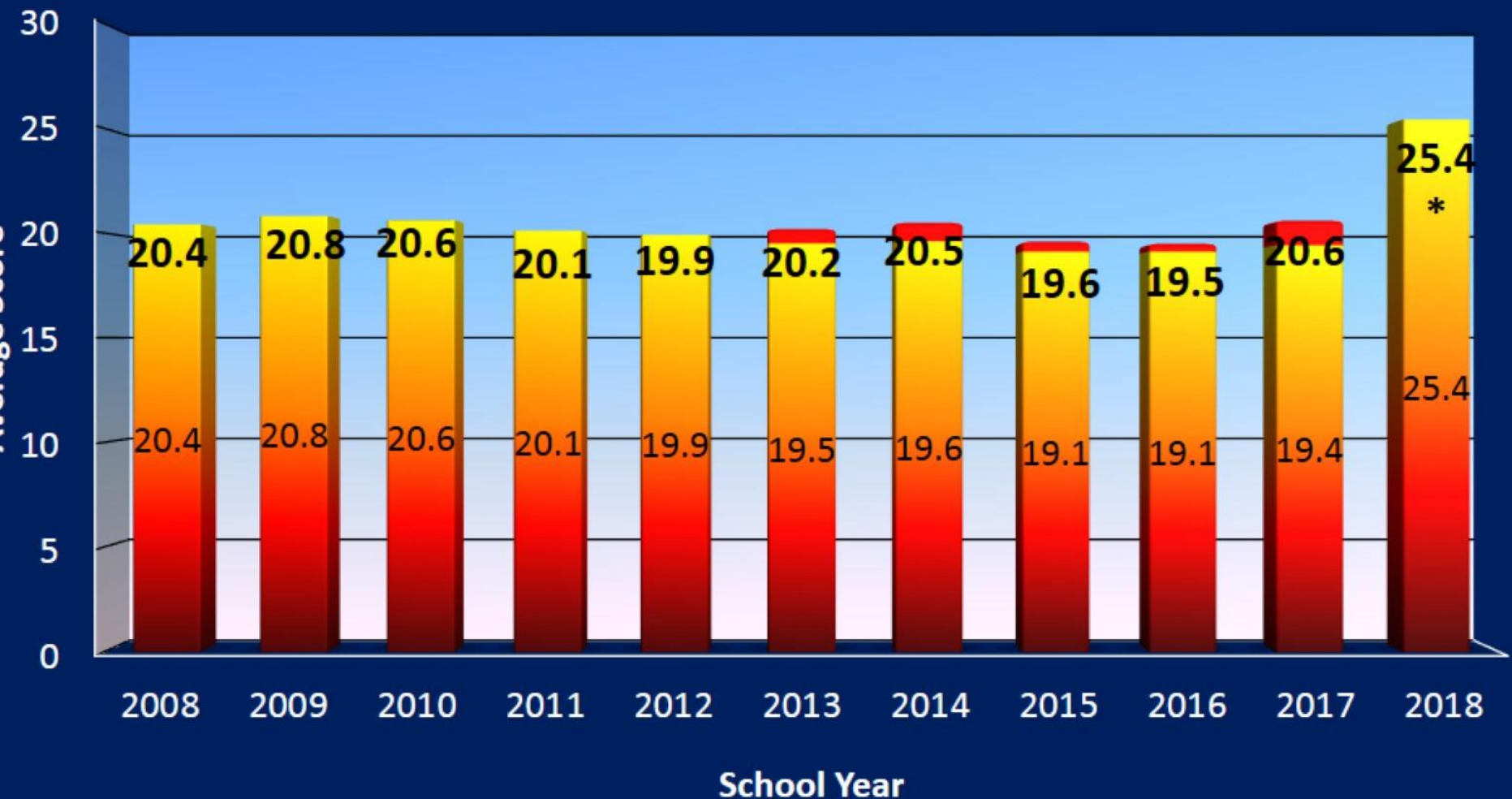


Final ACT Test Results

Class of 2018 Graduates

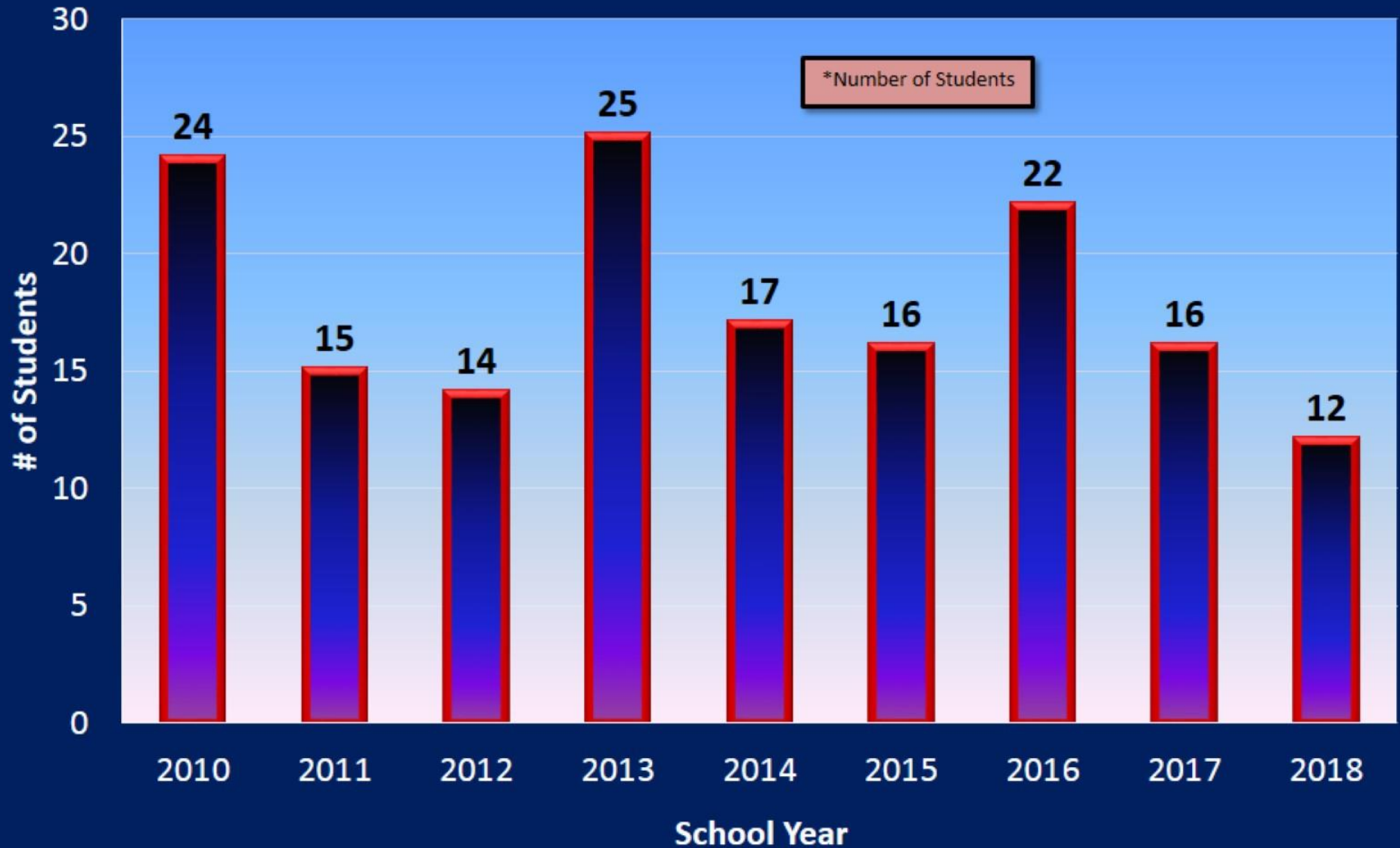
**Final performance and college readiness information
for 2018 graduating seniors who took the ACT test as
Sophomores, Juniors or Seniors.**

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.

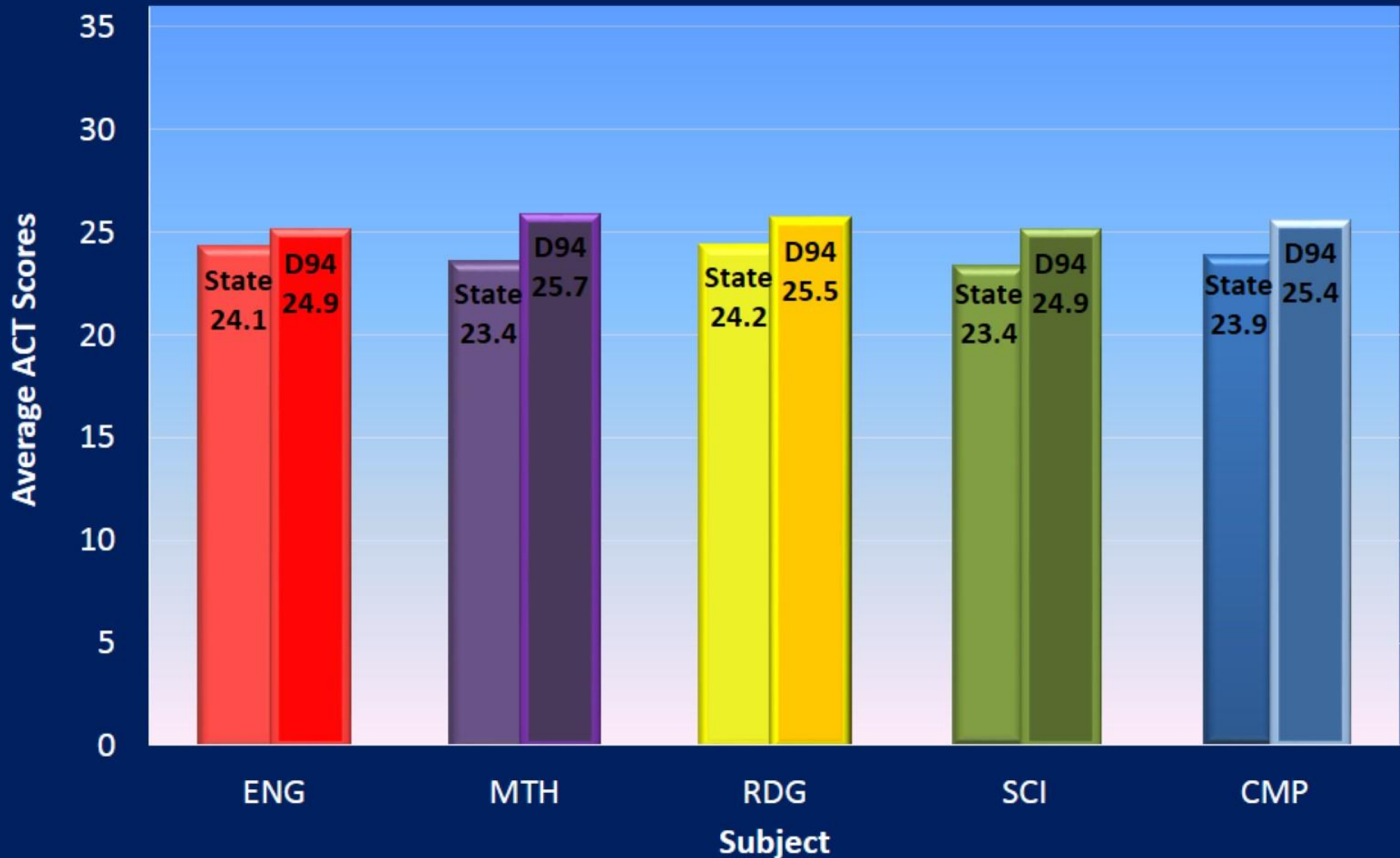
Senior Composite ACT Score of 30+ By School Year



Senior ACT Test Results

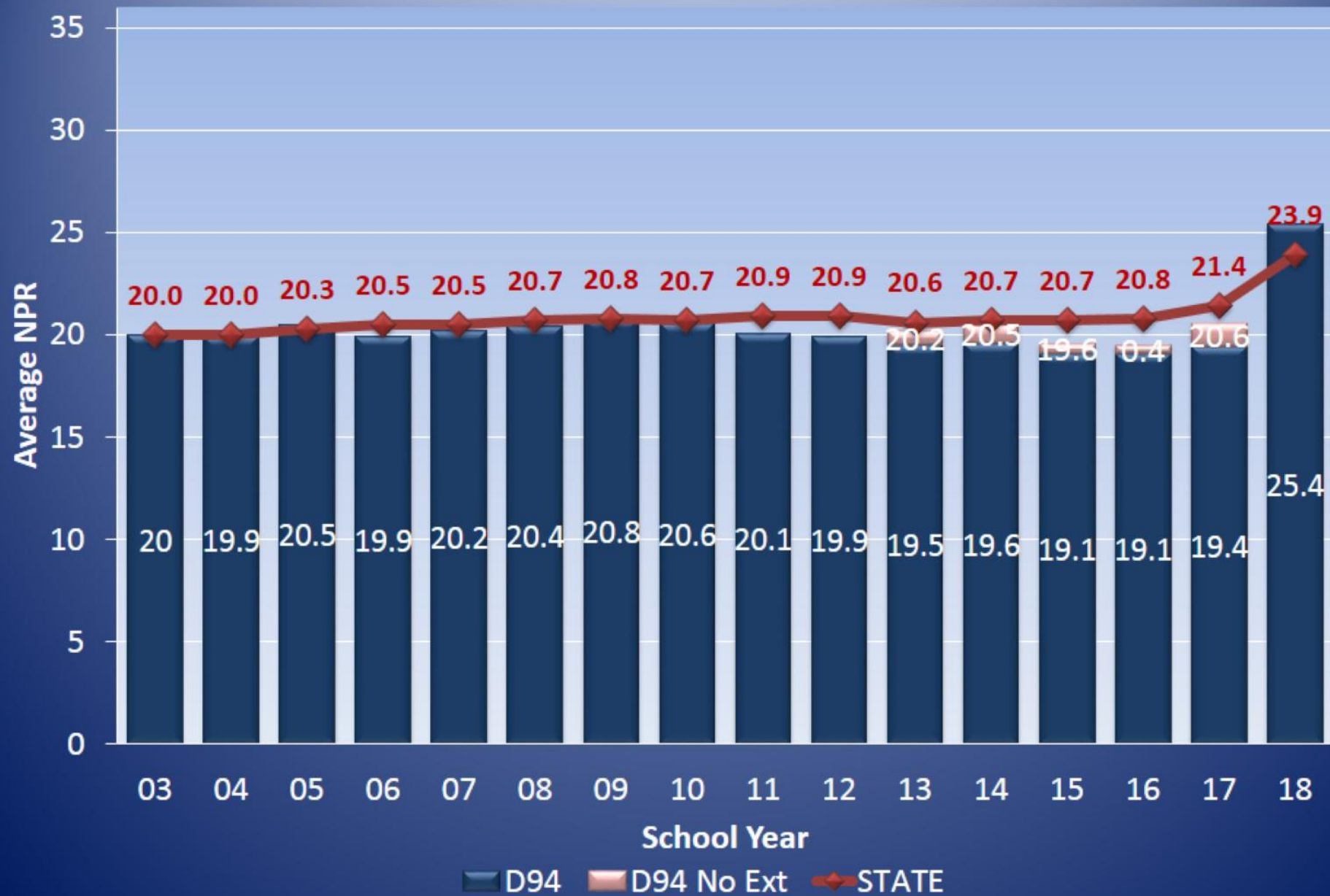
Mean Scores by Subject

State vs D94



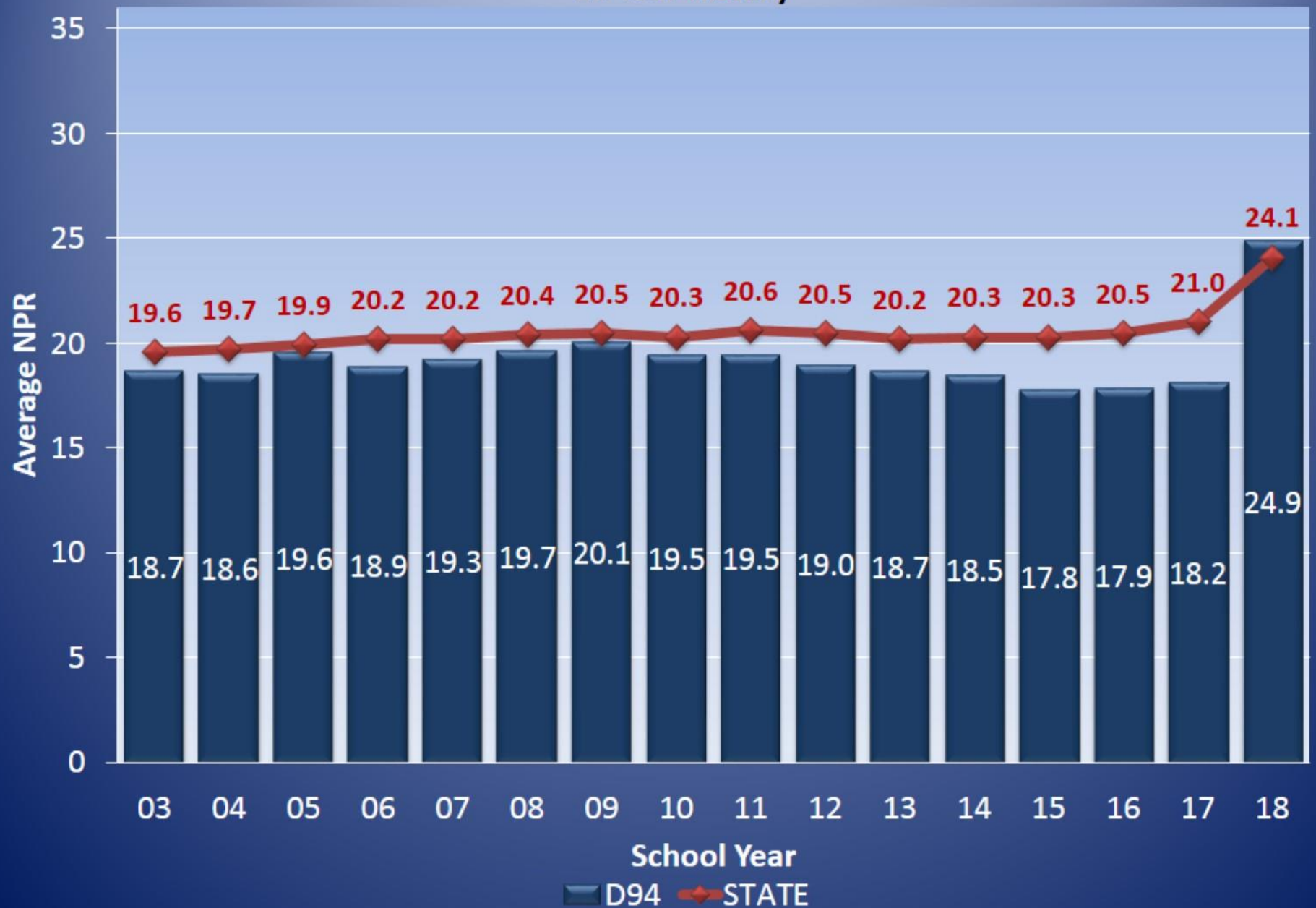
Senior ACT Composite Scores

10 Year History



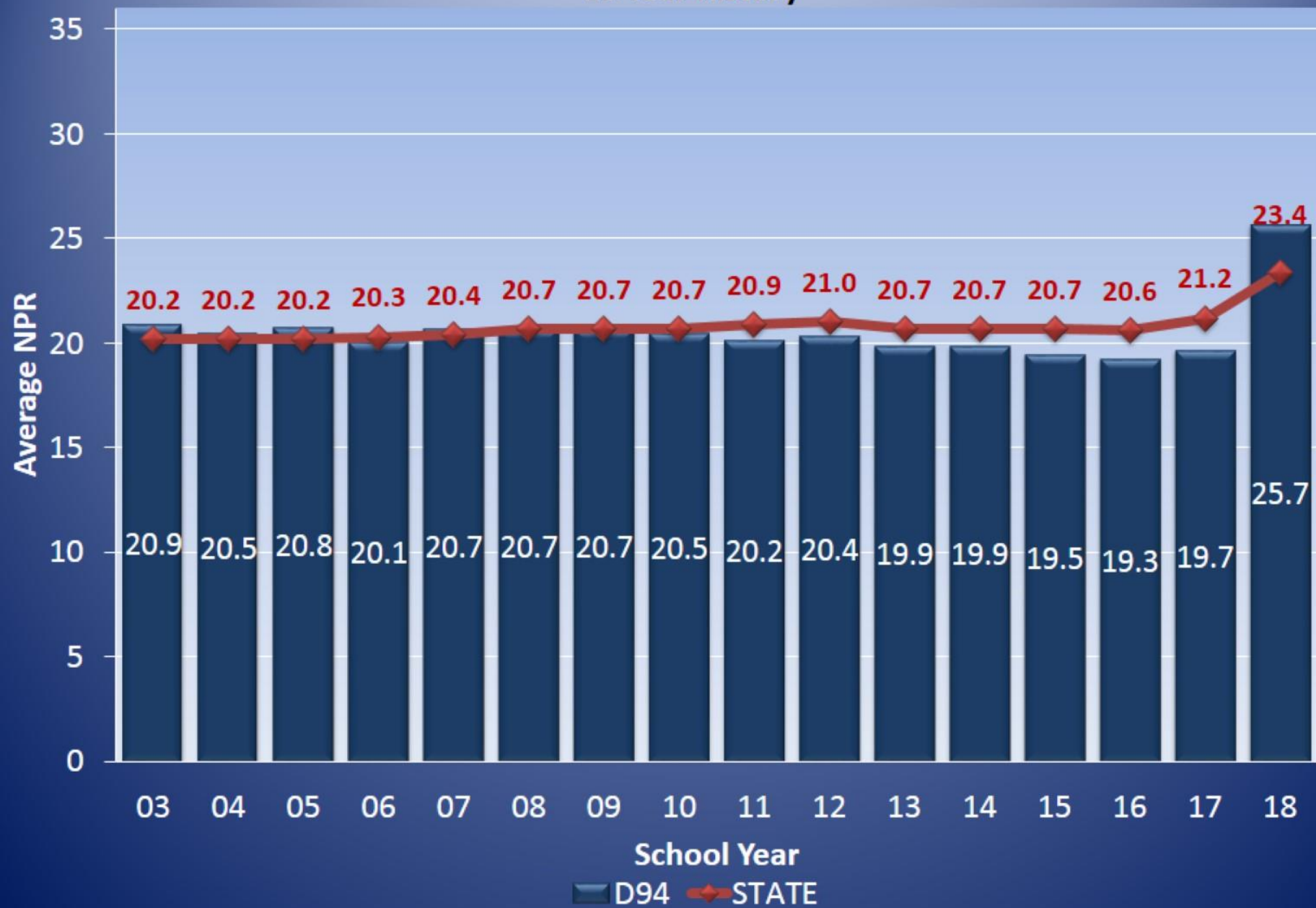
Senior ACT English Scores

10 Year History



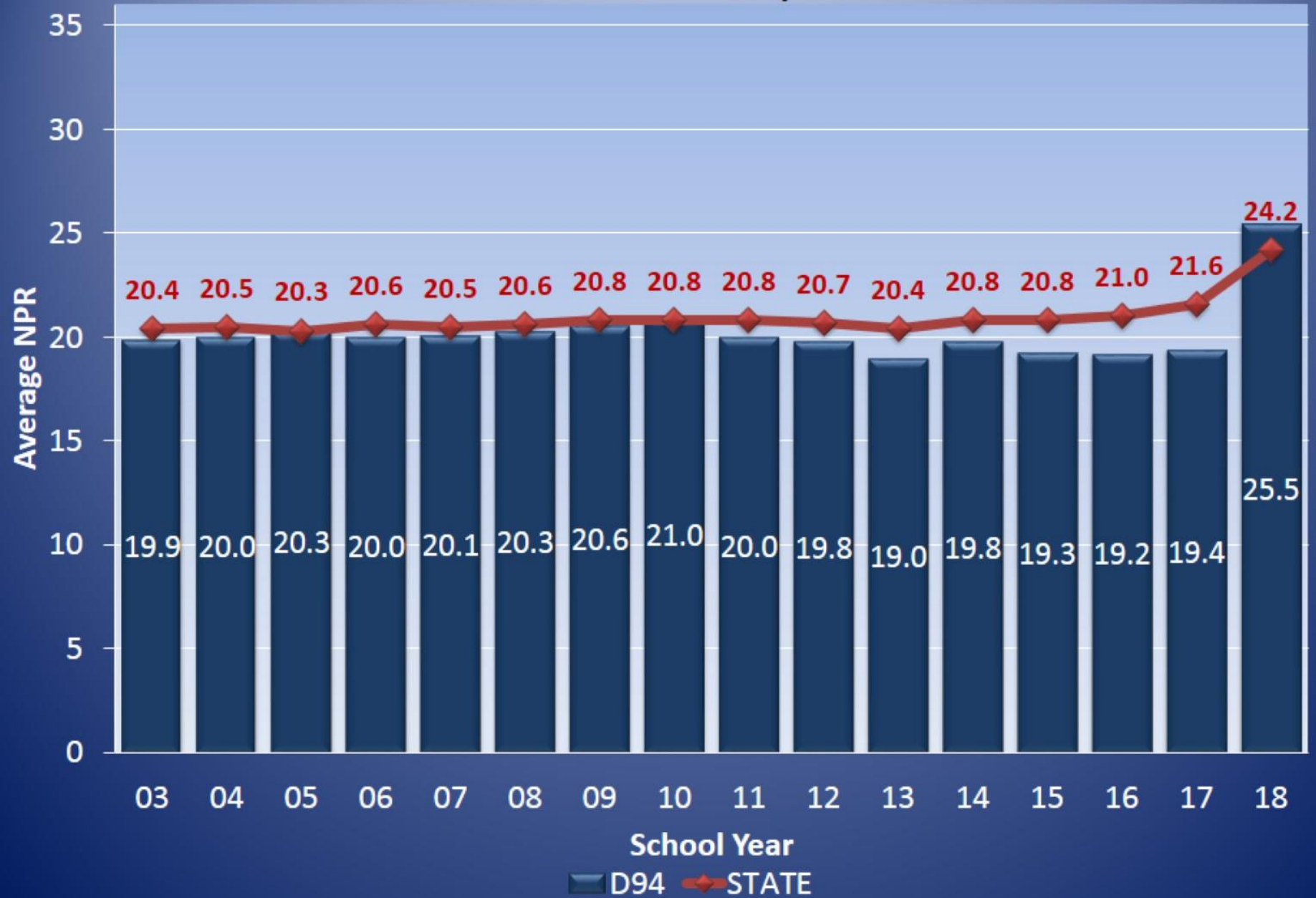
Senior ACT Math Scores

10 Year History



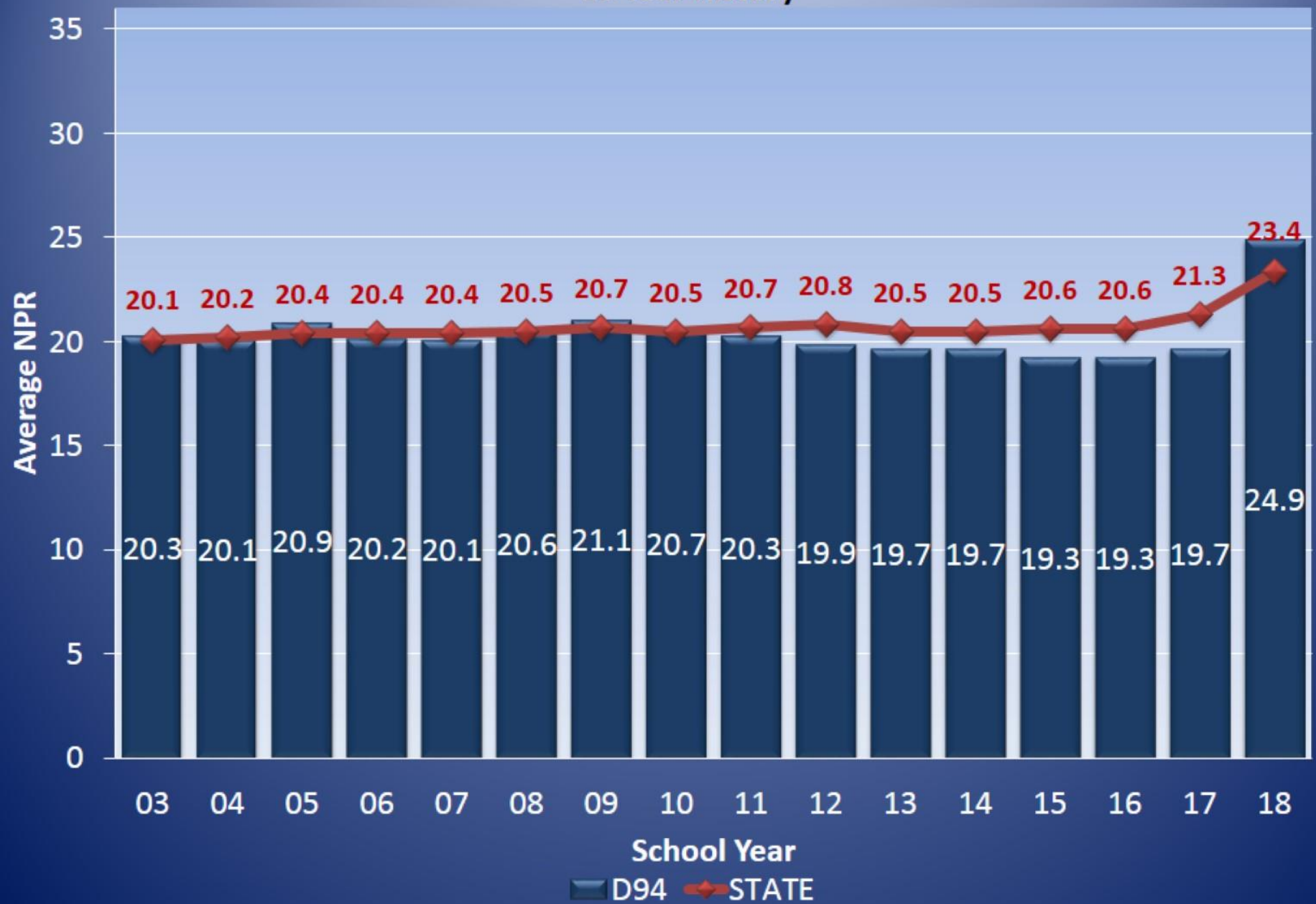
Senior ACT Reading Scores

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

Class of 2018 Senior ACT Test Results

Mean Scores by Subject and Gender





Profile Report - High School

Graduating Class 2018

COMMUNITY HIGH SCHOOL

144350
Principal
COMMUNITY HIGH SCHOOL
326 JOLIET ST

WEST CHICAGO, IL 60185

ACT, INC. -- CONFIDENTIAL



New to your 2018 Profile Report

Though ACT will continue to report English, mathematics, reading, and science subject scores, beginning in September 2016, subscores such as rhetorical skills and arts/literature will be omitted. Instead, a comprehensive set of reporting categories aligned with ACT College and Career Readiness Standards and other standards that target college and career readiness will be included. This change will make it easier for students, parents, and educators to gain deeper insight into students' performance and better understand strengths and areas for improvement in each subject.

In this report, reporting category outcomes indicate the percentage of students with reporting category scores falling within associated ACT Readiness Ranges. These ranges reflect where a student who has met an associated ACT College Readiness Benchmark would typically perform in each reporting category.

This report includes percentage of students meeting/exceeding the ACT College Readiness Benchmark for English Language Arts (ELA). This benchmark reflects a score of 20.

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We are pleased to provide this 2018 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2018 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

61% 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: 77 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. 95% 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 1% of the cohort took less than three years of math courses. Of these students, 100% were college ready. 3% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 50% of these students were college ready. In comparison, 82% 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 3% of the cohort took less than three years of natural science courses. 100% of these students were college ready. In comparison, 75% 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 11% 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*

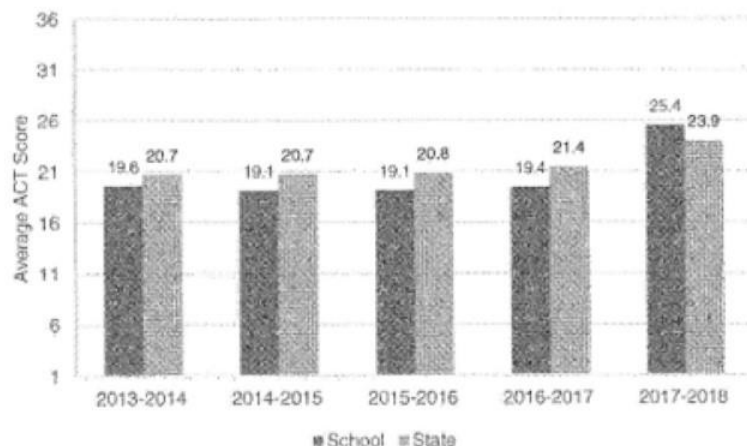


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

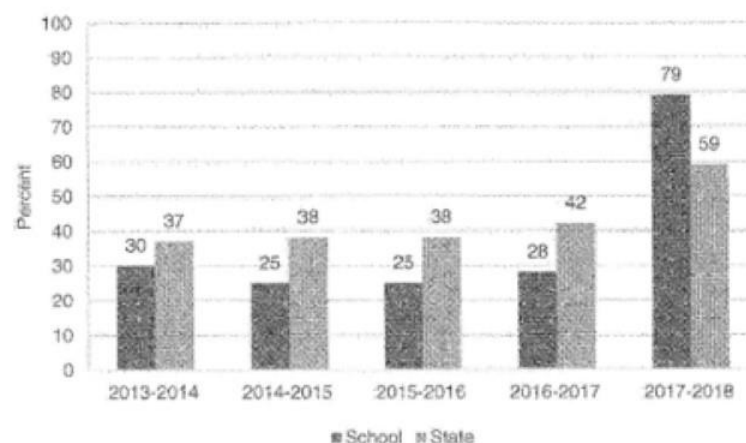


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

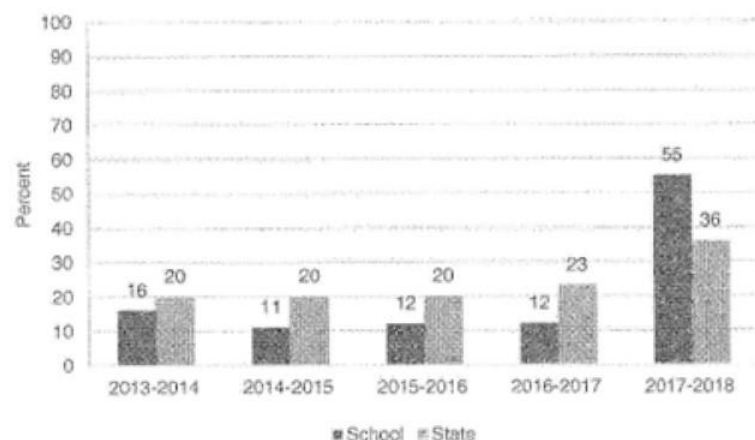
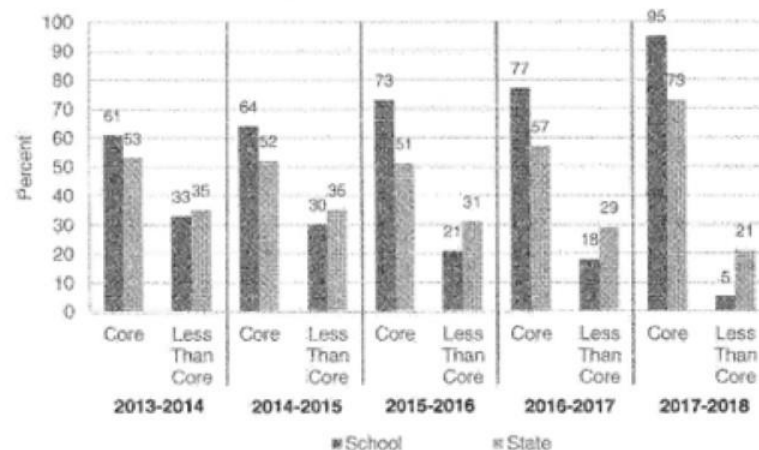


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



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

Total Students in Report: 77

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
2014	476	158,037	51	62	35	41	36	41	29	35	21	26
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

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
2014	476	158,037	18.5	20.3	19.9	20.7	19.8	20.8	19.7	20.5	19.6	20.7
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

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores			
			English	Mathematics	Reading	Science
						Composite
2014	1,845,787		20.3	20.9	21.3	21.0
2015	1,924,436		20.4	20.8	21.4	21.0
2016	2,090,342		20.1	20.6	21.3	20.8
2017	2,030,038		20.3	20.7	21.4	21.0
2018	1,914,817		20.2	20.5	21.3	20.8

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
2014	292	158	61	33	21.1	14.0	21.9	16.6	22.2	15.6	21.8	16.0	21.8	15.6
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

¹Core 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	2014			2015			2016			2017			2018		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	476	100	19.6	471	100	19.1	447	100	19.1	444	100	19.4	77	100	25.4
Black/African American	9	2	17.7	11	2	15.4	11	2	16.2	10	2	16.1	0	0	.
American Indian/Alaska Native	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
White	191	40	22.5	190	40	21.9	138	31	22.4	137	31	22.8	51	66	25.5
Hispanic/Latino	204	43	17.0	215	46	16.9	218	49	17.2	238	54	17.6	6	8	24.8
Asian	17	4	23.1	16	3	20.6	19	4	21.5	16	4	19.6	8	10	25.4
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	2	0	25.5	0	0	.	0	0	.
Two or more races	7	1	24.1	10	2	22.7	10	2	20.3	19	4	21.3	6	8	25.5
Prefer not to respond/No response	48	10	17.4	29	6	16.2	49	11	16.9	24	5	17.0	6	8	25.2

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
2014	476	158,037	20.1	20.9	16	20	27.9	29.0	27.3	28.4
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

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						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
2014	0	0	.	.	.	.	0	0	.	.	.	.	0	0	.	.	.	.
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

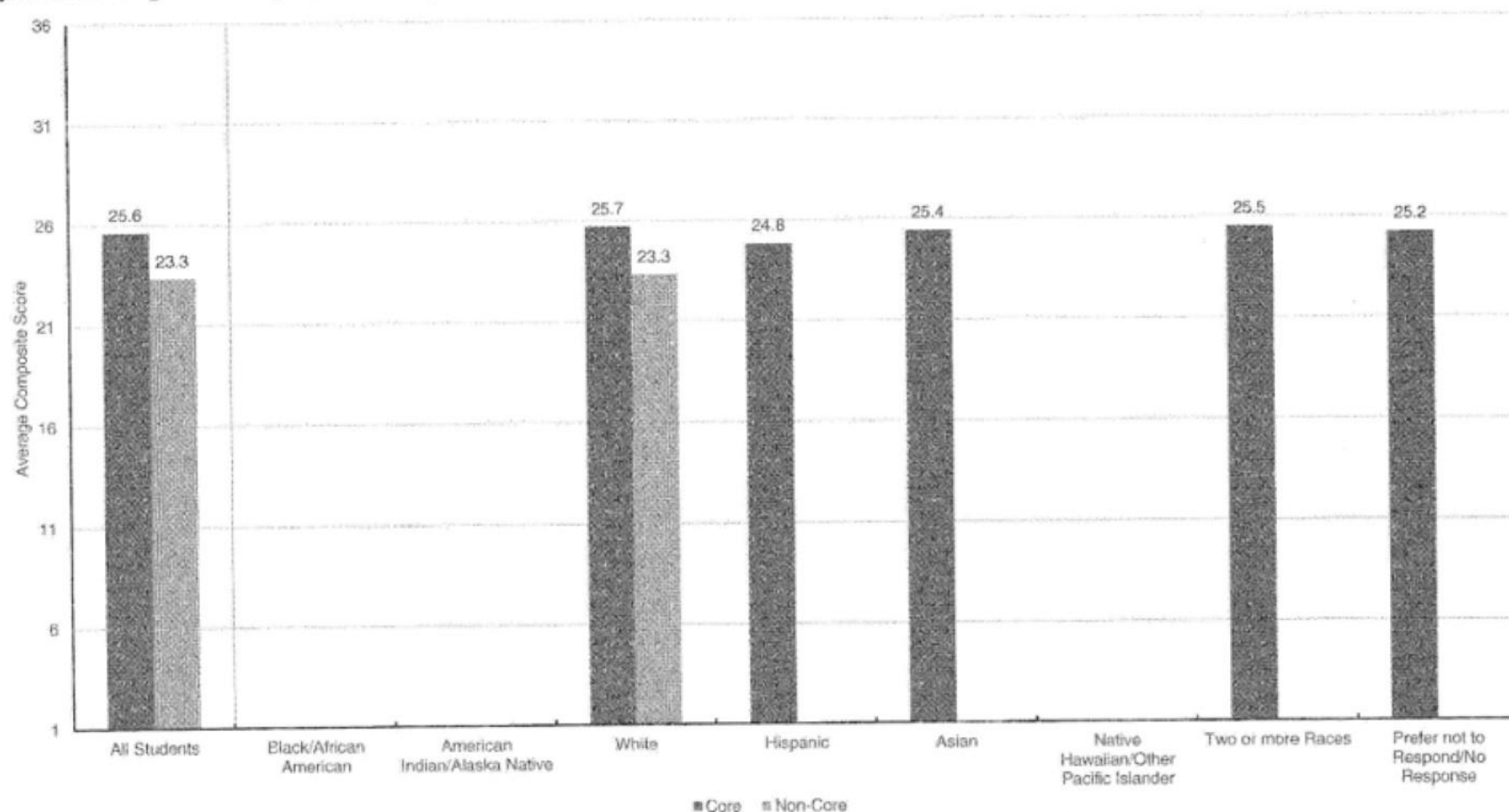
¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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Section II

Academic Achievement

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: 77

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

ACT Scale	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	Score
36	0	100	0	100	0	100	0	100	0	100	0	100	0	100	36
35	6	100	0	100	2	100	1	100	0	100	0	100	0	100	35
34	2	92	2	100	4	97	0	99	1	100	0	100	0	100	34
33	2	90	2	97	2	92	2	99	1	99	3	100	2	100	33
32	0	87	2	95	4	90	1	96	4	97	2	96	2	96	32
31	3	87	3	92	6	84	3	95	1	92	3	94	1	92	31
30	2	83	6	88	4	77	3	91	5	91	4	90	0	90	30
29	2	81	8	81	1	71	5	87	8	84	6	84	3	90	29
28	3	78	6	70	7	70	4	81	6	74	7	77	4	84	28
27	2	74	11	62	7	61	6	75	9	66	8	68	4	76	27
26	10	71	5	48	3	52	5	68	6	55	9	57	1	67	26
25	6	58	6	42	4	48	16	61	5	47	8	45	2	65	25
24	5	51	4	34	5	43	7	40	7	40	8	35	8	61	24
23	9	44	4	29	2	36	5	31	4	31	5	25	5	45	23
22	6	32	4	23	5	34	6	25	6	26	3	18	2	35	22
21	6	25	3	18	4	27	2	17	6	18	1	14	4	31	21
20	6	17	2	14	3	22	0	14	0	10	0	13	5	22	20
19	2	9	2	12	7	18	4	14	4	10	3	13	4	12	19
18	0	6	2	9	3	9	4	9	1	5	4	9	0	4	18
17	2	6	2	6	2	5	2	4	1	4	2	4	0	4	17
16	2	4	2	4	0	3	1	1	1	3	1	1	1	4	16
15	0	1	1	1	1	3	0	1	0	1	0	1	0	2	15
14	0	1	0	1	0	1	0	1	1	1	0	1	0	2	14
13	0	1	0	1	0	1	0	1	0	1	0	1	0	2	13
12	0	1	0	1	1	1	0	1	0	1	0	1	0	2	12
11	0	1	0	1	0	1	0	1	0	1	0	1	0	2	11
10	0	1	0	1	0	1	0	1	0	1	0	1	1	2	10
9	1	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)	24.9 (5.2)		25.7 (4.5)		25.5 (5.4)		24.9 (4.1)		25.4 (4.2)		25.6 (4.1)		24.1 (4.6)		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 Categories¹

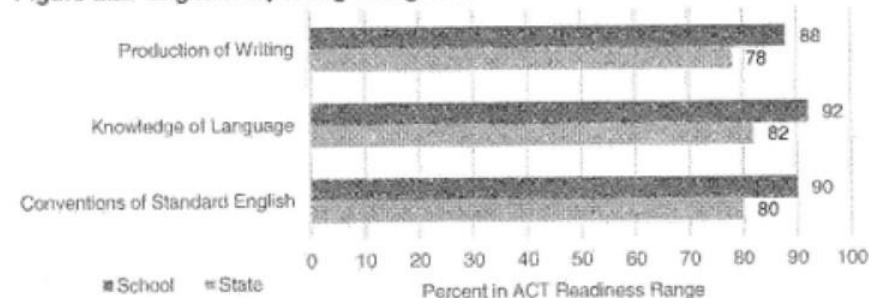


Figure 2.4. Reading Reporting Categories¹

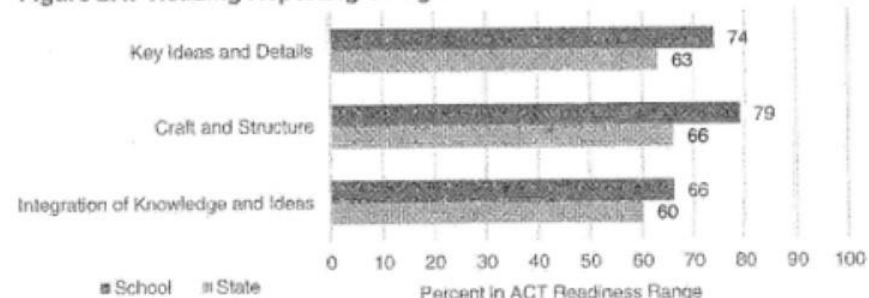


Figure 2.5. Science Reporting Categories¹

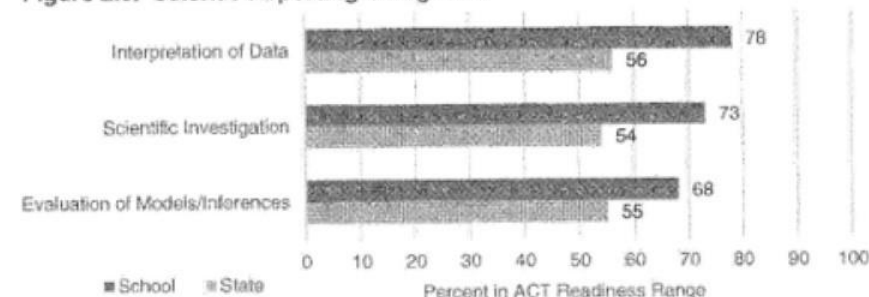
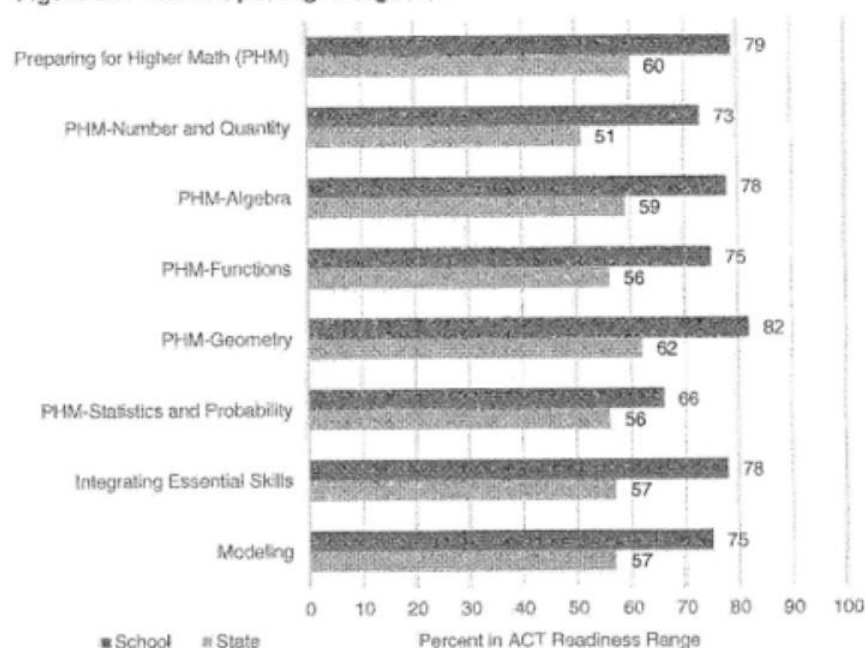


Figure 2.3. Math Reporting Categories¹



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.

¹ Reporting Categories are reported only for testing events beginning September 2016.

Total Students in Report: 77

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	77	95	25.6	23.3
	Black/African American	0	-	-	-
	American Indian/Alaska Native	0	-	-	-
	White	51	92	25.7	23.3
	Hispanic/Latino	6	100	24.8	-
	Asian	8	100	25.4	-
	Native Hawaiian/Other Pacific Islander	0	-	-	-
	Two or More Races	6	100	25.5	-
	Prefer not/No Response	6	100	25.2	-
State	All Students	62,626	73	24.5	22.3
	Black/African American	6,281	65	19.5	18.4
	American Indian/Alaska Native	113	69	21.8	18.8
	White	35,851	78	25.4	23.7
	Hispanic/Latino	9,334	66	22.0	20.5
	Asian	4,405	81	26.9	25.4
	Native Hawaiian/Other Pacific Islander	78	77	24.5	22.5
	Two or More Races	2,121	76	24.9	22.8
	Prefer not/No Response	4,443	50	25.8	22.7

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	77	100	24.9	25.7	25.5	24.9	25.4	25.6
	Black/African American	0	0	-	-	-	-	-	-
	American Indian/Alaska Native	0	0	-	-	-	-	-	-
	White	51	66	25.1	25.5	26.0	25.1	25.5	25.5
	Hispanic/Latino	6	8	26.8	24.2	25.0	22.3	24.8	23.5
	Asian	8	10	24.1	27.8	23.5	25.8	25.4	27.1
	Native Hawaiian/Other Pacific Islander	0	0	-	-	-	-	-	-
	Two or More Races	6	8	24.8	25.3	26.7	24.5	25.5	25.2
	Prefer not/No Response	6	8	23.3	27.0	23.5	25.8	25.2	26.7
State	All Students	62,626	100	24.1	23.4	24.2	23.4	23.9	23.6
	Black/African American	6,281	10	18.8	18.7	19.3	18.9	19.0	19.1
	American Indian/Alaska Native	113	0	20.2	20.8	21.2	20.5	20.8	20.9
	White	35,851	57	25.4	24.4	25.4	24.4	25.0	24.6
	Hispanic/Latino	9,334	15	21.3	21.2	21.7	21.1	21.4	21.4
	Asian	4,405	7	26.9	27.0	26.2	25.9	26.6	26.7
	Native Hawaiian/Other Pacific Islander	78	0	23.4	23.7	24.0	23.4	23.8	23.8
	Two or More Races	2,121	3	24.7	23.7	25.0	23.9	24.5	24.1
	Prefer not/No Response	4,443	7	23.9	23.3	24.4	23.5	23.9	23.6

Total Students in Report: 77

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	30	97	26.3	21.0
	Females	47	94	25.1	24.0
	No Response	0	-	-	-
State	Males	28,630	73	24.9	22.4
	Females	33,987	73	24.2	22.1
	No Response	9	11	17.0	24.0

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.

Table 2.5. Average ACT Scores by Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
School	Males	30	39	25.5	26.9	26.3	25.2	26.1	26.3
	Females	47	61	24.6	25.0	25.1	24.7	25.0	25.1
	No Response	0	0	-	-	-	-	-	-
State	Males	28,630	46	23.9	24.2	24.1	23.9	24.2	24.3
	Females	33,987	54	24.2	22.7	24.3	22.9	23.6	23.0
	No Response	9	0	23.2	23.1	23.1	22.9	23.2	23.2

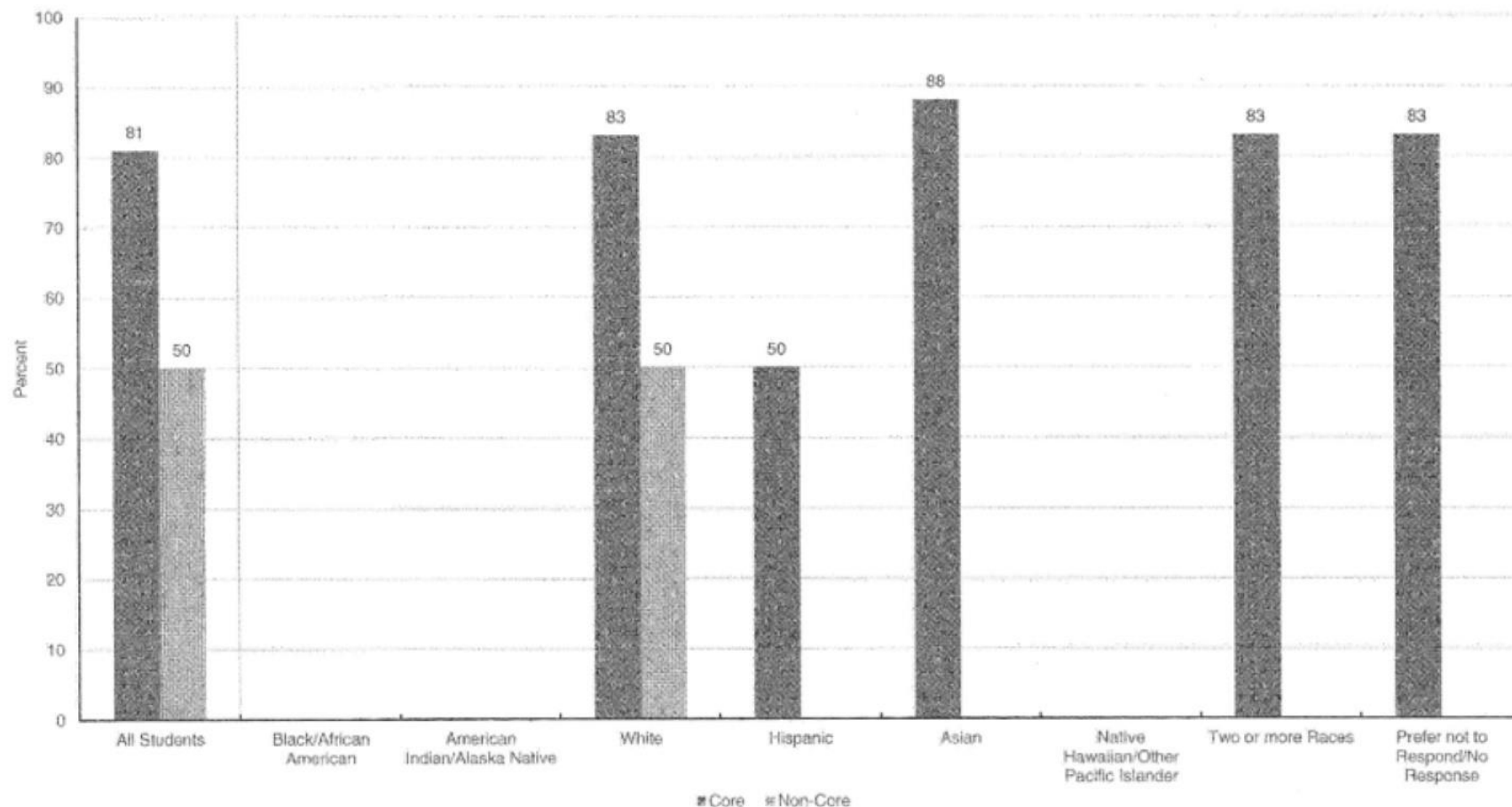
Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	28	29	30	27	29
Q2 (50th Percentile)	24	27	26	25	26
Q1 (25th Percentile)	22	23	21	23	22

Section III

College and Career Readiness and the Impact of Course Rigor

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.

Total Students in Report: 77

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	10	13	4	5	8	10	3	4
	28 to 32	10	13	25	32	22	29	16	21
	24 to 27	23	30	26	34	19	25	34	44
	20 to 23	27	35	13	17	14	18	13	17
	16 to 19	6	8	8	10	12	16	11	14
	13 to 15	0	0	1	1	1	1	0	0
	01 to 12	1	1	0	0	1	1	0	0
State	33 to 36	9,384	15	4,320	7	8,909	14	4,620	7
	28 to 32	9,068	14	10,884	17	11,404	18	8,852	14
	24 to 27	13,927	22	17,011	27	11,196	18	15,584	25
	20 to 23	14,986	24	11,434	18	15,032	24	18,122	29
	16 to 19	8,223	13	14,469	23	10,185	16	11,189	18
	13 to 15	4,688	7	4,362	7	4,261	7	3,161	5
	01 to 12	2,350	4	146	0	1,639	3	1,098	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	97	90	73	83	67
	Females	91	77	72	70	57
	No Response	-	-	-	-	-
State	Males	81	66	63	60	48
	Females	83	57	64	52	42
	No Response	56	44	56	56	44

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	77	94	82	73	75	61	55
	Black/African American	0	.	.	.	.	.	.
	American Indian/Alaska Native	0	.	.	.	.	.	.
	White	51	96	80	76	80	65	55
	Hispanic/Latino	6	100	83	50	50	50	33
	Asian	8	88	88	63	75	50	63
	Native Hawaiian/Other Pacific Islander	0	.	.	.	.	.	.
	Two or More Races	6	83	83	83	67	67	50
	Prefer Not to Respond	6	83	83	67	67	50	67
State	All Students	62,626	82	61	64	55	45	36
	Black/African American	6,281	54	24	31	20	12	8
	American Indian/Alaska Native	113	63	37	50	35	25	16
	White	35,851	90	70	72	65	53	42
	Hispanic/Latino	9,334	71	45	48	37	26	19
	Asian	4,405	90	82	74	72	62	58
	Native Hawaiian/Other Pacific Islander	78	82	63	59	54	44	37
	Two or More Races	2,121	84	63	68	60	49	40
	Prefer Not to Respond	4,443	78	58	64	55	46	39

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

Student Group	ACT NCRC Level ²	N	%	Average Composite
School	Gold or Higher	46	60	28.3
	Silver	29	38	21.7
	Bronze	2	3	15.0
	Needs Improvement	0	0	.
State	Gold or Higher	27,931	45	29.0
	Silver	28,528	46	20.9
	Bronze	5,734	9	14.9
	Needs Improvement	433	1	11.7

¹ The ACT Composite scores associated with a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 25 for Gold, and 35 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 would be classified as 'Needs Improvement', 13 to 16 as 'Bronze', 17 to 24 as 'Silver', and 25 or above as 'Gold or Higher' in the table above. For comparison, individual student score reports classify those who scored 12-13, 14-17, and 18 and higher as making progress toward Bronze, Silver, and Gold certificates.

² Additional information on the ACT NCRC can be found at www.act.org.

Total Students in Report: 77

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	73	95	25.0	84	25.9	74	25.7	75	25.0	62	25.6	55	25.7
	Less than Core	4	75	23.8	50	23.5	50	22.8	75	23.3	50	23.3	50	23.5
	Missing ³	0	.	.	.	.	.	.	.	.	.	.	.	.
State	Core or More	45,688	86	24.8	66	24.0	68	24.8	60	23.9	49	24.5	40	24.2
	Less than Core	13,425	73	22.2	49	21.9	52	22.5	44	21.9	33	22.3	25	22.1
	Missing	3,513	64	21.4	44	21.4	52	22.6	44	21.9	35	21.9	29	21.9

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	N	English		Mathematics			Reading			Science		
			%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
School	Core or More ²	77	94	24.9	76	82	25.7	76	74	25.6	75	75	24.9
	Less than Core	0	.	.	1	100	27.0	1	0	20.0	2	100	25.0
	Missing ³	0	.	.	0	.	.	0	.	.	0	.	.
State	Core or More	58,097	84	24.3	58,051	63	23.6	50,001	66	24.6	54,903	58	23.7
	Less than Core	1,132	60	20.1	1,136	28	19.1	9,193	53	22.7	4,263	34	20.5
	Missing	3,397	65	21.5	3,439	44	21.5	3,432	53	22.7	3,460	45	21.9

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.

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	8	10	26.8	100	13,658	22	24.4	84
Eng 9, Eng 10, Eng 11, Eng 12	69	90	24.7	93	44,439	71	24.3	84
Less than 4 years of English	0	0	.	.	1,132	2	20.1	60
Zero years / no English courses reported	0	0	.	.	3,397	5	21.5	65
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	13	17	25.7	77	6,642	11	24.8	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	6	8	23.2	67	6,066	10	22.3	58
Alg 1, Alg 2, Geom, & Trig	8	10	21.9	63	4,203	7	20.5	40
Alg 1, Alg 2, Geom, & Other Adv Math	3	4	20.0	33	6,262	10	20.5	41
Other comb of 4 or more years of Math	39	51	27.9	95	27,881	45	25.7	77
Alg 1, Alg 2, & Geom	2	3	21.0	50	3,795	6	18.1	18
Other comb of 3 or 3.5 years of Math	5	6	23.6	80	3,202	5	22.0	52
Less than 3 years of Math	1	1	27.0	100	1,136	2	19.1	28
Zero years / no Math courses reported	0	0	.	.	3,439	5	21.5	44
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	1	1	27.0	100	1,287	2	25.0	67
Other comb of 4 or more years Social Science	60	78	25.9	77	26,680	43	24.8	68
US Hist, World Hist, & Am Gov	1	1	12.0	0	2,196	4	22.3	51
Other comb of 3 or 3.5 years of Social Science	14	18	25.4	64	19,838	32	24.6	66
Less than 3 years of Social Science	1	1	20.0	0	9,193	15	22.7	53
Zero years / no Social Science courses reported	0	0	.	.	3,432	5	22.7	53
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	38	49	25.2	79	28,925	46	23.8	59
Bio, Chem, Phys	30	39	24.9	73	17,605	28	24.7	65
Gen Sci ¹ , Bio, Chem	7	9	23.6	57	7,761	12	21.2	38
Other comb of 3 years of Natural Science	0	0	.	.	612	1	20.9	37
Less than 3 years of Natural Science	2	3	25.0	100	4,263	7	20.5	34
Zero years / no Natural Science courses reported	0	0	.	.	3,460	6	21.9	45

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 77

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	8	10	26.8	100	1	3	23.0	100	7	15	27.3	100
Eng 9, Eng 10, Eng 11, Eng 12	69	90	24.7	93	29	97	25.6	97	40	85	24.2	90
Less than 4 years of English	0	0	-	-	0	0	-	-	0	0	-	-
Zero years / no English courses reported	0	0	-	-	0	0	-	-	0	0	-	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	13	17	25.7	77	4	13	29.8	100	9	19	23.9	67
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	6	8	23.2	67	2	7	24.5	50	4	9	22.5	75
Alg 1, Alg 2, Geom, & Trig	8	10	21.9	63	2	7	25.0	100	6	13	20.8	50
Alg 1, Alg 2, Geom, & Other Adv Math	3	4	20.0	33	1	3	16.0	0	2	4	22.0	50
Other comb of 4 or more years of Math	39	51	27.9	95	17	57	28.1	100	22	47	27.7	91
Alg 1, Alg 2, & Geom	2	3	21.0	50	0	0	-	-	2	4	21.0	50
Other comb of 3 or 3.5 years of Math	5	6	23.6	80	4	13	24.0	75	1	2	22.0	100
Less than 3 years of Math	1	1	27.0	100	0	0	-	-	1	2	27.0	100
Zero years / no Math courses reported	0	0	-	-	0	0	-	-	0	0	-	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	1	1	27.0	100	1	3	27.0	100	0	0	-	-
Other comb of 4 or more years Social Science	60	78	25.9	77	22	73	26.3	77	38	81	25.6	76
US Hist, World Hist, & Am Gov	1	1	12.0	0	0	0	-	-	1	2	12.0	0
Other comb of 3 or 3.5 years of Social Science	14	18	25.4	64	7	23	26.1	57	7	15	24.7	71
Less than 3 years of Social Science	1	1	20.0	0	0	0	-	-	1	2	20.0	0
Zero years / no Social Science courses reported	0	0	-	-	0	0	-	-	0	0	-	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	38	49	25.2	79	14	47	24.5	79	24	51	25.7	79
Bio, Chem, Phys	30	39	24.9	73	13	43	25.8	85	17	36	24.1	65
Gen Sci ² , Bio, Chem	7	9	23.6	57	2	7	26.5	100	5	11	22.4	40
Other comb of 3 years of Natural Science	0	0	-	-	0	0	-	-	0	0	-	-
Less than 3 years of Natural Science	2	3	25.0	100	1	3	25.0	100	1	2	25.0	100
Zero years / no Natural Science courses reported	0	0	-	-	0	0	-	-	0	0	-	-

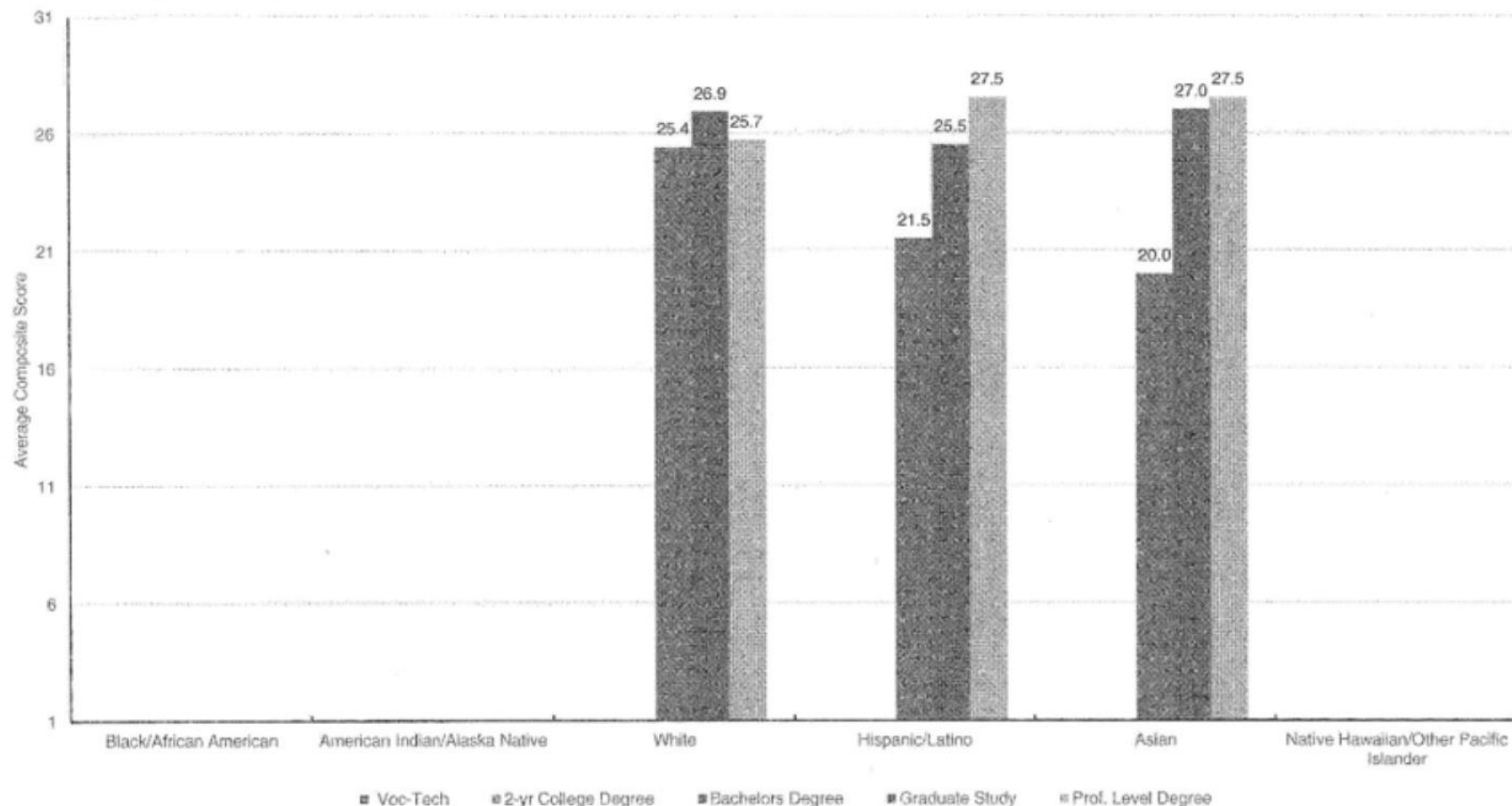
¹Includes General, Physical and Earth Sciences.

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Section IV

Career and Educational Aspirations

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: 77

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	0	0	.	0	.	.	0	0	.
Architecture	1	1	26.0	0	.	.	1	1	26.0
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	.	.	0	0	.
Arts: Visual & Performing	8	10	25.6	0	.	.	8	11	25.6
Business	12	16	26.7	0	.	.	11	15	27.2
Communications	1	1	21.0	0	.	.	1	1	21.0
Community, Family, & Personal Services	0	0	.	0	.	.	0	0	.
Computer Science & Mathematics	6	8	25.5	0	.	.	4	5	25.3
Education	5	6	23.8	0	.	.	4	5	25.0
Engineering	6	8	26.7	0	.	.	6	8	26.7
Engineering Technology & Drafting	0	0	.	0	.	.	0	0	.
English & Foreign Languages	0	0	.	0	.	.	0	0	.
Health Administration & Assisting	1	1	17.0	0	.	.	1	1	17.0
Health Sciences & Technologies	14	18	23.9	0	.	.	14	19	23.9
Philosophy, Religion, & Theology	0	0	.	0	.	.	0	0	.
Repair, Production, & Construction	0	0	.	0	.	.	0	0	.
Sciences: Biological & Physical	11	14	27.7	0	.	.	11	15	27.7
Social Sciences & Law	2	3	24.5	0	.	.	2	3	24.5
Undecided	10	13	24.9	0	.	.	10	14	24.9
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).

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	37	24.8	0	-	0	-	27	25.4	2	21.5
Graduate Study	21	26.3	0	-	0	-	12	26.9	2	25.5
Prof. Level Degree	15	26.5	0	-	0	-	9	25.7	2	27.5
Other	0	-	0	-	0	-	0	-	0	-
No Response	4	23.0	0	-	0	-	3	21.0	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	37	24.8	2	20.0	0	-	4	24.0	2	26.0
Graduate Study	21	26.3	4	27.0	0	-	0	-	3	23.3
Prof. Level Degree	15	26.5	2	27.5	0	-	2	28.5	0	-
Other	0	-	0	-	0	-	0	-	0	-
No Response	4	23.0	0	-	0	-	0	-	1	29.0

Total Students in Report: 77

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

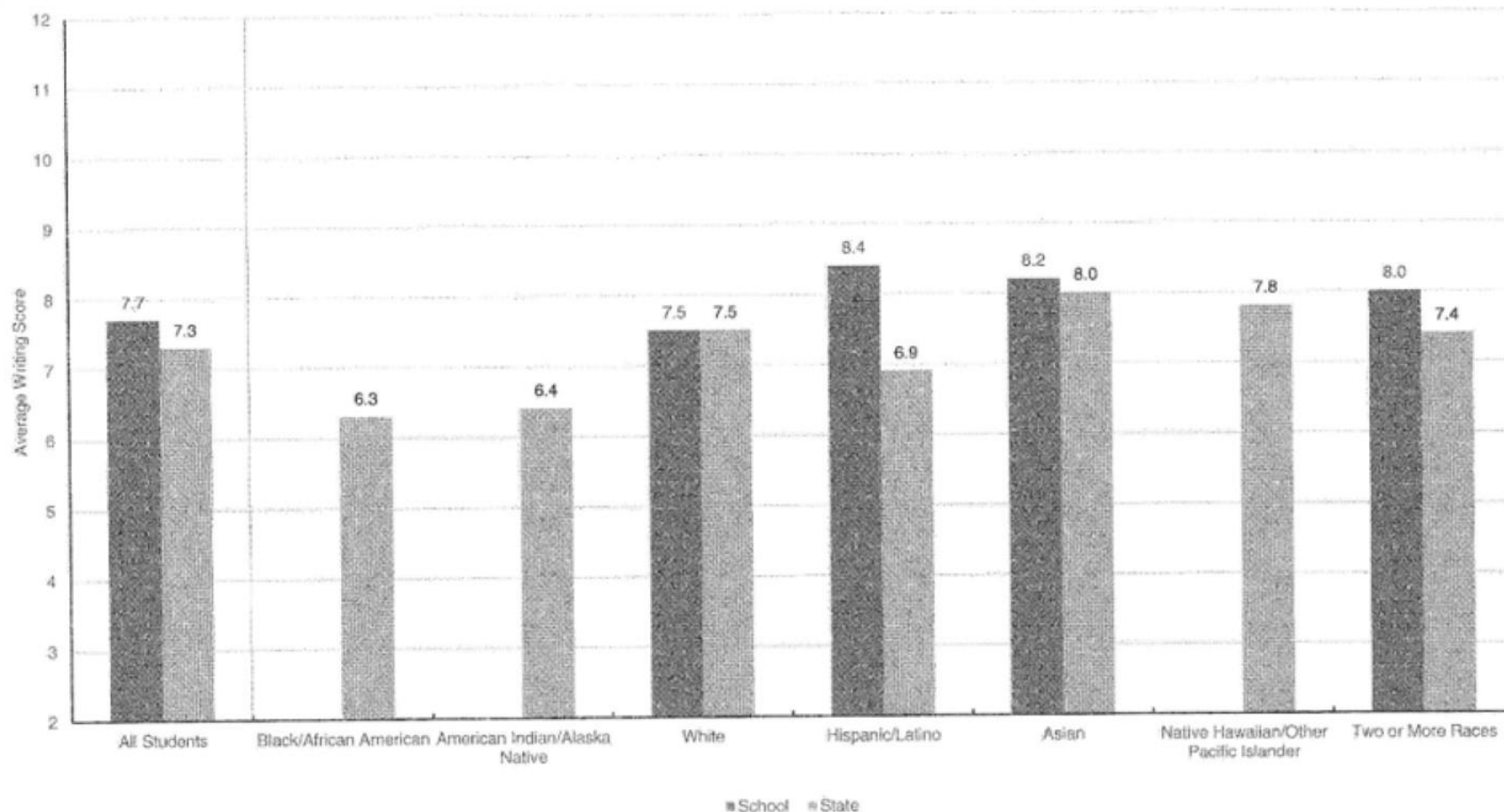
Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF ILLINOIS-URBANA CHAMPAIGN	Illinois	19	5	14	0	0	5	21	32	42	0
ILLINOIS STATE UNIVERSITY	Illinois	12	4	8	0	0	8	42	25	25	0
UNIVERSITY OF IOWA	Iowa	10	6	4	0	0	0	40	30	30	0
NORTHWESTERN UNIVERSITY	Illinois	7	0	7	0	0	0	0	29	71	0
UNIV OF WISCONSIN-MADISON	Wisconsin	7	1	6	0	0	0	0	29	71	0
NORTHERN ILLINOIS UNIVERSITY	Illinois	6	2	4	0	0	0	17	33	33	17
UNIVERSITY OF CHICAGO	Illinois	6	4	2	0	0	17	0	50	33	0
UNIVERSITY OF ILLINOIS AT CHICAGO	Illinois	6	1	5	0	0	0	50	33	17	0
COLLEGE OF DU PAGE	Illinois	5	2	3	0	0	80	20	0	0	0
DEPAUL UNIVERSITY	Illinois	5	2	3	0	0	20	0	40	40	0
MARQUETTE UNIVERSITY	Wisconsin	5	2	3	0	0	0	40	20	40	0
SAN DIEGO STATE UNIVERSITY	California	5	0	5	0	0	0	20	40	40	0
BALL STATE UNIVERSITY	Indiana	4	1	3	0	0	0	25	50	25	0
BRADLEY UNIVERSITY	Illinois	4	1	3	0	0	0	0	75	0	25
ELMHURST COLLEGE	Illinois	4	1	3	0	0	25	25	25	25	0
LOYOLA UNIVERSITY OF CHICAGO	Illinois	4	1	3	0	0	0	25	25	25	25
WESTERN MICHIGAN UNIVERSITY	Michigan	4	2	2	0	0	0	25	75	0	0
BUTLER UNIVERSITY	Indiana	3	0	3	0	0	0	0	33	67	0
GRAND VALLEY STATE UNIVERSITY	Michigan	3	1	2	0	0	33	33	33	0	0
PURDUE UNIVERSITY	Indiana	3	0	3	0	0	0	0	67	33	0
UNIVERSITY OF MICHIGAN-ANN ARBOR	Michigan	3	0	3	0	0	0	33	0	67	0
UNIVERSITY OF NOTRE DAME	Indiana	3	0	3	0	0	0	0	33	67	0
BENEDICTINE UNIVERSITY	Illinois	2	0	2	0	0	0	0	50	50	0
BIOLA UNIVERSITY	California	2	0	2	0	0	0	0	50	50	0
COLORADO STATE UNIVERSITY	Colorado	2	0	2	0	0	0	0	50	50	0
COLUMBIA COLLEGE CHICAGO	Illinois	2	1	1	0	0	50	50	0	0	0
ILLINOIS INSTITUTE OF TECHNOLOGY	Illinois	2	0	2	0	0	0	50	0	50	0
INDIANA UNIVERSITY BLOOMINGTON	Indiana	2	1	1	0	0	0	50	0	50	0
IOWA STATE UNIVERSITY	Iowa	2	1	1	0	0	0	50	50	0	0
SAINT LOUIS UNIVERSITY	Missouri	2	0	2	0	0	0	0	0	100	0
All Other Institutions		70	18	52	0	0	4	16	36	40	4
Total		214	57	157	0	0	7	20	34	37	3

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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.

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	49	31,969	24.8	24.9	26.1	25.0	7.7	7.3
Black/African American	0	3,357	.	19.5	.	19.8	.	6.3
American Indian/Alaska Native	0	55	.	20.5	.	21.5	.	6.4
White	30	16,607	25.2	26.6	27.2	26.6	7.5	7.5
Hispanic/Latino	5	5,375	27.8	21.7	26.2	22.0	8.4	6.9
Asian	5	2,835	22.8	28.0	23.4	27.3	8.2	8.0
Native Hawaiian/Other Pacific Islander	0	38	.	24.7	.	25.4	.	7.8
Two or More Races	3	1,133	21.7	25.7	24.3	26.0	8.0	7.4
Prefer not/No Response	6	2,569	23.3	24.7	23.5	25.1	7.3	7.1
Males	21	14,267	26.1	24.9	27.7	25.1	7.4	7.0
Females	28	17,695	23.8	25.0	24.8	24.9	7.9	7.4
No Response	0	7	.	26.0	.	25.6	.	7.1

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	49	31,969	24.1	23.3	88	73
Black/African American	0	3,357	.	18.5	.	39
American Indian/Alaska Native	0	55	.	19.6	.	53
White	30	16,607	24.5	24.6	90	83
Hispanic/Latino	5	5,375	25.8	20.8	100	58
Asian	5	2,835	22.8	25.9	80	87
Native Hawaiian/Other Pacific Islander	0	38	.	23.9	.	82
Two or More Races	3	1,133	22.7	24.0	67	77
Prefer not/No Response	6	2,569	22.3	23.1	83	70
Males	21	14,267	24.8	23.0	90	72
Females	28	17,695	23.6	23.5	86	75
No Response	0	7	.	23.7	.	71