



STUDENT ACHIEVEMENT REPORT

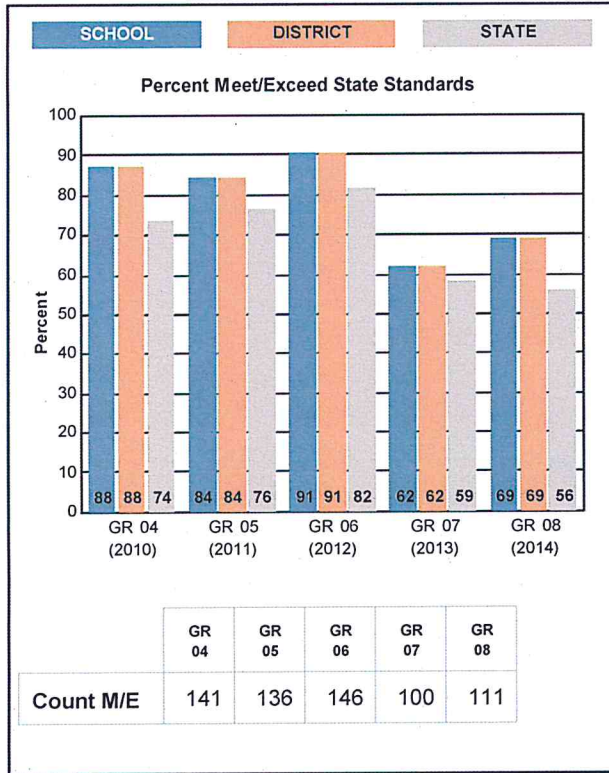
INCLUDING EXAMPLES OF
STUDENT GROWTH FOR
2013-14



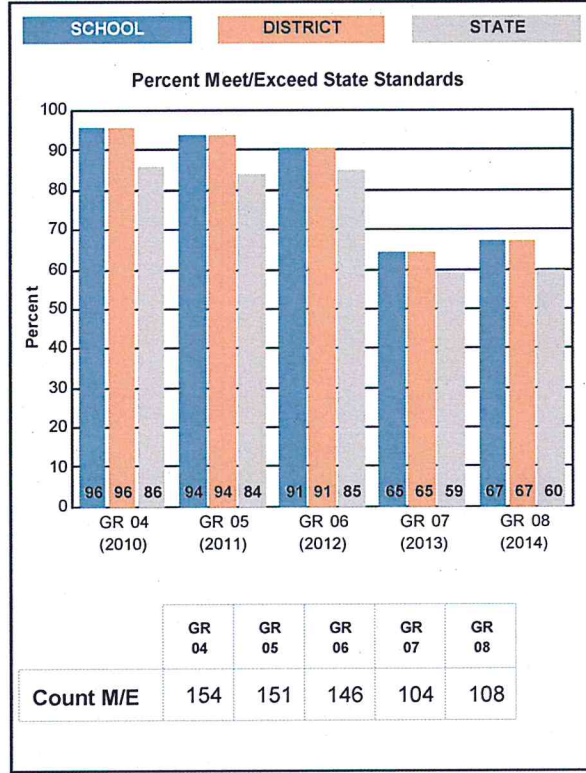
Meets or Exceeds Board Report

System:
 Test: ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)
 School: DISTRICT 228 GENESEO
 Cohort Grade: MATCHED GR 08 - 2014
 Grouping: ALL STUDENTS

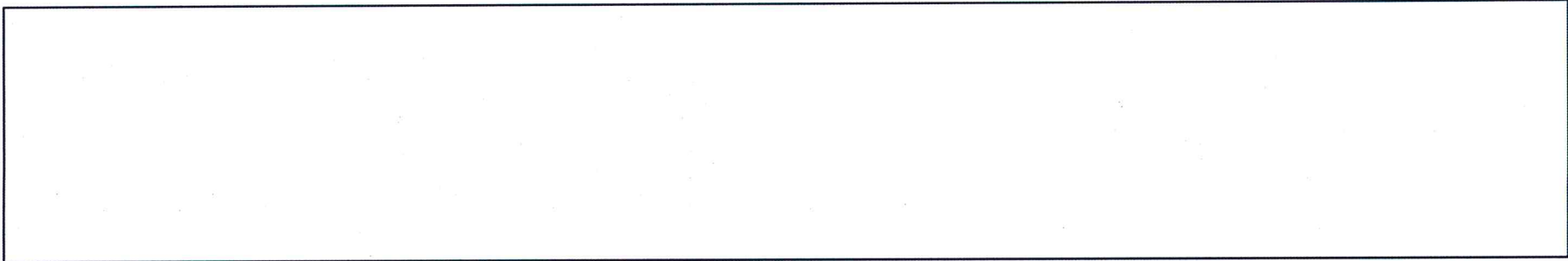
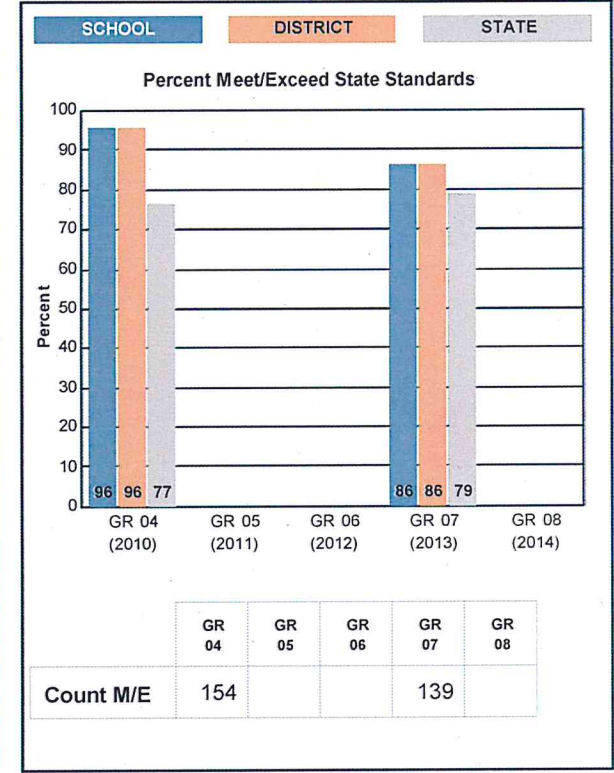
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MATHEMATICS TOTAL



SCIENCE

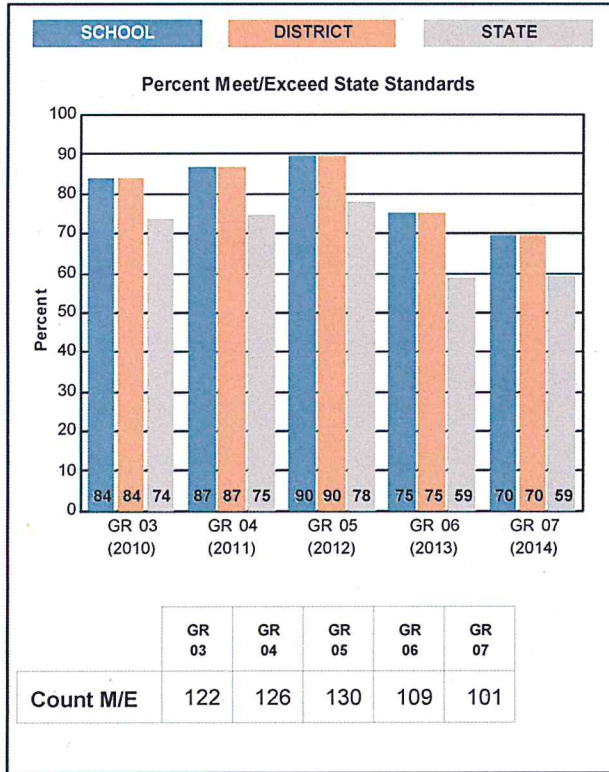




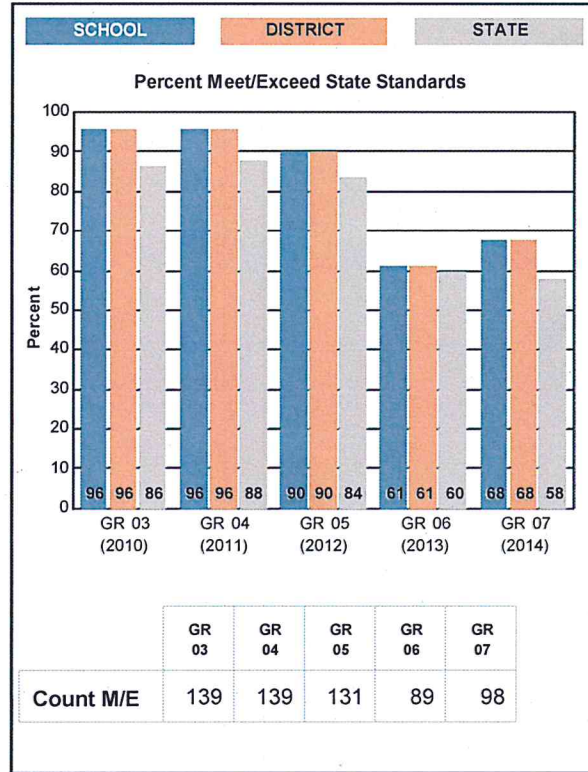
Meets or Exceeds Board Report

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 Test: ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)
 School: DISTRICT 228 GENESEO
 Cohort Grade: MATCHED GR 07 - 2014
 Grouping: ALL STUDENTS

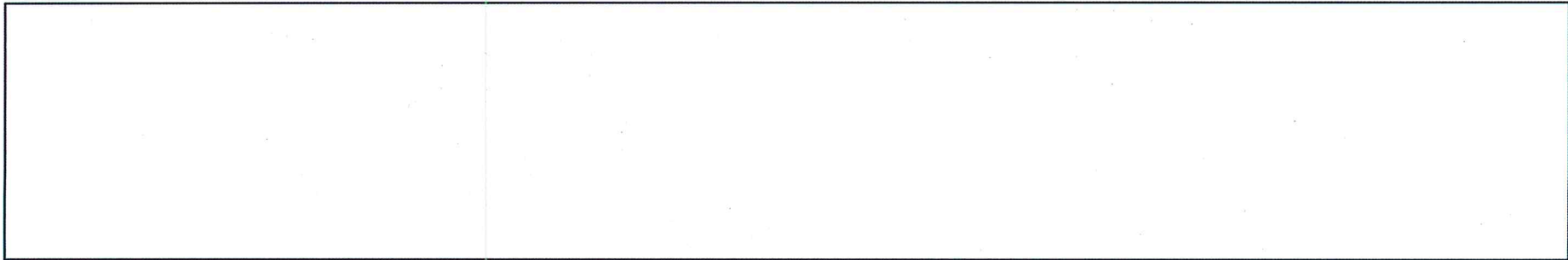
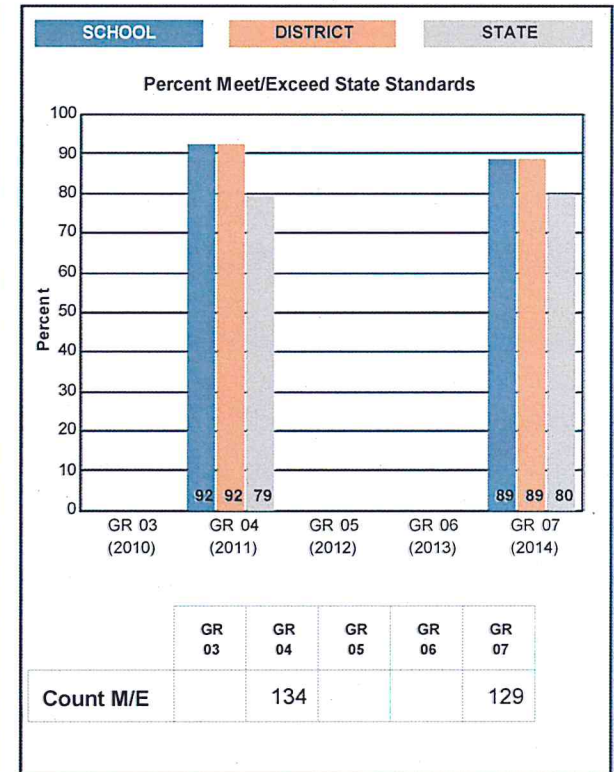
READING TOTAL



MATHEMATICS TOTAL



SCIENCE

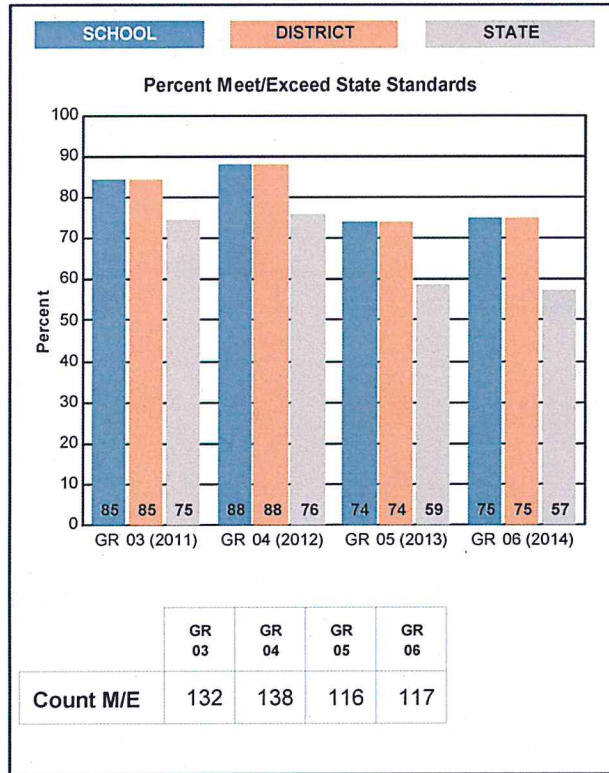




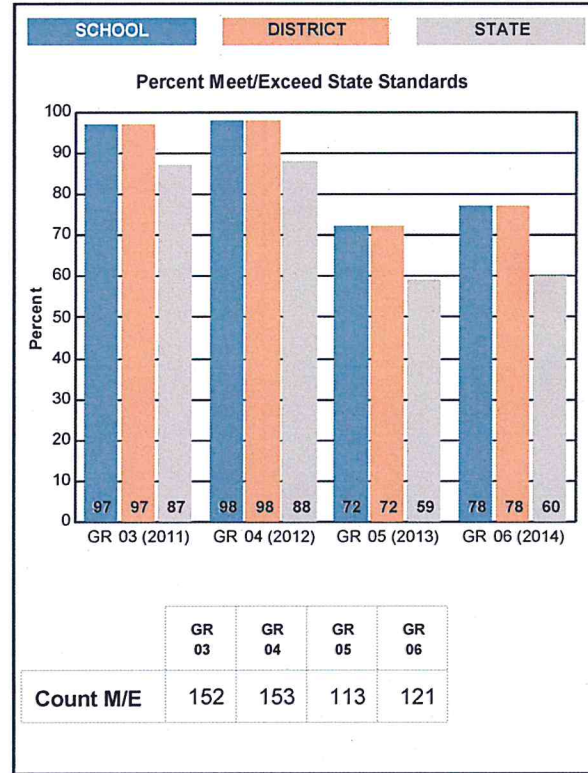
Meets or Exceeds Board Report

System:
 Test: ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)
 School: DISTRICT 228 GENESEO
 Cohort Grade: MATCHED GR 06 - 2014
 Grouping: ALL STUDENTS

READING TOTAL



MATHEMATICS TOTAL



SCIENCE

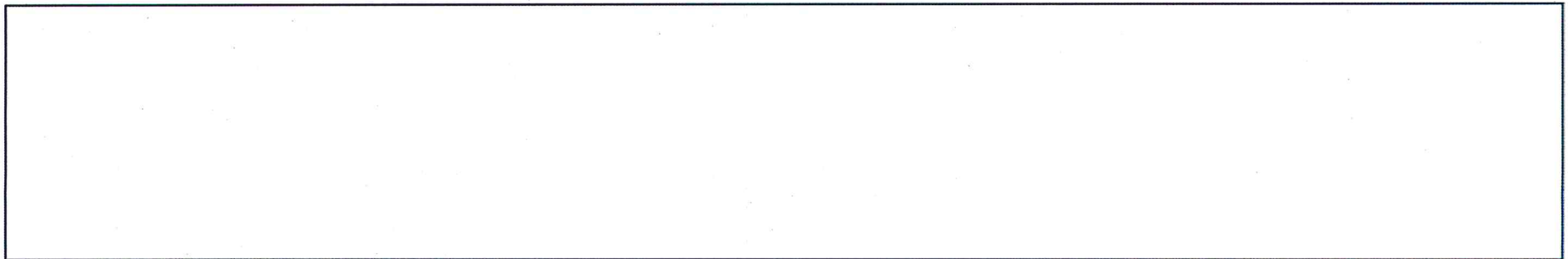
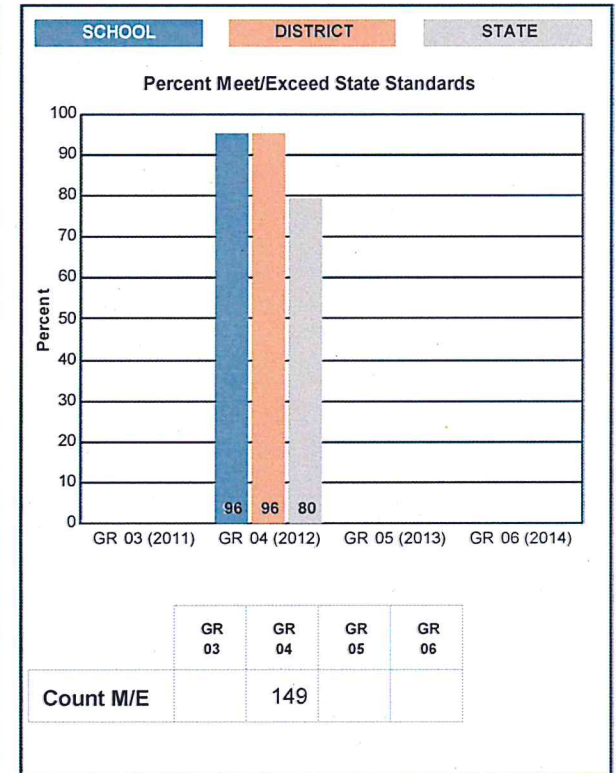
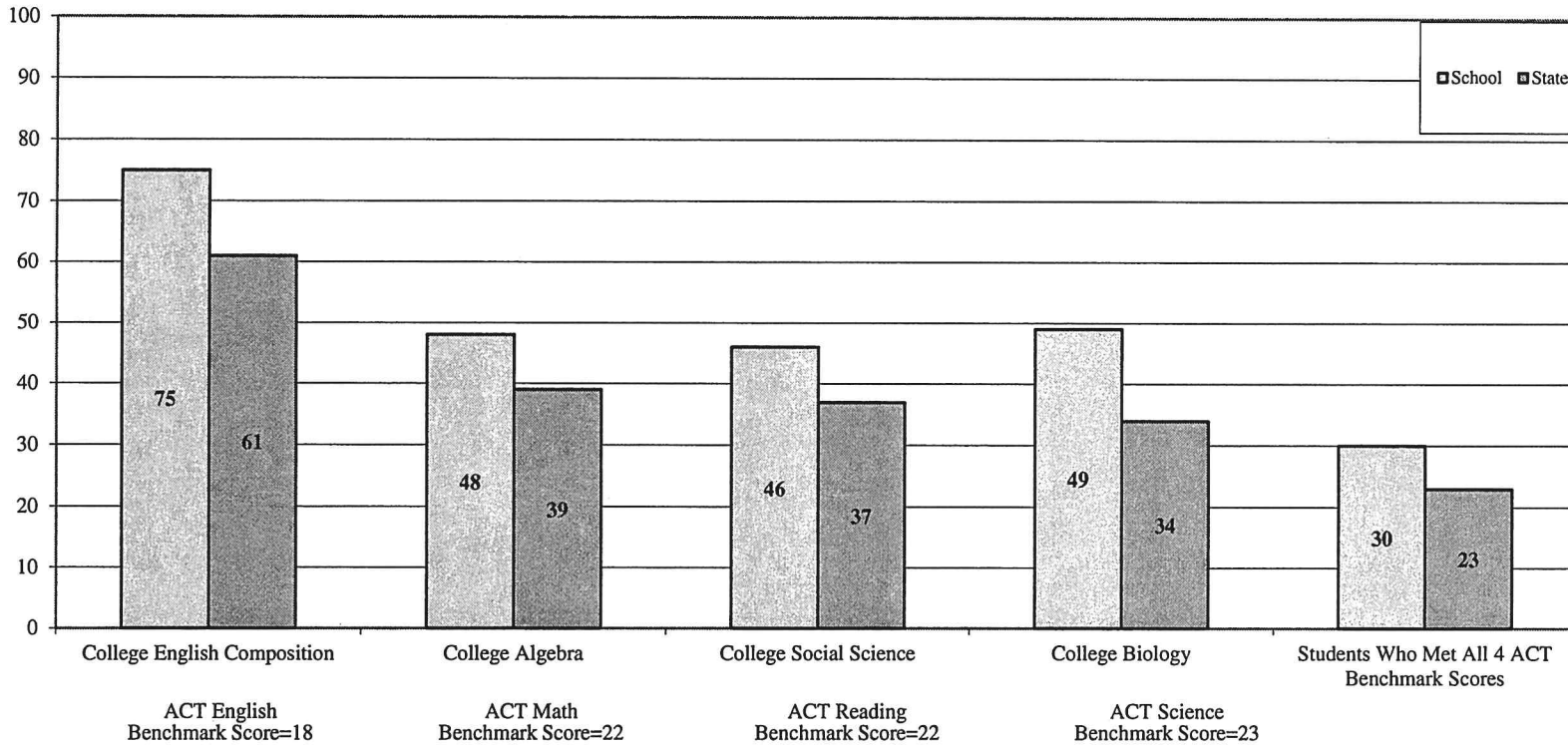


Figure 1.1. Percent of Your Students Ready for College-Level Coursework



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 Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
	School	State	School	State	School	State	School	State	School	State	School	State
2009-2010	219	141,416	77	58	49	36	53	41	26	22	23	18
2010-2011	216	145,774	65	56	48	39	48	40	34	26	27	21
2011-2012	214	145,632	66	60	50	39	48	40	36	27	30	21
2012-2013	229	143,004	69	58	52	38	59	45	43	27	35	22
2013-2014	179	143,119	75	61	48	39	46	37	49	34	30	23

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2009-2010	219	141,416	21.2	19.5	21.4	20.1	21.5	19.8	21.2	19.8	21.4	19.9
2010-2011	216	145,774	20.4	19.1	21.4	20.2	21.2	19.7	21.5	19.9	21.3	19.9
2011-2012	214	145,632	21.4	19.7	21.8	20.5	21.2	19.5	21.7	20.2	21.6	20.1
2012-2013	229	143,004	20.9	19.5	22.1	20.5	22.3	20.2	22.2	20.1	22.0	20.2
2013-2014	179	143,119	21.0	19.8	21.5	20.4	21.6	20.3	21.3	20.2	21.5	20.3

Table 1.3. Five Year Trends—Average ACT Scores Statewide

Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2009-2010	141,416	19.5	20.1	19.8	19.8	19.9
2010-2011	145,774	19.1	20.2	19.7	19.9	19.9
2011-2012	145,632	19.7	20.5	19.5	20.2	20.1
2012-2013	143,004	19.5	20.5	20.2	20.1	20.2
2013-2014	143,119	19.8	20.4	20.3	20.2	20.3

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

Year	Number of Students Tested		Percent ²		Average ACT Scores									
	Core or More ¹	Less than Core	Core or More	Less than Core	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
2009-2010	116	101	53	46	23.4	18.8	23.9	18.6	23.3	19.6	23.3	18.9	23.5	19.1
2010-2011	113	101	52	47	22.5	18.1	23.2	19.5	22.9	19.6	23.0	19.8	23.1	19.4
2011-2012	112	100	52	47	23.7	19.0	23.5	20.0	23.3	19.0	23.6	19.7	23.6	19.5
2012-2013	124	102	54	45	23.0	18.5	24.0	20.1	23.9	20.4	23.9	20.4	23.8	20.0
2013-2014	100	76	56	42	23.8	17.7	23.9	18.5	23.7	19.2	23.5	18.6	23.9	18.6

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

	2009-2010			2010-2011			2011-2012			2012-2013			2013-2014		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	219	100	21.4	216	100	21.3	214	100	21.6	229	100	22.0	179	100	21.5
Black/African American	0	0	.	1	0	16.0	0	0	.	0	0	.	1	1	18.0
American Indian/Alaska Native	2	1	19.0	1	0	24.0	2	1	20.0	2	1	20.5	0	0	.
White	190	87	21.6	191	88	21.2	187	87	22.0	202	88	22.4	156	87	21.5
Hispanic/Latino	4	2	18.0	6	3	21.2	6	3	15.8	10	4	20.9	6	3	19.8
Asian	2	1	27.0	2	1	25.0	2	1	16.5	2	1	20.0	1	1	20.0
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	2	1	19.5	6	3	22.7	2	1	21.5	5	2	15.4	8	4	22.6
Prefer not to respond/No response	19	9	19.7	9	4	22.0	15	7	19.6	8	3	19.6	7	4	21.9

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	11	17.6	0	.	0	.	10	17.5	0	.
2-yr College Degree	9	20.1	0	.	0	.	7	20.6	0	.
Bachelors Degree	68	21.5	1	18.0	0	.	57	21.5	3	21.0
Graduate Study	14	25.3	0	.	0	.	12	25.5	1	25.0
Prof. Level Degree	25	25.8	0	.	0	.	23	25.3	0	.
Other	2	19.5	0	.	0	.	2	19.5	0	.
No Response	50	19.4	0	.	0	.	45	19.5	2	15.5

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	11	17.6	0	.	0	.	0	.	1	19.0
2-yr College Degree	9	20.1	0	.	0	.	1	16.0	1	21.0
Bachelors Degree	68	21.5	1	20.0	0	.	5	22.6	1	18.0
Graduate Study	14	25.3	0	.	0	.	1	23.0	0	.
Prof. Level Degree	25	25.8	0	.	0	.	1	29.0	1	32.0
Other	2	19.5	0	.	0	.	0	.	0	.
No Response	50	19.4	0	.	0	.	0	.	3	21.0

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
BLACK HAWK COLLEGE	Illinois	67	40	27	4	19	24	31	10	10	0
WESTERN ILLINOIS UNIVERSITY	Illinois	42	12	30	2	5	24	36	24	10	0
IOWA STATE UNIVERSITY	Iowa	27	5	22	4	7	7	26	44	11	0
NCAA ELIGIBILITY CENTER	Indiana	23	9	14	0	9	9	35	30	17	0
UNIVERSITY OF IOWA	Iowa	23	8	15	0	0	9	43	39	9	0
AUGUSTANA COLLEGE	Illinois	22	6	16	0	5	45	23	23	5	0
ILLINOIS STATE UNIVERSITY	Illinois	20	7	13	0	0	15	30	40	15	0
UNIVERSITY OF ILLINOIS-URBANA CHAMPAIGN	Illinois	18	9	9	0	0	11	39	22	28	0
UNIV OF WISCONSIN-PLATTEVILLE	Wisconsin	12	1	11	0	0	8	67	25	0	0
SOUTHERN ILLINOIS UNIV-EDWARDSVILLE	Illinois	11	1	10	0	9	9	64	18	0	0
MONMOUTH COLLEGE	Illinois	9	3	6	0	0	22	67	11	0	0
NORTHERN ILLINOIS UNIVERSITY	Illinois	9	0	9	0	0	11	33	44	11	0
BRADLEY UNIVERSITY	Illinois	8	3	5	0	0	25	13	50	13	0
UNIVERSITY OF ILLINOIS AT CHICAGO	Illinois	7	1	6	0	0	0	57	29	14	0
BLACK HAWK COLLEGE-EAST CAMPUS	Illinois	6	1	5	0	33	17	33	17	0	0
STATE-NO COLLEGE PLANS	Iowa	6	6	0	0	67	33	0	0	0	0
TEXAS A&M UNIVERSITY-MAIN CAMPUS	Texas	6	3	3	0	0	0	50	33	17	0
ILLINOIS INSTITUTE OF ART THE	Illinois	5	2	3	0	0	40	40	20	0	0
SOUTHERN ILLINOIS UNIV-CARBONDALE	Illinois	5	0	5	0	0	40	40	0	20	0
UNIVERSITY OF ILLINOIS-SPRINGFIELD	Illinois	5	0	5	0	0	0	60	40	0	0
EASTERN ILLINOIS UNIVERSITY	Illinois	4	0	4	0	0	25	0	25	50	0
NORTHWESTERN COLLEGE-CHICAGO	Illinois	4	0	4	0	0	25	0	25	50	0
ST AMBROSE UNIVERSITY	Iowa	4	1	3	25	0	0	75	0	0	0
TENNESSEE STATE UNIVERSITY	Tennessee	4	1	3	0	25	25	25	25	0	0
UNIV OF MISSOURI-COLUMBIA	Missouri	4	2	2	0	0	0	25	50	25	0
WILLIAM WOODS UNIVERSITY	Missouri	4	2	2	0	0	0	0	75	25	0
CARTHAGE COLLEGE	Wisconsin	3	0	3	0	0	33	33	0	33	0
ILLINOIS CENTRAL COLLEGE	Illinois	3	2	1	0	0	0	67	33	0	0
ITT TECHNICAL INST-MT PROSPECT	Illinois	3	1	2	0	0	67	33	0	0	0
KIRKWOOD COMMUNITY COLLEGE	Iowa	3	0	3	0	67	33	0	0	0	0
All Other Institutions		186	36	150	5	8	12	28	34	12	0
Total		553	162	391	3	8	16	33	28	12	0



School Overall Growth Summary (2013-2014)

District:

DISTRICT 228 GENESEO

School:

GENESECO HIGH

Evaluation Year: **2013-2014**

Growth Comparison Group: **Local District**

Overall Growth

- 0.13 **Expected Growth**

Student Growth by Subject

Subject	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth	
English	169	77%	12%	63%	25%	- 0.27	
Mathematics	169	60%	13%	65%	21%	- 0.22	
Reading	169	67%	24%	61%	14%	+ 0.17	
Science	169	53%	15%	60%	25%	- 0.19	
ALL	169	64%	16%	62%	22%	- 0.13	
EXPECTED			16%	68%	16%	0.00	

* Dot color is green for all value-added growth scores that are not statistically significant

**Percentages may not add to 100 due to rounding
***Growth not reported for groups with fewer than 5 students

Higher than Expected Growth Growth +.30 or Above	Expected Growth Growth between -.29 and +.29	Lower than Expected Growth Growth between -.30 and -.59	Unsatisfactory Growth Growth -.60 or Below





School Grade-Level Growth Summary (2013-2014)

District:

DISTRICT 228 GENESECO

School:

GENESECO HIGH

Subject:

English

Evaluation Year: **2013-2014**

Growth Comparison Group: **Local District**

Overall Growth

- 0.27 **Expected Growth**

Student Growth by Grade

Grade	Test	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth
11	Spring ACT	169	77%	12%	63%	25%	- 0.27
ALL EXPECTED		169	77%	12%	63%	25%	- 0.27
				16%	68%	16%	0.00

* Dot color is green for all value-added growth scores that are not statistically significant

**Percentages may not add to 100 due to rounding
***Growth not reported for groups with fewer than 5 students

	Higher than Expected Growth Growth +.30 or Above		Expected Growth Growth between -.29 and +.29		Lower than Expected Growth Growth between -.30 and -.59		Unsatisfactory Growth Growth -.60 or Below
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School Grade-Level Growth Summary (2013-2014)

District:

DISTRICT 228 GENESEO

School:

GENESECO HIGH

Subject:

Mathematics

Evaluation Year: **2013-2014**

Growth Comparison Group: **Local District**

Overall Growth

- 0.22 **Expected Growth**

Student Growth by Grade

Grade	Test	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth	
11	PSAE	169	69%	15%	60%	25%	- 0.23	
11	Spring ACT	169	50%	12%	71%	17%	- 0.21	
ALL		169	60%	13%	65%	21%	- 0.22	
EXPECTED				16%	68%	16%	0.00	

* Dot color is green for all value-added growth scores that are not statistically significant

**Percentages may not add to 100 due to rounding
***Growth not reported for groups with fewer than 5 students

Higher than Expected Growth Growth +.30 or Above	Expected Growth Growth between -.29 and +.29	Lower than Expected Growth Growth between -.30 and -.59	Unsatisfactory Growth Growth -.60 or Below





School Grade-Level Growth Summary (2013-2014)

District:

DISTRICT 228 GENESECO

School:

GENESECO HIGH

Subject:

Reading

Evaluation Year: **2013-2014**

Growth Comparison Group: **Local District**

Overall Growth

+ 0.17 **Expected Growth**

Student Growth by Grade

Grade	Test	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth	
11	PSAE	169	76%	25%	63%	12%	+ 0.23	
11	Spring ACT	169	59%	24%	59%	17%	+ 0.11	
ALL		169	67%	24%	61%	14%	+ 0.17	
EXPECTED				16%	68%	16%	0.00	

* Dot color is green for all value-added growth scores that are not statistically significant

**Percentages may not add to 100 due to rounding
***Growth not reported for groups with fewer than 5 students

 Higher than Expected Growth Growth +.30 or Above	 Expected Growth Growth between -.29 and +.29	 Lower than Expected Growth Growth between -.30 and -.59	 Unsatisfactory Growth Growth -.60 or Below
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School Grade-Level Growth Summary (2013-2014)

District:

DISTRICT 228 GENESECO

School:

GENESECO HIGH

Subject:

Science

Evaluation Year: **2013-2014**

Growth Comparison Group: **Local District**

Overall Growth

- 0.19 **Expected Growth**

Student Growth by Grade

Grade	Test	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth	
11	PSAE	169	71%	17%	56%	27%	- 0.28	
11	Spring ACT	169	36%	14%	64%	22%	- 0.11	
ALL		169	53%	15%	60%	25%	- 0.19	
EXPECTED				16%	68%	16%	0.00	

* Dot color is green for all value-added growth scores that are not statistically significant

**Percentages may not add to 100 due to rounding
***Growth not reported for groups with fewer than 5 students

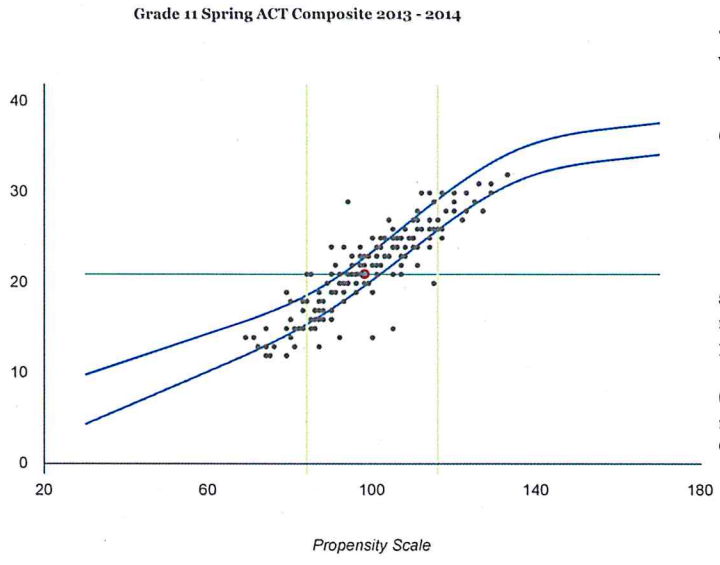
Higher than Expected Growth	Expected Growth	Lower than Expected Growth	Unsatisfactory Growth
Growth +.30 or Above	Growth between -.29 and +.29	Growth between -.30 and -.59	Growth -.60 or Below



Reset Zoom | Reset Filter

GROUP FILTER: no filters selected
Building <input type="checkbox"/> Geneseo High School
Ethnicity
Gender
IEP
Income
Race
PERFORMANCE FILTER: no filters selected
Benchmark <input type="checkbox"/> Made Benchmark <input type="checkbox"/> Did Not Make Benchmark
Growth
Propensity
Projection

Grade 11 Spring ACT Composite 2013 - 2014



-0.10

Value-Added Growth (VAG)

Growth Distribution
172 Students
HIGH: 33 (19%)
TYPICAL: 97 (56%)
LOW: 42 (24%)

58%
met or exceeded *their* projected scores

62%
met or exceeded the ACT College Readiness Benchmark

Averages in this group:
● Criterion = 21
Propensity = 98

— Status benchmark

Information

Please choose a filter to view detailed student data.



High School-to-College Success Report

Illinois

2009-2011 Freshmen

ACT Code: 147834

RCDT Code: 28037228026

GENESEO CMTY UNIT SCH DIST 228

648 N CHICAGO ST

GENESEO, IL 61254

*How well is your district preparing students
for success in Illinois postsecondary institutions?*

ACT[®]

Report Overview

Introduction

The charts and tables in this report describe performance indicators for the ACT-tested public high school graduates of 2009-2011 who attended a public postsecondary institution in Illinois in fall 2009-2011. Suggested next steps are provided to help guide your thinking as you work to improve the academic development of students and their success in college.

The importance of academic preparation for college or work is greater than ever today. Sixty-eight percent of the top 50 occupations require postsecondary education. Clearly, students need to be ready for education beyond high school, and the goal of this report is to promote actions that will assist all students in being prepared for postsecondary education.

To measure academic preparation, this report uses ACT College Readiness Benchmark Scores and College Readiness Standards Score Ranges. These measures are explained below. This report also refers to taking core coursework which is defined as 4 or more years of English, 3 or more years of mathematics beyond pre-algebra, and 3 or more years of science and social studies.

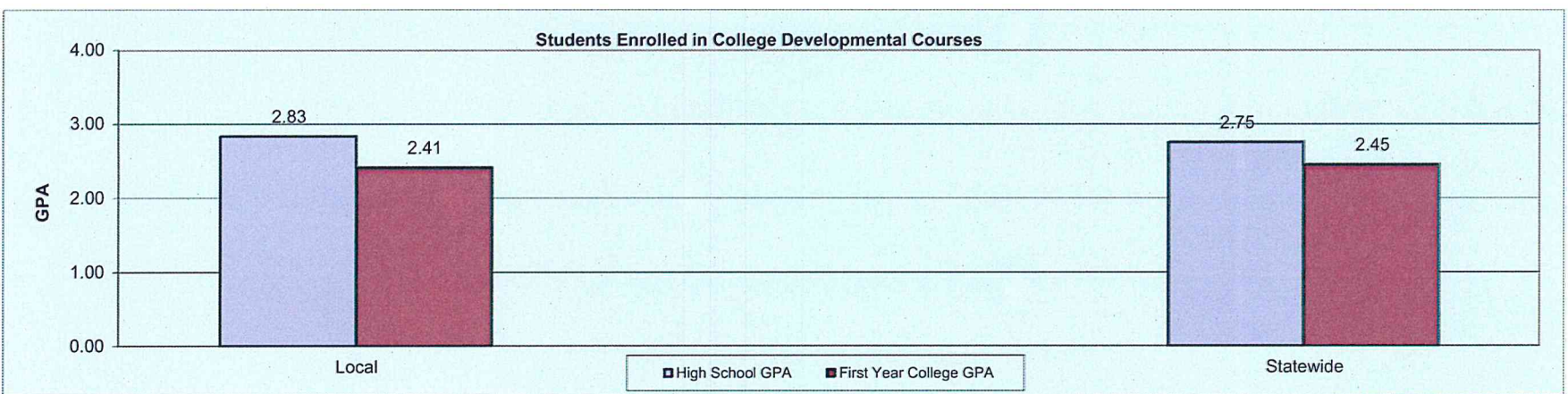
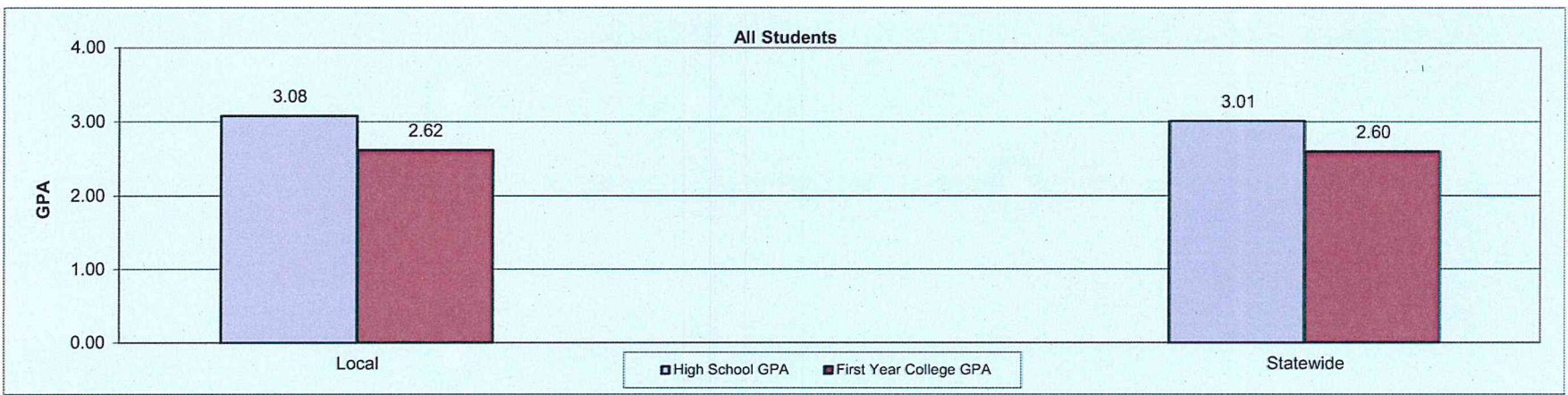
What are College Readiness Benchmark Scores?

College Readiness refers to the level of student preparation needed to be ready to succeed--without remediation--in an introductory level course at a two or four-year institution, trade school, or technical school. A College Readiness 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. The corresponding credit-bearing college course used to determine College Readiness Benchmark Scores for English was College English Composition, for Math was College Algebra, for Reading was Social Studies, and for Science was College Biology. These scores were empirically derived based on the actual performance of students in these college courses.

What are College Readiness Standards (CRS) and CRS Score Ranges?

College Readiness Standards (CRS) are detailed research-based descriptions of the skills and knowledge associated with what students are likely to know and to be able to do based on their PLAN and/or ACT test scores. For each content area - English, mathematics, reading, and science - Standards are provided for score ranges along a scale common to the ACT (1-36); the ranges are 1-15, 16-19, 20-23, 24-27, 28-32, and 33-36. These ranges are CRS Score Ranges.

Chart 1: High School and First Year College GPA for Local and Statewide Students - All Students and Those Assigned to Developmental Courses



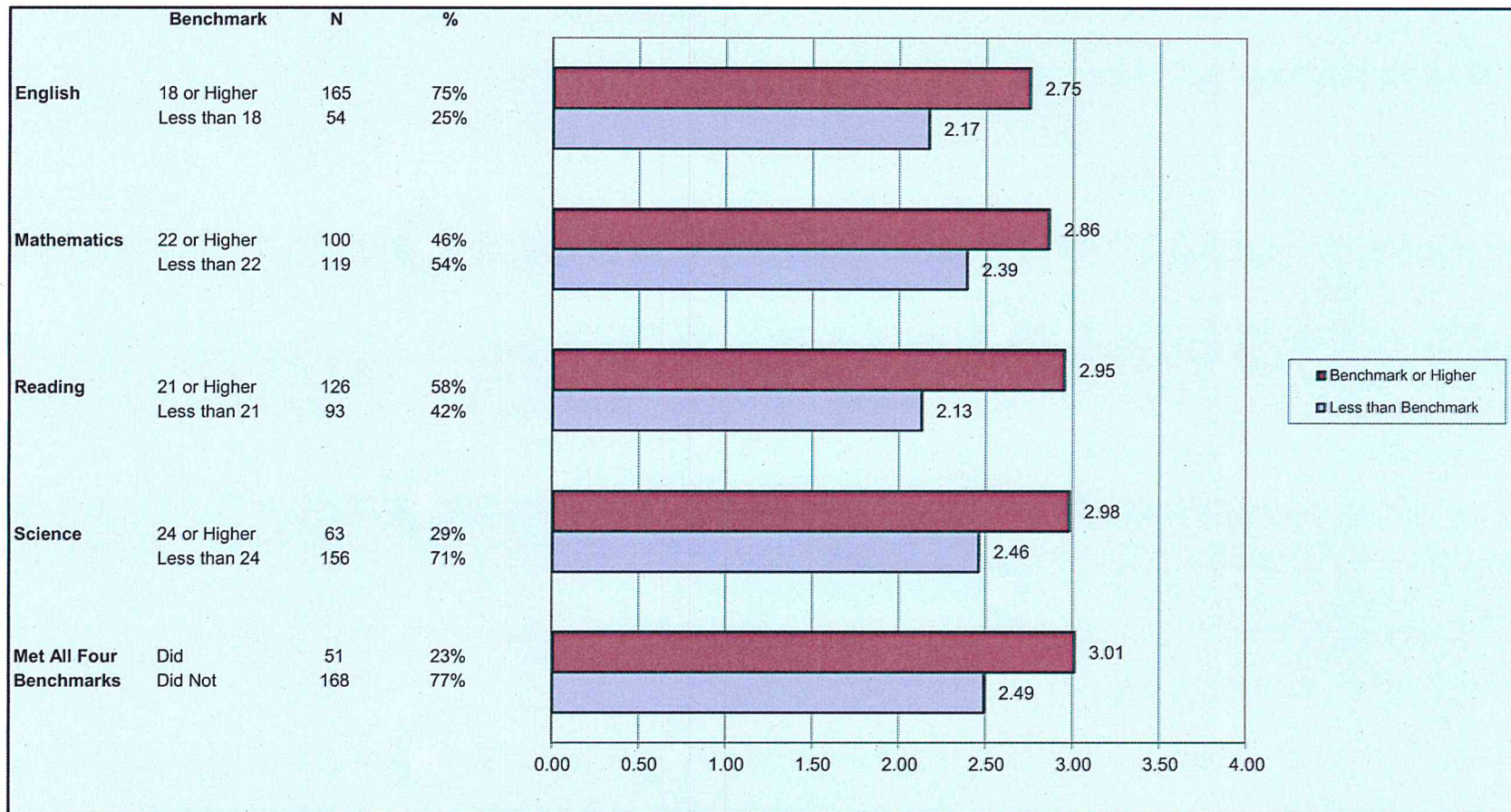
What This Chart Tells You:

Students who were assigned to developmental coursework generally earn lower grades in both high school and college. The need for developmental courses should be less if students take the recommended college preparatory courses: 4 or more years of English, 3 or more years of mathematics beyond pre-algebra, 3 or more years of science and social studies. Comparisons by institution are shown in Tables 2 and 7 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught using a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.

Chart 2: Average First Year College GPA for Students Who Did/Did Not Earn ACT College Readiness Benchmark Scores Across Test Subjects



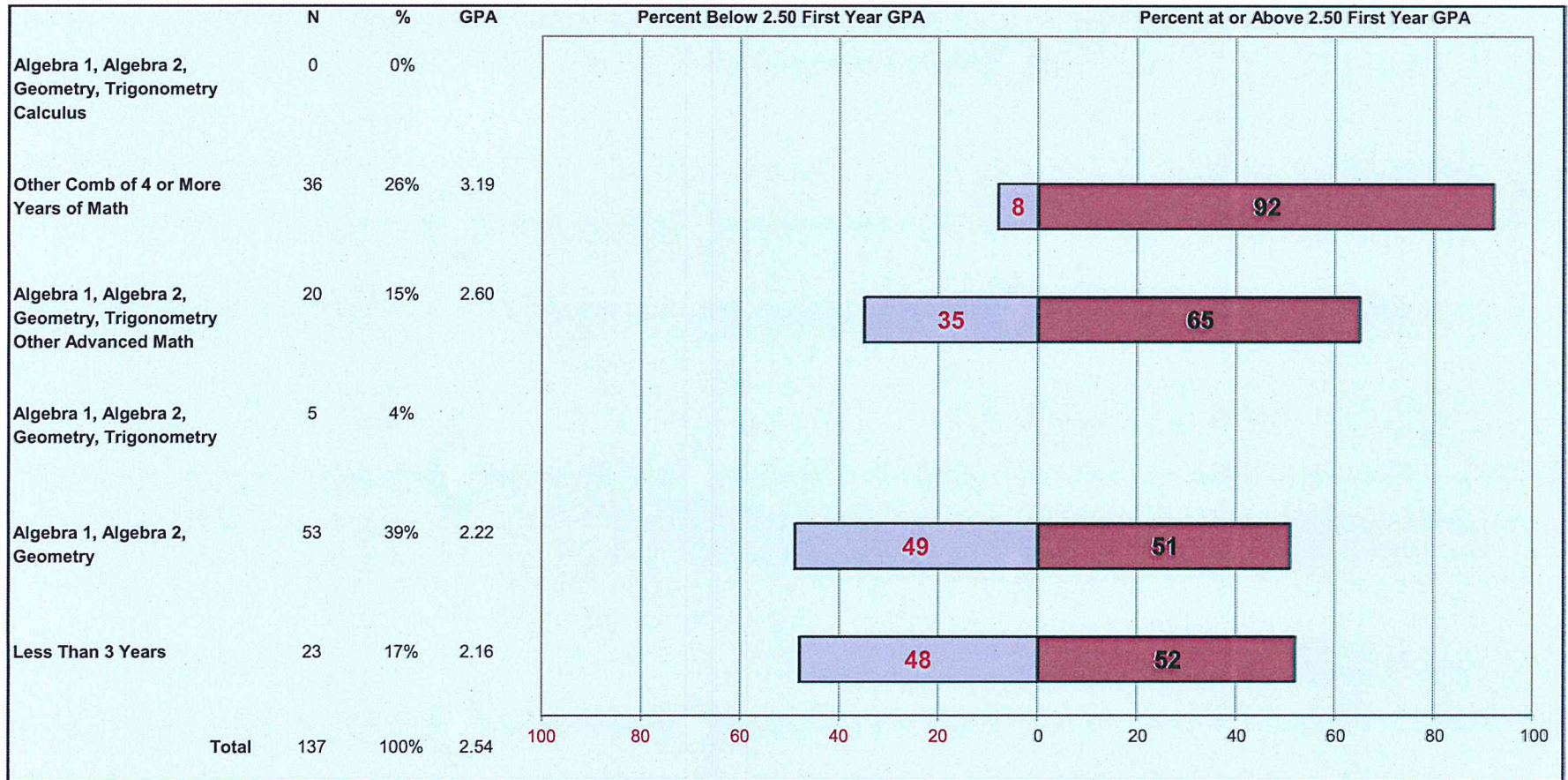
What This Chart Tells You:

Students who earned the ACT College Readiness Benchmark Scores in high school earned higher freshmen grades than those who fell short of the benchmark scores. Comparisons by institution are shown in Table 3 (Appendix). The benchmark scores are associated with a 50% or more chance of earning a B or better in selected courses (see Appendix pg. 21).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, review the skills needed to move your students to a higher score range.
3. Provide students with help both inside and outside the classroom (when needed) with tutors, teachers, and/or other helpers.

Chart 3: Percent 'Below' and 'At or Above' a First Year College GPA of 2.50 by Mathematics Course Sequence Patterns Studied in High School



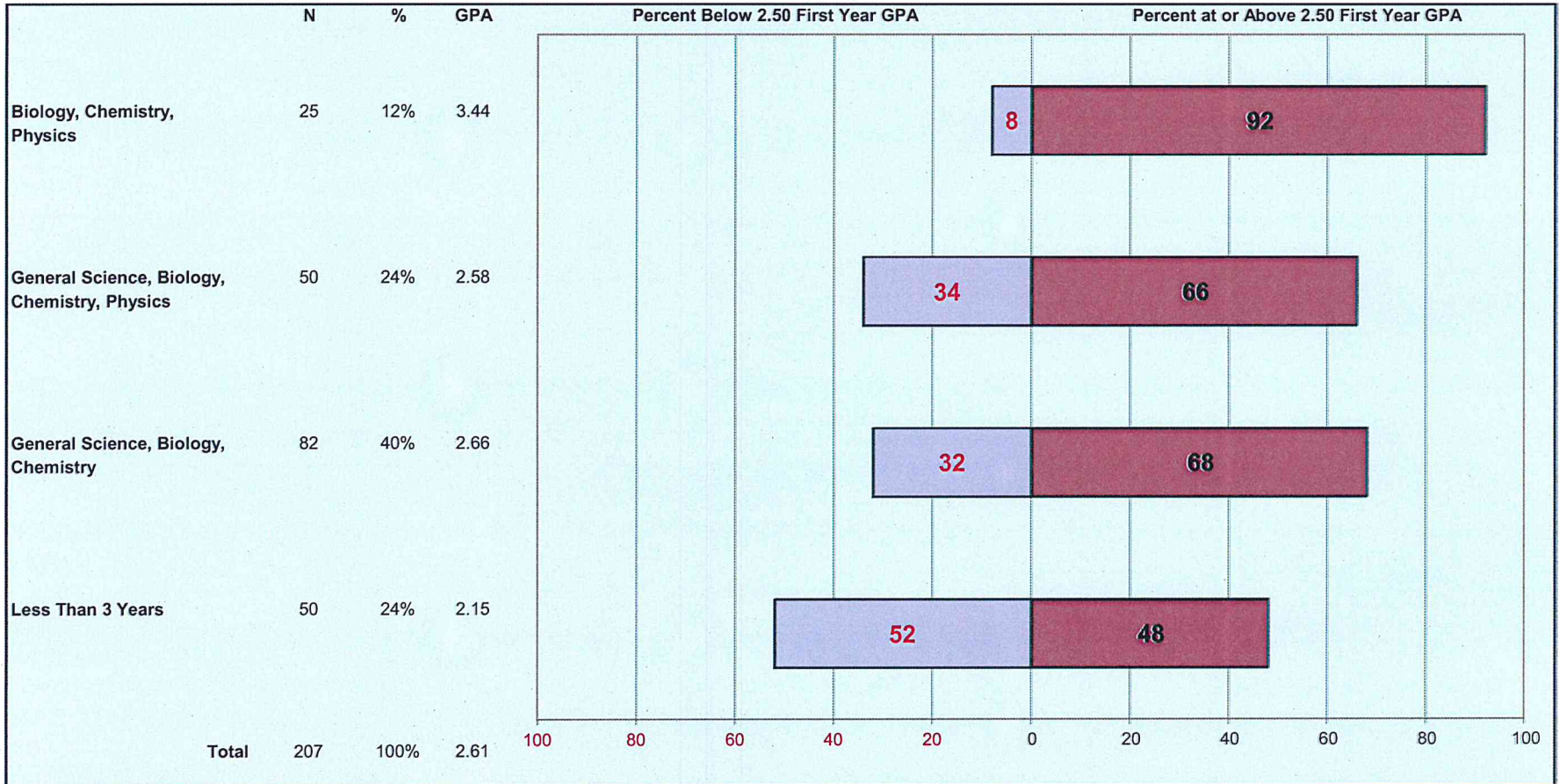
What This Chart Tells You:

Most students who took more rigorous mathematics courses in high school earn higher freshmen grades. Students who take more than 3 years of mathematics beyond pre-algebra in high school are more successful in college. See the reference to *On Course for Success* (Appendix pg. 21). Comparisons by institution are shown in Table 4 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12). Use the information from EXPLORE and PLAN to help students make proper course selections.
3. Using ACT's College Readiness Standards for Mathematics, help the mathematics teachers in your high school ensure that the skills needed to be successful in first-year college mathematics courses are being taught.
4. Encourage all students to take more than 3 years of mathematics beyond pre-algebra.

Chart 4: Percent 'Below' and 'At or Above' a First Year College GPA of 2.50 by Science Course Sequence Patterns Studied in High School



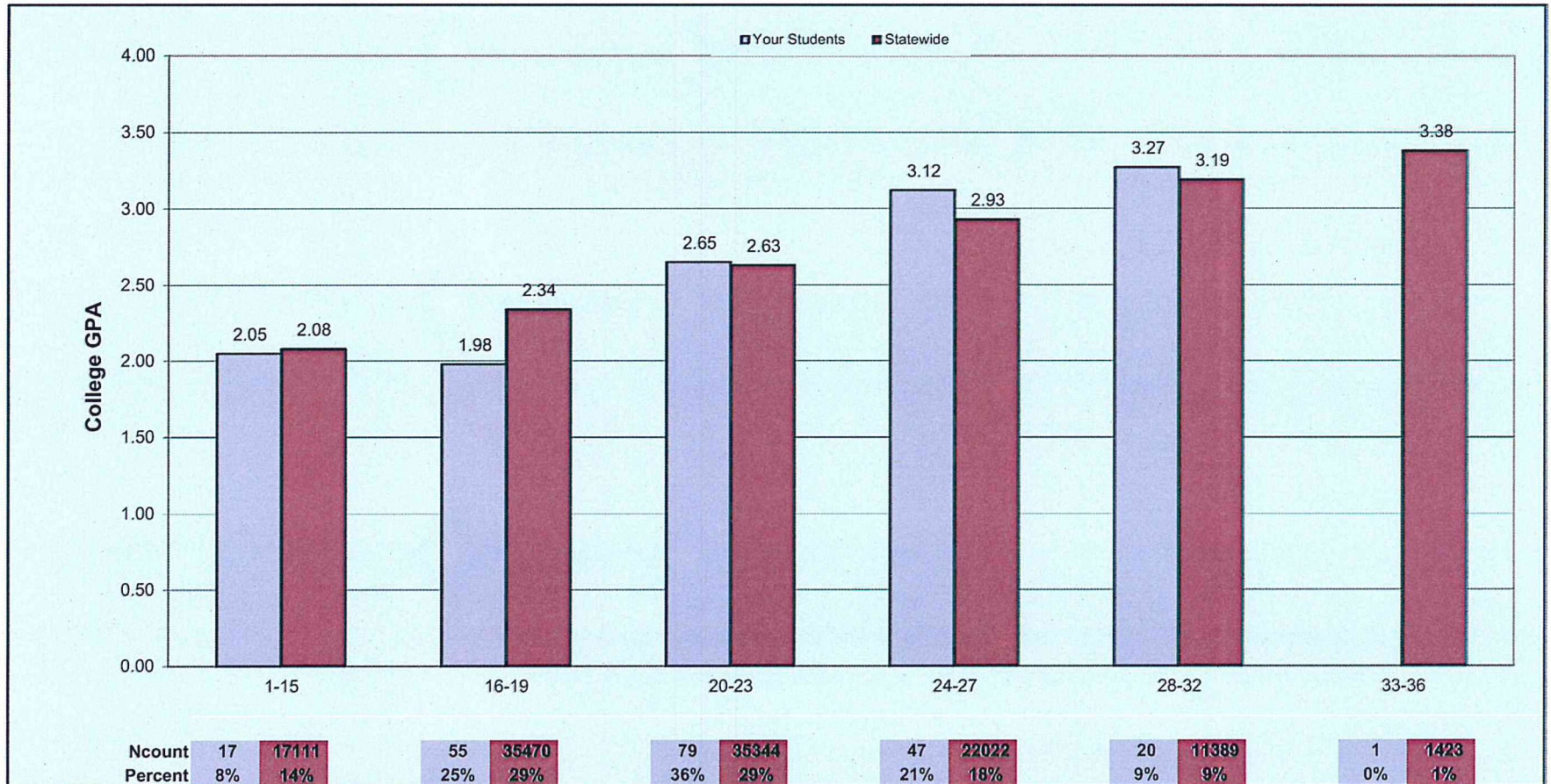
What This Chart Tells You:

Students who took 3 or more year of science tend to earn higher grades in college. Comparisons by institution are shown in Table 5 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12). Use the information from EXPLORE and PLAN to help students make proper course selections.
3. Using ACT's College Readiness Standards for Science, help the science teachers in your high school ensure that the skills needed to be successful in first-year college science courses are being taught.
4. Encourage all students to take more than 3 years of science beyond General Science.

Chart 5: Local and Statewide First Year College GPAs by ACT College Readiness Standards Score Ranges



What This Chart Tells You:

Students in higher ACT College Readiness Standards (CRS) Score Ranges tend to earn higher college freshmen grades. College freshmen GPAs earned by your graduates and students statewide are shown by CRS Score Ranges. Comparisons by campus are shown in Table 6 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
3. Using ACT's College Readiness Standards, review the skills needed to move your students to a higher score range. Higher scores can mean better grades in college.

Table 1: Summary Statistics for Your ACT-tested Students Compared to All Enrolled ACT-tested Students Statewide

Remarks: Table 1 allows you to address the following questions and evaluate the readiness of your students for college. Were average ACT composite scores for your students similar to all freshman students? Did your students tend to enroll in less/more credit hours? How did your students compare with other freshmen on first-year GPA?

Code	Name	Your Students				All Enrolled Illinois Students			
		N	ACT Comp.	Average Credit Hrs	Cum. GPA	N	ACT Comp.	Average Credit Hrs	Cum. GPA
1082	BLACK HAWK COLLEGE	131	19.7	15.8	2.36	1573	19.1	13.9	2.18
1158	WESTERN ILLINOIS UNIVERSITY	23	23.2	25.5	3.11	3686	20.8	20.4	2.56
1154	UNIVERSITY OF ILLINOIS-URBANA CHAMPAIGN	20	27.8	24.9	3.26	13380	27.6	24.8	3.17
1042	ILLINOIS STATE UNIVERSITY	14	24.1	22.7	3.27	6950	23.8	23.2	2.92
1147	SOUTHERN ILLINOIS UNIV-EDWARDSVILLE	13	23.1	19.8	2.87	4424	22.3	21.3	2.68
1102	NORTHERN ILLINOIS UNIVERSITY	4	--	--	--	5703	21.6	20.6	2.58
1144	SOUTHERN ILLINOIS UNIV-CARBONDALE	3	--	--	--	4687	21.2	5.0	2.63
1051	KISHWAUKEE COLLEGE	2	--	--	--	1469	18.9	16.9	2.41
1170	CARL SANDBURG COLLEGE	1	--	--	--	472	18.7	13.7	2.16
1016	EASTERN ILLINOIS UNIVERSITY	1	--	--	--	1832	21.4	13.5	2.70
1017	JOHN A LOGAN COLLEGE	1	--	--	--	1091	19.3	15.0	2.49
1048	JOLIET JUNIOR COLLEGE	1	--	--	--	5150	19.4	14.8	2.76
1061	LINCOLN LAND COMMUNITY COLLEGE	1	--	--	--	912	19.4	16.1	2.37
1015	PARKLAND COLLEGE	1	--	--	--	2562	19.2	13.9	2.26
0961	SPOON RIVER COLLEGE	1	--	--	--	352	19.0	20.5	2.86
1155	UNIVERSITY OF ILLINOIS AT CHICAGO	1	--	--	--	6604	23.5	20.0	2.70
1137	UNIVERSITY OF ILLINOIS-SPRINGFIELD	1	--	--	--	364	23.0	12.9	2.63
-----	All Other Colleges	0	--	--	--	0	--	--	--
9999	All Institutions	219	21.5	18.2	2.62	122759	20.9	17.3	2.60

Table 2: Summary Statistics for Your ACT-tested Students Who Did/Did Not Take Core Coursework

Remarks: On average, students who complete ACT recommended college preparatory coursework in high school (core) earn higher ACT composite scores, tend to earn more credit hours during the first year of college, and earn higher first year grades in college. Students who take core coursework in high school are also less likely to require developmental coursework during the first year of college. Proper college-readiness is strongly related to first-year college success. Every student should be challenged to take the necessary courses to be ready for college and the workplace.

Code	Name	Your Students						Your Students Taking Core					Your Students Not Taking Core				
		N	Avg. ACT Comp.	% Taking Core	Avg. Credit Hours	Avg. Cum GPA	Any Dev %	N	Avg. ACT Comp.	Avg. Credit Hours	Avg. Cum GPA	Any Dev %	N	Avg. ACT Comp.	Avg. Credit Hours	Avg. Cum GPA	Any Dev %
1082	BLACK HAWK COLLEGE	131	19.7	38	15.8	2.36	48	50	21.0	16.0	2.40	36	80	19.1	15.7	2.32	55
1158	WESTERN ILLINOIS UNIVERSITY	23	23.2	74	25.5	3.11	17	17	23.5	26.8	3.28	6	6	--	--	--	--
1154	UNIVERSITY OF ILLINOIS-URBANA CHAMPAIGN	20	27.8	80	24.9	3.26	0	16	28.0	23.0	3.14	0	4	--	--	--	--
1042	ILLINOIS STATE UNIVERSITY	14	24.1	71	22.7	3.27	14	10	24.0	23.7	3.28	20	4	--	--	--	--
1147	SOUTHERN ILLINOIS UNIV-EDWARDSVILLE	13	23.1	77	19.8	2.87	38	10	22.8	20.2	2.76	40	3	--	--	--	--
1102	NORTHERN ILLINOIS UNIVERSITY	4	--	--	--	--	--	2	--	--	--	--	2	--	--	--	--
1144	SOUTHERN ILLINOIS UNIV-CARBONDALE	3	--	--	--	--	--	3	--	--	--	--	0	--	--	--	--
1051	KISHWAUKEE COLLEGE	2	--	--	--	--	--	0	--	--	--	--	2	--	--	--	--
1170	CARL SANDBURG COLLEGE	1	--	--	--	--	--	0	--	--	--	--	1	--	--	--	--
1016	EASTERN ILLINOIS UNIVERSITY	1	--	--	--	--	--	0	--	--	--	--	1	--	--	--	--
1017	JOHN A LOGAN COLLEGE	1	--	--	--	--	--	0	--	--	--	--	1	--	--	--	--
1048	JOLIET JUNIOR COLLEGE	1	--	--	--	--	--	1	--	--	--	--	0	--	--	--	--
1061	LINCOLN LAND COMMUNITY COLLEGE	1	--	--	--	--	--	0	--	--	--	--	1	--	--	--	--
1015	PARKLAND COLLEGE	1	--	--	--	--	--	0	--	--	--	--	1	--	--	--	--
0961	SPOON RIVER COLLEGE	1	--	--	--	--	--	1	--	--	--	--	0	--	--	--	--
1155	UNIVERSITY OF ILLINOIS AT CHICAGO	1	--	--	--	--	--	0	--	--	--	--	1	--	--	--	--
1137	UNIVERSITY OF ILLINOIS-SPRINGFIELD	1	--	--	--	--	--	1	--	--	--	--	0	--	--	--	--
----	All Other Colleges	0	--	--	--	--	--	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	219	21.5	51	18.2	2.62	36	111	23.0	19.4	2.81	23	107	20.0	17.0	2.41	48