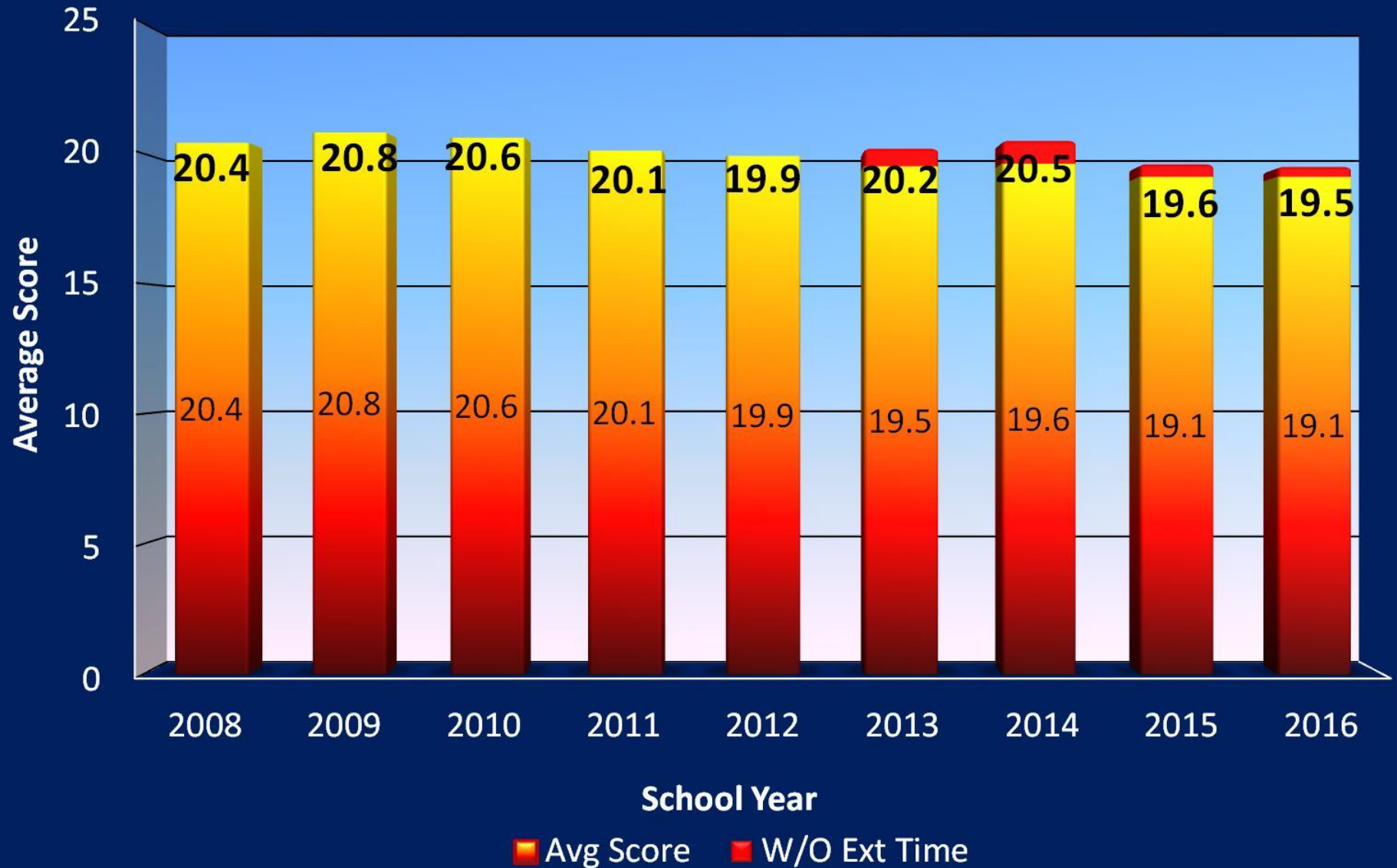


Final ACT Test Results

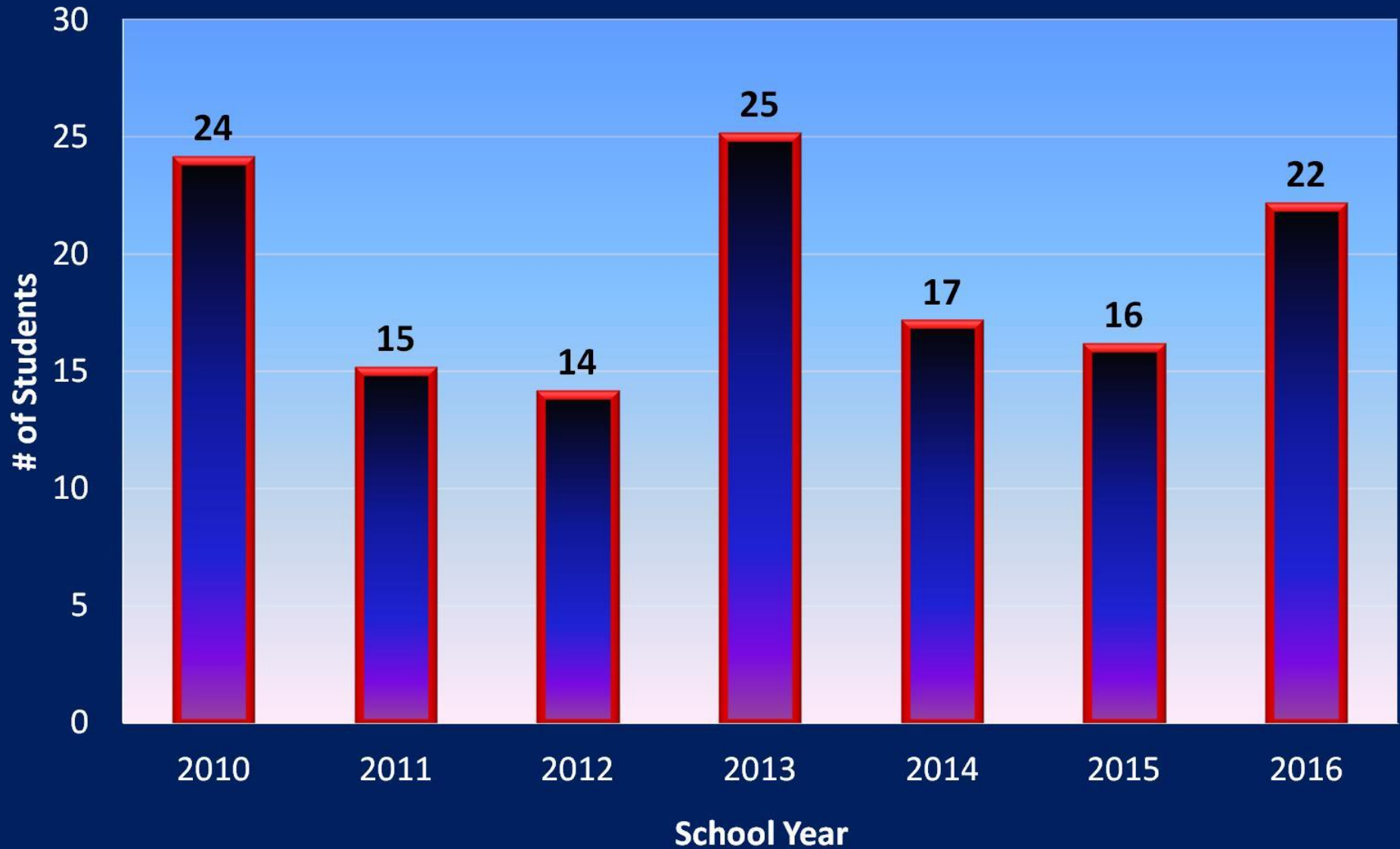
Class of 2016 Graduates

**Final performance and college readiness information
for 2016 graduating seniors who took the ACT test as
Sophomores, Juniors or Seniors.**

Senior Composite ACT Scores By School Year



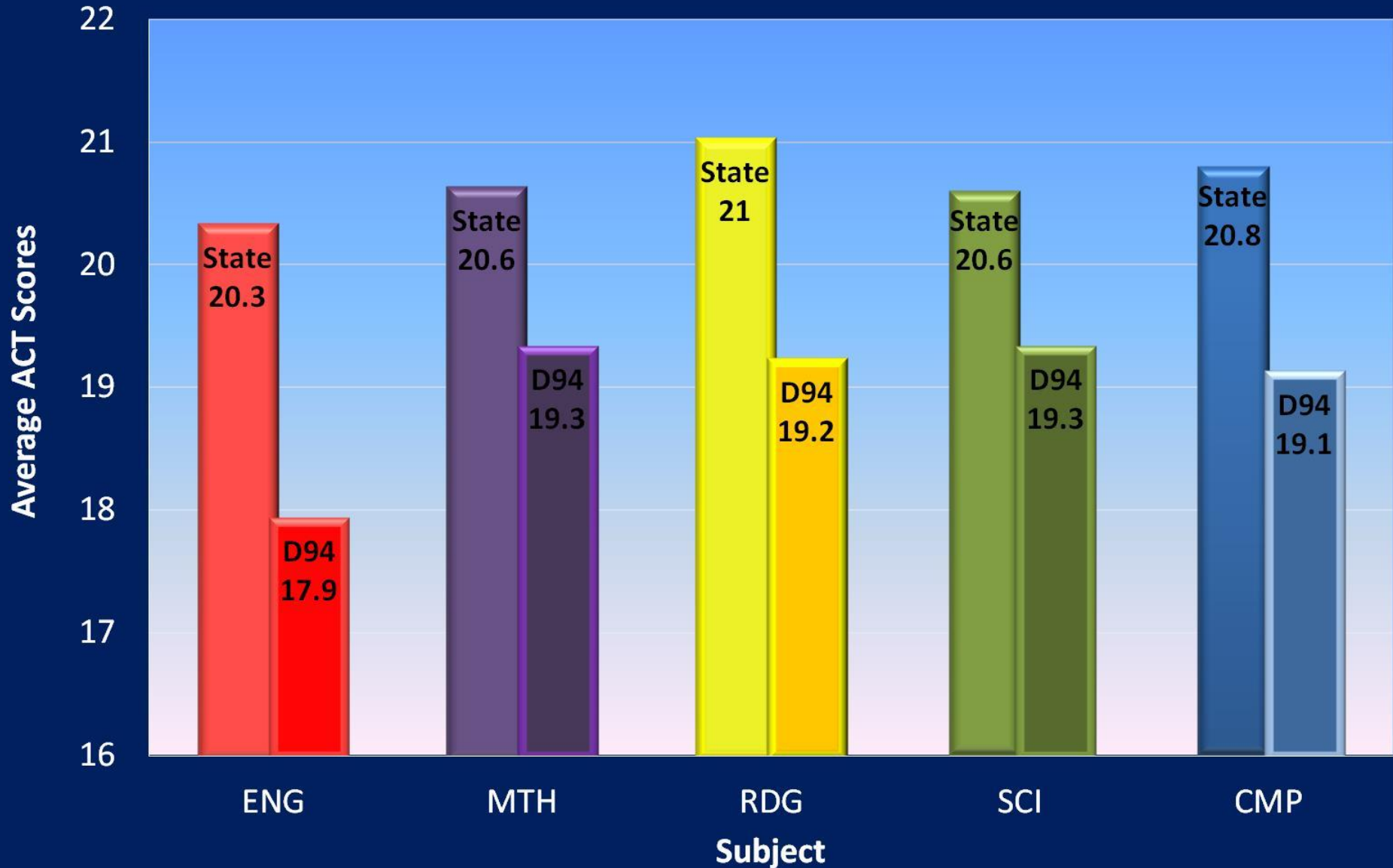
Senior Composite ACT Score of 30+ By School Year



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



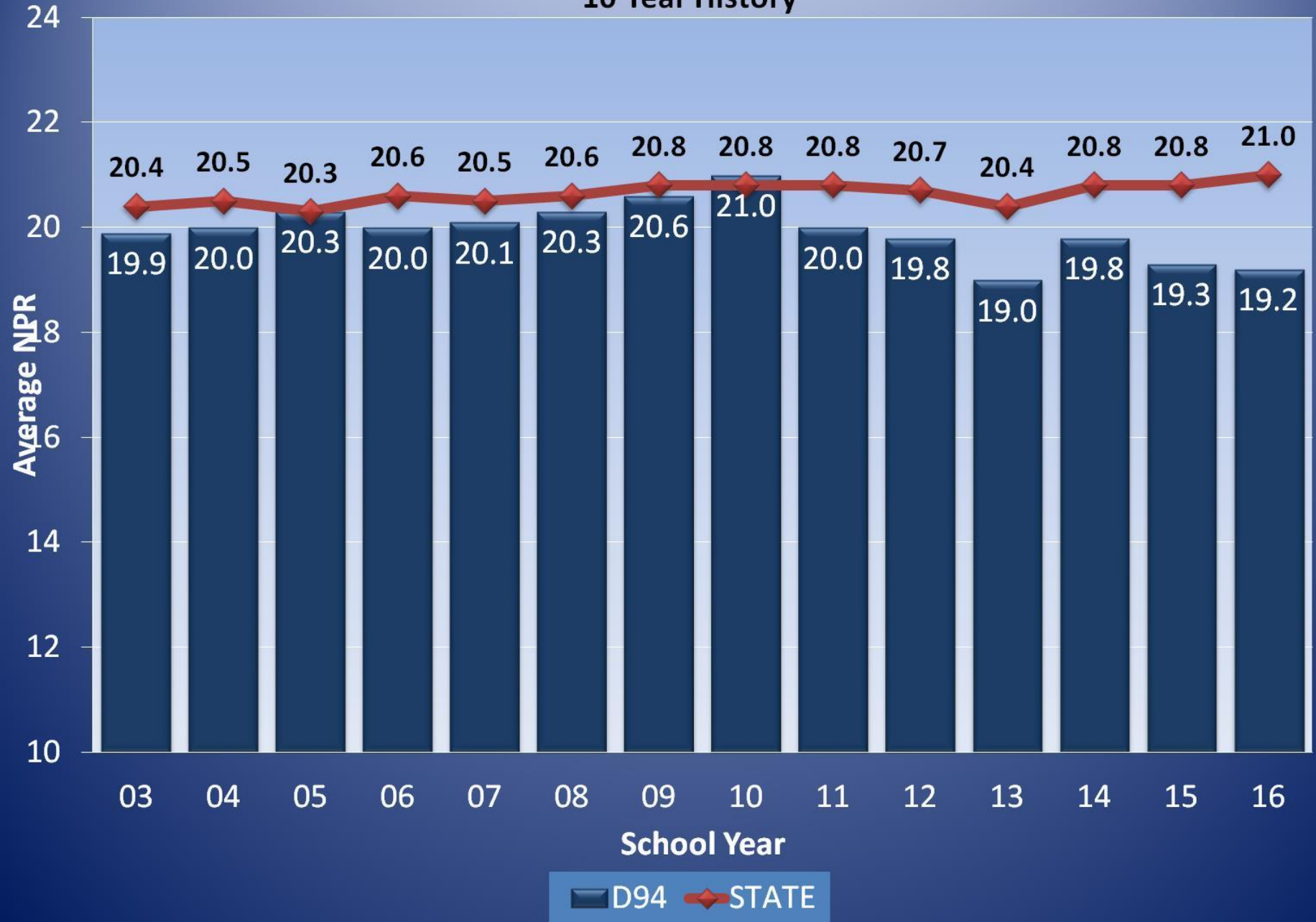
Senior ACT Math Scores

10 Year History



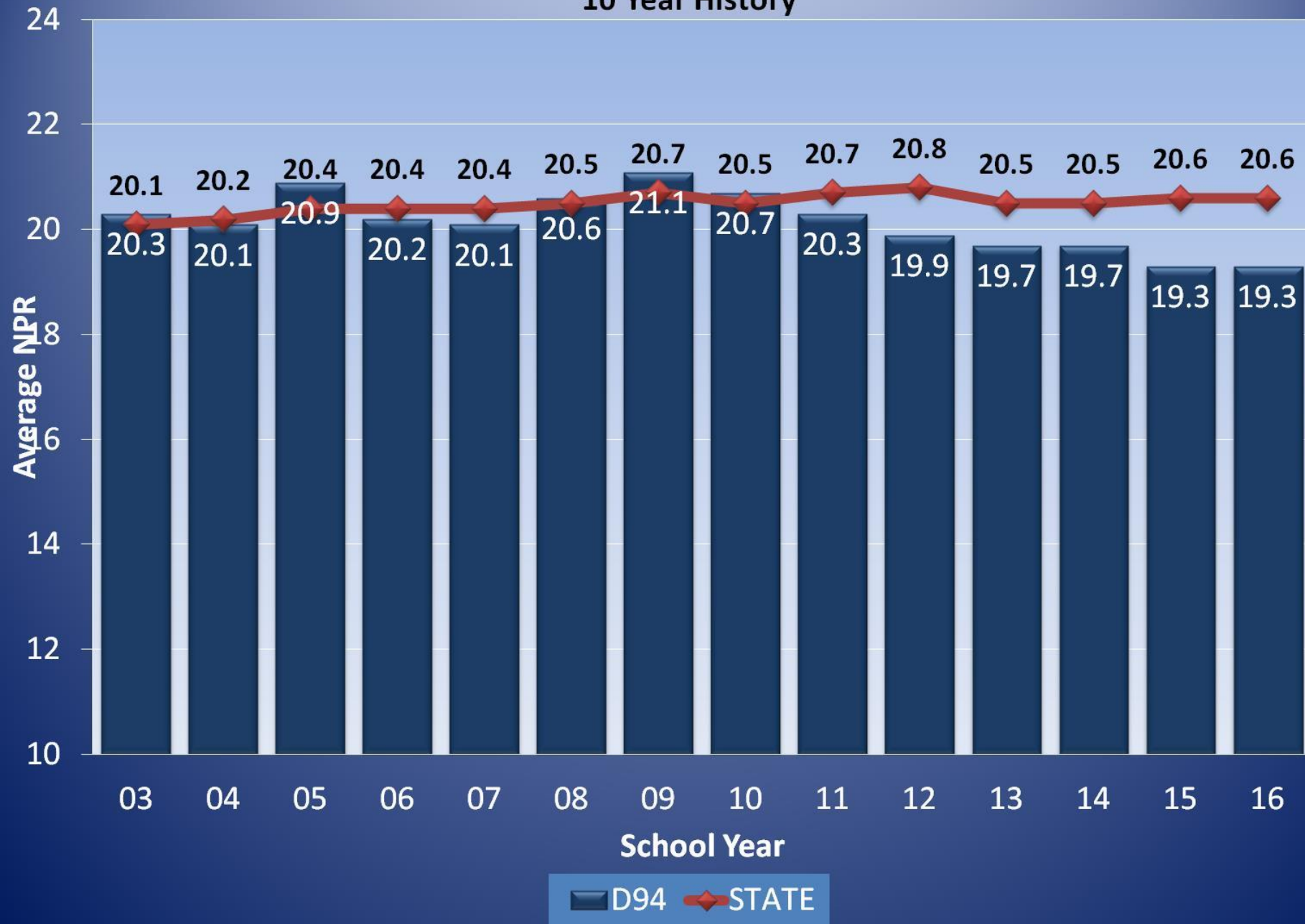
Senior ACT Reading Scores

10 Year History



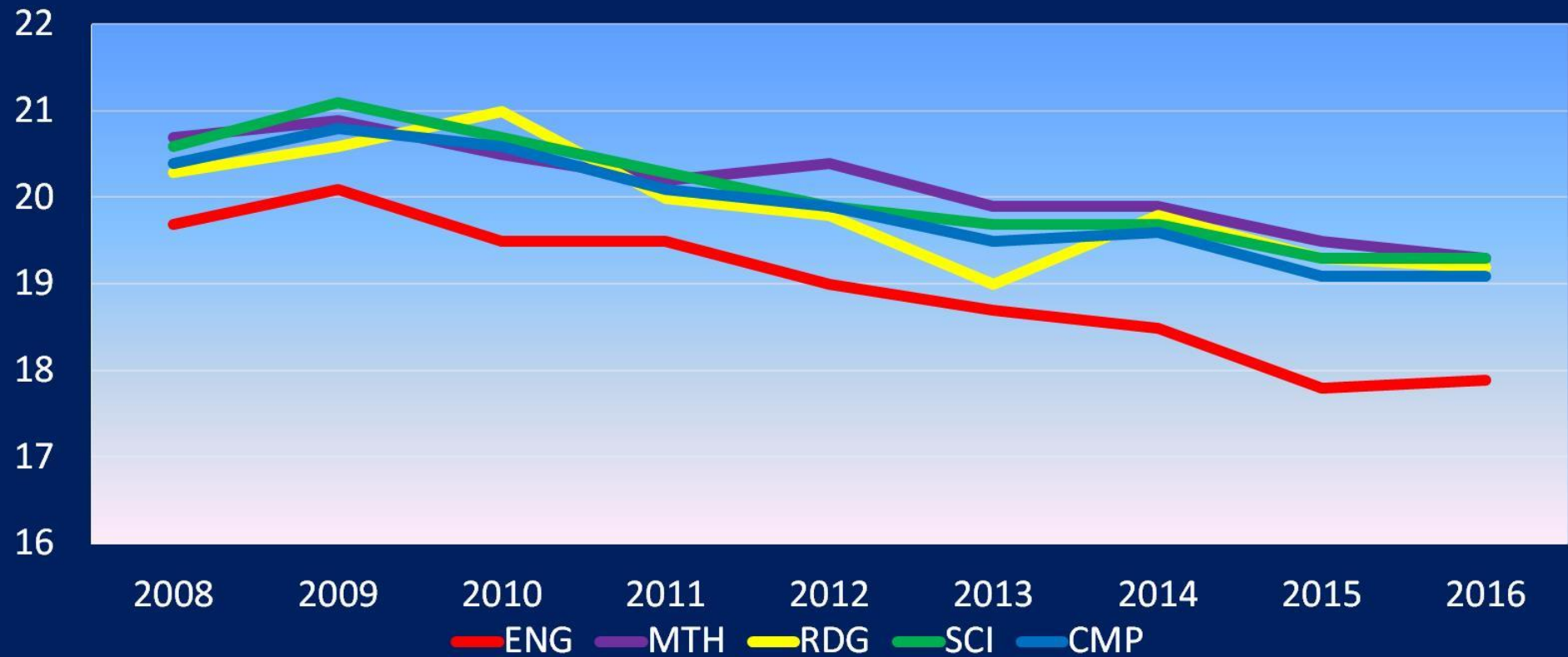
Senior ACT Science Scores

10 Year History



Senior ACT Test Results

Mean Scores by Subject and Year



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



Profile Report - High School

Graduating Class 2016

COMMUNITY HIGH SCHOOL

144350
Principal
COMMUNITY HIGH SCHOOL
326 JOLIET ST

WEST CHICAGO, IL 60185

ACT, INC. -- CONFIDENTIAL



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New to your 2016 Profile Report

In Fall 2015, ACT introduced additional test scores and indicators to provide students and educators with more insight into critical aspects of college and career readiness. Tables for these new scores and indicators (Writing scores from enhanced design, ELA score, STEM score, Understanding Complex Texts Indicator, and Progress Toward Career Readiness Indicator) are included in this report to describe available data. To determine where the new scores are summarized in this report, please consult the Table of Contents.

- **Writing scores:** Writing scores describe core writing competencies valued by high school and college educators. These competencies are summarized by the writing scores. Writing scores from test events before September 2015 will be reported on the 2-12 scale. Writing scores from test events on or after September 2015 will be reported on the 1-36 scale.
- **ELA:** The English Language Arts (ELA) score is based upon student scores in ACT English, Reading, and Writing, and is intended to represent a measure of students' overall literacy skills. This score utilizes ACT's customary 1-36 scale.
- **STEM:** In response to the national focus on student performance in Science, Technology, Engineering, and Mathematics (STEM), a STEM score was developed to gauge students' overall performance in mathematics and science. This score, driven by ACT Mathematics and Science scores, ranges from 1 to 36. Test scores from previous years have been calculated.
- **Understanding Complex Texts Indicator:** The Understanding Complex Texts indicator represents students' progress toward understanding the complex written material encountered in college and careers. The indicator is reported in three proficiency levels: Below Proficient, Proficient, and Above Proficient.
- **Progress Toward Career Readiness Indicator:** Progress toward career readiness indicator is based upon the ACT Composite score, representing the level at which students perform relative to the National Career Readiness Certificate (NCRC). Symbolizing attainment of workplace employability skills critical to job success, this indicator is reported in four levels: Progress Needs Improvement, Progress Toward Bronze NCRC, Progress Toward Silver NCRC, and Progress Toward Gold NCRC.

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- Average ACT Total Writing and English/Language Arts Scores by Race/Ethnicity and Gender

This report provides information about the performance of your 2016 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2016. Beginning with the Graduating Class of 2013, all students whose scores are college reportable, both standard and extended time tests, are now included in the report.

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, 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 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. *Connecting College 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

15% 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: 447 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. 73% 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, 0% were college ready. 23% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 8% of these students were college ready. In comparison, 44% 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 11% of the cohort took less than three years of natural science courses. 6% of these students were college ready. In comparison, 27% 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 Readiness Standards score ranges. For example, approximately 63% 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 Readiness Standards at www.act.org/standard.

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

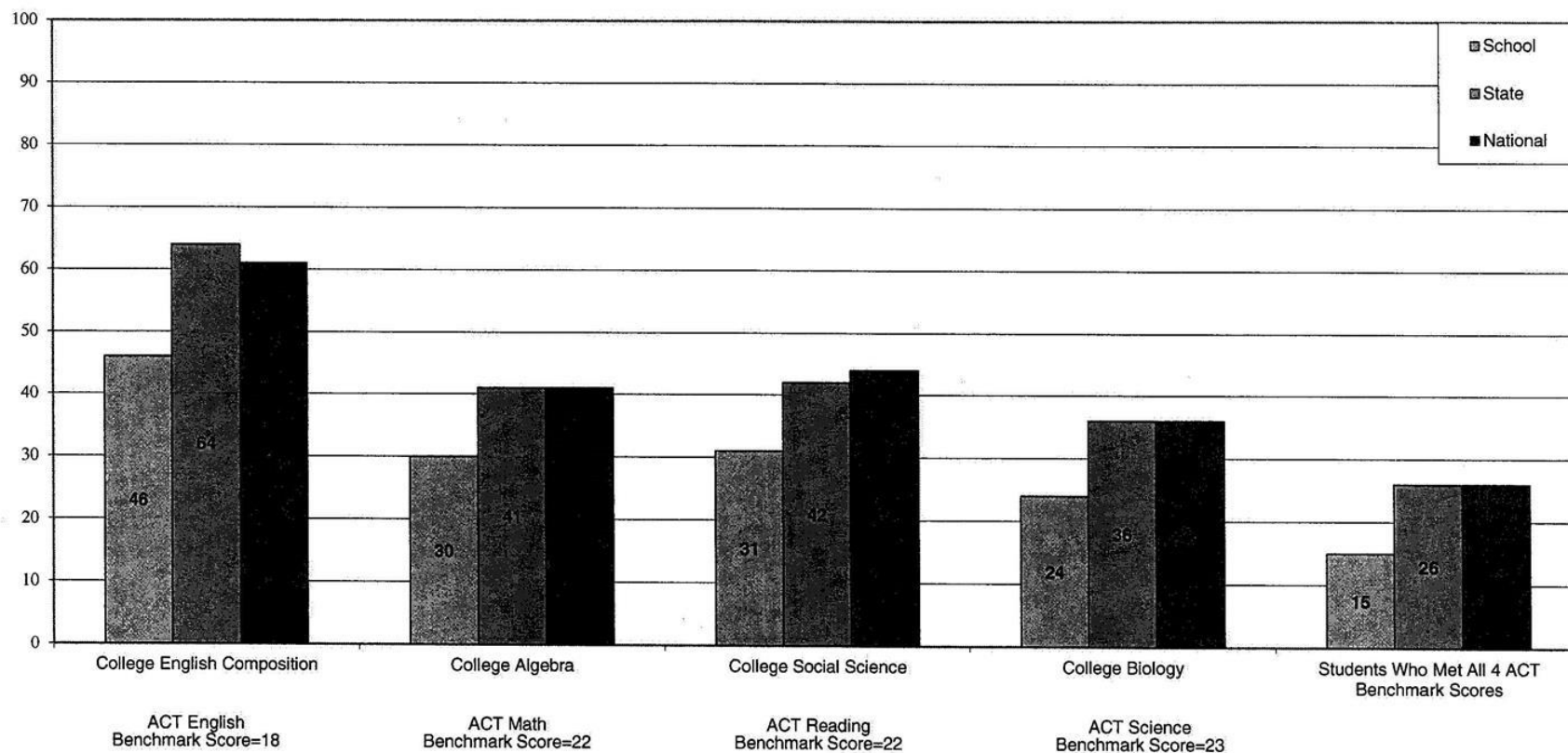
Executive Summary

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 1.7 and 1.8 on page 9.

Figure 1.1. Percent of Your Students Ready for College-Level Coursework



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 course.

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
2012	415	146,822	57	65	39	44	43	47	26	30	20	25
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

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
2012	415	146,822	19.0	20.5	20.4	21.0	19.8	20.7	19.9	20.8	19.9	20.9
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

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students		Average ACT Scores				
	Tested		English	Mathematics	Reading	Science	Composite
2012	1,666,017		20.5	21.1	21.3	20.9	21.1
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

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	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
2012	249	157	60	38	20.6	16.6	21.7	18.4	20.9	18.1	21.0	18.1	21.2	17.9
2013	305	182	59	35	21.2	14.9	22.0	16.8	21.3	15.6	21.9	16.4	21.7	16.1
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

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

	2012			2013			2014			2015			2016		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	415	100	19.9	514	100	19.5	476	100	19.6	471	100	19.1	447	100	19.1
Black/African American	6	1	18.7	11	2	15.5	9	2	17.7	11	2	15.4	11	2	16.2
American Indian/Alaska Native	0	0	.	1	0	30.0	0	0	.	0	0	.	0	0	.
White	184	44	22.8	217	42	22.3	191	40	22.5	190	40	21.9	138	31	22.4
Hispanic/Latino	178	43	17.0	214	42	16.8	204	43	17.0	215	46	16.9	218	49	17.2
Asian	14	3	22.8	23	4	22.7	17	4	23.1	16	3	20.6	19	4	21.5
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	2	0	25.5
Two or more races	5	1	20.8	7	1	23.9	7	1	24.1	10	2	22.7	10	2	20.3
Prefer not to respond/No response	28	7	18.4	41	8	16.4	48	10	17.4	29	6	16.2	49	11	16.9

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
2012	415	146,822	20.4	21.1	15	20	28.4	29.1	27.8	27.9
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

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	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State
2012	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0
2013	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0
2014	0	0	0	0	.	.	0	0	0	0	.	.	0	0	0	0
2015	0	0	0	0	.	.	0	0	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

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	18.5	19.8	19.7	19.7	19.5
	Extended Time	50	11	13.3	15.9	15.3	15.9	15.2
	Total	447	100	17.9	19.3	19.2	19.3	19.1
State	Standard Time	140,161	90	21.1	21.0	21.4	21.0	21.3
	Extended Time	16,242	10	15.5	17.2	17.5	17.1	16.9
	Total	156,403	100	20.5	20.6	21.0	20.6	20.8

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

Student Group	Test Session Duration	Percent of Students				
		English	Mathematics	Reading	Science	Met All Four
School	Standard Time	49	34	34	26	17
	Extended Time	18	4	14	8	4
	Total	46	30	31	24	15
State	Standard Time	67	44	44	38	28
	Extended Time	33	16	22	17	12
	Total	64	41	42	36	26

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.

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

ACT Score	English		Mathematics		Reading		Science		Composite		STEM		ACT Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	1	100	0	100	0	100	0	100	0	100	0	100	36
35	3	99	2	100	0	100	1	100	1	100	1	100	35
34	1	99	0	99	3	100	2	99	2	99	1	99	34
33	3	99	2	99	4	99	3	99	1	99	1	99	33
32	3	98	4	99	3	98	1	99	1	99	2	99	32
31	3	98	2	98	8	98	3	98	3	99	2	99	31
30	4	97	4	98	7	96	2	98	3	98	7	98	30
29	9	96	3	97	9	94	0	97	3	98	2	97	29
28	7	94	13	96	6	92	7	97	11	97	8	96	28
27	5	92	12	93	13	91	10	96	12	94	13	95	27
26	14	91	23	91	17	88	17	94	11	92	17	92	26
25	20	88	12	85	13	84	10	90	19	89	15	88	25
24	19	84	23	83	15	81	32	87	24	85	17	85	24
23	15	79	22	78	28	78	19	80	15	80	25	81	23
22	22	76	13	73	14	72	36	76	31	76	19	75	22
21	26	71	8	70	34	69	25	68	24	69	30	71	21
20	24	65	23	68	22	61	39	62	21	64	33	64	20
19	10	60	16	63	23	56	44	54	36	59	47	57	19
18	16	58	42	59	42	51	44	44	33	51	41	46	18
17	17	54	47	50	31	42	26	34	33	44	43	37	17
16	38	50	86	39	23	35	25	28	37	36	36	28	16
15	35	42	66	20	20	30	15	23	40	28	39	19	15
14	29	34	14	5	34	25	31	19	38	19	27	11	14
13	37	28	6	2	27	17	16	12	29	11	18	5	13
12	17	19	3	1	31	11	24	9	12	4	3	1	12
11	21	15	1	1	9	4	8	3	6	2	0	1	11
10	25	11	0	1	6	2	5	2	1	1	0	1	10
9	9	5	0	1	4	1	2	1	0	1	0	1	9
8	10	3	0	1	1	1	0	1	0	1	0	1	8
7	4	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	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	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)	17.9 (6.2)		19.3 (4.7)		19.2 (5.6)		19.3 (4.8)		19.1 (4.8)		19.6 (4.5)		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.

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subscore Averages

ACT Scale Score	English				Reading				Mathematics								ACT Scale Score
	Usage/Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/Literature		Pre/Elementary Algebra		Algebra/Coordinate Geometry		Plane Geometry/ Trigonometry				
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP			
18	7	100	2	100	1	100	6	100	9	100	0	100	1	100	18		
17	9	98	3	99	10	99	8	99	5	98	2	100	1	99	17		
16	9	96	12	99	21	98	12	97	15	97	6	99	10	99	16		
15	11	94	16	96	17	93	17	94	18	94	17	98	12	97	15		
14	13	92	31	93	43	89	20	90	18	89	26	94	19	95	14		
13	24	89	23	86	34	79	30	86	33	85	26	89	41	90	13		
12	27	84	38	81	22	72	24	79	22	78	61	83	32	81	12		
11	29	78	29	72	27	67	42	74	38	73	55	69	47	74	11		
10	44	71	28	66	60	61	34	64	24	65	50	57	48	64	10		
9	33	61	67	59	55	47	28	57	32	59	64	46	74	53	9		
8	47	54	52	44	48	35	48	51	64	52	83	31	92	36	8		
7	42	43	42	33	59	24	64	40	101	38	10	13	18	16	7		
6	53	34	34	23	17	11	34	26	42	15	26	11	24	12	6		
5	42	22	36	16	20	7	46	18	10	6	1	5	21	6	5		
4	24	13	25	8	9	3	15	8	11	4	16	4	0	2	4		
3	28	7	8	2	4	1	12	4	4	1	1	1	7	2	3		
2	5	1	1	1	0	1	7	2	1	1	2	1	0	1	2		
1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1		
Avg (SD)	8.6 (3.7)		9.2 (3.4)		10.1 (3.3)		9.1 (3.7)		9.5 (3.4)		10.0 (2.8)		9.7 (2.8)		Avg (SD)		

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

Table 2.3. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	22	23	23	22	22
Q2 (50th Percentile)	16	18	18	19	18
Q1 (25th Percentile)	13	16	14	16	15

Table 2.4. 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	447	73	20.3	15.7
	Black/African American	11	82	17.0	12.5
	American Indian/Alaska Native	0	.	.	.
	White	138	85	23.1	18.4
	Hispanic/Latino	218	69	18.1	15.0
	Asian	19	95	22.1	11.0
	Native Hawaiian/Other Pac. Isl.	2	100	25.5	.
	Two or More Races	10	80	21.1	13.0
	Prefer not/No Response	49	45	19.1	15.8
State	All Students	156,403	51	22.8	19.0
	Black/African American	20,724	44	18.5	16.7
	American Indian/Alaska Native	346	38	21.2	16.3
	White	72,851	60	24.3	20.4
	Hispanic/Latino	31,759	48	20.2	17.8
	Asian	6,455	71	25.6	22.6
	Native Hawaiian/Other Pac. Isl.	231	67	23.1	19.0
	Two or More Races	4,911	56	23.2	19.7
	Prefer not/No Response	19,126	25	22.5	18.2

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 Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
School	All Students	447	100	17.9	19.3	19.2	19.3	19.1	19.6
	Black/African American	11	2	14.5	16.6	15.6	17.2	16.2	17.2
	American Indian/Alaska Native	0	0	.	.	.	.	.	.
	White	138	31	22.5	22.0	22.5	22.2	22.4	22.4
	Hispanic/Latino	218	49	15.3	17.9	17.4	17.8	17.2	18.1
	Asian	19	4	20.7	21.8	21.9	21.5	21.5	22.0
	Native Hawaiian/Other Pac. Isl.	2	0	26.5	26.5	26.0	22.0	25.5	24.5
	Two or More Races	10	2	20.8	19.7	20.8	19.2	20.3	19.8
	Prefer not/No Response	49	11	15.1	17.4	17.2	17.4	16.9	17.6
State	All Students	156,403	100	20.5	20.6	21.0	20.6	20.8	20.9
	Black/African American	20,724	13	16.5	17.1	17.4	17.3	17.2	17.5
	American Indian/Alaska Native	346	0	17.1	18.0	18.2	18.0	18.0	18.2
	White	72,851	47	22.7	22.2	22.9	22.4	22.7	22.5
	Hispanic/Latino	31,759	20	18.1	18.8	18.9	18.8	18.8	19.1
	Asian	6,455	4	24.5	25.2	24.1	24.3	24.7	25.0
	Native Hawaiian/Other Pac. Isl.	231	0	21.5	21.6	22.0	21.5	21.8	21.8
	Two or More Races	4,911	3	21.5	21.0	21.9	21.4	21.6	21.4
	Prefer not/No Response	19,126	12	18.9	19.3	19.6	19.3	19.4	19.5

Table 2.6. 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	231	71	20.6	15.9
	Females	203	79	20.0	15.4
	No Response	13	15	19.0	15.4
State	Males	73,386	51	23.0	18.8
	Females	74,086	56	22.7	19.3
	No Response	8,931	13	20.9	17.8

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
School	Males	231	52	17.9	19.7	19.2	19.7	19.2	19.9
	Females	203	45	18.2	19.1	19.4	19.1	19.0	19.3
	No Response	13	3	13.2	16.7	16.9	15.9	15.8	16.5
State	Males	73,386	47	20.2	20.9	20.7	20.9	20.8	21.2
	Females	74,086	47	21.2	20.4	21.5	20.6	21.1	20.8
	No Response	8,931	6	18.1	18.7	18.6	18.6	18.6	18.9

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

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
School	33 to 36	8	2	4	1	7	2	6	1
	28 to 32	26	6	26	6	33	7	13	3
	24 to 27	58	13	70	16	58	13	69	15
	20 to 23	87	19	66	15	98	22	119	27
	16 to 19	81	18	191	43	119	27	139	31
	13 to 15	101	23	86	19	81	18	62	14
	01 to 12	86	19	4	1	51	11	39	9
State	33 to 36	10,164	6	5,476	4	9,128	6	5,963	4
	28 to 32	16,687	11	14,722	9	18,880	12	10,734	7
	24 to 27	24,670	16	29,471	19	20,824	13	30,700	20
	20 to 23	34,959	22	25,396	16	36,465	23	42,578	27
	16 to 19	26,414	17	50,838	33	34,792	22	35,742	23
	13 to 15	22,905	15	28,867	18	23,772	15	18,867	12
	01 to 12	20,604	13	1,633	1	12,542	8	11,819	8

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	48	33	33	28	16
	Females	46	28	30	20	16
	No Response	15	8	23	8	8
State	Males	61	43	41	38	28
	Females	67	40	45	35	27
	No Response	50	26	26	20	12

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

Student Group		N	English Benchmark=18 %	Mathematics Benchmark=22 %	Reading Benchmark=22 %	Science Benchmark=23 %	All Four %	STEM Benchmark=26 %
School	All Students	447	46	30	31	24	15	12
	Black/African American	11	27	9	18	18	0	0
	American Indian/Alaska Native	0	.	.	.	.	.	.
	White	138	81	54	54	50	33	26
	Hispanic/Latino	218	23	17	18	11	6	4
	Asian	19	74	58	53	42	37	26
	Native Hawaiian/Other Pac. Isl	2	100	50	50	50	50	50
	Two or More Races	10	80	40	40	0	0	0
	Prefer Not to Respond	49	33	14	20	8	8	6
State	All Students	156,403	64	41	42	36	26	20
	Black/African American	20,724	38	14	18	12	6	4
	American Indian/Alaska Native	346	43	21	26	17	11	9
	White	72,851	77	54	56	49	38	29
	Hispanic/Latino	31,759	50	27	28	21	13	9
	Asian	6,455	81	72	62	61	51	47
	Native Hawaiian/Other Pac. Isl	231	73	48	48	43	30	23
	Two or More Races	4,911	70	43	47	40	29	22
	Prefer Not to Respond	19,126	53	31	32	26	18	14

Table 3.4. Progress Toward Career Readiness Based On ACT Composite Score¹

Student Group	Progress Toward Career Readiness	N	%	Average Composite	ACT Composite Score Range	ACT Composite Cut Point
School	Gold	251	56	22.5	18-36	25
	Silver	148	33	15.4	14-17	17
	Bronze	41	9	12.7	12-13	13
	Needs Improvement	7	2	10.9	1-11	
State	Gold	105,132	67	23.8	18-36	25
	Silver	37,181	24	15.6	14-17	17
	Bronze	11,977	8	12.6	12-13	13
	Needs Improvement	2,113	1	10.7	1-11	

¹ Progress Toward Career Readiness is based on research linking ACT Composite scores to ACT NCRC levels. The ACT Composite cut score for each NCRC level corresponds to a 50% chance of obtaining that level. If a student's ACT Composite score surpassed the cut score for an NCRC level, they are categorized as making progress towards the next higher NCRC level.

Attainment of ACT NCRC levels indicates workplace employability skills that are critical to job success.

² Additional information on the ACT NCRC (National Career Readiness Certificate) can be found at www.act.org.

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	326	56	19.5	38	20.3	39	20.5	30	20.4	20	20.3	15	20.6
	Less than Core	96	19	13.8	7	16.5	11	15.4	6	16.5	4	15.7	5	16.7
	Missing ³	25	16	13.8	12	17.0	12	17.0	8	16.3	4	16.1	4	16.8
State	Core or More	80,386	77	22.8	55	22.4	55	22.9	49	22.5	38	22.8	29	22.7
	Less than Core	48,532	51	18.5	27	18.9	30	19.2	23	19.0	15	19.0	11	19.2
	Missing	27,485	44	17.4	23	18.3	25	18.4	20	18.2	13	18.2	10	18.5

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	407	49	18.4	389	35	19.9	384	35	19.8	379	27	19.9
	Less than Core	24	17	13.8	42	0	15.4	41	5	14.8	50	6	16.2
	Missing ³	16	13	12.3	16	0	16.0	22	9	16.8	18	6	15.8
State	Core or More	120,220	70	21.5	121,622	47	21.4	98,680	51	22.2	108,382	43	21.8
	Less than Core	10,707	37	16.2	8,616	9	16.4	31,539	30	19.1	21,469	17	17.8
	Missing	25,476	45	17.6	26,165	24	18.3	26,184	26	18.4	26,552	21	18.3

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.

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	96	21	19.5	55	26,174	17	22.5	75
Eng 9, Eng 10, Eng 11, Eng 12	311	70	18.1	47	94,046	60	21.3	68
Less than 4 years of English	24	5	13.8	17	10,707	7	16.2	37
Zero years / no English courses reported	16	4	12.3	13	25,476	16	17.6	45
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	17	4	24.2	82	11,172	7	23.6	65
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	76	17	21.5	53	14,646	9	21.8	55
Alg 1, Alg 2, Geom, & Trig	29	6	19.9	34	13,629	9	19.2	31
Alg 1, Alg 2, Geom, & Other Adv Math	55	12	17.2	7	16,313	10	19.7	35
Other comb of 4 or more years of Math	86	19	23.5	62	39,595	25	24.3	68
Alg 1, Alg 2, & Geom	101	23	16.6	8	19,752	13	17.0	11
Other comb of 3 or 3.5 years of Math	25	6	19.0	24	6,515	4	20.1	38
Less than 3 years of Math	42	9	15.4	0	8,616	6	16.4	9
Zero years / no Math courses reported	16	4	16.0	0	26,165	17	18.3	24
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	0	0	.	.	2,538	2	21.4	44
Other comb of 4 or more years Social Science	301	67	20.4	38	47,221	30	22.8	54
US Hist, World Hist, & Am Gov	4	1	16.0	0	5,514	4	19.3	30
Other comb of 3 or 3.5 years of Social Science	79	18	17.8	27	43,407	28	22.1	49
Less than 3 years of Social Science	41	9	14.8	5	31,539	20	19.1	30
Zero years / no Social Science courses reported	22	5	16.8	9	26,184	17	18.4	26
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	117	26	20.4	29	47,761	31	21.9	45
Bio, Chem, Phys	190	43	20.9	34	35,650	23	23.1	53
Gen Sci, Bio, Chem	20	4	17.4	15	22,013	14	19.7	27
Other comb of 3 years of Natural Science	52	12	16.2	4	2,958	2	18.3	18
Less than 3 years of Natural Science	50	11	16.2	6	21,469	14	17.8	17
Zero years / no Natural Science courses reported	18	4	15.8	6	26,552	17	18.3	21

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	96	21	19.5	55	53	23	19.5	57	43	21	19.4	53
Eng 9, Eng 10, Eng 11, Eng 12	311	70	18.1	47	156	68	18.0	48	149	73	18.3	46
Less than 4 years of English	24	5	13.8	17	13	6	14.3	23	9	4	13.0	11
Zero years / no English courses reported	16	4	12.3	13	9	4	13.9	22	2	1	8.0	0
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	17	4	24.2	82	14	6	23.9	79	3	1	26.0	100
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	76	17	21.5	53	35	15	23.1	69	41	20	20.1	39
Alg 1, Alg 2, Geom, & Trig	29	6	19.9	34	14	6	19.9	36	15	7	19.9	33
Alg 1, Alg 2, Geom, & Other Adv Math	55	12	17.2	7	23	10	17.7	13	31	15	16.6	0
Other comb of 4 or more years of Math	86	19	23.5	62	46	20	23.5	59	40	20	23.6	65
Alg 1, Alg 2, & Geom	101	23	16.6	8	51	22	16.9	12	46	23	16.3	4
Other comb of 3 or 3.5 years of Math	25	6	19.0	24	16	7	17.6	6	9	4	21.4	56
Less than 3 years of Math	42	9	15.4	0	24	10	15.5	0	16	8	15.1	0
Zero years / no Math courses reported	16	4	16.0	0	8	3	16.1	0	2	1	13.5	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	301	67	20.4	38	142	61	20.6	42	154	76	20.4	36
US Hist, World Hist, & Am Gov	4	1	16.0	0	3	1	15.7	0	1	0	17.0	0
Other comb of 3 or 3.5 years of Social Science	79	18	17.8	27	52	23	17.8	29	27	13	17.6	22
Less than 3 years of Social Science	41	9	14.8	5	22	10	14.7	0	16	8	13.7	0
Zero years / no Social Science courses reported	22	5	16.8	9	12	5	17.2	17	5	2	17.8	0
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ¹ , Bio, Chem, & Phys	117	26	20.4	29	61	26	20.5	34	56	28	20.3	23
Bio, Chem, Phys	190	43	20.9	34	100	43	21.3	39	88	43	20.3	27
Gen Sci ² , Bio, Chem	20	4	17.4	15	9	4	17.9	22	10	5	17.2	10
Other comb of 3 years of Natural Science	52	12	16.2	4	25	11	16.8	4	27	13	15.6	4
Less than 3 years of Natural Science	50	11	16.2	6	26	11	16.1	4	20	10	16.7	10
Zero years / no Natural Science courses reported	18	4	15.8	6	10	4	16.8	10	2	1	12.0	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.

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	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	4	1	19.3	0	0	.	4	1	19.3
Architecture	3	1	20.0	0	0	.	3	1	20.0
Area, Ethnic, & Multidisciplinary Studies	1	0	29.0	0	0	.	1	0	29.0
Arts: Visual & Performing	30	7	19.1	5	14	17.4	22	6	19.8
Business	40	9	19.2	5	14	16.8	34	10	19.4
Communications	2	0	19.5	0	0	.	2	1	19.5
Community, Family, & Personal Services	34	8	16.4	7	19	14.9	24	7	17.1
Computer Science & Mathematics	15	3	20.9	0	0	.	13	4	21.9
Education	26	6	20.1	1	3	24.0	25	7	20.0
Engineering	32	7	21.2	2	6	12.0	28	8	22.4
Engineering Technology & Drafting	15	3	18.8	0	0	.	15	4	18.8
English & Foreign Languages	5	1	22.8	0	0	.	5	1	22.8
Health Administration & Assisting	16	4	16.1	3	8	14.3	12	3	16.8
Health Sciences & Technologies	82	18	19.7	3	8	14.0	76	21	20.0
Philosophy, Religion, & Theology	1	0	22.0	0	0	.	1	0	22.0
Repair, Production, & Construction	23	5	16.1	6	17	15.5	17	5	16.4
Sciences: Biological & Physical	16	4	22.1	1	3	13.0	14	4	23.4
Social Sciences & Law	30	7	18.9	0	0	.	29	8	18.8
Undecided	28	6	20.8	2	6	16.5	24	7	21.2
No Response	44	10	16.7	1	3	14.0	5	1	16.0

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	9	16.4	0	.	0	.	1	22.0	8	15.8
2-yr College Degree	27	15.3	3	13.7	0	.	5	19.0	15	14.5
Bachelors Degree	230	18.8	6	16.5	0	.	80	21.8	108	16.8
Graduate Study	51	22.4	0	.	0	.	19	25.6	27	19.8
Prof. Level Degree	73	21.0	1	16.0	0	.	24	22.8	31	19.1
Other	11	16.8	0	.	0	.	3	23.0	3	18.7
No Response	46	16.8	1	22.0	0	.	6	22.2	26	16.1

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	9	16.4	0	.	0	.	0	.	0	.
2-yr College Degree	27	15.3	0	.	0	.	0	.	4	14.8
Bachelors Degree	230	18.8	9	18.6	0	.	5	18.4	22	18.7
Graduate Study	51	22.4	3	25.3	0	.	2	24.0	0	.
Prof. Level Degree	73	21.0	7	23.7	2	25.5	1	21.0	7	19.9
Other	11	16.8	0	.	0	.	0	.	5	12.0
No Response	46	16.8	0	.	0	.	2	21.0	11	14.4

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	263	176	87	5	29	35	21	9	1	0
NORTHERN ILLINOIS UNIVERSITY	Illinois	116	24	92	3	23	40	20	12	2	0
UNIVERSITY OF ILLINOIS AT CHICAGO	Illinois	59	10	49	3	12	41	27	12	5	0
UNIVERSITY OF ILLINOIS-URBANA CHAMPAIGN	Illinois	52	20	32	0	6	23	21	31	19	0
ILLINOIS STATE UNIVERSITY	Illinois	36	7	29	3	8	31	19	31	8	0
LOYOLA UNIVERSITY OF CHICAGO	Illinois	32	11	21	0	22	41	19	16	3	0
AURORA UNIVERSITY	Illinois	28	3	25	0	21	54	21	4	0	0
UNIVERSITY OF CHICAGO	Illinois	25	5	20	0	0	52	24	24	0	0
UNIVERSITY OF IOWA	Iowa	22	3	19	0	9	36	18	32	5	0
DEVRY UNIVERSITY-DUPAGE ADDISON IL	Illinois	18	7	11	0	33	17	28	22	0	0
ROBERT MORRIS UNIVERSITY ILLINOIS	Illinois	18	5	13	0	33	44	22	0	0	0
COLUMBIA COLLEGE CHICAGO	Illinois	17	4	13	0	41	29	18	6	6	0
DEPAUL UNIVERSITY	Illinois	17	3	14	6	18	18	35	12	12	0
MICHIGAN STATE UNIVERSITY	Michigan	16	4	12	13	19	44	13	6	6	0
WESTERN ILLINOIS UNIVERSITY	Illinois	15	2	13	0	20	33	27	20	0	0
NORTH CENTRAL COLLEGE	Illinois	14	2	12	0	7	43	14	36	0	0
UNIV OF WISCONSIN-MADISON	Wisconsin	14	4	10	0	0	21	14	36	29	0
ELMHURST COLLEGE	Illinois	13	2	11	0	23	15	31	31	0	0
ILLINOIS INSTITUTE OF TECHNOLOGY	Illinois	12	1	11	8	42	42	8	0	0	0
MARQUETTE UNIVERSITY	Wisconsin	12	6	6	0	0	25	8	50	17	0
NORTHEASTERN ILLINOIS UNIVERSITY	Illinois	12	1	11	0	17	75	8	0	0	0
IOWA STATE UNIVERSITY	Iowa	11	3	8	0	0	27	27	36	9	0
ILLINOIS INSTITUTE OF ART THE	Illinois	10	2	8	0	30	50	10	10	0	0
ITT TECHNICAL INST-MT PROSPECT	Illinois	10	2	8	10	30	20	20	20	0	0
ELGIN COMMUNITY COLLEGE	Illinois	9	1	8	11	33	33	11	11	0	0
NORTHWESTERN UNIVERSITY	Illinois	9	1	8	0	0	0	22	22	56	0
PURDUE UNIVERSITY	Indiana	9	2	7	0	11	11	0	56	22	0
BRADLEY UNIVERSITY	Illinois	8	2	6	0	0	25	38	38	0	0
NCAA ELIGIBILITY CENTER	Indiana	8	5	3	0	13	25	50	13	0	0
ROOSEVELT UNIVERSITY	Illinois	8	1	7	0	13	75	13	0	0	0
All Other Institutions		543	96	447	4	20	27	23	18	7	1
Total		1,436	415	1,021	3	20	32	22	17	5	1

Section V

Optional Writing Test Results

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.