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Executive Summary

The attached report provides analyses of assessment results and other academic indicators. Key highlights include:

- x ETHS seniors continue to earn a high average composite score

Report on Student Achievement

The purpose of this report is to provide an overview of student performance at Evanston Township High School (ETHS) in 2013-2014. This report includes

While reading the text and tables in this report, please take into account the

ACT Test Results

The ACT assessment is a college admissions and placement test that focuses on the skills important for students to successfully transition from high school to college. It aligns with the ETHS curriculum and students take this test during their junior or senior year. The scores reported in Tables 1 to 3 and Figures 2 to 5 are those of the graduating Class of 2014. The ACT contains academic tests in four subject areas: English, math, reading, and science reasoning. A composite score is also provided.

Table 1. Average ACT Composite Scores^a

2000	22.4	21.5	21.0
2001	22.9	21.6	21.0
2002 ^b	21.9	20.1	20.8
2003	22.0	20.2	20.8
2004	22.0	20.3	20.9
2005	21.9	20.3	20.9
2006	22.3	20.5	21.1
2007	22.6	20.5	21.2
2008	23.1	20.7	21.1
2009	23.5	20.8	21.1
2010	23.5	20.7	21.0
2011	23.0	20.9	21.1
2012	23.0	20.9	21.1
2013	23.9	21.1	21.0
2014	23.6	21.2	21.1

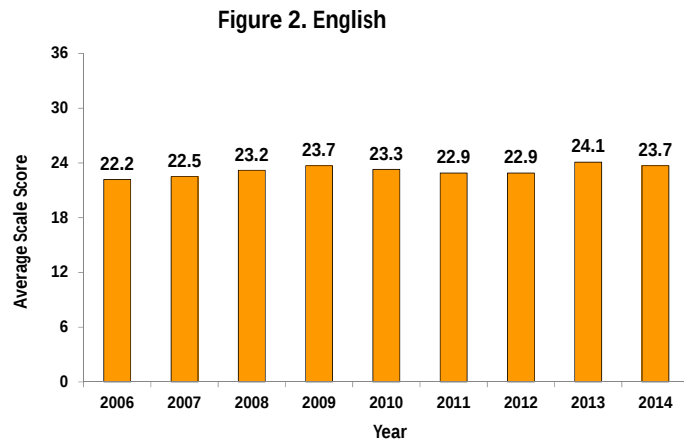
^aACT scores range from 1 to 36. Beginning in 2013, ACT included students who took the test with accommodations in its report of graduating seniors. This table reports students who tested without accommodations (i.e., with standard time only); ^bNew baseline due to changes in testing procedure.

Highlights and Trends:

x Average composite score of



Figures 2 to 5 show the average ACT scores for the English, math, reading and science tests for 2006 through 2014. These figures report students who tested without accommodations (i.e. standard time only).



Highlights and Trends:

- x Average reading score of 23.7 was the highest ever. Average English, math, and science scores were lower than in 2013.
- x Average subject test scores fluctuated from year to year and have not changed appreciably since 2006.

ACT Performance by Race/Ethnicity

Table 2 shows average ACT composite scores by race/ethnicity. Since students do not always report their race/ethnicity when taking the ACT, the reports we receive from ACT do not represent all of the students in each group. Composite scores have been recalculated using ETHS data to more accurately categorize students' scores into each group.

Table 2. Average ACT Scores by Race/Ethnicity and Year

Highlights and Trends:

- x As in prior years, average composite scores for African American/Black, Hispanic/Laño, and White students were higher than those of the state and nation.
- x Average composite scores for African American/Black and White students are up slightly in 2013-14.
- x Average composite scores for Hispanic/Laño students are the same as 2012-13.

African American/Black	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
	2012-2013 ^a	231	17.8	16.8	16.9
	2013-2014	222	17.9	17.0	17.0
Hispanic/Laño	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
	2012-2013	93	19.5	18.5	18.8
	2013-2014	113	19.5	18.5	

ACT Performance by Gender

Table 3 shows average ACT scores for each subject by gender.

Table 3. Average ACT Scores by Gender and Year

Males	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
	2012-2013	362	22.9	24.1	23.5	23.0	23.4	21.1	21.3

Highlights and Trends:

- x As in prior years, average composite scores for female and male students were higher than those of the state and the nation.
- x Average composite scores for male students, which includes students who tested with accommodations, is higher than the prior three years. Before 2012-13, composite scores only included students who tested with standard time.
- x Average composite scores in English, reading, and science for male students increased slightly compared to 2012-13.
- x In 2013-14, all average subject scores and the average composite score for females decreased compared to 2012-13.

	2014	2013	ETHS	Illinois	National	ETHS	Illinois	National
English	18	18	71%	62%	64%	73%	63%	64%
Math	22	22	56%	41%	43%	60%	42%	44%
Reading	22	22	54%	41%	44%	56%	41%	44%
Science	23	23	48%	35%	37%	50%	35%	36%
% Meeting All Four Benchmarks			41%	26%	26%	42%	25%	26%

EXPLORE and PLAN Test Results

Table 5 shows the results of the EXPLORE test

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:

- x The difference between African American/Black and White students 6

Table 6 shows the results of the PLAN test which was administered to sophomores over the last five years. PLAN scores range from 1 to 32.

Table 6. Average PLAN Scores by Race/Ethnicity & Gender (incl. students tested w/ accommodations)

PLAN College Readiness Benchmarks

College Readiness Benchmark Scores for PLAN indicate a student's probable readiness for entry-level college coursework by the time the student graduates from high school. Table 7 compares the percent of students meeting or exceeding the College Readiness Benchmarks at ETHS to the national percent.

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

	2014	2013	ETHS	National	ETHS	National
English	15	15	84%	64%	87%	64%
Math	19	19	59%	36%	67%	36%
Reading	18	17	52%	40%	70%	48%
Science	20	21	53%	28%	54%	20%

Highlights and Trends:

x 84% of

The same EXPLORE to PLAN information by student groups for each subject area is presented in Table 9. Information for special education and income groups is provided because these groups are a focus of NCLB and ETHS' goals.

Table 9. Average Gain Between Grade 8 and Grade 10: EXPLORE (2011-2012) to PLAN (2013-2014) By Race/Ethnicity

Table 10 shows the average scores on EXPLORE, PLAN and PSAE/ACT for matched student in

Highlights and Trends:

- x Average gains from PLAN to PSAE/ACT in all subject tests exceeded those of the state.
- x Average gains from PLAN to PSAE/ACT in all subject tests were greater than in 2012-13.
- x Average gains from EXPLORE to PSAE/ACT in English, math and science were greater than in 2012-13.

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

Table 11. EXPLOR (2010-2011) to PLAN (2012-2013) to PSAE/ACT (2013-2014) By Race/Ethnicity

African
American/
Black
(N=128)

Highlights and Trends:

- x Average gains from EXPLOR to PSAE/ACT for African American/Black and White students were greater than 2012-13.
- x Average gains from EXPLOR to PSAE/ACT for Hispanic/Latino, special education, and low income students were less than 2012-13.

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”

Highlights and Trends:

- x 30% of students participated in the AP testing program in 2013-14. This was the highest percent in ETHS' documented history and was a 1.6 percentage point increase from 2013.
- x 64% of 11th and 12th grade students participated in the AP testing program; this was an all-time high.
- x 888 students took 2086 AP exams. This was the highest number of students tested and exams taken in ETHS history.

Table 13 breaks down AP scores over the last five years. The number of tests with a score of “3” or higher was 1480 in 2014. 71% of scores were “3” or higher; this was the highest percent in four years.

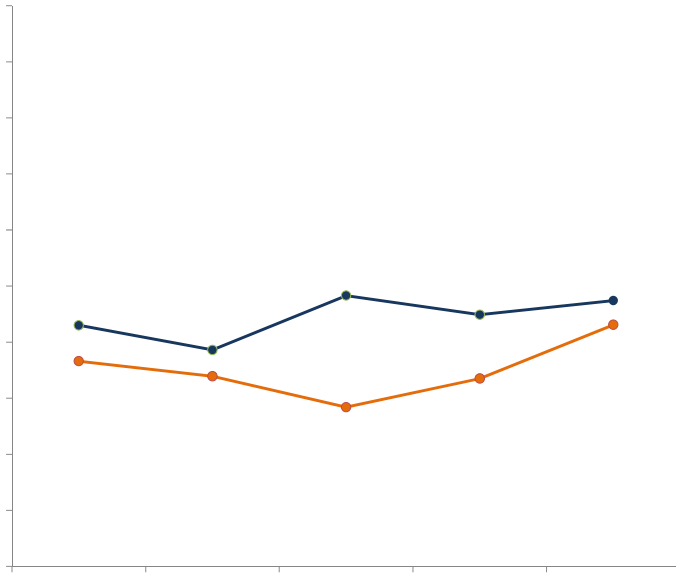
Table 13. Number and Percent of Students at Each AP Score Value: 2010-2014

2010	374	337	316	200	157	1027	74%	1384	620
2011	296	351	361	269	274	1008	65%	1551	681
2012	363	337	341	270	211	1022	69%	1544	681
2013	363	337	341	270	211	1022	69%	1544	681
2014	363	337	341	270	211	1022	71%	1544	681

Figure 8 shows AP results from 1996 through 2014.

The 2013-2014 school year was the final year that the Prairie State Achievement Exam was administered to all junior students. The PSAE was administered over two days. On the first day, students took an ACT in the areas of reading, math, English, science reasoning, and writing. On the second day, they completed a reading and a math WorkKeys test, tests of workplace readiness, and a state-developed component in science. The PSAE reading score comprised of the reading ACT and WorkKeys tests; the PSAE math score is comprised of the math ACT and WorkKeys tests; and the PSAE science score is comprised of the science ACT and state-developed science assessment. PSAE scale scores

Tables 14-16 and Figures 9a and 9b show PSAE results in reading, math, and science from 2006



Figures 10 through 12 summarize data for academic indicators other than test scores. Figures 10a and 10b show gradua

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 2010-11 to 2011-12. In 2013-14 the chronic truancy rate dropped to 9.4%.

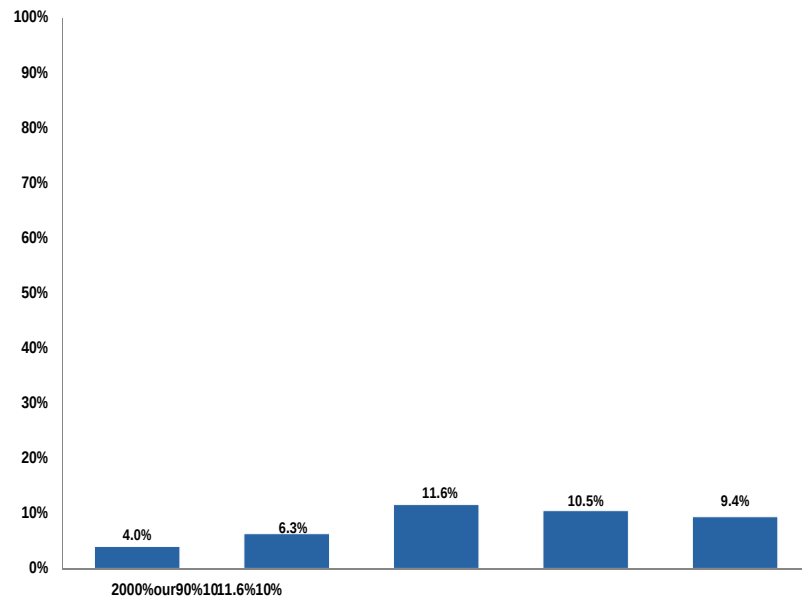
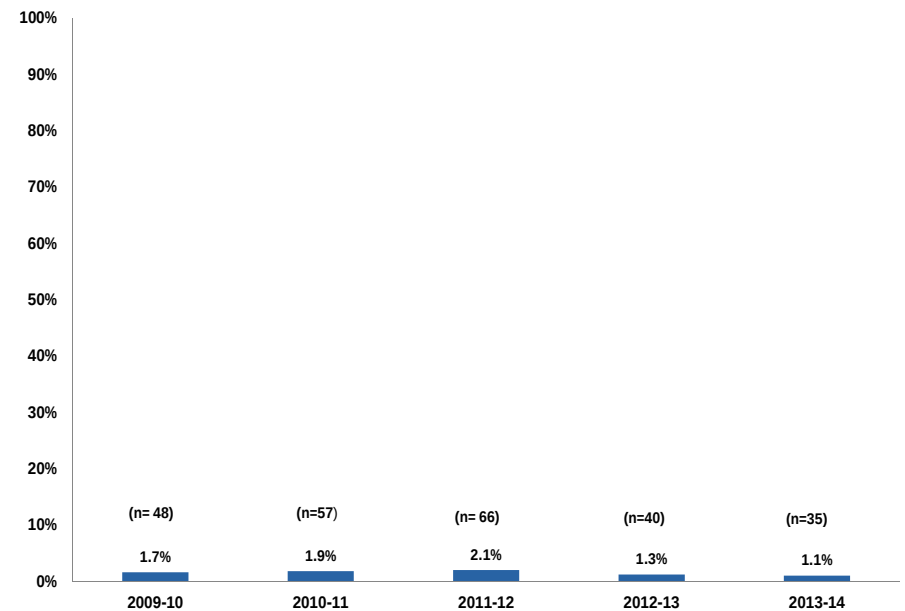


Figure 12. Dropout Rate: 2009-10 to 2013-14



Highlights and Trends:

- x The ETHS chronic truancy rate decreased to 9.4% in 2013-14, down from 11.6% in 2011-12.
- x The dropout rate for 2013-14 decreased to 1.1%, its lowest rate in recorded history.

The 2013-14 achievement data are very strong for ETHS:

- x The average ACT composite score of the 2014 graduation class is the second highest score since 1972.
- x The percent of juniors and seniors taking Advanced Placement exams has increased steadily since 2004 from 36% to 64%. In 2014, 494 exams earned a score of “3;” 526 exams earned a score of “4;” and 460 exams earned a score of “5.” This is the highest number of “3,” “4,” and “5” scores in ETHS history.
- x The five-year graduation rate of 90% is above the state’s target of 85%.

Although student achievement is generally improving, there are always areas that we need to improve. Based on this analysis of student performance in 2013-14, some of the areas we need to focus on are:

- x The percent of students that meet or exceed the ACT College Readiness Benchmarks in all four subject areas is 41%. There is room to increase this percentage, particularly the percent of students meeting or exceeding ACT College Readiness Benchmarks in English and math.
- x The new state formula which significantly expands the definition for chronic truancy makes it important that we increase our efforts to reduce the truancy rate. It is recommended that we continue to review student academic profiles of chronic truants to help us identify ways we might help history rate

