

Report on Student Achievement

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APPENDICES

A. Scholastic Aptitude Test Results

- 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 PSAE/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 PSAE 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**

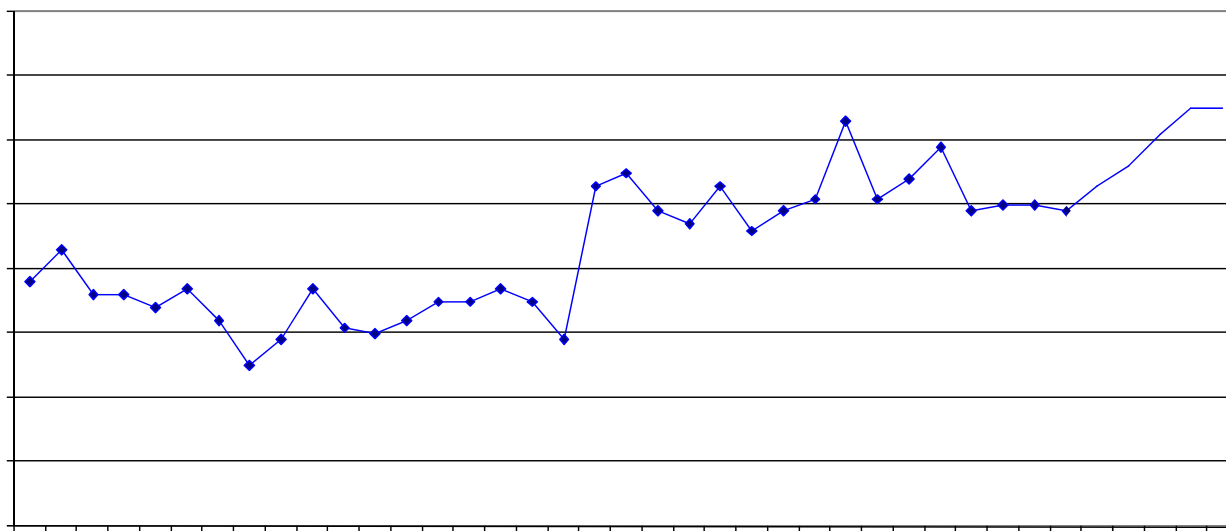
INTRODUCTION TO THE DATA

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 Performance by Ethnicity

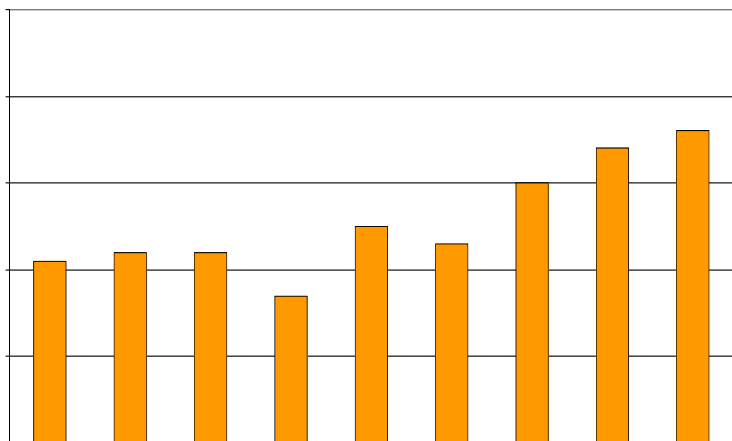
Table 2 shows ACT data by ethnicity. Students do not always report their race when taking the ACT. Therefore, the reports that we receive from ACT do not represent all of the students in each racial group. Since 2006-07, we have recalculated composite scores using the ETHS database so as to provide an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

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





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	English	Math Reading

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						
		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

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

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:

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

EXPLORE to PSAE/ACT

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

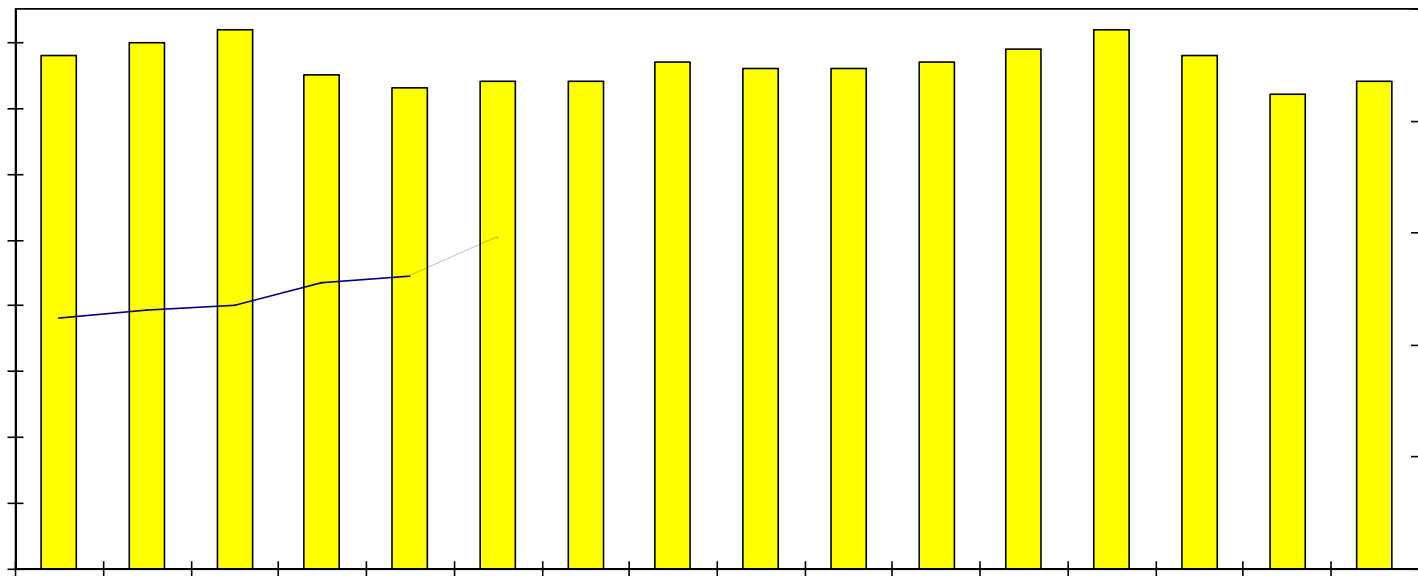
Table 9. Gain Between Grade 8 and Grade 11								
EXPLORE (2006-2007) to PLAN (2008-2009) to PSAE ACT (2009-2010) By Ethnicity								
Ethnicity	Subject	EXPLORE Grade 8 Av. Scale Score	PLAN Grade 10 Av. Scale Score	PSAE/ACT Grade 11/12 Av. Scale Score	PLAN (Gr.10) to PSAE/ACT (Gr.11)		EXPLORE (Gr.8) 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

ADVANCED PLACEMENT EXAMINATION

Highlights and Trends:

- Ã 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.
- Ã The percentage of students scoring a “3” or higher improved from 72 percent to 74 percent.
- Ã 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.

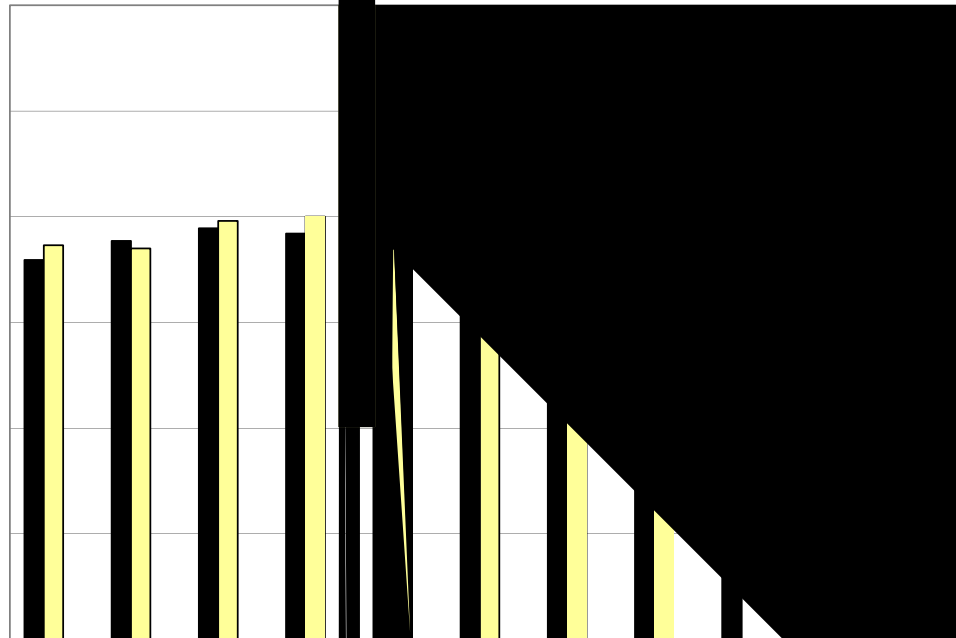


SAT

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 1990. 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/Exceeding 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

	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

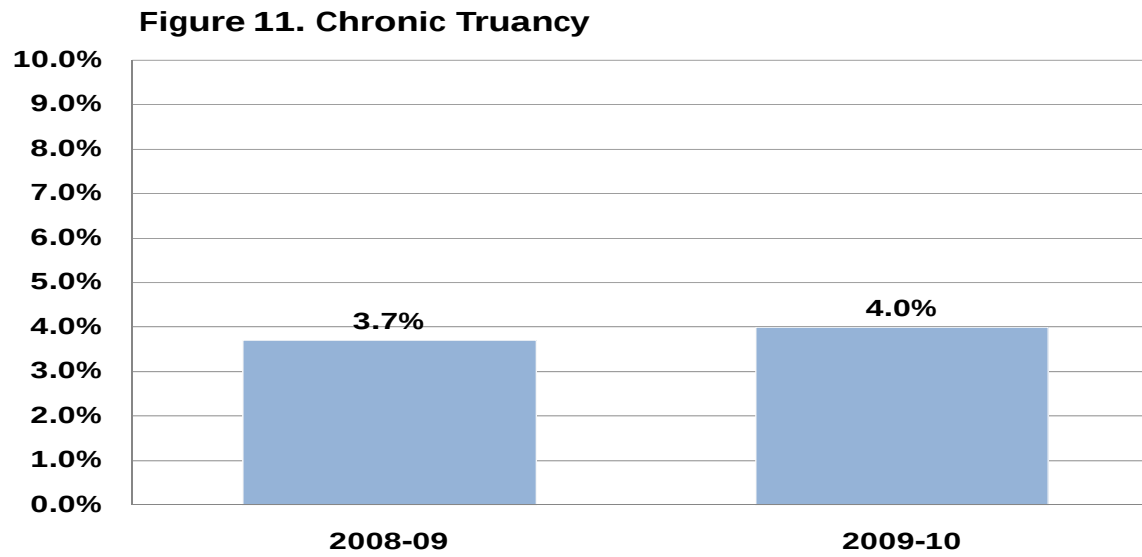
Highlights and Trends:

- 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:
 - There was a decline in the percentage of ACT scores above 21 in reading.
 - 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.

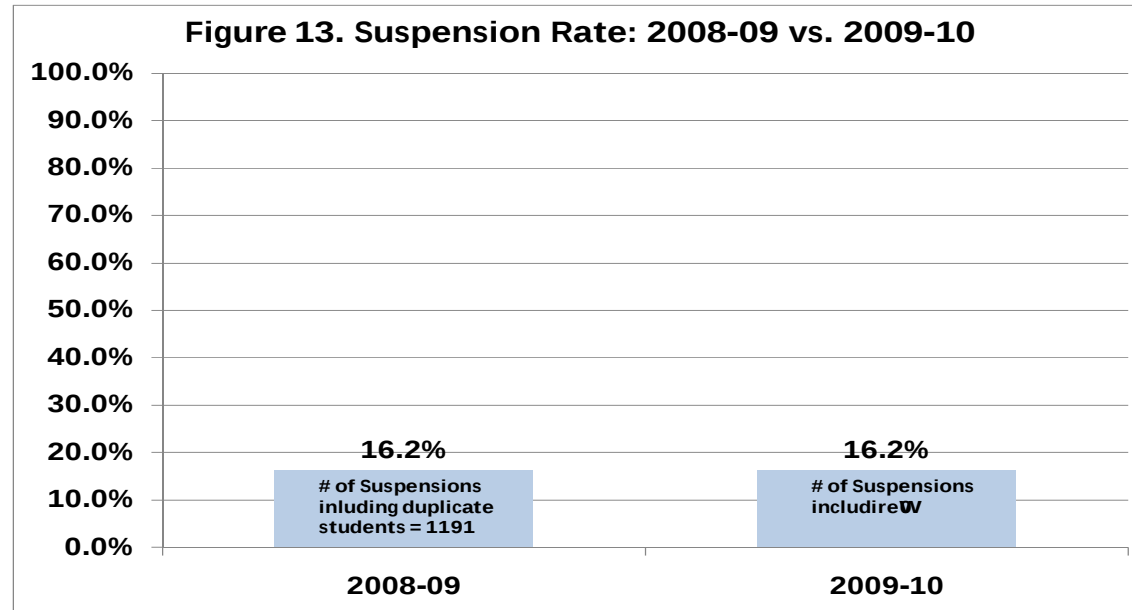
OTHER ACADEMIC INDICATORS

Figures 10 through 14 show the percentage of students meeting/exceeding standards in reading, math, and science for the 2009-2010 school year. The data is presented by subgroup and by district. The data is presented in the following tables:

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.



- 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

