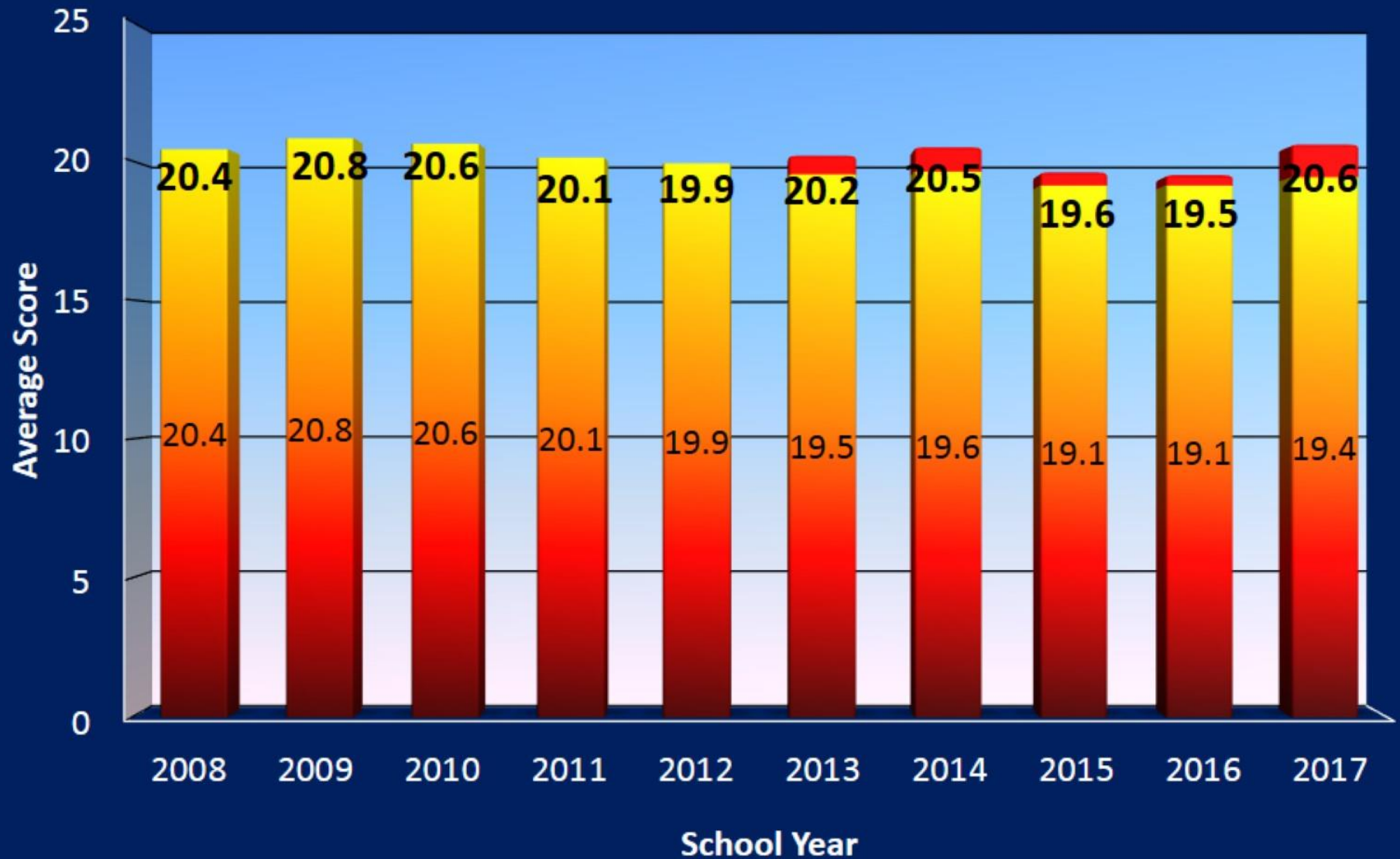


Final ACT Test Results

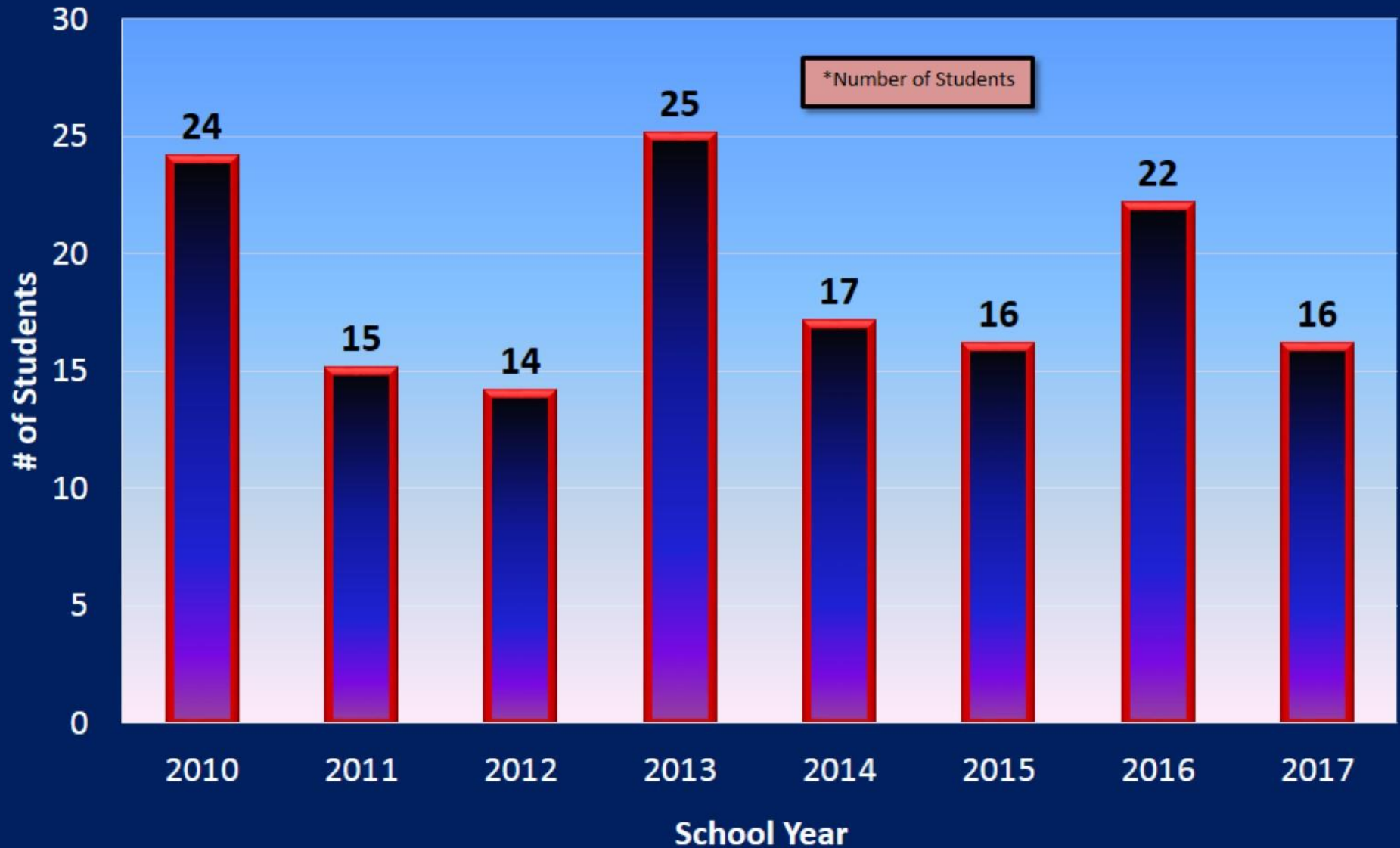
Class of 2017 Graduates

**Final performance and college readiness information
for 2017 graduating seniors who took the ACT test as
Sophomores, Juniors or Seniors.**

Senior Composite ACT Scores By School Year



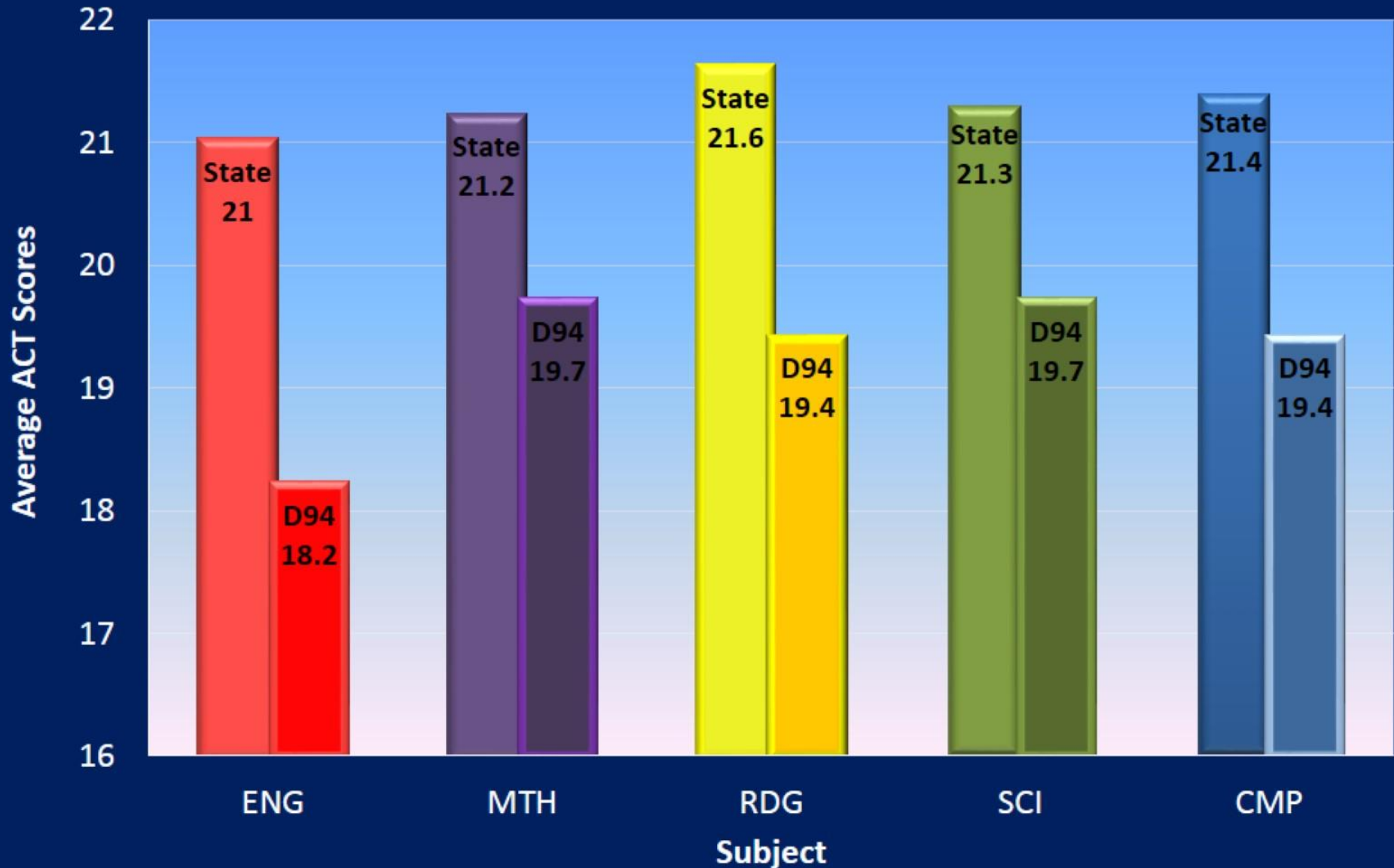
Senior Composite ACT Score of 30+ By School Year



Senior ACT Test Results

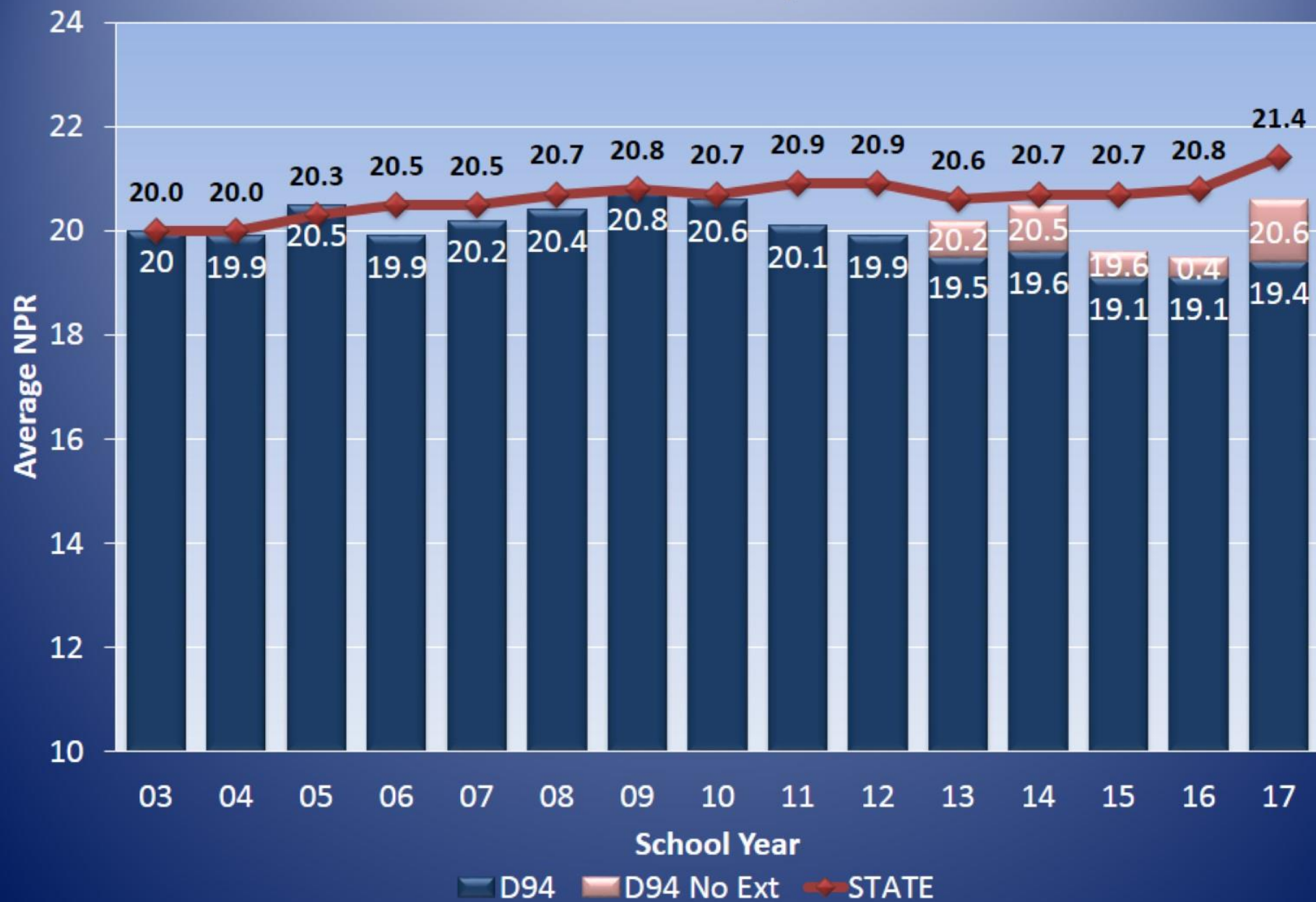
Mean Scores by Subject

State vs D94



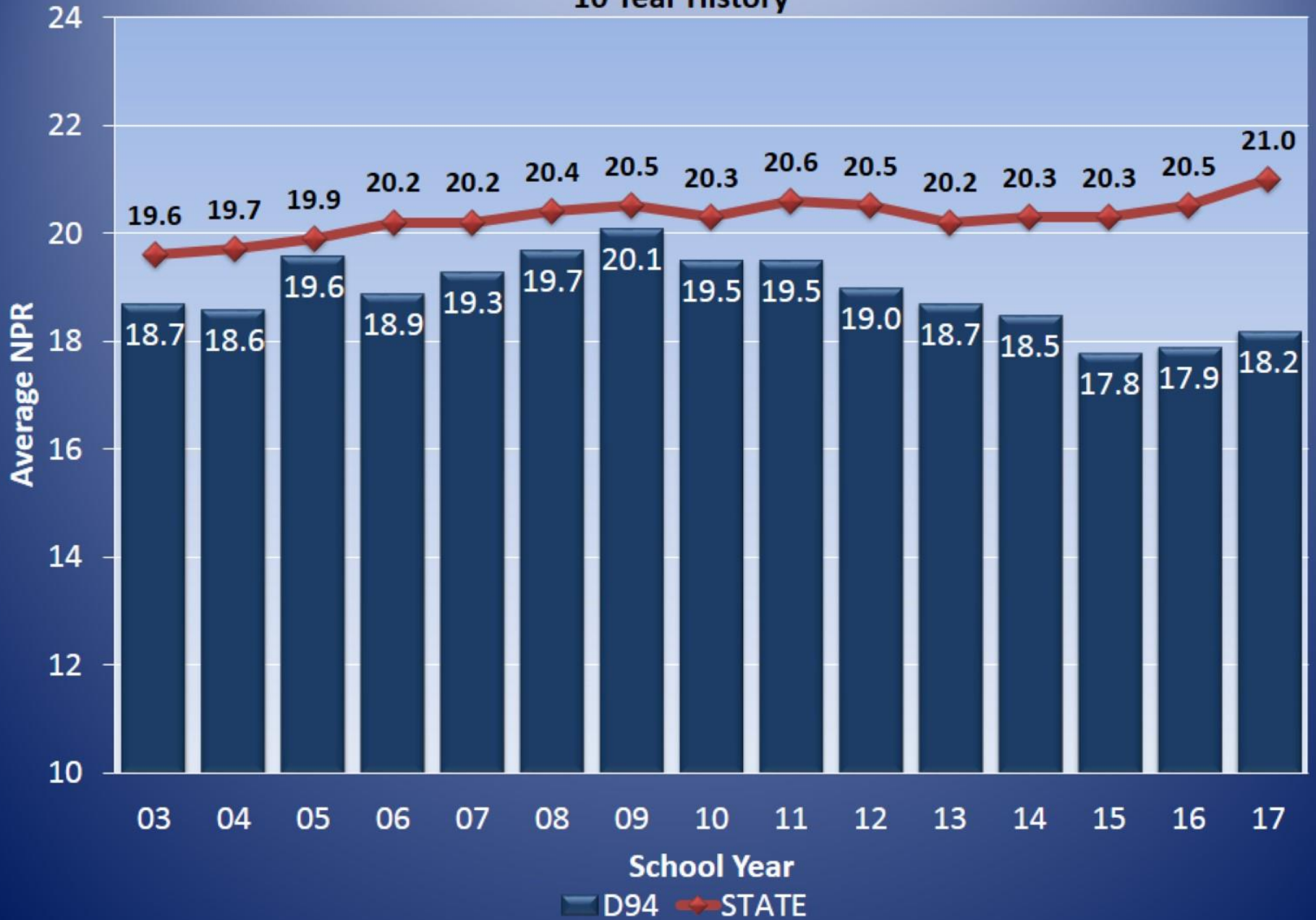
Senior ACT Composite Scores

10 Year History



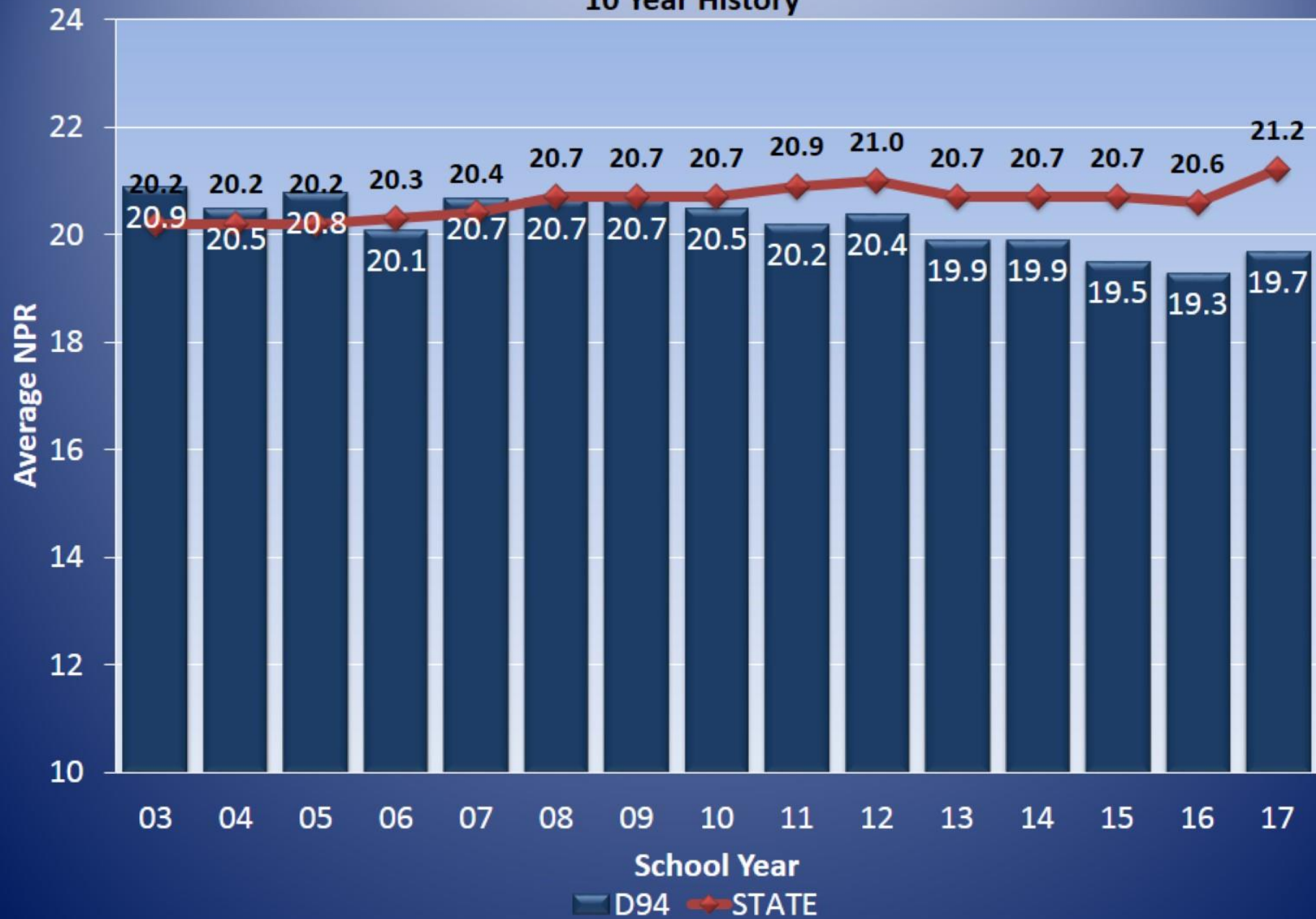
Senior ACT English Scores

10 Year History



Senior ACT Math Scores

10 Year History



Senior ACT Reading Scores

10 Year History



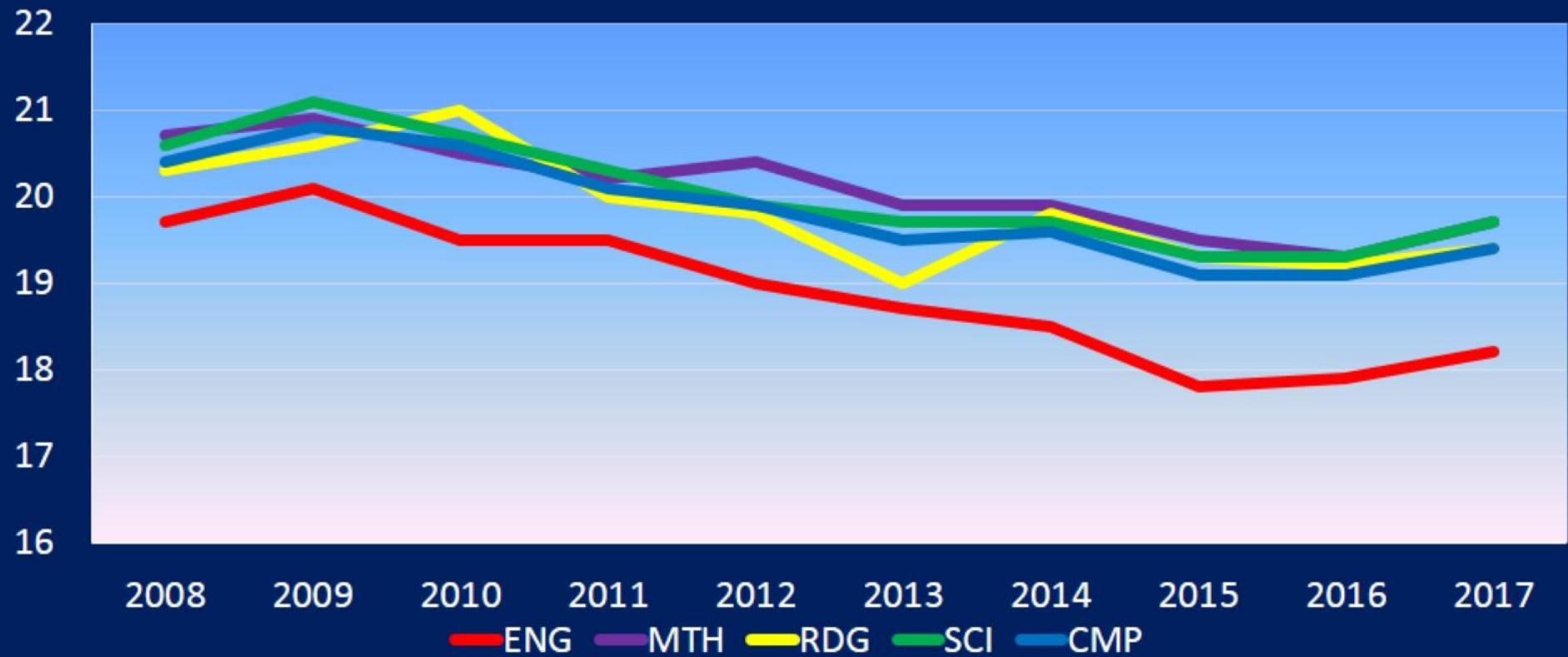
Senior ACT Science Scores

10 Year History



Senior ACT Test Results

Mean Scores by Subject and Year



	ENG	MTH	RDG	SCI	CMP
2009	20.1	20.9	20.6	21.1	20.8
2010	19.5	20.5	21	20.7	20.6
2011	19.5	20.2	20	20.3	20.1
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



Profile Report - High School

Graduating Class 2017

COMMUNITY HIGH SCHOOL

144350
Principal
COMMUNITY HIGH SCHOOL
326 JOLIET ST

WEST CHICAGO, IL 60185

ACT, INC. -- CONFIDENTIAL



New to your 2017 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.

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We are pleased to provide this 2017 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2017 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 writing (optional)
- 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 and STEM. 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

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

16% 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: 444 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. 77% 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 9% of the cohort took less than three years of math courses. Of these students, 5% were college ready. 20% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 7% of these students were college ready. In comparison, 43% 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 8% of the cohort took less than three years of natural science courses. 3% of these students were college ready. In comparison, 28% 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 60% 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

Beginning in August of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning in August 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

To find the results of only standard time or extended time test takers, refer to Tables 1.8 and 1.9 on page 10.

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

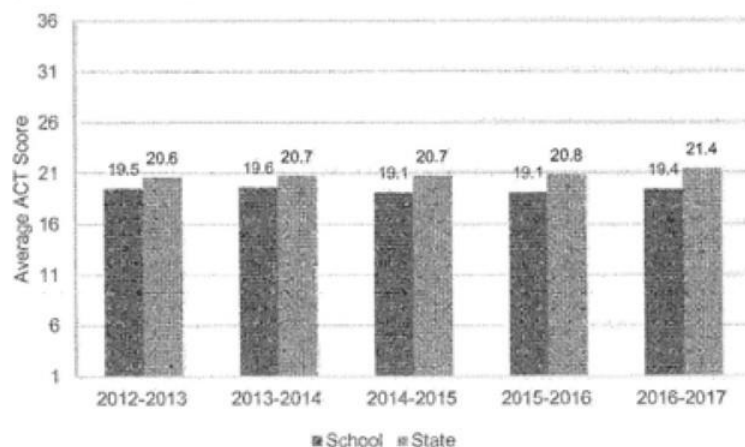


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

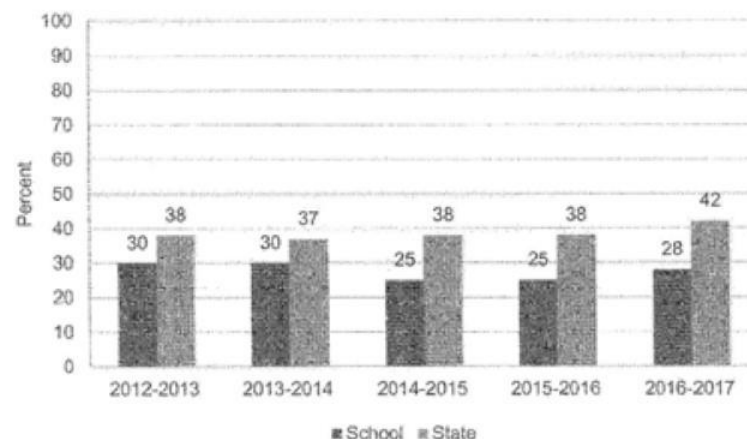


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

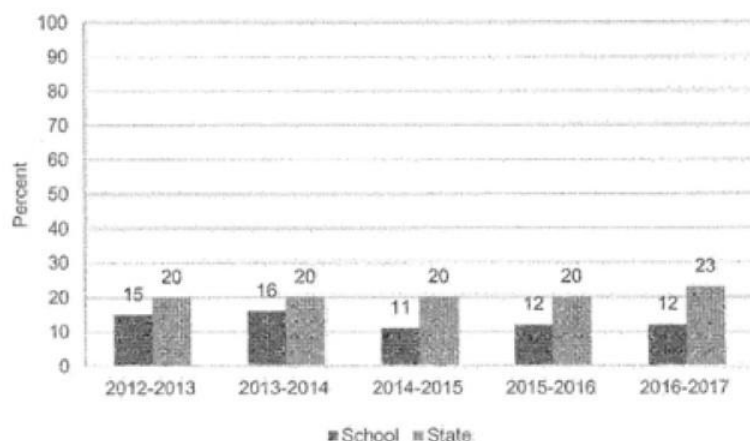
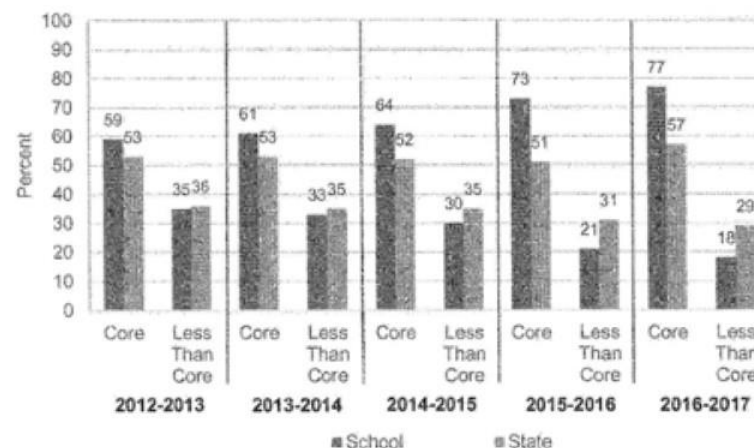


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



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

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

Year	Number of Students		Percent Who Met Benchmarks									
	Tested		English		Mathematics		Reading		Science		Met All Four	
	School	State	School	State	School	State	School	State	School	State	School	State
2013	514	160,066	53	63	35	42	32	41	29	35	21	25
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

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students		Average ACT Scores									
	Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2013	514	160,066	18.7	20.2	19.9	20.7	19.0	20.4	19.7	20.5	19.5	20.6
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

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students		Average ACT Scores				
	Tested		English	Mathematics	Reading	Science	Composite
2013	1,799,243		20.2	20.9	21.1	20.7	20.9
2014	1,845,787		20.3	20.9	21.3	20.8	21.0
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

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
2013	514	160,066	20.1	20.9	15	20	28.4	29.0	27.7	28.1
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

¹The STEM score describes students' overall proficiency in mathematics and science.Table 1.7. Proficiency in Understanding Complex Texts¹

Table 1.7. Proficiency in Understanding Complex Texts																		
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
2013	0	0	-	-	-	-	0	0	-	-	-	-	0	0	-	-	-	-
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

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

Table 1.8. Average ACT College Reportable Scores by Test Session Duration

Student Group	Test Session Duration	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
School	Standard Time	397	89	18.8	20.0	19.9	20.2	19.9
	Extended Time	47	11	13.8	16.6	15.4	15.8	15.5
	Total	444	100	18.2	19.7	19.4	19.7	19.4
State	Standard Time	122,619	91	21.5	21.5	21.9	21.6	21.7
	Extended Time	12,282	9	16.8	18.1	18.5	18.4	18.1
	Total	134,901	100	21.0	21.2	21.6	21.3	21.4

Table 1.9. Percent of Students Who Met College Readiness Benchmark Scores by Test Session Duration

Student Group	Test Session Duration	Percent of Students				Met All Four
		English	Mathematics	Reading	Science	
School	Standard Time	51	34	36	27	18
	Extended Time	17	9	13	6	6
	Total	48	31	34	25	16
State	Standard Time	69	46	50	41	31
	Extended Time	38	22	30	22	16
	Total	66	44	48	39	30

Section II

Academic Achievement

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 444

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

ACT Scale Score	English		Mathematics		Reading		Science		Composite		STEM		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	0	100	0	100	1	100	2	100	0	100	1	100	36
35	5	100	4	100	2	99	1	99	1	100	0	99	35
34	0	99	2	99	1	99	1	99	1	99	2	99	34
33	5	99	0	99	6	99	5	99	5	99	5	99	33
32	5	98	3	99	10	98	2	98	2	98	2	98	32
31	0	97	1	98	2	95	2	98	5	98	2	98	31
30	5	97	3	98	10	95	0	97	2	97	3	97	30
29	5	95	7	97	14	93	1	97	3	96	1	97	29
28	7	94	10	95	3	90	5	97	10	96	7	96	28
27	10	93	15	93	8	88	14	96	10	93	12	95	27
26	11	91	17	90	11	87	8	93	13	91	20	92	26
25	13	88	15	86	14	85	22	91	18	88	15	88	25
24	14	85	26	83	22	82	26	86	16	84	23	84	24
23	16	82	19	77	16	77	21	80	27	81	28	79	23
22	33	78	17	73	30	73	44	75	24	75	16	73	22
21	27	71	18	69	17	66	25	65	25	69	32	69	21
20	21	65	19	65	39	62	43	60	27	64	36	62	20
19	17	60	31	60	27	54	34	50	34	57	41	54	19
18	18	56	49	53	37	48	32	42	42	50	49	45	18
17	26	52	60	42	16	39	47	35	40	40	45	34	17
16	36	46	51	29	33	36	21	25	35	31	34	23	16
15	43	38	46	17	22	28	27	20	33	23	29	16	15
14	26	29	21	7	19	23	20	14	29	16	33	9	14
13	22	23	4	2	41	19	24	9	28	9	7	2	13
12	28	18	5	1	16	10	10	4	14	3	1	1	12
11	17	11	1	1	15	6	5	2	0	1	0	1	11
10	24	8	0	1	7	3	2	1	0	1	0	1	10
9	5	2	0	1	2	1	0	1	0	1	0	1	9
8	4	1	0	1	3	1	0	1	0	1	0	1	8
7	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	6
5	1	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	4
3	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	2
1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	18.2 (5.9)		19.7 (4.7)		19.4 (5.9)		19.7 (4.7)		19.4 (4.8)		19.9 (4.4)		Avg (SD)

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

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

Figure 2.2. English Reporting Categories¹

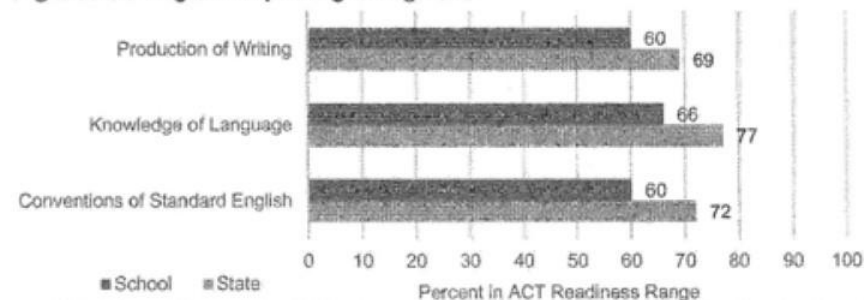


Figure 2.4. Reading Reporting Categories¹

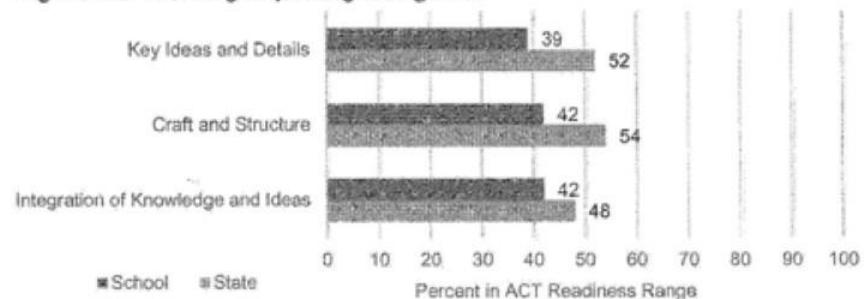


Figure 2.5. Science Reporting Categories¹

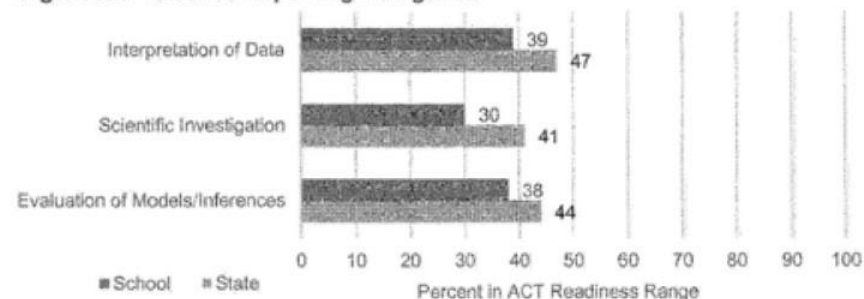
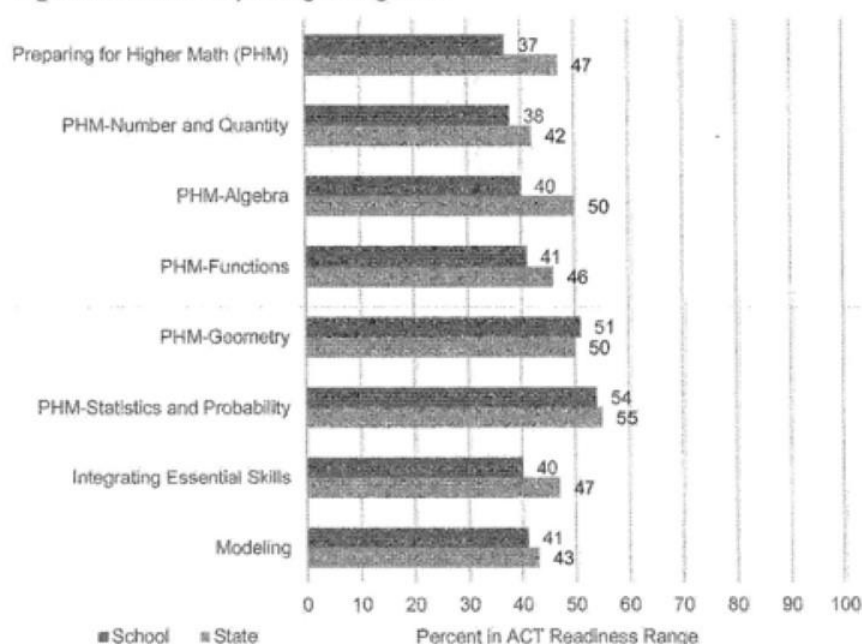


Figure 2.3. Math Reporting Categories¹



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.

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

Section III

College and Career Readiness and the Impact of Course Rigor

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

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	340	56	19.4	39	20.6	39	20.5	31	20.7	21	20.4	16	20.9
	Less than Core	81	20	14.5	7	16.8	17	16.0	5	16.6	1	16.1	1	16.9
	Missing ³	23	17	13.7	9	16.3	9	15.7	0	16.3	0	15.5	0	16.5
State	Core or More	77,022	77	22.8	55	22.5	59	23.2	49	22.7	38	22.9	30	22.8
	Less than Core	38,777	55	19.1	31	19.5	36	19.9	27	19.8	18	19.7	13	19.9
	Missing	19,102	46	17.9	26	18.8	29	18.8	23	19.0	16	18.8	12	19.1

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	393	52	18.9	389	35	20.2	392	35	19.8	387	28	20.2
	Less than Core	38	11	13.0	39	5	16.2	36	25	16.9	35	3	16.1
	Missing ³	13	23	14.0	16	6	16.1	16	13	16.3	22	0	16.3
State	Core or More	110,072	71	21.8	110,618	48	21.8	91,101	55	22.7	101,240	45	22.1
	Less than Core	7,116	39	16.8	6,091	13	17.1	25,510	35	19.8	15,172	20	18.9
	Missing	17,713	47	18.0	18,192	26	18.9	18,290	30	18.9	18,489	24	19.0

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	82	18	18.8	55	24,242	18	22.4	74
Eng 9, Eng 10, Eng 11, Eng 12	311	70	18.9	51	85,830	64	21.6	70
Less than 4 years of English	38	9	13.0	11	7,116	5	16.8	39
Zero years / no English courses reported	13	3	14.0	23	17,713	13	18.0	47
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	15	3	20.8	53	10,254	8	23.5	63
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	70	16	21.0	41	12,858	10	21.6	52
Alg 1, Alg 2, Geom, & Trig	33	7	19.4	24	11,474	9	19.2	29
Alg 1, Alg 2, Geom, & Other Adv Math	64	14	17.7	8	14,752	11	20.0	36
Other comb of 4 or more years of Math	97	22	24.6	75	40,513	30	24.4	68
Alg 1, Alg 2, & Geom	87	20	16.8	7	14,045	10	17.4	13
Other comb of 3 or 3.5 years of Math	23	5	19.2	30	6,722	5	20.6	39
Less than 3 years of Math	39	9	16.2	5	6,091	5	17.1	13
Zero years / no Math courses reported	16	4	16.1	6	18,192	13	18.9	26
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	2	0	16.0	0	2,347	2	22.3	52
Other comb of 4 or more years Social Science	314	71	20.4	39	45,531	34	23.1	58
US Hist, World Hist, & Am Gov	6	1	14.2	0	4,949	4	20.0	37
Other comb of 3 or 3.5 years of Social Science	70	16	17.8	23	38,274	28	22.5	54
Less than 3 years of Social Science	36	8	16.9	25	25,510	19	19.8	35
Zero years / no Social Science courses reported	16	4	16.3	13	18,290	14	18.9	30
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	141	32	20.1	28	46,684	35	22.3	47
Bio, Chem, Phys	230	52	20.5	29	33,277	25	23.2	53
Gen Sci ¹ , Bio, Chem	11	2	16.3	9	19,195	14	20.1	28
Other comb of 3 years of Natural Science	5	1	18.4	20	2,084	2	19.1	21
Less than 3 years of Natural Science	35	8	16.1	3	15,172	11	18.9	20
Zero years / no Natural Science courses reported	22	5	16.3	0	18,489	14	19.0	24

¹Includes General, Physical and Earth Sciences.

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	82	18	18.8	55	35	15	18.5	54	46	22	19.0	54
Eng 9, Eng 10, Eng 11, Eng 12	311	70	18.9	51	159	70	19.3	57	149	71	18.6	47
Less than 4 years of English	38	9	13.0	11	26	11	13.3	12	11	5	12.4	9
Zero years / no English courses reported	13	3	14.0	23	8	4	13.0	13	5	2	15.6	40
MATHEMATICS COURSE PATTERN												
	N	Percent	ACT Math	% Who Met Benchmark	N	Percent	ACT Math	% Who Met Benchmark	N	Percent	ACT Math	% Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	15	3	20.8	53	7	3	20.1	57	8	4	21.4	50
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	70	16	21.0	41	27	12	22.2	56	42	20	20.4	33
Alg 1, Alg 2, Geom, & Trig	33	7	19.4	24	18	8	19.2	28	14	7	19.6	21
Alg 1, Alg 2, Geom, & Other Adv Math	64	14	17.7	8	29	13	18.6	17	34	16	17.0	0
Other comb of 4 or more years of Math	97	22	24.6	75	62	27	25.3	84	35	17	23.3	60
Alg 1, Alg 2, & Geom	87	20	16.8	7	48	21	16.6	4	38	18	17.1	11
Other comb of 3 or 3.5 years of Math	23	5	19.2	30	9	4	20.1	33	14	7	18.6	29
Less than 3 years of Math	39	9	16.2	5	19	8	17.1	11	19	9	15.4	0
Zero years / no Math courses reported	16	4	16.1	6	9	4	15.1	0	7	3	17.3	14
SOCIAL SCIENCE COURSE PATTERN												
	N	Percent	ACT Reading	% Who Met Benchmark	N	Percent	ACT Reading	% Who Met Benchmark	N	Percent	ACT Reading	% Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	2	0	16.0	0	2	1	16.0	0	0	0	-	-
Other comb of 4 or more years Social Science	314	71	20.4	39	151	66	20.5	41	159	75	20.3	38
US Hist, World Hist, & Am Gov	6	1	14.2	0	1	0	15.0	0	5	2	14.0	0
Other comb of 3 or 3.5 years of Social Science	70	16	17.8	23	40	18	18.1	28	29	14	17.5	17
Less than 3 years of Social Science	36	8	16.9	25	24	11	17.6	33	12	6	15.4	8
Zero years / no Social Science courses reported	16	4	16.3	13	10	4	13.9	0	6	3	20.2	33
NATURAL SCIENCE COURSE PATTERN												
	N	Percent	ACT Science	% Who Met Benchmark	N	Percent	ACT Science	% Who Met Benchmark	N	Percent	ACT Science	% Who Met Benchmark
Gen Sci ¹ , Bio, Chem, & Phys	141	32	20.1	28	68	30	21.0	35	69	33	19.3	23
Bio, Chem, Phys	230	52	20.5	29	118	52	21.1	35	112	53	19.9	23
Gen Sci ² , Bio, Chem	11	2	16.3	9	3	1	16.3	0	8	4	16.3	13
Other comb of 3 years of Natural Science	5	1	18.4	20	3	1	20.3	33	2	1	15.5	0
Less than 3 years of Natural Science	35	8	16.1	3	24	11	15.8	4	10	5	17.4	0
Zero years / no Natural Science courses reported	22	5	16.3	0	12	5	15.9	0	10	5	16.7	0

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included.

Also beginning with the 2013 Graduating Class data, College Readiness Benchmarks for Reading and Science were updated to reflect the most recent college coursework research.

Total Students in Report: 444

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	Percent ²	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	2	0	21.0	0	0	-	2	1	21.0
Architecture	9	2	18.7	2	3	17.0	7	2	19.1
Area, Ethnic, & Multidisciplinary Studies	1	0	16.0	0	0	-	1	0	16.0
Arts: Visual & Performing	21	5	19.0	5	9	18.4	16	5	19.1
Business	29	7	20.6	1	2	14.0	28	8	20.8
Communications	10	2	19.4	0	0	-	10	3	19.4
Community, Family, & Personal Services	32	7	17.3	7	12	16.4	20	6	18.2
Computer Science & Mathematics	13	3	21.9	1	2	18.0	12	3	22.3
Education	22	5	19.5	3	5	15.0	19	5	20.2
Engineering	40	9	21.5	6	10	15.7	31	9	22.8
Engineering Technology & Drafting	22	5	20.0	5	9	17.2	17	5	20.8
English & Foreign Languages	6	1	22.2	0	0	-	6	2	22.2
Health Administration & Assisting	12	3	16.4	3	5	16.7	9	3	16.3
Health Sciences & Technologies	81	18	19.8	7	12	16.3	72	21	20.2
Philosophy, Religion, & Theology	2	0	23.0	0	0	-	2	1	23.0
Repair, Production, & Construction	14	3	16.1	9	16	15.0	5	1	18.2
Sciences: Biological & Physical	25	6	22.9	0	0	-	25	7	22.9
Social Sciences & Law	39	9	20.3	2	3	20.5	37	11	20.3
Undecided	37	8	17.3	6	10	13.3	27	8	18.4
No Response	25	6	15.8	0	0	-	2	1	15.5

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 4.3. 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
COLLEGE OF DU PAGE	Illinois	271	181	90	4	26	41	19	8	1	0
NORTHERN ILLINOIS UNIVERSITY	Illinois	78	14	64	0	9	37	29	17	5	3
UNIVERSITY OF ILLINOIS AT CHICAGO	Illinois	63	11	52	0	17	38	30	11	3	0
AURORA UNIVERSITY	Illinois	51	11	40	0	35	47	16	2	0	0
UNIVERSITY OF ILLINOIS-URBANA CHAMPAIGN	Illinois	50	20	30	0	0	12	22	42	14	10
ELMHURST COLLEGE	Illinois	41	7	34	0	24	46	20	5	2	2
DEPAUL UNIVERSITY	Illinois	28	6	22	4	21	36	14	25	0	0
ILLINOIS STATE UNIVERSITY	Illinois	27	8	19	0	7	37	22	22	7	4
LOYOLA UNIVERSITY OF CHICAGO	Illinois	23	8	15	4	9	52	22	13	0	0
COLUMBIA COLLEGE CHICAGO	Illinois	20	7	13	10	15	35	25	5	10	0
UNIVERSITY OF CHICAGO	Illinois	20	2	18	0	10	50	15	10	15	0
DEVRY UNIVERSITY-DUPAGE ADDISON IL	Illinois	19	5	14	5	26	42	21	5	0	0
WESTERN ILLINOIS UNIVERSITY	Illinois	17	5	12	0	24	24	35	18	0	0
WHEATON COLLEGE	Illinois	15	3	12	0	27	40	27	7	0	0
NORTHEASTERN ILLINOIS UNIVERSITY	Illinois	14	1	13	0	14	57	21	7	0	0
DEVRY UNIVERSITY-CHICAGO IL	Illinois	13	3	10	8	23	62	8	0	0	0
DOMINICAN UNIVERSITY	Illinois	13	5	8	8	15	54	23	0	0	0
ILLINOIS INSTITUTE OF TECHNOLOGY	Illinois	13	1	12	0	46	31	23	0	0	0
NORTH CENTRAL COLLEGE	Illinois	13	1	12	0	0	38	31	31	0	0
UNIV OF WISCONSIN-MADISON	Wisconsin	13	5	8	0	8	8	8	54	8	15
BENEDICTINE UNIVERSITY	Illinois	11	3	8	9	9	45	36	0	0	0
ILLINOIS INSTITUTE OF ART THE	Illinois	11	2	9	0	36	45	9	0	9	0
NORTHWESTERN COLLEGE-CHICAGO	Illinois	11	2	9	0	18	36	18	18	9	0
UNIVERSITY OF IOWA	Iowa	11	1	10	0	0	27	9	45	9	9
MARQUETTE UNIVERSITY	Wisconsin	10	3	7	0	0	10	20	50	10	10
NORTHWESTERN UNIVERSITY	Illinois	10	4	6	0	0	20	10	10	30	30
PURDUE UNIVERSITY	Indiana	10	1	9	0	0	10	20	50	0	20
WAUBONSEE COMMUNITY COLLEGE	Illinois	10	1	9	10	30	40	20	0	0	0
MICHIGAN STATE UNIVERSITY	Michigan	9	2	7	0	0	44	22	22	11	0
CHICAGO SCHOOL OF PROFESSIONAL PSYCH	Illinois	8	2	6	0	13	38	38	0	13	0
All Other Institutions		530	97	433	2	17	29	26	17	6	2
Total		1,433	422	1,011	2	18	35	23	15	5	2