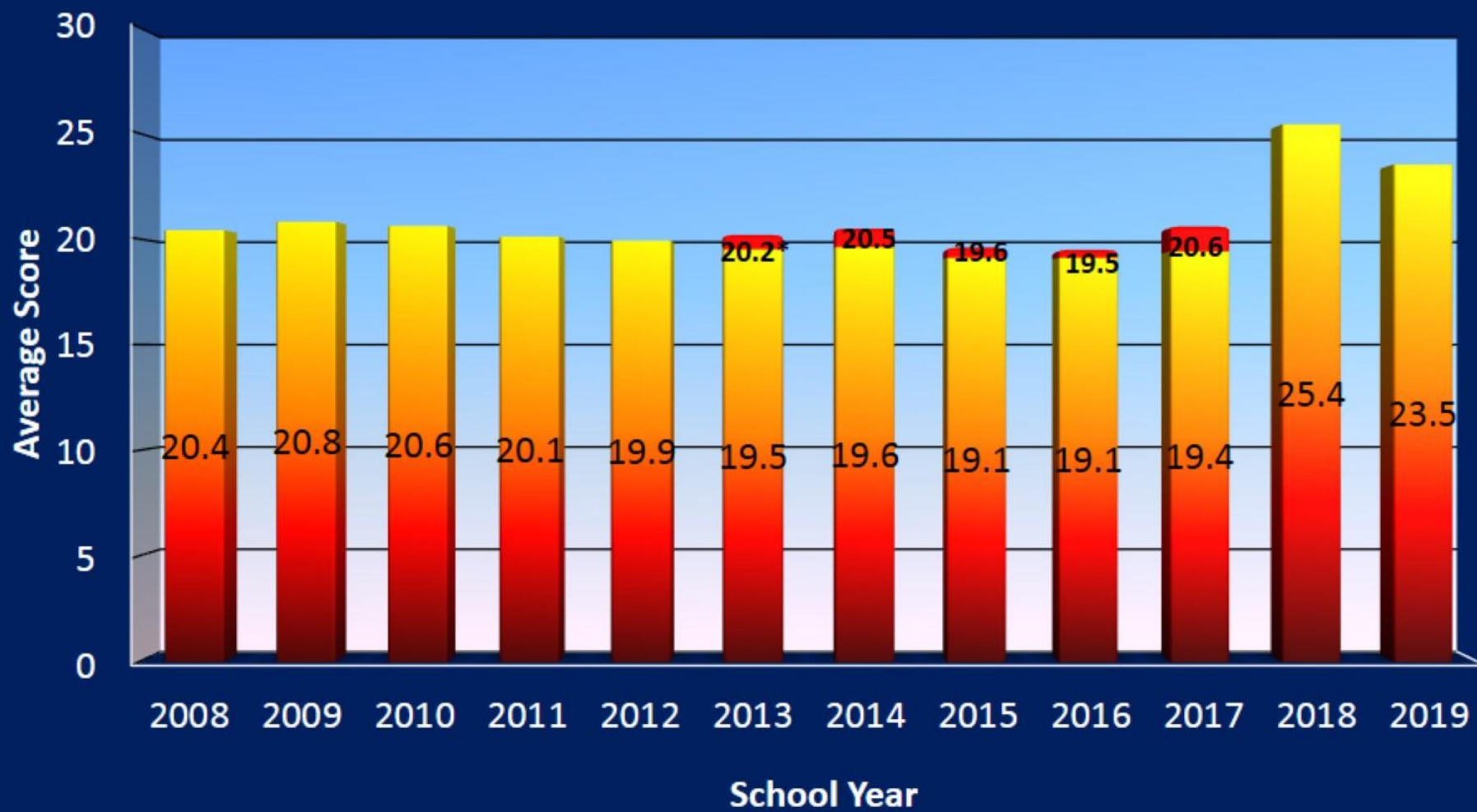


Final ACT Test Results

Class of 2019 Graduates

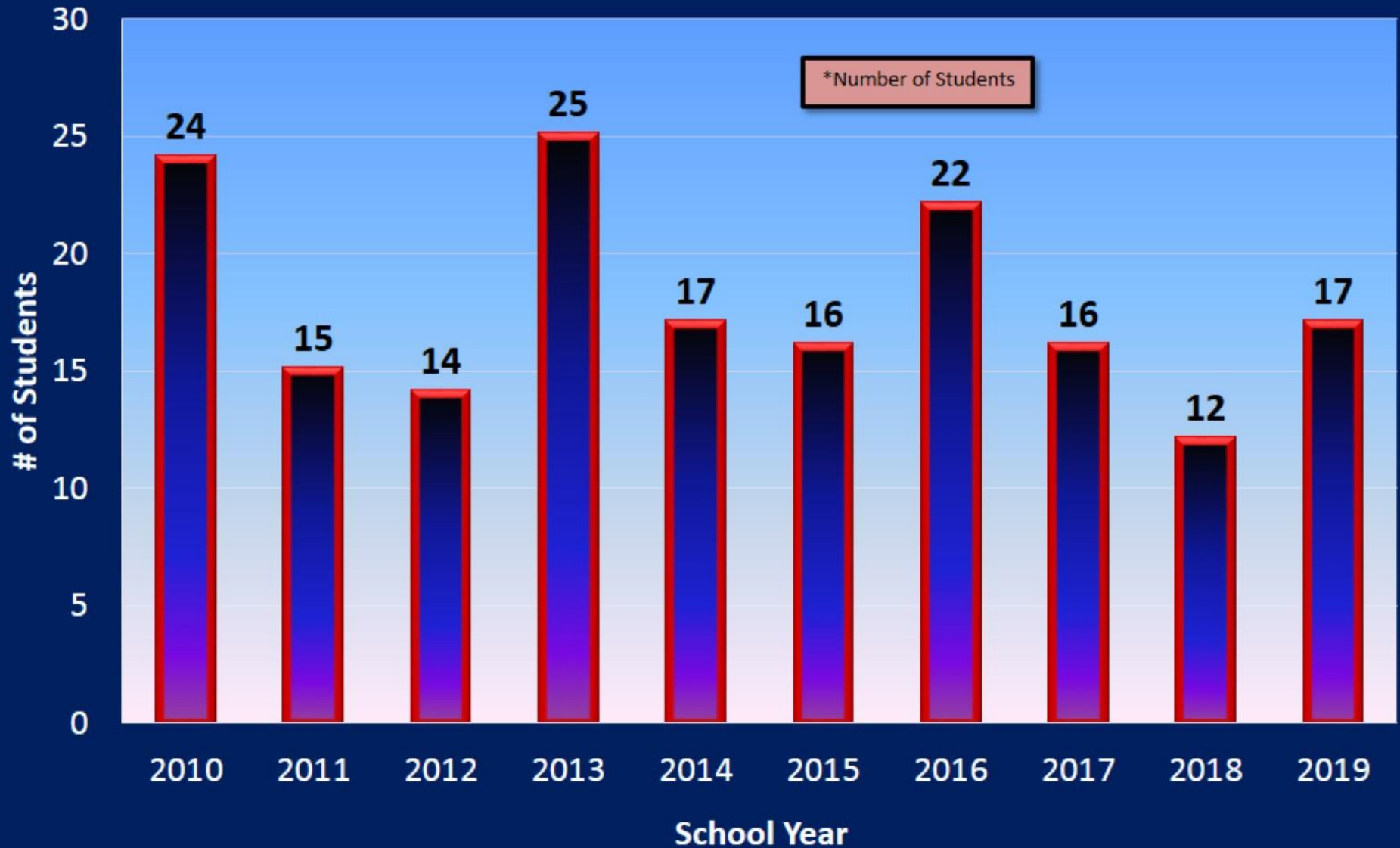
**Final performance and college readiness information
for 2019 graduating seniors who took the ACT test as
Sophomores, Juniors or Seniors.**

Senior Composite ACT Scores By School Year



- Prior to 2013, ACT did not include scores of students testing with extended time in average calculations.
- In 2018, the ACT test became optional and extended time accommodations were not reported.

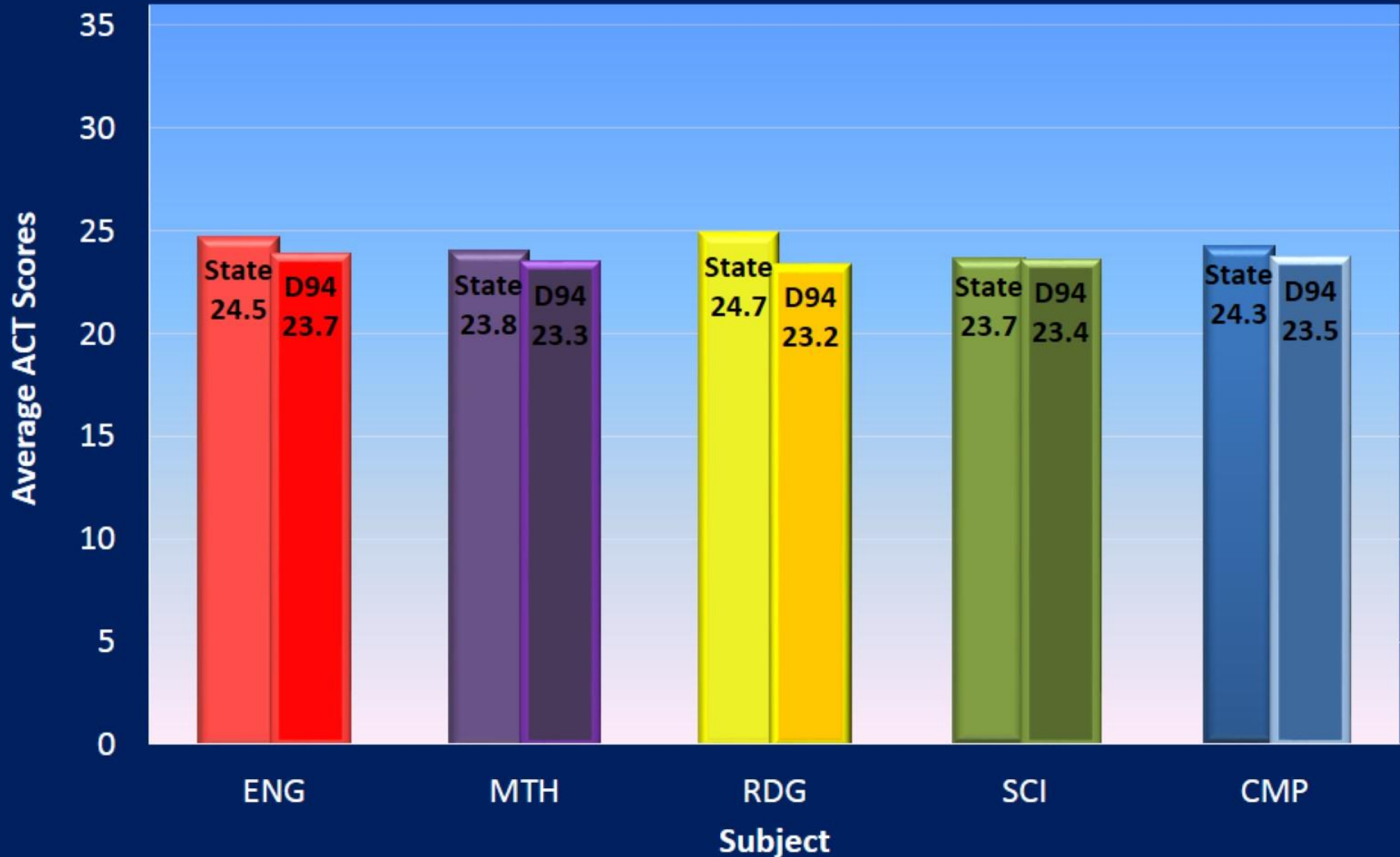
Senior Composite ACT Score of 30+ By School Year



Senior ACT Test Results

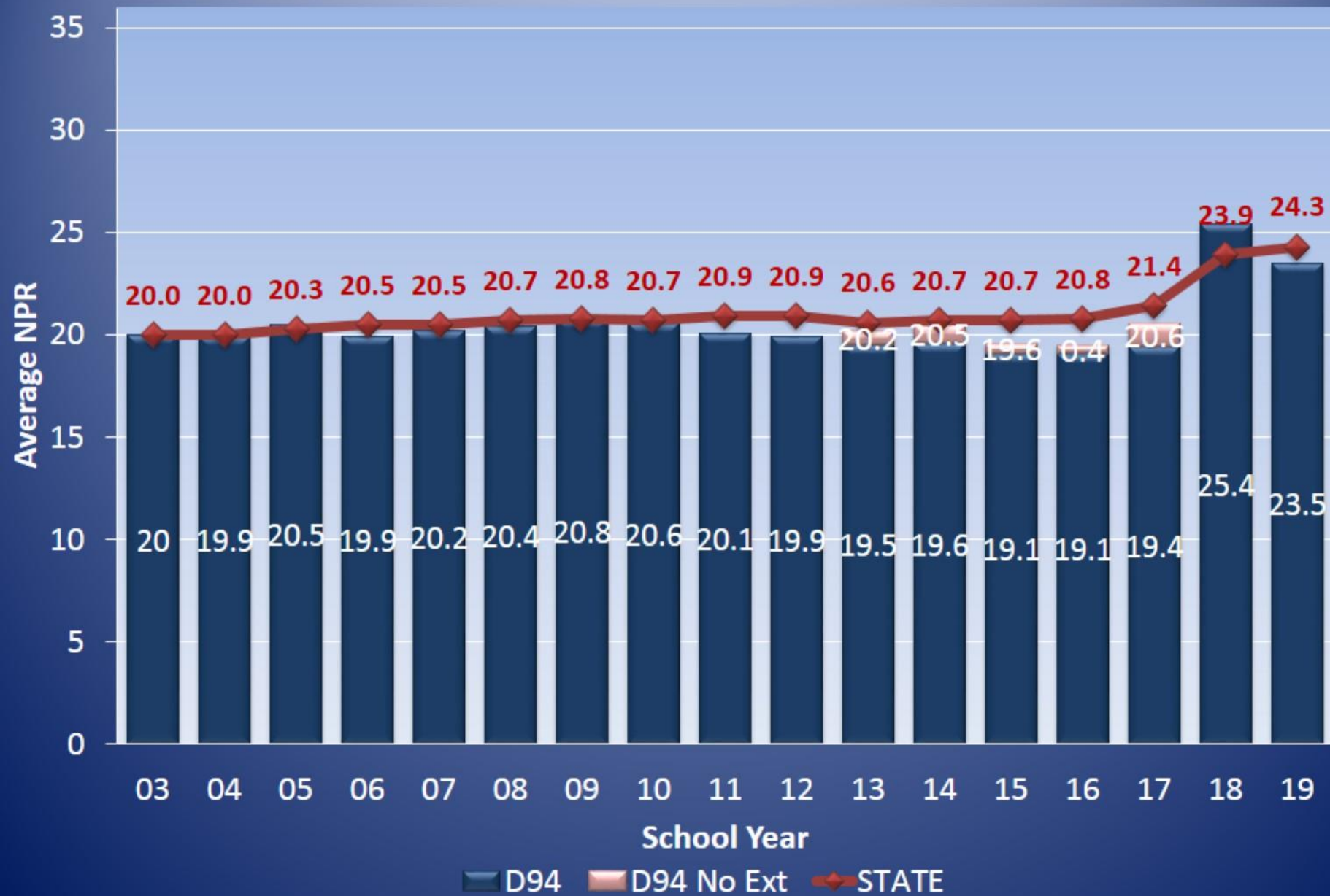
Mean Scores by Subject

State vs D94 2019/20



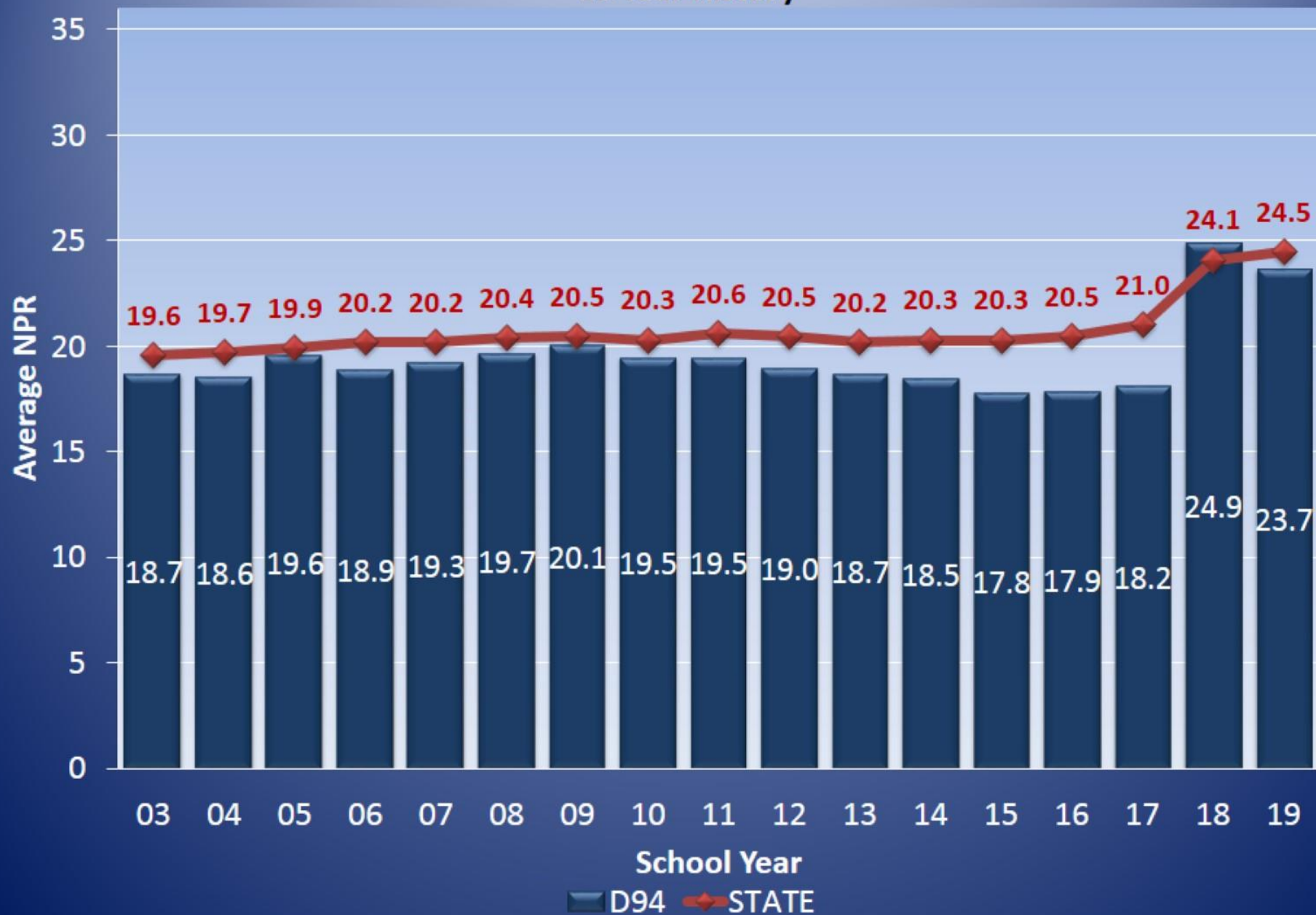
Senior ACT Composite Scores

10 Year History



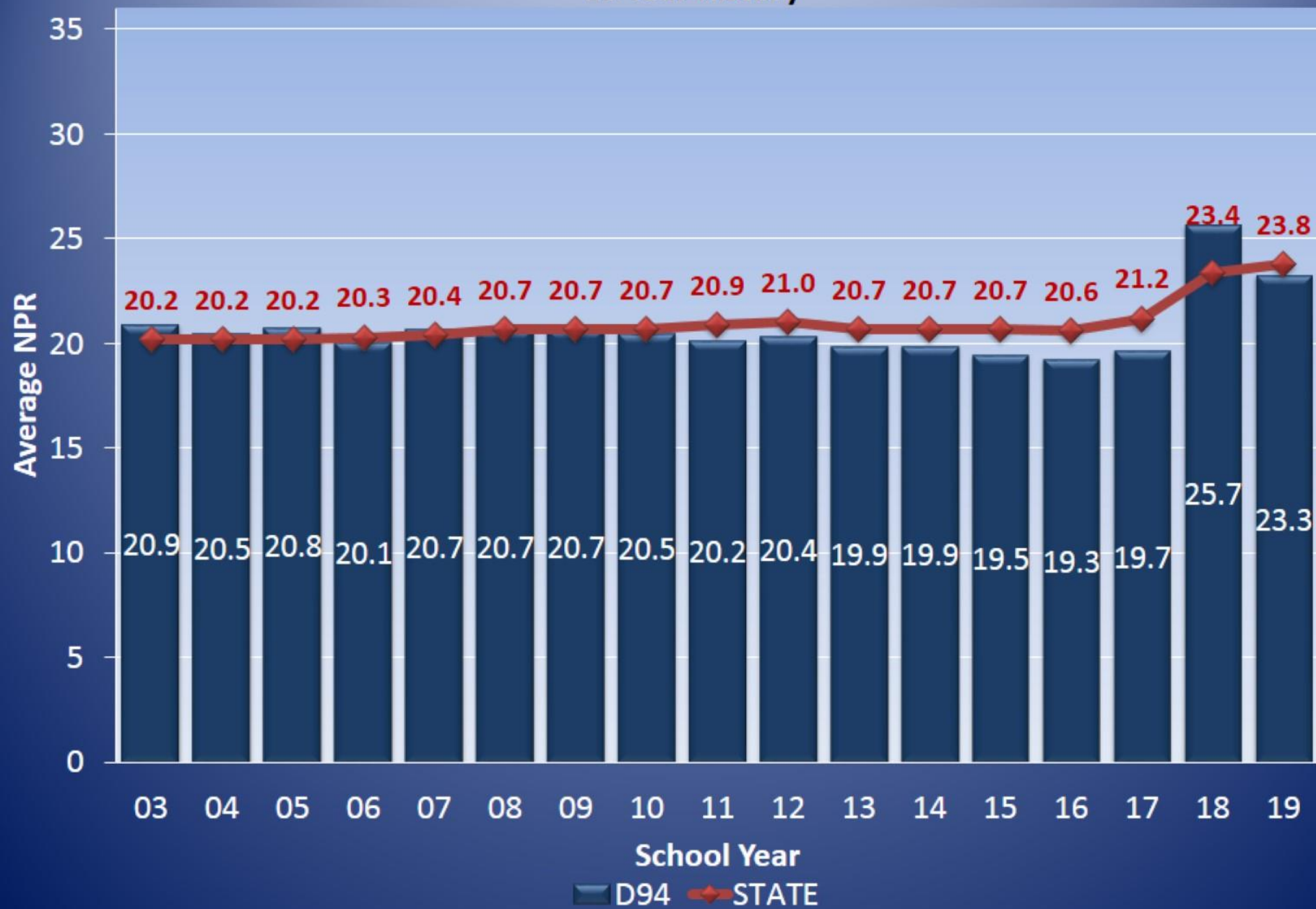
Senior ACT English Scores

10 Year History



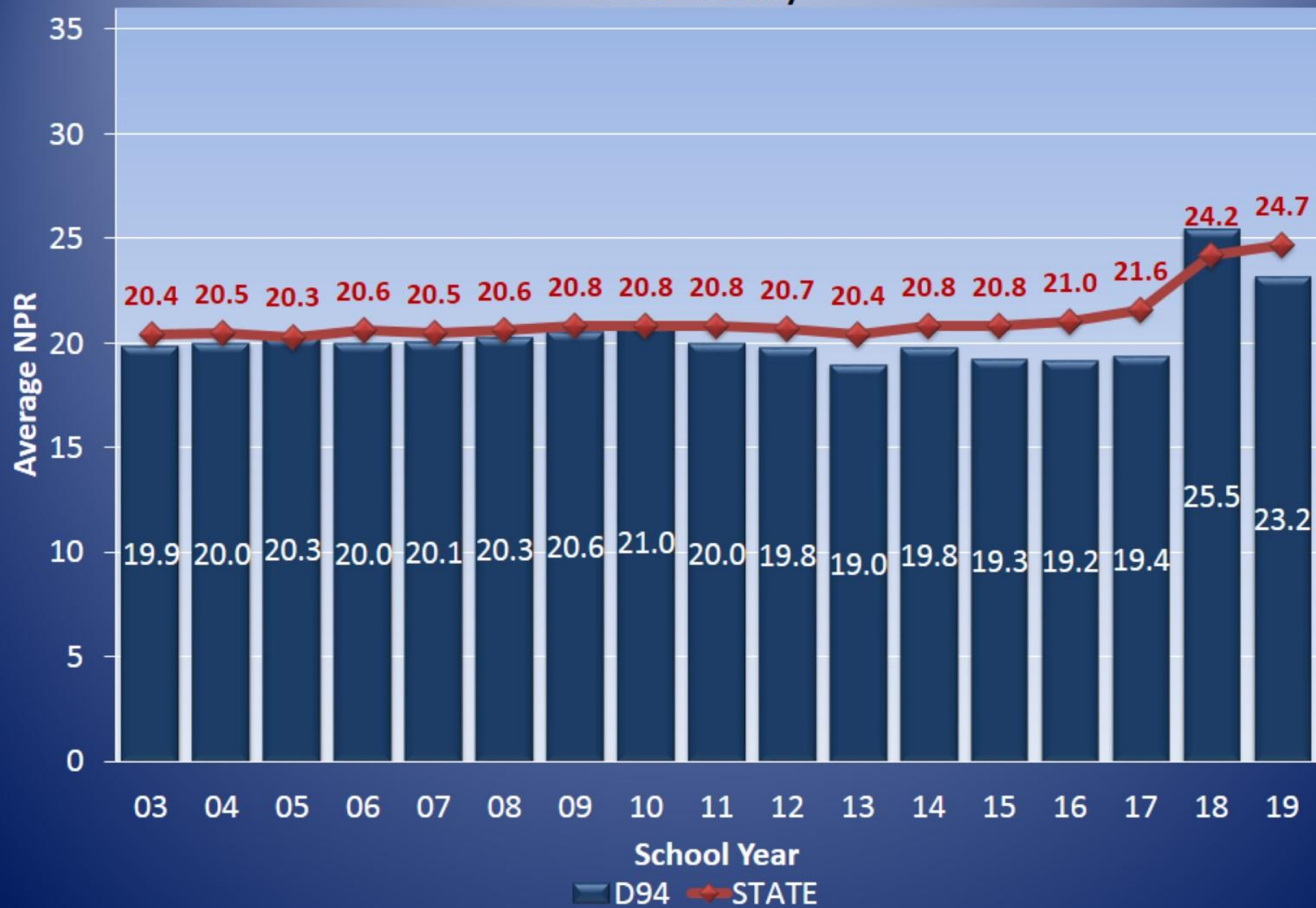
Senior ACT Math Scores

10 Year History



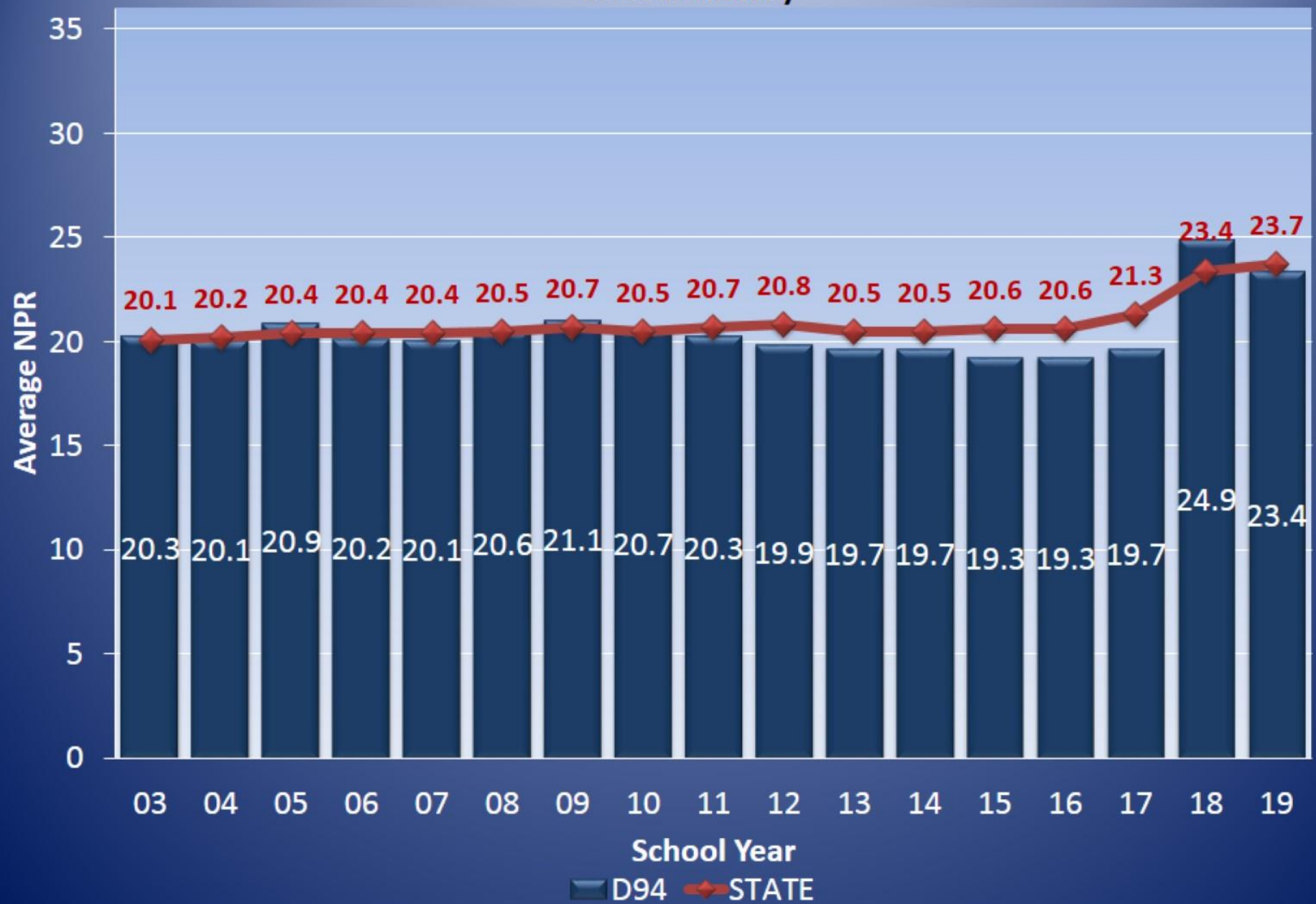
Senior ACT Reading Scores

10 Year History



Senior ACT Science Scores

10 Year History



Senior ACT Test Results

Mean Scores by Subject and Year



YEAR	ENG	MTH	RDG	SCI	CMP
2012	19	20.4	19.8	19.9	19.9
2013	18.7	19.9	19	19.7	19.5
2014	18.5	19.9	19.8	19.7	19.6
2015	17.8	19.5	19.3	19.3	19.1
2016	17.9	19.3	19.2	19.3	19.1
2017	18.2	19.7	19.4	19.7	19.4
2018	24.9	25.7	25.5	24.9	25.4
2019	23.7	23.3	23.2	23.4	23.5

Class of 2019 Senior ACT Test Results

Mean Scores by Subject and Gender





Profile Report - High School

Graduating Class 2019

COMMUNITY HIGH SCHOOL

144350
Principal
COMMUNITY HIGH SCHOOL
326 JOLIET ST

WEST CHICAGO, IL 60185



New to your 2019 Profile Report

ACT Composite score ranges associated with likely National Career Readiness Certificate (NCRC) level attainment have been updated. The ACT Composite scores associated with at least a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum.

Based on those cut scores, students who earned an ACT Composite score of less than 13 are classified in Table 3.4 as 'Needs improvement' as they are unlikely to obtain an ACT NCRC. Students with an ACT Composite score of 13 to 16 are classified as 'Bronze' as they are likely to obtain a Bronze NCRC, 17 to 21 as 'Silver', 22 to 26 as 'Gold', and 27 or above as 'Platinum'. Visit www.act.org/NCRC-indicator to learn more.

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We are pleased to provide this 2019 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2019 graduates who took the ACT as sophomores, juniors, or seniors under standard- or extended-time conditions and achieved a college reportable composite score. The most recent set of test information is used in your report for students testing more than once.

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students who met or exceeded ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, STEM, and (optional) ELA and writing
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College and Career Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. College and Career Readiness Standards to the Classroom interpretive guides can be found at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, Biology, STEM and ELA. These scores were empirically derived based on the actual performance of students in college.

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

47% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 78 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 96% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.8 reports 0% of the cohort took less than three years of math courses. Of these students, 0% were college ready. 6% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 40% of these students were college ready. In comparison, 65% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.8 reports 0% of the cohort took less than three years of natural science courses. 0% of these students were college ready. In comparison, 57% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College and Career Readiness Standards score ranges. For example, approximately 26% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College and Career Readiness Standards at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether, among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact ACT Customer Service at 319-337-1365 or customerservices@act.org.

Section I

Executive Summary

Figure 1.1. Average Composite Scores: 5 Years of Testing*

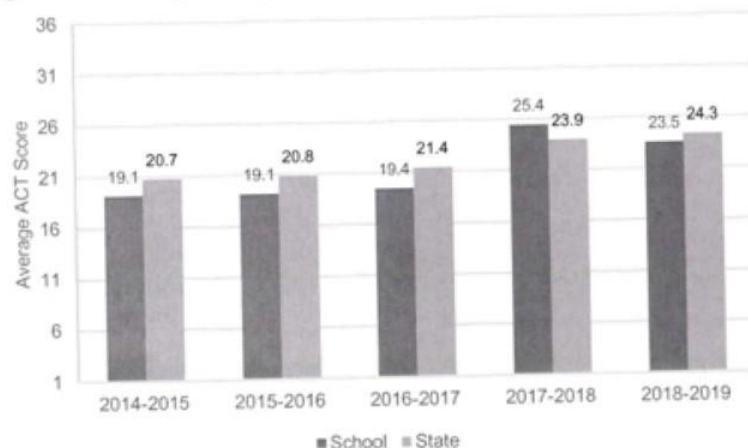


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

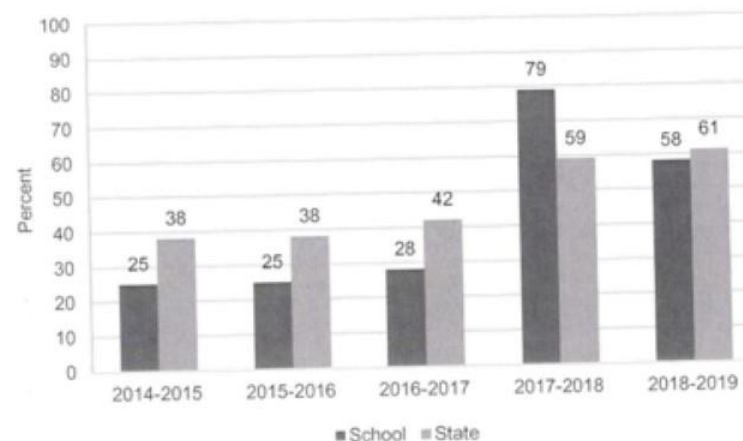


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

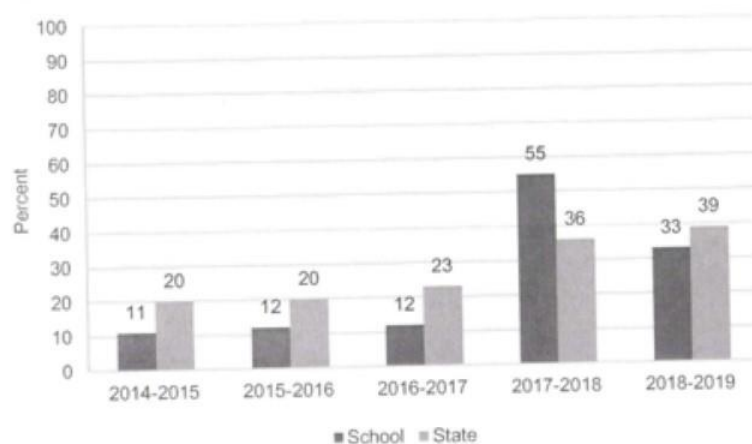
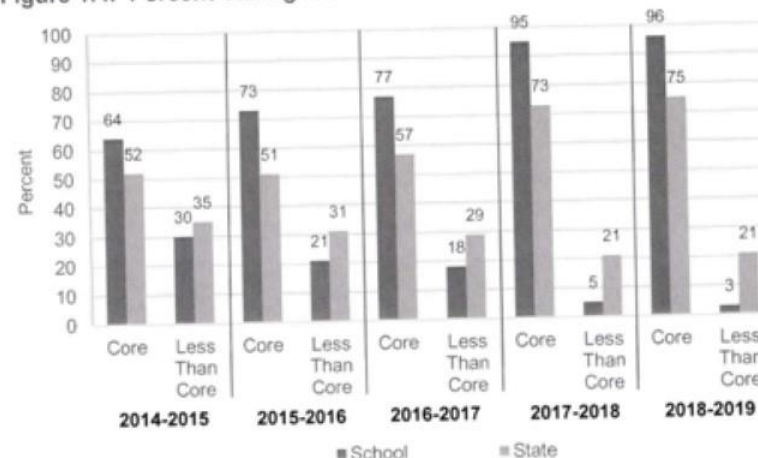


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



* Missing columns in above graphs reflect years in which no students were tested.

Total Students in Report: 78

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Number of Students Tested		Percent Who Met Benchmarks									
	School	State	English		Mathematics		Reading		Science		Met All Four	
			School	State	School	State	School	State	School	State	School	State
2015	471	157,047	47	63	31	41	30	41	27	37	17	26
2016	447	156,403	46	64	30	41	31	42	24	36	15	26
2017	444	134,901	48	66	31	44	34	48	25	39	16	30
2018	77	62,626	94	82	82	61	73	64	75	55	61	45
2019	78	50,850	87	84	64	63	63	66	58	57	47	47

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	School	State	English		Mathematics		Reading		Science		Composite	
			School	State	School	State	School	State	School	State	School	State
2015	471	157,047	17.8	20.3	19.5	20.7	19.3	20.8	19.3	20.6	19.1	20.7
2016	447	156,403	17.9	20.5	19.3	20.6	19.2	21.0	19.3	20.6	19.1	20.8
2017	444	134,901	18.2	21.0	19.7	21.2	19.4	21.6	19.7	21.3	19.4	21.4
2018	77	62,626	24.9	24.1	25.7	23.4	25.5	24.2	24.9	23.4	25.4	23.9
2019	78	50,850	23.7	24.5	23.3	23.8	23.2	24.7	23.4	23.7	23.5	24.3

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores				
			English	Mathematics	Reading	Science	Composite
2015	1,924,436		20.4	20.8	21.4	20.9	21.0
2016	2,090,342		20.1	20.6	21.3	20.8	20.8
2017	2,030,038		20.3	20.7	21.4	21.0	21.0
2018	1,914,817		20.2	20.5	21.3	20.7	20.8
2019	1,782,820		20.1	20.4	21.2	20.6	20.7

Total Students in Report: 78

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Year	Number of Students Tested		Percent ²		Average ACT Scores									
					English		Mathematics		Reading		Science		Composite	
	Core or More ¹	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2015	303	143	64	30	19.7	14.5	21.0	16.9	20.9	16.4	20.7	16.8	20.7	16.2
2016	326	96	73	21	19.5	13.8	20.3	16.5	20.5	15.4	20.4	16.5	20.3	15.7
2017	340	81	77	18	19.4	14.5	20.6	16.8	20.5	16.0	20.7	16.6	20.4	16.1
2018	73	4	95	5	25.0	23.8	25.9	23.5	25.7	22.8	25.0	23.3	25.6	23.3
2019	75	2	96	3	23.8	17.5	23.4	19.5	23.2	19.5	23.4	22.5	23.5	20.0

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

Race/Ethnicity	2015			2016			2017			2018			2019		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	471	100	19.1	447	100	19.1	444	100	19.4	77	100	25.4	78	100	23.5
Black/African American	11	2	15.4	11	2	16.2	10	2	16.1	0	0	.	1	1	17.0
American Indian/Alaska Native	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
White	190	40	21.9	138	31	22.4	137	31	22.8	51	66	25.5	46	59	24.8
Hispanic/Latino	215	46	16.9	218	49	17.2	238	54	17.6	6	8	24.8	20	26	20.1
Asian	16	3	20.6	19	4	21.5	16	4	19.6	8	10	25.4	6	8	25.8
Native Hawaiian/Other Pacific Islander	0	0	.	2	0	25.5	0	0	.	0	0	.	0	0	.
Two or more races	10	2	22.7	10	2	20.3	19	4	21.3	6	8	25.5	2	3	25.5
Prefer not to respond/No response	29	6	16.2	49	11	16.9	24	5	17.0	6	8	25.2	3	4	23.3

Total Students in Report: 78

Table 1.6. Five Year Trends—Achievement in STEM¹

Year	All Tested Students						Students Meeting STEM Benchmarks			
	Number of Students Tested		Avg. STEM Score		Percent Meeting STEM Benchmark		Avg. Mathematics Score		Avg. Science Score	
	School	State	School	State	School	State	School	State	School	State
2015	471	157,047	19.6	20.9	11	20	28.6	29.0	27.7	28.4
2016	447	156,403	19.6	20.9	12	20	28.1	28.9	27.4	28.6
2017	444	134,901	19.9	21.5	12	23	28.4	29.0	27.7	28.6
2018	77	62,626	25.6	23.6	55	36	28.9	29.3	27.5	28.9
2019	78	50,850	23.6	24.0	33	39	28.5	29.5	28.0	29.1

¹The STEM score describes students' overall proficiency in mathematics and science.

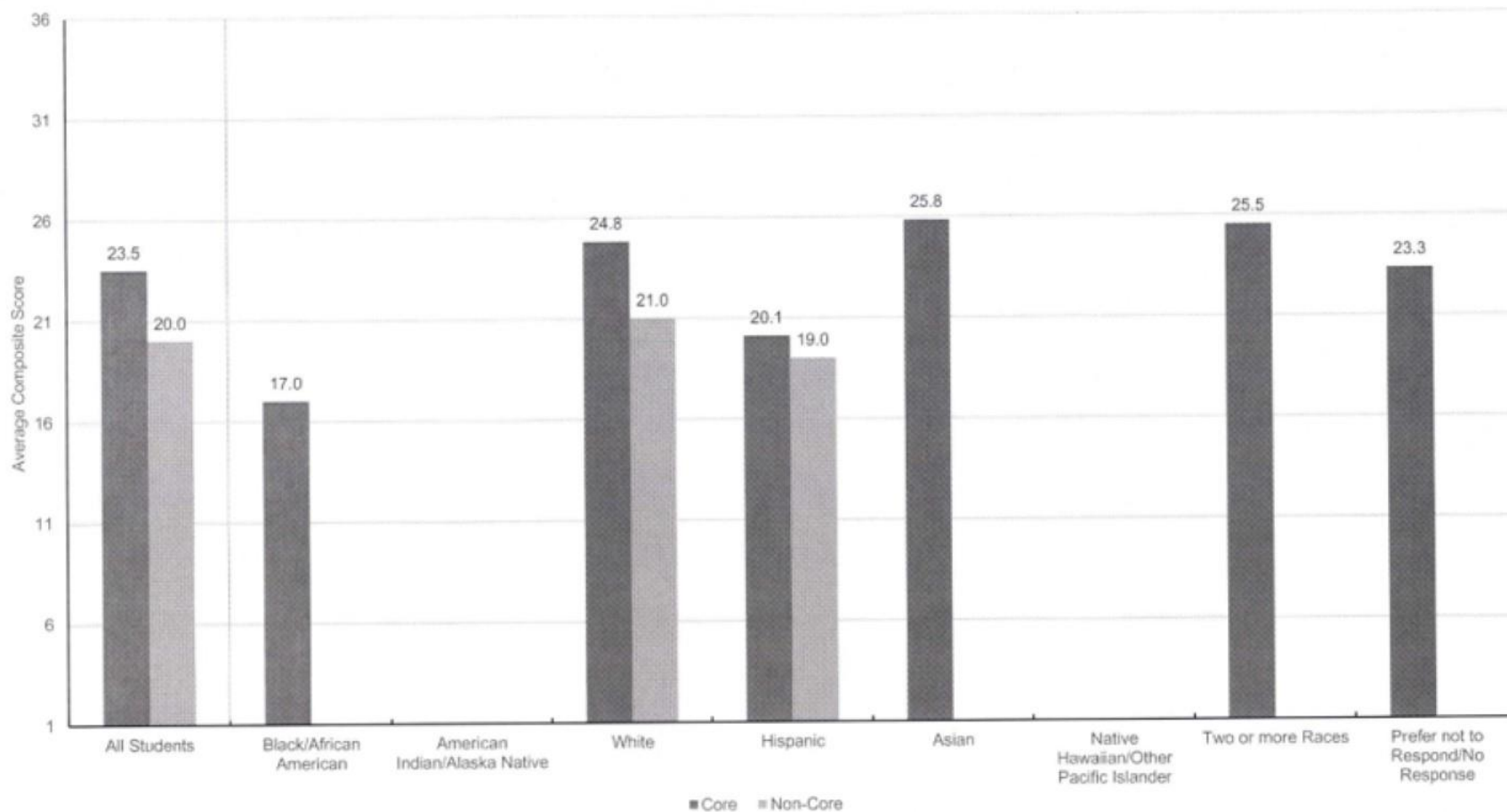
Table 1.7. Proficiency In Understanding Complex Texts¹

Year	Below Proficient						Text Complexity Proficiency Level Proficient						Above Proficient					
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State
2015	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
2016	44	19,215	10	12	17.4	17.3	34	14,370	8	9	23.7	23.8	12	9,702	3	6	30.3	30.2
2017	288	66,123	65	49	16.2	16.5	102	40,280	23	30	23.1	23.6	54	28,361	12	21	29.9	30.8
2018	20	22,049	26	35	19.8	17.6	29	19,498	38	31	24.3	24.0	28	21,079	36	34	30.9	31.3
2019	30	17,689	38	35	18.4	18.0	26	14,869	33	29	22.8	24.3	22	18,292	28	36	30.2	31.4

¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

Total Students in Report: 78

Figure 2.1. Average ACT Composite Scores by Race and Core Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Total Students in Report: 78

Table 2.1. ACT Score Distributions, Cumulative Percents (CP¹), and Score Averages

ACT Scale Score	English		Mathematics		Reading		Science		Composite		STEM		ELA ²		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	0	100	0	100	0	100	0	100	0	100	0	100	0	100	36
35	2	100	0	100	2	100	0	100	1	100	0	100	0	100	35
34	0	97	1	100	3	97	1	100	0	99	1	100	0	100	34
33	3	97	1	99	0	94	1	99	2	99	0	99	0	100	33
32	4	94	3	97	2	94	2	97	0	96	4	99	0	100	32
31	2	88	1	94	5	91	1	95	2	96	0	94	1	100	31
30	6	86	3	92	1	85	2	94	3	94	1	94	1	98	30
29	3	78	1	88	1	83	2	91	4	90	3	92	3	96	29
28	1	74	6	87	4	82	6	88	5	85	7	88	2	89	28
27	4	73	5	79	1	77	3	81	6	78	6	79	1	85	27
26	2	68	4	73	4	76	4	77	5	71	4	72	3	83	26
25	4	65	6	68	7	71	6	72	1	64	6	67	3	77	25
24	5	60	6	60	3	62	14	64	10	63	5	59	4	70	24
23	5	54	7	53	5	58	3	46	4	50	7	53	1	62	23
22	2	47	6	44	11	51	4	42	4	45	7	44	6	60	22
21	11	45	5	36	2	37	8	37	6	40	9	35	1	47	21
20	4	31	3	29	4	35	4	27	7	32	2	23	4	45	20
19	6	26	6	26	4	29	10	22	9	23	7	21	9	36	19
18	4	18	3	18	7	24	4	9	3	12	3	12	1	17	18
17	1	13	4	14	7	15	0	4	3	8	4	8	1	15	17
16	6	12	4	9	1	6	0	4	2	4	1	3	3	13	16
15	2	4	2	4	2	5	0	4	1	1	1	1	1	6	15
14	1	1	1	1	0	3	1	4	0	1	0	1	2	4	14
13	0	1	0	1	1	3	0	3	0	1	0	1	0	1	13
12	0	1	0	1	0	1	2	3	0	1	0	1	0	1	12
11	0	1	0	1	1	1	0	1	0	1	0	1	0	1	11
10	0	1	0	1	0	1	0	1	0	1	0	1	0	1	10
9	0	1	0	1	0	1	0	1	0	1	0	1	0	1	9
8	0	1	0	1	0	1	0	1	0	1	0	1	0	1	8
7	0	1	0	1	0	1	0	1	0	1	0	1	0	1	7
6	0	1	0	1	0	1	0	1	0	1	0	1	0	1	6
5	0	1	0	1	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	23.7 (5.5)		23.3 (4.8)		23.2 (5.5)		23.4 (4.5)		23.5 (4.6)		23.6 (4.3)		22.0 (4.4)		Avg (SD)

¹ CP is the cumulative percent of students at or below a score point.

² ELA scores are derived only for students with a valid writing score.

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Figure 2.2. English Reporting Categories

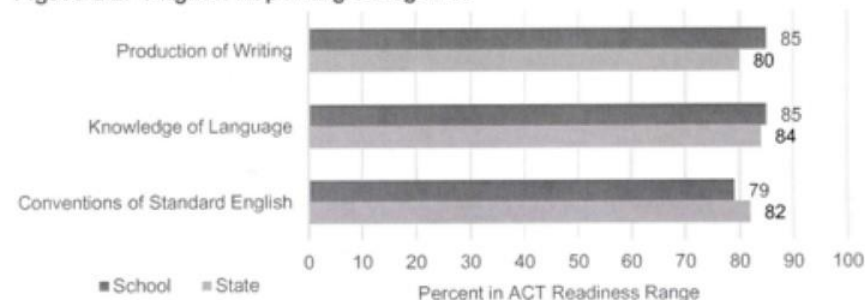


Figure 2.4. Reading Reporting Categories

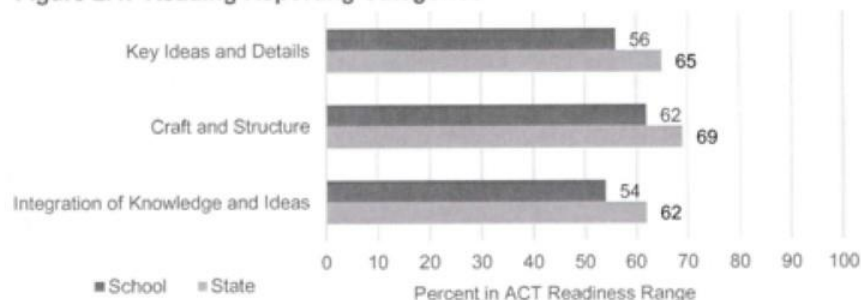


Figure 2.5. Science Reporting Categories

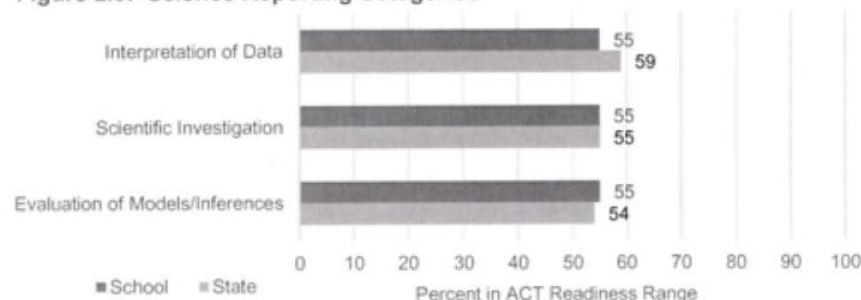
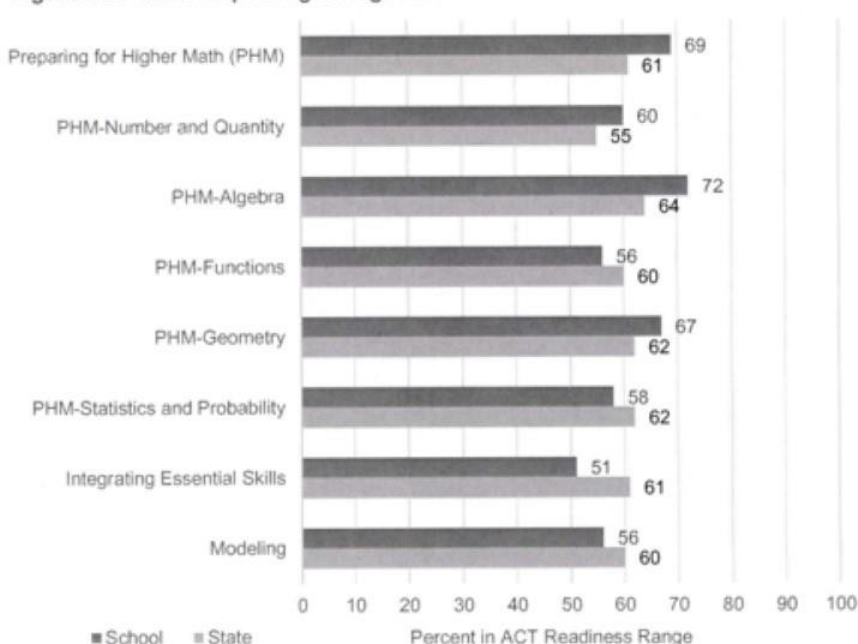


Figure 2.3. Math Reporting Categories



The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

Total Students in Report: 78

Table 2.2. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
School	All Students	78	96	23.5	20.0
	Black/African American	1	100	17.0	-
	American Indian/Alaska Native	0	-	-	-
	White	46	96	24.8	21.0
	Hispanic/Latino	20	95	20.1	19.0
	Asian	6	100	25.8	-
	Native Hawaiian/Other Pacific Islander	0	-	-	-
	Two or More Races	2	100	25.5	-
	Prefer not/No Response	3	100	23.3	-
State	All Students	50,850	75	24.7	22.9
	Black/African American	4,238	69	19.5	18.6
	American Indian/Alaska Native	100	78	22.7	20.1
	White	30,842	78	25.4	23.9
	Hispanic/Latino	6,635	69	22.1	21.2
	Asian	3,721	80	27.5	25.7
	Native Hawaiian/Other Pacific Islander	65	68	24.7	23.9
	Two or More Races	1,763	77	25.0	23.2
	Prefer not/No Response	3,486	54	26.2	24.1

¹ "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
School	All Students	78	100	23.7	23.3	23.2	23.4	23.5	23.6
	Black/African American	1	1	15.0	19.0	22.0	12.0	17.0	16.0
	American Indian/Alaska Native	0	0	-	-	-	-	-	-
	White	46	59	25.3	24.4	24.3	24.7	24.8	24.8
	Hispanic/Latino	20	26	19.4	20.0	20.0	20.6	20.1	20.6
	Asian	6	8	26.5	24.5	26.5	25.3	25.8	25.2
	Native Hawaiian/Other Pacific Islander	0	0	-	-	-	-	-	-
	Two or More Races	2	3	26.5	25.5	24.5	24.0	25.5	25.0
	Prefer not/No Response	3	4	23.7	25.7	21.7	22.3	23.3	24.0
State	All Students	50,850	100	24.5	23.8	24.7	23.7	24.3	24.0
	Black/African American	4,238	8	19.0	18.9	19.5	18.9	19.2	19.1
	American Indian/Alaska Native	100	0	21.9	21.3	22.7	21.7	22.0	21.7
	White	30,842	61	25.4	24.5	25.5	24.5	25.1	24.7
	Hispanic/Latino	6,635	13	21.8	21.4	22.2	21.5	21.8	21.7
	Asian	3,721	7	27.4	27.5	26.8	26.4	27.1	27.2
	Native Hawaiian/Other Pacific Islander	65	0	24.8	24.1	24.0	23.8	24.3	24.3
	Two or More Races	1,763	3	24.8	24.0	25.2	23.9	24.6	24.2
	Prefer not/No Response	3,486	7	24.9	24.2	25.4	24.2	24.8	24.5

Total Students in Report: 78

Table 2.4. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score	
				Core or More	Less Than Core
School	Males	27	96	22.5	.
	Females	51	96	24.1	20.0
	No Response	0	.	.	.
State	Males	22,891	75	25.0	23.1
	Females	27,930	74	24.5	22.8
	No Response	29	24	29.1	.

¹ "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.5. Average ACT Scores by Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
School	Males	27	35	22.6	23.1	22.4	22.7	22.8	23.1
	Females	51	65	24.3	23.4	23.6	23.8	23.9	23.8
	No Response	0	0	.	.	.	.	.	.
State	Males	22,891	45	24.2	24.6	24.6	24.3	24.6	24.7
	Females	27,930	55	24.6	23.1	24.7	23.2	24.1	23.4
	No Response	29	0	25.2	25.0	25.7	24.4	25.2	25.0

Table 2.6. ACT Score Quartile Values

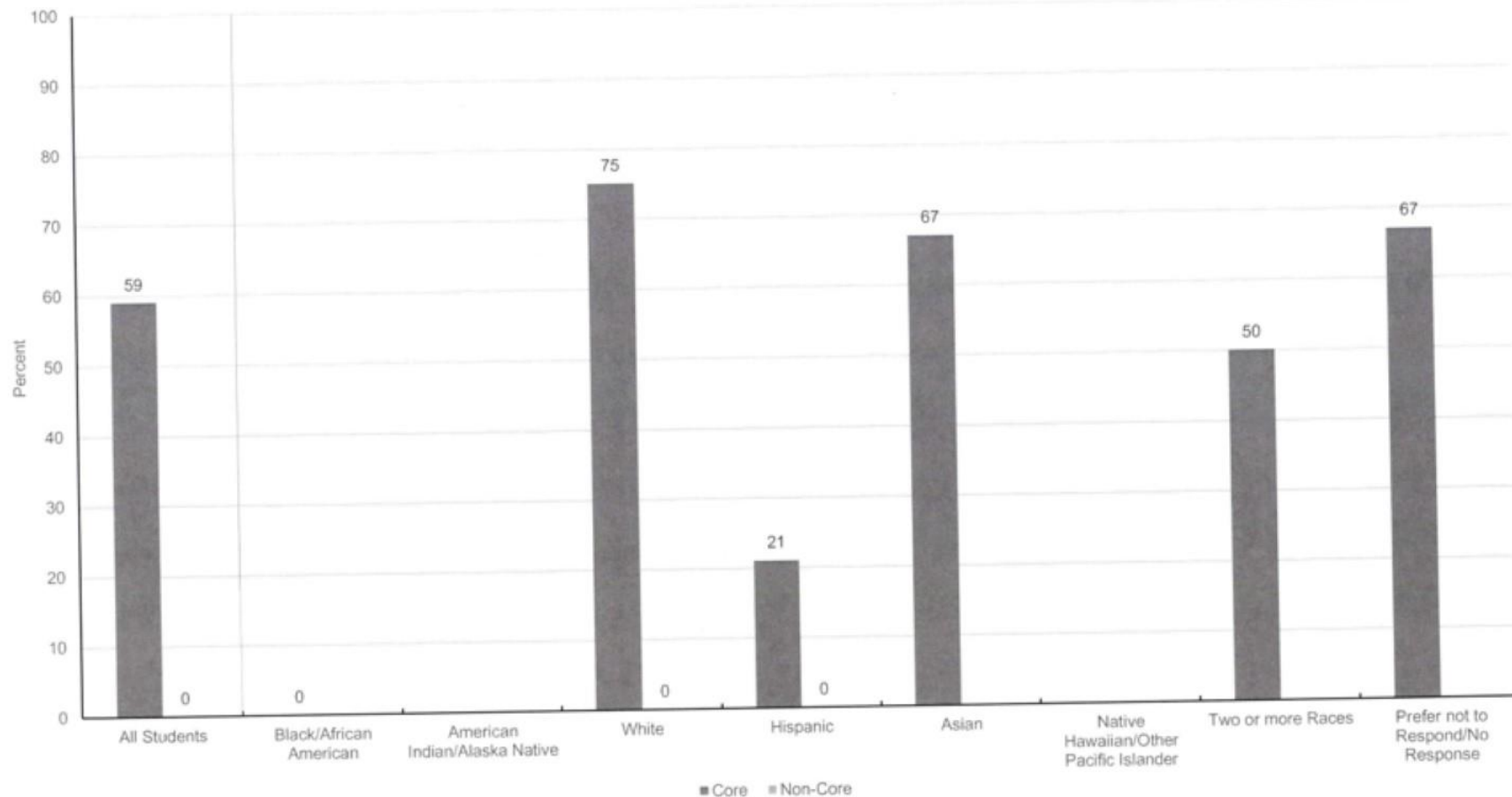
Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	29	27	26	26	27
Q2 (50th Percentile)	23	23	22	24	24
Q1 (25th Percentile)	19	19	19	20	20

Section III

College and Career Readiness and the Impact of Course Rigor

Total Students in Report: 78

Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Table 3.1. Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges

Student Group	CCRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
School	33 to 36	5	6	2	3	5	6	2	3
	28 to 32	16	21	14	18	13	17	13	17
	24 to 27	15	19	21	27	15	19	27	35
	20 to 23	22	28	21	27	22	28	19	24
	16 to 19	17	22	17	22	19	24	14	18
	13 to 15	3	4	3	4	3	4	1	1
	01 to 12	0	0	0	0	1	1	2	3
State	33 to 36	8,583	17	4,370	9	8,144	16	4,572	9
	28 to 32	7,869	15	9,465	19	9,891	19	7,726	15
	24 to 27	10,395	20	13,441	26	9,076	18	12,956	25
	20 to 23	12,333	24	8,791	17	11,603	23	14,062	28
	16 to 19	6,450	13	11,540	23	7,680	15	8,519	17
	13 to 15	3,658	7	3,140	6	3,270	6	2,220	4
	01 to 12	1,562	3	103	0	1,186	2	795	2

Table 3.2. Percent of Students Who Met College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
School	Males	85	59	67	56	48
	Females	88	67	61	59	47
	No Response	-	-	-	-	-
State	Males	82	68	66	62	50
	Females	84	59	67	54	44
	No Response	76	59	62	48	48

Total Students in Report: 78

Table 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	English %	Mathematics %	Reading %	Science %	All Four %	STEM %
School	All Students	78	87	64	63	58	47	33
	Black/African American	1	0	0	100	0	0	0
	American Indian/Alaska Native	0	.	.	.	.	.	.
	White	46	93	72	76	74	63	41
	Hispanic/Latino	20	70	40	30	20	15	10
	Asian	6	100	67	67	83	50	50
	Native Hawaiian/Other Pacific Islander	0	.	.	.	.	.	.
	Two or More Races	2	100	100	50	50	50	50
	Prefer Not to Respond	3	100	100	67	33	33	33
State	All Students	50,850	84	63	66	57	47	39
	Black/African American	4,238	55	26	34	20	13	9
	American Indian/Alaska Native	100	69	46	55	40	31	24
	White	30,842	89	69	73	64	53	43
	Hispanic/Latino	6,635	72	46	51	39	29	21
	Asian	3,721	91	83	76	74	65	61
	Native Hawaiian/Other Pacific Islander	65	85	65	60	55	45	40
	Two or More Races	1,763	84	65	67	58	48	40
	Prefer Not to Respond	3,486	82	64	69	60	51	43

Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score¹

Student Group	ACT NCRC Level	N	%	Average Composite
School	Platinum	23	29	29.2
	Gold	24	31	24.0
	Silver	28	36	19.4
	Bronze	3	4	15.7
	Needs Improvement	0	0	.
State	Platinum	18,004	35	30.5
	Gold	15,719	31	23.9
	Silver	12,778	25	19.2
	Bronze	4,077	8	15.0
	Needs Improvement	272	1	11.7

¹ The ACT Composite scores associated with at least a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 are classified as 'Needs improvement' as they are unlikely to obtain an ACT NCRC. Students with an ACT Composite score of 13 to 16 are classified as 'Bronze' as they are likely to obtain a Bronze NCRC, 17 to 21 as 'Silver', 22 to 26 as 'Gold', and 27 or above as 'Platinum'.

Visit www.act.org/NCRC-indicator to learn more.

Total Students in Report: 78

Table 3.5. College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite ⁴		STEM	
			%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
School	Core or More ²	75	88	23.8	65	23.4	64	23.2	57	23.4	48	23.5	33	23.6
	Less than Core	2	50	17.5	0	19.5	0	19.5	50	22.5	0	20.0	0	21.0
	Missing ³	1	100	30.0	100	25.0	100	32.0	100	27.0	100	29.0	100	26.0
State	Core or More	37,910	86	25.0	67	24.2	69	25.1	60	24.1	50	24.7	41	24.4
	Less than Core	10,924	76	23.0	54	22.4	58	23.3	48	22.5	37	22.9	30	22.7
	Missing	2,016	73	23.0	53	22.7	62	24.3	52	23.2	42	23.4	36	23.2

¹ "Curriculum Taken" reflects overall high school curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

³ Zero years or no coursework information reported in one or more content areas.

⁴ Composite College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

Table 3.6. College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
School	Core or More ²	77	87	23.6	77	64	23.3	75	64	23.2	77	57	23.3
	Less than Core	0	.	.	0	.	.	2	0	19.5	0	.	.
	Missing ³	1	100	30.0	1	100	25.0	1	100	32.0	1	100	27.0
State	Core or More	48,027	84	24.6	48,059	64	23.9	41,485	68	24.9	45,395	59	24.0
	Less than Core	868	66	21.2	815	25	18.9	7,396	60	23.7	3,485	35	20.9
	Missing	1,955	74	23.2	1,976	53	22.7	1,969	63	24.4	1,970	53	23.3

¹ "Curriculum Taken" reflects content-specific curriculum in this table.

² "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.

For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

³ Zero years or no coursework information reported in the specified content area.

Total Students in Report: 78

Table 3.7. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Common Course Patterns

Course Pattern	School				State			
	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	14	18	22.2	79	11,014	22	24.7	84
Eng 9, Eng 10, Eng 11, Eng 12	63	81	23.9	89	37,013	73	24.5	84
Less than 4 years of English	0	0	-	-	868	2	21.2	66
Zero years / no English courses reported	1	1	30.0	100	1,955	4	23.2	74
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	5	6	23.6	80	5,129	10	25.0	75
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	5	6	21.2	60	4,903	10	22.2	56
Alg 1, Alg 2, Geom, & Trig	3	4	20.3	67	3,320	7	20.4	40
Alg 1, Alg 2, Geom, & Other Adv Math	11	14	19.7	27	5,317	10	20.4	40
Other comb of 4 or more years of Math	44	56	25.3	80	24,055	47	26.1	78
Alg 1, Alg 2, & Geom	5	6	20.0	40	2,691	5	18.3	21
Other comb of 3 or 3.5 years of Math	4	5	18.8	0	2,644	5	22.5	57
Less than 3 years of Math	0	0	-	-	815	2	18.9	25
Zero years / no Math courses reported	1	1	25.0	100	1,976	4	22.7	53
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	0	0	-	-	1,188	2	25.1	68
Other comb of 4 or more years Social Science	58	74	23.1	64	22,294	44	25.0	68
US Hist, World Hist, & Am Gov	0	0	-	-	1,811	4	22.8	54
Other comb of 3 or 3.5 years of Social Science	17	22	23.4	65	16,192	32	24.9	68
Less than 3 years of Social Science	2	3	19.5	0	7,396	15	23.7	60
Zero years / no Social Science courses reported	1	1	32.0	100	1,969	4	24.4	63
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	47	60	23.5	60	23,514	46	24.1	61
Bio, Chem, Phys	29	37	22.9	52	15,007	30	25.1	68
Gen Sci ¹ , Bio, Chem	1	1	28.0	100	6,399	13	21.2	37
Other comb of 3 years of Natural Science	0	0	-	-	475	1	21.0	35
Less than 3 years of Natural Science	0	0	-	-	3,485	7	20.9	35
Zero years / no Natural Science courses reported	1	1	27.0	100	1,970	4	23.3	53

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 78

Table 3.8. College Readiness Benchmark (CRB) Percent and Average ACT Scores for Gender by Common Course Patterns

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark	N	Percent	ACT English	% Who Met Benchmark
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	14	18	22.2	79	3	11	18.0	67	11	22	23.4	82
Eng 9, Eng 10, Eng 11, Eng 12	63	81	23.9	89	23	85	22.8	87	40	78	24.5	90
Less than 4 years of English	0	0	.	.	0	0	.	.	0	0	.	.
Zero years / no English courses reported	1	1	30.0	100	1	4	30.0	100	0	0	.	.
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	5	6	23.6	80	2	7	25.5	100	3	6	22.3	67
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	5	6	21.2	60	2	7	20.0	50	3	6	22.0	67
Alg 1, Alg 2, Geom, & Trig	3	4	20.3	67	1	4	23.0	100	2	4	19.0	50
Alg 1, Alg 2, Geom, & Other Adv Math	11	14	19.7	27	7	26	20.1	29	4	8	19.0	25
Other comb of 4 or more years of Math	44	56	25.3	80	11	41	25.0	73	33	65	25.4	82
Alg 1, Alg 2, & Geom	5	6	20.0	40	2	7	24.0	50	3	6	17.3	33
Other comb of 3 or 3.5 years of Math	4	5	18.8	0	1	4	21.0	0	3	6	18.0	0
Less than 3 years of Math	0	0	.	.	0	0	.	.	0	0	.	.
Zero years / no Math courses reported	1	1	25.0	100	1	4	25.0	100	0	0	.	.
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	0	0	.	.	0	0	.	.	0	0	.	.
Other comb of 4 or more years Social Science	58	74	23.1	64	19	70	22.1	63	39	76	23.6	64
US Hist, World Hist, & Am Gov	0	0	.	.	0	0	.	.	0	0	.	.
Other comb of 3 or 3.5 years of Social Science	17	22	23.4	65	7	26	21.7	71	10	20	24.5	60
Less than 3 years of Social Science	2	3	19.5	0	0	0	.	.	2	4	19.5	0
Zero years / no Social Science courses reported	1	1	32.0	100	1	4	32.0	100	0	0	.	.
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	47	60	23.5	60	13	48	22.9	62	34	67	23.7	59
Bio, Chem, Phys	29	37	22.9	52	13	48	22.1	46	16	31	23.6	56
Gen Sci ¹ , Bio, Chem	1	1	28.0	100	0	0	.	.	1	2	28.0	100
Other comb of 3 years of Natural Science	0	0	.	.	0	0	.	.	0	0	.	.
Less than 3 years of Natural Science	0	0	.	.	0	0	.	.	0	0	.	.
Zero years / no Natural Science courses reported	1	1	27.0	100	1	4	27.0	100	0	0	.	.

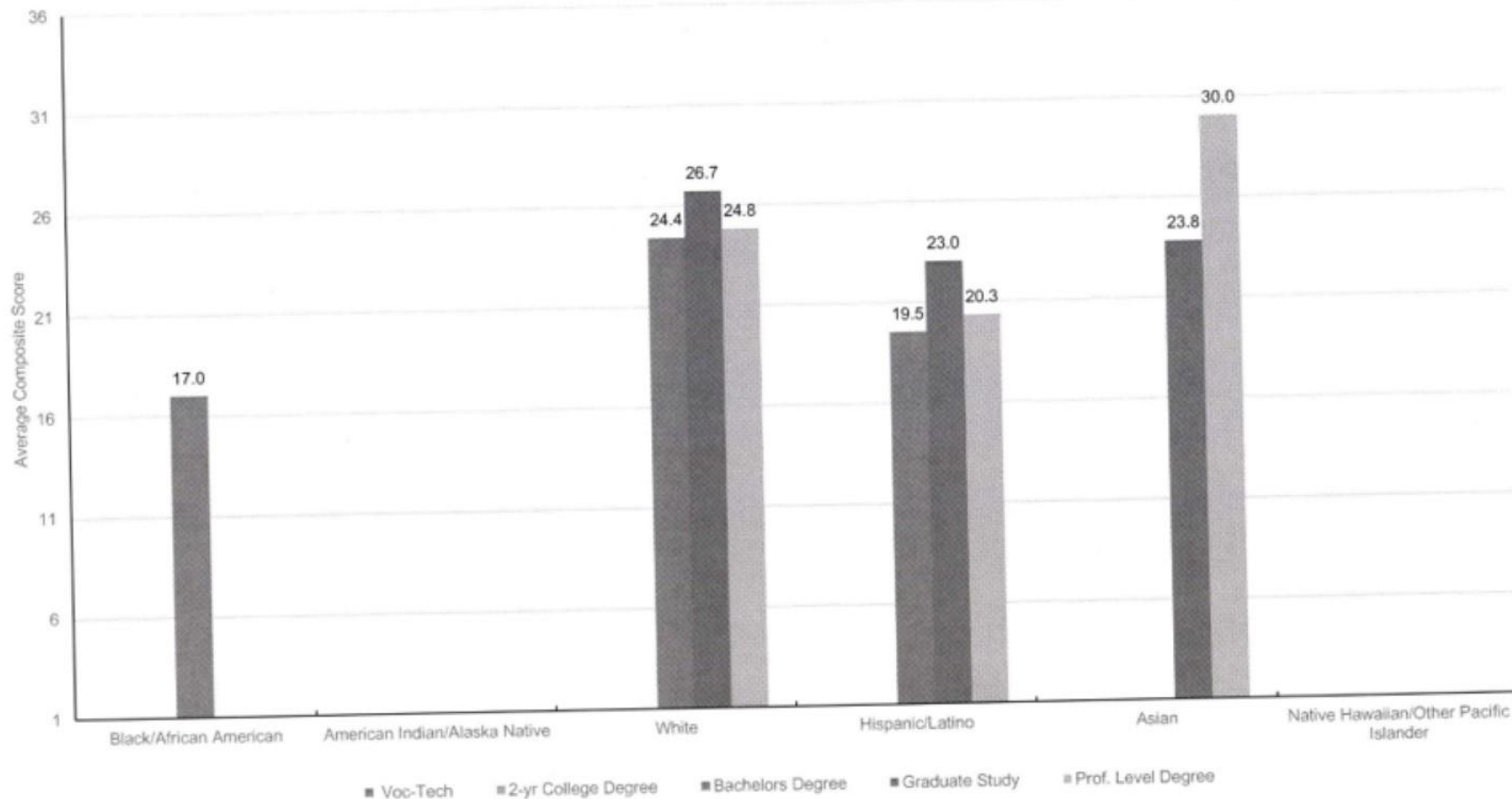
¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Total Students in Report: 78

Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*



*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

Total Students in Report: 78

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ¹	Percent ²	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	2	3	21.5	0	.	.	2	3	21.5
Architecture	2	3	26.5	0	.	.	2	3	26.5
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	.	.	0	0	.
Arts: Visual & Performing	3	4	21.3	0	.	.	3	4	21.3
Business	11	14	22.7	0	.	.	11	15	22.7
Communications	2	3	23.5	0	.	.	1	1	23.0
Community, Family, & Personal Services	3	4	22.3	0	.	.	3	4	22.3
Computer Science & Mathematics	1	1	35.0	0	.	.	1	1	35.0
Education	4	5	25.8	0	.	.	4	5	25.8
Engineering	7	9	24.1	0	.	.	6	8	25.0
Engineering Technology & Drafting	1	1	20.0	0	.	.	1	1	20.0
English & Foreign Languages	0	0	.	0	.	.	0	0	.
Health Administration & Assisting	1	1	20.0	0	.	.	1	1	20.0
Health Sciences & Technologies	13	17	21.8	0	.	.	13	17	21.8
Philosophy, Religion, & Theology	0	0	.	0	.	.	0	0	.
Repair, Production, & Construction	0	0	.	0	.	.	0	0	.
Sciences: Biological & Physical	13	17	25.6	0	.	.	13	17	25.6
Social Sciences & Law	4	5	23.0	0	.	.	4	5	23.0
Undecided	11	14	23.3	0	.	.	10	13	23.6
No Response	0	0	.	0	.	.	0	0	.

¹2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.²Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Total Students in Report: 78

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/ Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	0	-	0	-	0	-	0	-	0	-
2-yr College Degree	0	-	0	-	0	-	0	-	0	-
Bachelors Degree	38	22.9	1	17.0	0	-	25	24.4	10	19.5
Graduate Study	16	25.7	0	-	0	-	9	26.7	1	23.0
Prof. Level Degree	21	23.4	0	-	0	-	10	24.8	9	20.3
Other	1	19.0	0	-	0	-	1	19.0	0	-
No Response	2	22.0	0	-	0	-	1	24.0	0	-

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	0	-	0	-	0	-	0	-	0	-
2-yr College Degree	0	-	0	-	0	-	0	-	0	-
Bachelors Degree	38	22.9	0	-	0	-	1	21.0	1	27.0
Graduate Study	16	25.7	4	23.8	0	-	1	30.0	1	23.0
Prof. Level Degree	21	23.4	2	30.0	0	-	0	-	0	-
Other	1	19.0	0	-	0	-	0	-	0	-
No Response	2	22.0	0	-	0	-	0	-	1	20.0

Total Students in Report: 78

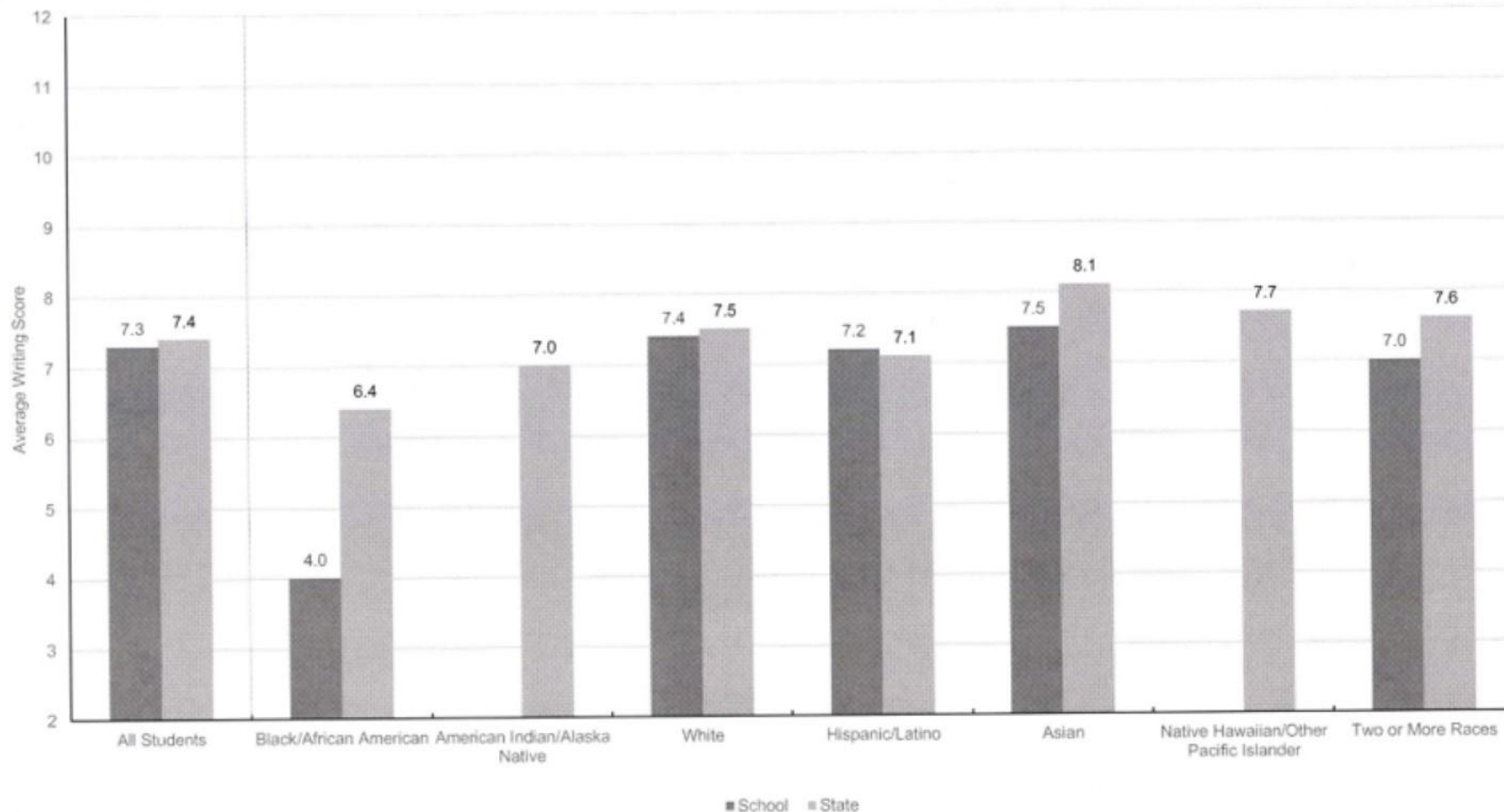
Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
LOYOLA UNIVERSITY OF CHICAGO	Illinois	10	7	3	0	0	40	10	10	30	10
UNIVERSITY OF ILLINOIS AT CHICAGO	Illinois	10	3	7	0	0	50	50	0	0	0
UNIVERSITY OF ILLINOIS-URBANA CHAMPAIGN	Illinois	9	3	6	0	0	0	33	44	22	0
ILLINOIS STATE UNIVERSITY	Illinois	8	3	5	0	0	25	38	25	13	0
NORTHERN ILLINOIS UNIVERSITY	Illinois	7	1	6	0	0	57	29	14	0	0
BRADLEY UNIVERSITY	Illinois	6	1	5	0	0	17	67	17	0	0
AURORA UNIVERSITY	Illinois	5	2	3	0	0	60	40	0	0	0
NORTH CENTRAL COLLEGE	Illinois	5	0	5	0	0	20	20	40	20	0
COLLEGE OF DU PAGE	Illinois	4	1	3	0	0	0	50	25	25	0
DEPAUL UNIVERSITY	Illinois	4	0	4	0	0	75	0	25	0	0
MARQUETTE UNIVERSITY	Wisconsin	4	0	4	0	0	0	50	0	50	0
NORTHWESTERN UNIVERSITY	Illinois	4	1	3	0	0	0	25	0	75	0
UNIV OF WISCONSIN-MILWAUKEE	Wisconsin	4	2	2	0	0	25	50	25	0	0
UNIVERSITY OF CHICAGO	Illinois	4	1	3	0	0	25	0	25	50	0
AUGUSTANA COLLEGE	Illinois	3	1	2	0	0	0	33	67	0	0
BENEDICTINE UNIVERSITY	Illinois	3	2	1	0	0	33	67	0	0	0
DOMINICAN UNIVERSITY	Illinois	3	1	2	0	0	33	67	0	0	0
INDIANA UNIV-PURDUE UNIV INDIANAPOLIS	Indiana	3	2	1	0	0	0	0	67	33	0
INDIANA UNIVERSITY BLOOMINGTON	Indiana	3	2	1	0	0	0	0	67	33	0
SOUTHERN ILLINOIS UNIV-CARBONDALE	Illinois	3	2	1	0	0	67	33	0	0	0
UNIV OF TEXAS AT AUSTIN	Texas	3	2	1	0	0	0	67	33	0	0
BALL STATE UNIVERSITY	Indiana	2	0	2	0	0	0	0	50	50	0
GRAND VALLEY STATE UNIVERSITY	Michigan	2	0	2	0	0	0	50	50	0	0
HARVARD COLLEGE	Massachusetts	2	1	1	0	0	0	0	50	50	0
LEWIS UNIVERSITY	Illinois	2	1	1	0	0	0	50	50	0	0
UNIV OF MISSOURI-COLUMBIA	Missouri	2	1	1	0	0	0	50	50	0	0
UNIVERSITY OF HOUSTON-MAIN CAMPUS	Texas	2	0	2	0	0	50	50	0	0	0
UNIVERSITY OF KANSAS	Kansas	2	0	2	0	0	50	0	0	50	0
UNIVERSITY OF MIAMI	Florida	2	0	2	0	0	0	0	50	0	50
UNIVERSITY OF MINNESOTA-TWIN CITIES	Minnesota	2	0	2	0	0	0	50	50	0	0
All Other Institutions		65	14	51	0	0	18	20	28	25	9
Total		188	54	134	0	0	23	29	25	19	4

Section V

Optional Writing Test Results

Figure 5.1. Average ACT Writing Scores by Race/Ethnicity*



*Missing columns reflect race/ethnicity groupings that are missing.

Total Students in Report: 78

Table 5.1. Average ACT English Language Arts Constituent Scores by Race/Ethnicity and Gender for Students Who Took ACT Writing

	N		Average ACT Scores					
			English		Reading		Writing	
	School	State	School	State	School	State	School	State
All Students	47	23,587	23.5	25.4	23.1	25.5	7.3	7.4
Black/African American	1	2,074	15.0	19.5	22.0	19.7	4.0	6.4
American Indian/Alaska Native	0	29	.	23.9	.	24.7	.	7.0
White	27	12,927	25.1	26.6	24.5	26.7	7.4	7.5
Hispanic/Latino	13	3,651	20.2	22.0	20.0	22.2	7.2	7.1
Asian	4	2,243	25.3	28.8	26.3	28.2	7.5	8.1
Native Hawaiian/Other Pacific Islander	0	32	.	27.6	.	26.1	.	7.7
Two or More Races	1	854	21.0	26.1	18.0	25.4	7.0	7.6
Prefer not/No Response	1	1,777	25.0	26.3	22.0	26.7	7.0	7.4
Males	14	10,345	22.5	25.4	22.8	25.6	7.1	7.2
Females	33	13,224	23.9	25.4	23.3	25.4	7.4	7.6
No Response	0	18	.	29.6	.	29.7	.	7.3

Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender for Students Who Took ACT Writing

	N		Average ACT Scores			
			Average ELA Score		Percent Who Met ELA Benchmark	
	School	State	School	State	School	State
All Students	47	23,587	22.0	23.7	64	75
Black/African American	1	2,074	15.0	18.6	0	39
American Indian/Alaska Native	0	29	.	22.4	.	72
White	27	12,927	23.1	24.6	78	83
Hispanic/Latino	13	3,651	19.8	21.1	31	59
Asian	4	2,243	24.3	26.4	100	89
Native Hawaiian/Other Pacific Islander	0	32	.	24.8	.	91
Two or More Races	1	854	19.0	24.3	0	79
Prefer not/No Response	1	1,777	22.0	24.3	100	77
Males	14	10,345	21.2	23.5	57	74
Females	33	13,224	22.3	23.8	67	76
No Response	0	18	.	26.2	.	83