Illinois

2003 ACT Scores

Measuring College Readiness
2003 Illinois Graduating Senior Class Highlights

- 134,505 students participated from the 2003 graduating senior class = nearly 100%
- Composite score rose .1
- English score rose .2
- Mathematics score remained the same
- Reading score rose .1
- Science score rose .1
- 68% of the 2003 graduating senior class scored in the 16-27 range
• 34 students from the 2003 graduating senior class scored a perfect 36 in the state of Illinois (195 total nationally)
• 65% of the students in the 2003 graduating senior class reported the desire to pursue at least a bachelor degree, graduate study, or a professional level degree
• 22,191 students identified a desire to go to college with no college named
• 4,141 said they had no college plans
• 73% recorded their latest ACT score as a junior, 26% recorded their latest ACT score as a senior in Illinois
• 14,213 students chose “no response” when identifying course taking pattern
• 33,470 students chose “no response” on planned educational major and first vocational choice information
The Nation

<table>
<thead>
<tr>
<th>Year</th>
<th>Volume</th>
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<tbody>
<tr>
<td>1999</td>
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<td>2003</td>
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Illinois

<table>
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<th>Year</th>
<th>Volume</th>
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<td>128,753</td>
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<td>2003</td>
<td>134,505</td>
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</table>
Percentage Of State Graduates Tested

Source: ACT Tested Graduates + WICHE Projected Graduates
ACT Participation By Gender

Illinois

51.2% Males
48.2% Females

55.9% Males
43.4% Females

The Nation

Note: Values may not equal 100% due to non-responders.
ACT Participation By Grade Level

Illinois

- Sophomores: 26%
- Juniors: 73%
- Seniors: 26%
- Other/No Response: 3%

The Nation

- Sophomores: 26%
- Juniors: 37%
- Seniors: 59%
- Other/No Response: 3%

Source: State, National ACT Profile, 2003, Page 13, Table 11
What are the ACT Tests?

4 Tests of Educational Development

• Standards-based assessments
• Reflect educational achievement
• Measure readiness for future learning
• Focus on developed abilities nourished by instruction and cultivated by effort
• Each Test is on a 1-36 score scale. Each sub-test uses a separate 1-18 score scale.
What Is Core?

**English (four years or more)**
- One year credit each for English 9, English 10, English 11, English 12.

**Mathematics (three years or more)**
- One year credit each for Algebra I, Algebra II, Geometry.
- One-half year credit each for Trigonometry, Calculus (not pre-calculus),
  Other math course beyond Algebra II, Computer Math/Computer Science

**Social Sciences (three years or more)**
- One year credit each for American History, World History, American Government.
- One-half year credit each for Economics, Geography, Psychology, Other History.

**Natural Sciences (three years or more)**
- One year credit each for General/Physical/Earth Science, Biology,
  Chemistry, Physics
Average ACT Test Scores

Composite: State - 20.8, National - 20.2; English: State - 20.3, National - 20.6; Mathematics: State - 20.2, National - 20.2; Reading: State - 20.4, National - 21.2; Science: State - 20.1, National - 20.8

Source: State, National ACT Profile, 2003, Page 1, Executive Summary
One Year Change
In ACT Composite Test Scores

Source: State, National ACT Profile, 2002-2003, Page 1, Executive Summary
Five Year Change In ACT Composite Test Scores

Source: State, National ACT Profile, 1999-2003, Page 1, Executive Summary
Graduating Class Of 2003

English Performance
One Year Change
In ACT English Test Scores

Source: State, National ACT Profile, 2002-2003, Page 1, Executive Summary
Five Year Change
In ACT English Test Scores

Source: State, National ACT Profile, 1999-2003, Page 1, Executive Summary
Performance On English Over Time By Academic Preparation

<table>
<thead>
<tr>
<th>Year</th>
<th>National Core Or More</th>
<th>Illinois Core Or More</th>
<th>National Less Than Core</th>
<th>Illinois Less Than Core</th>
<th>Illinois Average</th>
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<tbody>
<tr>
<td>1999</td>
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<td>22.5</td>
<td>18.7</td>
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<td>2000</td>
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<td>22.4</td>
<td>18.8</td>
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<td>18.8</td>
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<td>2002</td>
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<td>21.4</td>
<td>22.2</td>
<td>18.5</td>
<td>17.7</td>
<td>19.6</td>
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Source: State, National ACT Profile, 1999-2003, Executive Summary
Performance On English
For Those Taking Less Than Core

Source: State, National ACT Profile, 2003, Page 3, Table 1
Performance On English
For Those Taking Core Or More

Source: State, National ACT Profile, 2003, Page 3, Table 1
Graduating Class Of 2003

Mathematics Performance
One Year Change
In ACT Mathematics Test Scores

Source: State, National ACT Profile, 2002-2003, Page 1, Executive Summary
Performance On Mathematics Over Time By Academic Preparation

<table>
<thead>
<tr>
<th>Year</th>
<th>National Core Or More</th>
<th>Illinois Core Or More</th>
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<th>Illinois Less Than Core</th>
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<tr>
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Source: State, National ACT Profile, 1999-2003, Executive Summary
Performance On Mathematics For Those Taking Less Than Core

Source: State, National ACT Profile, 2003, Page 3, Table 1
Performance On Mathematics
For Those Taking Core Or More

Source: State, National ACT Profile, 2003, Page 3, Table 1
Performance On Mathematics
By Course Sequence

Source: State, National ACT Profile, 2003, Page 9, Table 9
Reading Performance
One Year Change In ACT Reading Test Scores

Source: State, National ACT Profile, 2002-2003, Page 1, Executive Summary
Five Year Change
In ACT Reading Test Scores

Source: State, National ACT Profile, 1999-2003, Page 1, Executive Summary
Performance On Reading Over Time By Academic Preparation

Source: State, National ACT Profile, 1999-2003, Executive Summary
Performance On Reading
For Those Taking Less Than Core

Source: State, National ACT Profile, 2003, Page 3, Table 1
Performance On Reading
For Those Taking Core Or More

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<th>Ethnicity</th>
<th>National</th>
<th>State</th>
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<tbody>
<tr>
<td>African American / Black</td>
<td>17.7</td>
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<td>Caucasian American / White</td>
<td>23.1</td>
<td>23.6</td>
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<tr>
<td>Mexican American</td>
<td>19.3</td>
<td>19.7</td>
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<tr>
<td>Asian / Pacific American</td>
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<tr>
<td>Hispanic / Non-Mexican American</td>
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</table>

Source: State, National ACT Profile, 2003, Page 3, Table 1
Performance On Reading By Course Sequence

Source: State, National ACT Profile, 2003, Page 9, Table 9
One Year Change In Science Test Scores

Source: State, National ACT Profile, 2002-2003, Page 1, Executive Summary
Five Year Change In Science Test Scores

Source: State, National ACT Profile, 1999-2003, Page 1, Executive Summary
# Performance On Science For Those Taking Less Than Core

<table>
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<tr>
<th>Ethnicity / Region</th>
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<td>17.0</td>
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<tr>
<td>Asian / Pacific American</td>
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<tr>
<td>Hispanic / Non-Mexican American</td>
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<td>16.8</td>
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Source: State, National ACT Profile, 2003, Page 3, Table 1
Source: State, National ACT Profile, 2003, Page 3, Table 1
Performance On Science By Course Sequence

Source: State, National ACT Profile, 2003, Page 9, Table 9