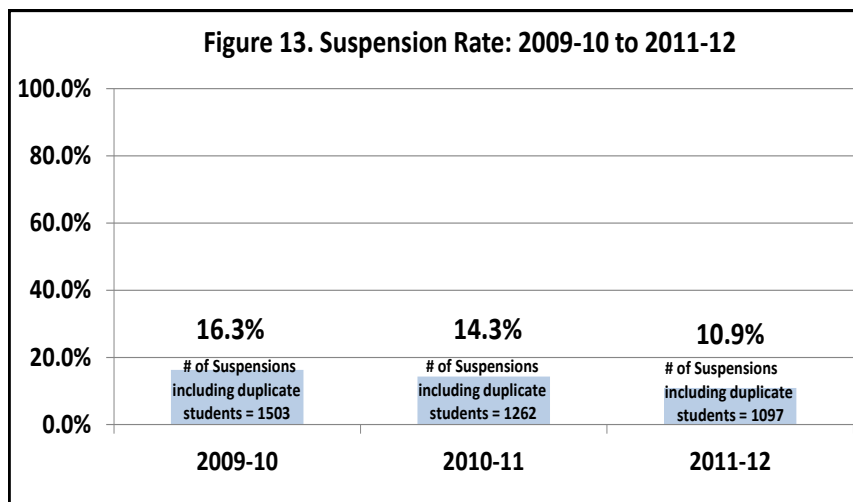
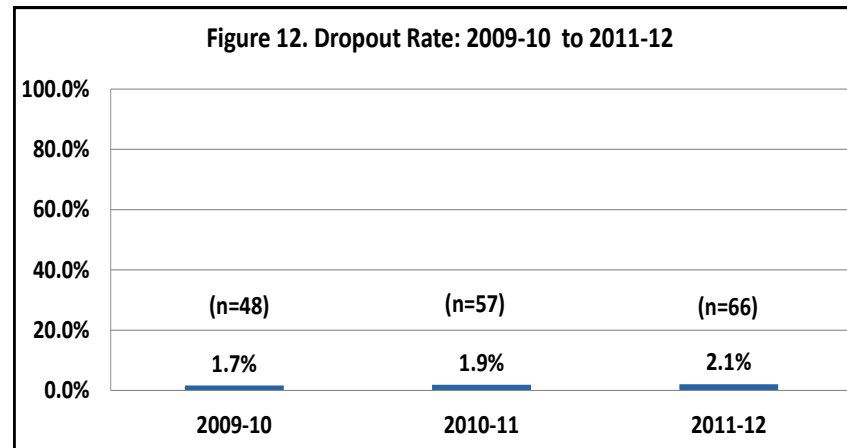
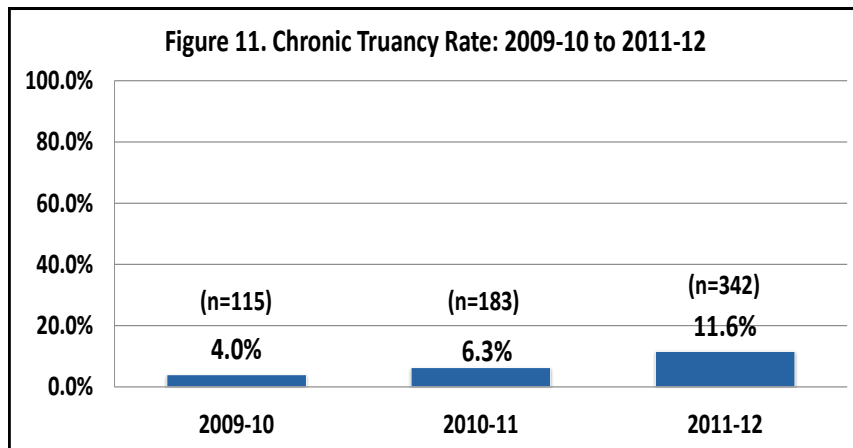
## Other Academic Indicators

Figures 10 through 13 summarize data for academic indicators other than test scores. Figure 10 shows graduation rate data. In 2010-11, the state changed the formula for the graduation rate. The new graduation rate formula follows a freshman cohort from the freshman year for both four and five years.<sup>1</sup> At the same time the state changed the formula, it expanded its database system to include student graduation data. Figure 10 shows the four year graduation rate for the class of 2012 and the five year graduation rate for the class of 2011. The overall five year graduation rate is 90 percent and is well above the state target of 82 percent. All subgroups are above the target except special education. It must also be noted, that special education students are entitled by law to extend their high school experience until their 22<sup>nd</sup> birthday to address IEP goals related to post-secondary transition.



<sup>1</sup>The four-year adjusted cohort graduation rate (hereafter referred to as “the four-year graduation rate”) is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. The five-year adjusted cohort graduation rate (referred to as “the five-year graduation rate”) uses the same formula but is based on the number of students who graduate in five years.

Figures 11 and 12 show the truancy and dropout rates for the last three school years. The state formula for calculating truancy changed this past year. Prior to 2011-12, a chronic truant was defined as a child who was absent without valid cause from school for 10 percent or more of the previous 180 regular attendance days. Beginning in 2011-12, a chronic truant was defined as a child absent without valid cause for 5 percent or more of the previous 180 regular attendance days. As a result of this new formula, our truancy rate increased from 6.3 percent to 11.6 percent. Finally, Figure 13 shows suspension data for school year 2011-12 compared to 2010-11. The percentage of suspensions decreased between 2010-11 and 2011-12 from 14.3 percent to 10.9 percent.



*Highlights and Trends:*

- The dropout rate for the school continues to remain low at 2.1 percent.
- The total percent of suspensions decreased from 16.3 percent in 2009-2010 to 10.9 percent in 2011-12.
- Based on a new state formula, it would be expected that the truancy rate would double to 12.6 percent. The ETHS chronic truancy rate increased less than that (11.6%).

## Implications

The 2011-12 achievement data are very strong for ETHS:

- The average ACT composite score of the 2011 graduation class continues to be among the highest scores since 1972.
- The percent of students taking Advanced Placement exams has increased dramatically since 1995 from 11.2 to 25.8 in 2012, and ETHS continues to have a high passing rate of 70 percent.
- 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.
- The graduation rate of 90.4 percent is well-above the state's target of 82 percent.

Although student achievement is generally improving, there are always areas that we need to improve. Based on this analysis of student performance in 2011-12, some of the areas we need to focus on are:

- The average score on the English ACT subtest has shown some decline over the last several years although there was improvement from sophomore to junior year for the 2011-12 junior cohort. The English department is making curricular changes beginning with the ninth grade curriculum.
- Performance in reading on the Prairie State Achievement Examination was lower than the previous year for Black and special education subgroups. We need to make sure that students score both a 20 on the ACT and a "5" on the WorkKeys portion.
- The new state formula which significantly expands the definition for chronic truancy makes it imperative that we increase our efforts to reduce the truancy rate. It is recommended that we review student academic profiles of chronic truants to help us identify ways we might help these students attend school more regularly.

## *Initiatives for the 2012 - 2013 School Year*

The following are some of the initiatives in place for the 2012-13 school year:

- The race and equity work assisted by the Pacific Education Group is a professional development learning strand and will be expanded to include approximately 130 more staff members. The plan is to train the majority of staff by the end of the 2012-2013 school year.
- Humanities and Biology teachers are using the CARE model (Collaborative Action Research for Equity) as part of their professional development learning as they teach the earned honors model.
- All professional development efforts in 2012-13 incorporate an equity and excellence 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.
- All students in reading intervention programs in the mainstream and special education will take the NWEA MAP test three times this year: fall, winter and spring. Based on fall scores, individual goals will be set with students. Academic growth will be monitored from fall to spring.

## *Initiatives for the 2012 - 2013 School Year (cont'd)*

- The Math Department is tightening its focus on the Common Core State Standards, exploring the answer to the question, “How do we help all students meet the Common Core Standards for Mathematical Practice?” The department is working to answer this question through regular department meetings and through “vertical teams” meeting as PLCs. For example, one PLC is dedicated to how to best integrate technology into lessons across several courses while another is working on improving their use of formative assessment.
- The Science Department redesigned the Biology course, aligned it to AP expectations and developed an earned honors credit assessment system. The Science Department is implementing its new restructured the Biology course this year.
- The freshman Humanities program has been reworked and offers a challenging honors curriculum aligned to new Common Core Standards and AP expectations.
- Administrators, department chairs, and teacher leaders again attended a Leadership Retreat in August. During this retreat, ETHS staff reviewed student achievement from school year 2011-12 to identify strengths and areas for improvement.
- 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 are being shared with department chairs to assist teachers in targeting students for improving academic performance.
- Wildkit Academy now offers Test Prep as an option for students who want to come in on Saturdays for ACT test prep.
- The credit recovery program will again be in place to assist seniors in achieving the credits needed to graduate.
- Several training opportunities are being offered to students to prepare them for Advanced Placement course work. An Advanced Placement Course Summer Boot Camp was again implemented prior to the start of school to prepare students for Advanced Placement coursework. An Advanced Placement Course Winter Training will be implemented prior to the course selection deadline to inform and prepare students for Advanced Placement coursework. An Advanced Placement Course Spring Training will be implemented after the course selection deadline to prepare and support students as they progress toward their Advanced Placement courses. Other AP activities include:
  - ETHS will again host the Pathways to AP Forum, which is a community forum to inform, encourage and support future Advanced Placement students and families. Pathway documents will be presented for each AP department.
  - Team Access & Success in Advanced Placement (teamASAP) is a group of students built around our AP recruitment and retention work that will hold meetings and provide support for our events throughout the year.
  - AM Support AP Sessions (AMAPS) will be held in a variety of AP courses to help support our current AP students.
  - TeamASAP will mentor students who are on the pathway to AP both inside and outside of the classroom.

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# Appendix A

## SCHOLASTIC APTITUDE TEST (SAT) TEST SCORES : 1982-2012

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.

Year	Critical Reading Averages			Math Averages			Writing Averages			# Graduating Seniors	# Taking SAT	% of Graduating Seniors Taking Test
	Nat'l	ETHS	Points Above Nat'l	Nat'l	ETHS	Points Above Nat'l	Nat'l	ETHS	Points Above Nat'l			
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%
2010-11	497	627	130	514	643	129	489	609	120	636	107	16.8%
2011-12	496	638	142	514	657	143	488	615	127	655	93	14.2%