



This page intentionally left blank.



Table of Contents

Executive Summary	i
Interpreting Test Results	1
Introduction to the Data	2
ACT Assessment System	2
ACT Test Results	3
ACT Performance by Race/Ethnicity	6
ACT Performance by Gender	7
ACT College Readiness Benchmarks	8
EXPLORE and PLAN Test Results	9
PLAN College Readiness Benchmarks	12
Longitudinal Analysis	13
EXPLORE to PLAN	13
EXPLORE to PSAT/ACT	15
Advanced Placement Examinations	17
Prairie State Achievement Examinations	20
Other Academic Indicators	23
Implications	25

Executive Summary

The attached report provides analyses of test results including:

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 student scores on EXPLORE, PLAN and PSAT/ACT is used to assess students' progress as they move through grade 8 to 11. These scores are the only standardized measure that enables the district to measure the same cohort throughout their high school experience. or

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, Latino and White 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 with 59.9% of all juniors and seniors taking at least one AP exam. This is 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. In 2012-13,

The five-year graduation rate of 89.0% continues to be high even with a new more stringent state formula.

The composite score for the PLAN test is the highest in ETHS history.

- Composite scores for Black, Latino, and White students in Illinois are 3

f

Report on Student Achievement

The purpose



tr

Highlights and Trends:

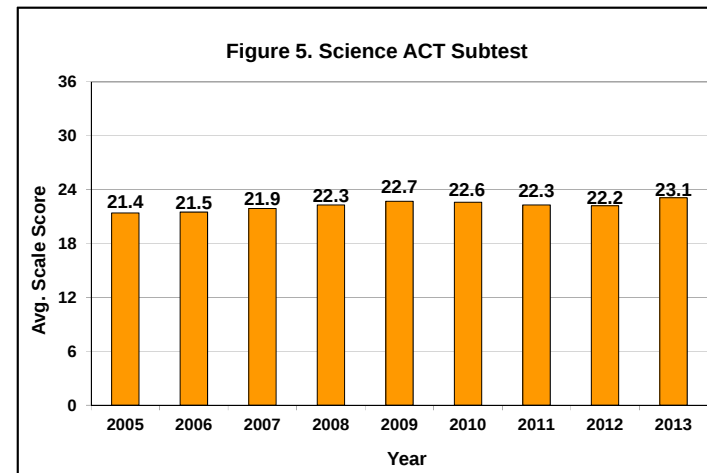
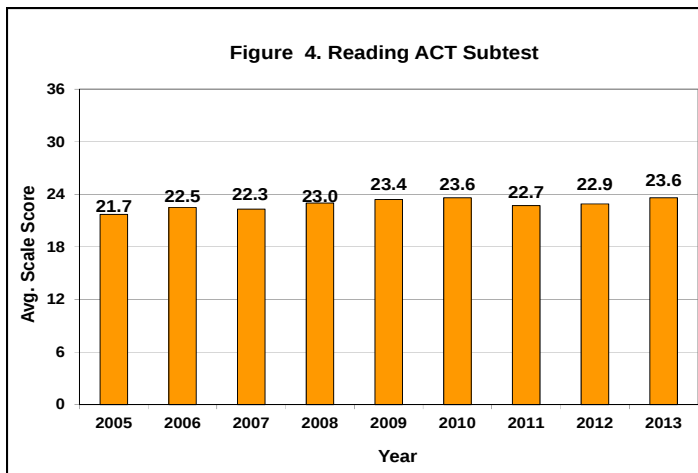
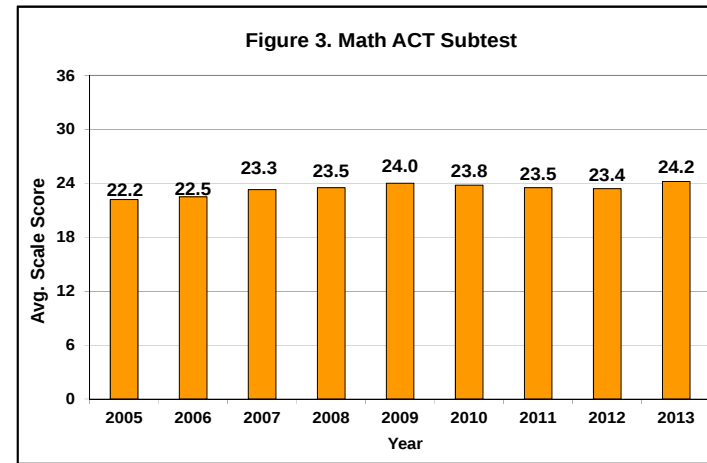
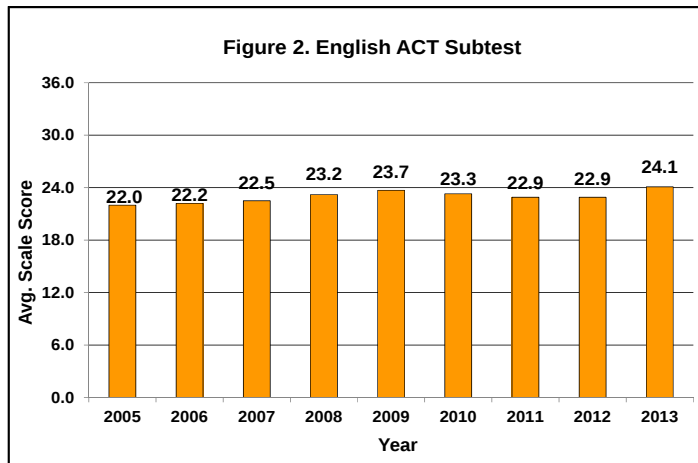
The ETHS composite score of 23.9 for the graduating Class of 2013 is the highest in the history of ETHS.

The trend line shows an upward slope in ACT scores since 1972 and a steady increase since 2002 when the state began requiring all students in a school to be tested on ACT.

ETHS continues to score much higher than the state and nation.

In 2002, when ETHS began testing all students and a graduating class of 2002, the state composite score was 18.2 and the national average was 20.0. ETHS score was 23.9.

Figures 2 to 5 show the ACT average scale scores for English, math, reading and science for 2005 to 2013. These figures report students who tested without accommodations (i.e. standard time only).



Highlights and Trends:

Of the four subtests, in 2013 the highest average scale score was for math with students achieving at 24.2 and English at 24.1.

In 2013, all subtest scores met or exceeded their highest score ever.

Average scale scores in all four subject areas are higher than both the state and nation.

ACT Performance by Race/Ethnicity

Table 2 shows ACT data by race/ethnicity. Students do not always report their race/ethnicity when taking the ACT. Therefore, the reports that we receive from ACT do not represent all of the students in each 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 group.

Highlights and Trends:

Beginning in 2012-13, ACT scores by race/ethnicity include all students who tested with extended time accommodations. This is a change from previous years.

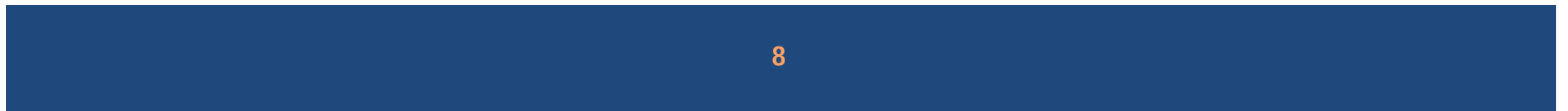
Black, Latino, and White students continue to outscore their counterparts in the state and nation.

The average composite score of 23.2 for all students, includes students who tested with accommodations. This is higher than the two prior years which excluded students who tested with

ACT Performance by Gender

Table 3 shows ACT performance for each subject area by gender. Beginning in 2012-13, ACT scores by gender include all students who tested with extended accommodations.

Highlights and Trends:



EXPLORE and PLAN Test Results

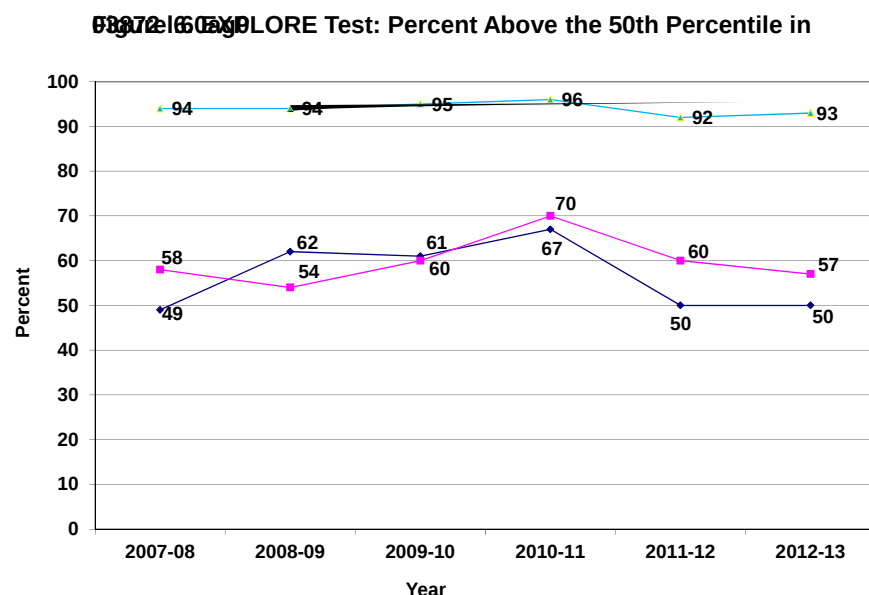
In 2011-12, ACT re-normed the EXPLORE test as testing companies do every so often to reflect current national performance. Sometimes scale scores and their equivalent percentile ranks shift as a result of this norming process. For the 2011-12 EXPLORE test, this was the case for reading, English, science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

Table 5 shows the results of the EXPLORE test administered to 8th graders in December of each year. EXPLORE scores range from 1 to 25.

Table 5. EXPLORE Test Scores by Race/Ethnicity and Gender

Race/
Ethnicity

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 for school year 2012-13 is similar to 2011-12. Latinx students' average composite score was lower than the previous two years; Black students' average composite score registered as the highest ever.

Although the average composite score on EXPLORE remained relatively unchanged from previous years, the percent of students above the 50th percentile in reading remained the same for Black students and decreased for Latinx students. In math, the percent of Black students above the 50th percentile increased about two percentage points. However, the percentage of Latinx students above the 50th percentile decreased from 78 to 65 percent and represents the lowest percentage in five years.

The gap in achievement in reading and math between White students and Black/Latinx students exists when students enter ETHS as freshmen. For example, while approximately 93 percent of White incoming freshmen are at or above the national average in reading, between 50 and 60 percent of Black and Latinx students enter ETHS at or above the national average.

Table 6 shows the sophomore results of the PLAN test for the last five years. PLAN scores range from 1 to 32.

Table 6. PLAN Scores by Race/Ethnicity and Gender

Race/ Ethnicity	Year	Composite All ^b		Composite Males		Composite Females	
		N	Avg	N	Avg	N	Avg
Black/African	2008-2009	201	16.1	113	15.8	88	16.4

Highlights and Trends:

The 2012-13 overall composite score for the total group is at its highest ever, registering a score of 20.6.

Composite scores for Black, La^ono, and White students are also their highest in history. Composite scores for Black male students increased from 15.7 in 2011-12 to 17.3 in 2012-13. This represents about a 10% increase in their average composite score. Composite scores for La^ona females increased from 16.8 to 17.9, a 6.5% increase.

Table 7. ETHS Performance in Comparison to PLAN College Readiness Benchmarks

			Percent Students Meeting/Exceeding Benchmark			
			2012-13 School Year		2011-12 School Year	
	2013	2012	ETHS	National	ETHS	National
English	15	15	87%	64%	82%	64%



One of the advantages of using ACT's assessment system is that it provides a means to monitor student progress from eighth grade

EXPLORE to PLAN

The achievement of sophomores was analyzed from eighth grade to the fall of tenth grade. Table 8 shows the mean scale scores on EXPLORE and PLAN for matched student groups for the 2012-13 grade 10 cohort (Class of 2015) 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 2011-12 grade 10 cohort (Class of 2014).

Highlights and Trends:

In math and science, ETHS students made greater gains than students nationwide.

In English, the gain of 2.0 points for ETHS students was higher than the English gain from the year before. The reading gain decreased by 1.3 points between 2011-12 and 2012-13.

The largest gain was for math, 3.3 points.



EXPLORE to PSAE/ACT

Table 10 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 2012-13 junior students (Class of 2014) 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 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 who tested with accommodations.

Table 10. Gain Between Grade 8 and Grade 11:

English		19.3					
ETHS	17.4	19.3	23.6	4.3	5.1	6.2	6.8
State ^b	NA						

Highlights and Trends:

- x ETHS students made equal or greater gains from PLAN to PSAE/ACT than students in the state.
- x Overall, students improve about two points from EXPLORE to PLAN and four points from PLAN to PSAE/ACT in English. In math, students improve about two points from EXPLORE to PLAN and from PLAN to PSAE/ACT.
- x 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) (4.3 points vs. 1.9 points).

Table 11 shows the gain between Grade 8 and Grade 11, and is disaggregated by race/ethnicity, special education, and low-income subgroups for each subject.

Highlights and Trends:

Gains in English for all subgroups improved from EXPLORE to PSAE/ACT compared to the previous cohort.

All subgroups made gains from eighth grade to eleventh grade. White students make approximately eight points depending on the subject matter, and

Table 13 shows a breakdown of AP score values across the last five years. In 2013, 850 students took 1927 AP exams. This is the highest number of students taking exams in ETHS history. The number of tests with a score of “3,” “4,” and “5” increased in 2013 compared to 2012. Proportionally the percentage of scores of “3,” “4,” and “5” decreased in 2013 compared to 2012.

Table 13. Number and Percent of Students at Each AP Score Value: 2009-2013

Year	AP Score					Tests with a Score of 5, 4, or 3		Total # Tests Taken	Total # Students Tested
	5	4	3	2	1	n	%	n	n
	n	n	n	n	n				
2009	300	341	301	187	181	942	72%	1310	622
2010	374	337	316	200	157	1027	74%	1384	620
2011	296	351	361	269	274	1008	65%	1551	681
2012	363	454	436	285	265	1253	69%	1803	769
2013	331	512	450	341	293	1293	67%	1927	850

Figure 8 shows AP results in graphic form. The graph shows a positive trend in the percentage taking the exam from 1995 to 2013.



School year 2012-2013 was the twelfth 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, and science reasoning. The writing exam was not included in 2011-12 and 2012-13. 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 combined reading score on the PSAE is comprised of the reading ACT and WorkKeys tests; the combined math score on the PSAE is comprised of the math ACT and WorkKeys tests; and the combined science score on the PSAE is comprised of the science ACT and state-developed science assessment. The PSAE scales for all subjects range from

score

a state-developed component in science. The combined reading score on the PSAE is comprised of the reading ACT and WorkKeys tests; the combined math score on the PSAE is comprised of the math ACT and WorkKeys tests; and the combined science score on the PSAE is comprised of the science ACT and state-developed science assessment. The PSAE scales for all subjects range from

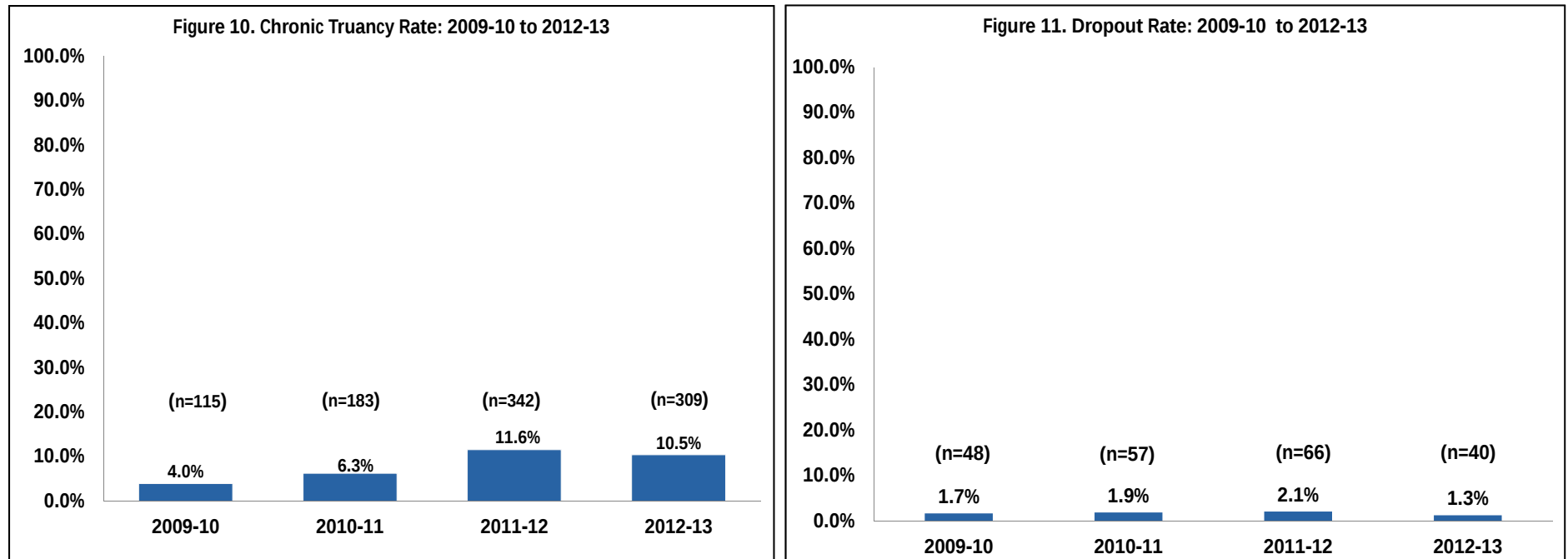
Tables 14-16 show PSAE results in reading, math, and science from 2004 through spring of 2013. The year 2004 is used as an anchor year because it year

Highlights and Trends:

PSAE scores fluctuate from year to year. In 2013, the state again made taking the PSAE a graduation requirement. Students who did not take the PSAE as juniors were required to take it their senior year and are included in the taking

Figures 9 through 11 summarize data for academic indicators other than test scores. Figure 9 shows graduation rate data from 2012-13. 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

Figure 10 shows the truancy rate for the past four school years. The state formula for calculating truancy changed in 2011-12. Prior to 2011-12, a chronic truant was defined as a child who was absent without valid cause from school for 10% 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% or more of the previous 180 regular attendance days. As a result of this new formula, our truancy rate increased from 6.3% in 2010-11 to 11.6% in 2011-12. In 2012-13 the chronic truancy rate dropped to 10.5%.



Highlights and Trends:

The ETHS chronic truancy rate decreased to 10.5% in 2012-13, down from 11.6% in 2011-12.

The dropout rate for 2012-13 decreased to 1.3%, its lowest rate in four years.

The 2012-13 achievement data are very strong for ETHS:

The average ACT composite score of the 2013 graduation class is the highest score since 1972.

The percent of juniors and seniors taking Advanced Placement exams has increased steadily since 2004 from 36.0% to 59.9%. In 2012-13, 1293 students earned a score of “3” or higher and 843 students a score