

# Illinois

## State Superintendent

Dr. Carmen I. Ayala  
kgallowa@isbe.net

## Address

SPRINGFIELD IL 62777  
(866)262-6663

<https://www.isbe.net>



2020 - 2021

## About the Report Card

**State and federal laws require public school districts to release report cards to the public each year.**

The federal Every Student Succeeds Act requires that states annually assign schools a summative designation that meaningfully differentiates school performance based on multiple performance measures. All states were offered a waiver of this requirement for school year 2020-2021 due to the impact of COVID-19. For more information about Illinois' accountability system please visit [www.isbe.net/summative](http://www.isbe.net/summative).

For additional information, refer to the [Public Business Rules for 2021 Report Card Metrics](#) and the [2021 Glossary of Terms](#).

## State Snapshot

**8th Graders Passing Algebra I** : 28.8%

**Graduation Rate** : 86.8%

**Chronic Absenteeism** : 21.1%

**Average Teacher Salary** : \$70,653

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**55 | Students**

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## IAR

 Possible data impact due to COVID-19

### What is it?

This shows the percentage of students scoring at each of the Performance Levels for the Illinois Assessment of Readiness (IAR). Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for IAR assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (English language arts [ELA] and mathematics) and at each grade level/course.

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>State</b>	29.7%	21.1%	21.2%	26.1%	1.9%	23.5%	23.3%	22.6%	24.6%	6.0%
<b>White</b>										
<b>State</b>	19.6%	20.7%	24.2%	33.1%	2.5%	12.4%	20.5%	26.8%	32.8%	7.5%
<b>Black</b>										
<b>State</b>	53.6%	22.0%	14.1%	10.0%	0.2%	52.9%	26.8%	13.2%	6.4%	0.7%
<b>Hispanic</b>										
<b>State</b>	44.5%	22.9%	17.6%	14.4%	0.6%	37.1%	30.3%	18.9%	12.2%	1.6%
<b>Asian</b>										
<b>State</b>	11.5%	14.7%	23.6%	45.2%	5.0%	6.8%	12.5%	19.7%	38.7%	22.2%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>State</b>	21.4%	20.4%	26.2%	31.1%	1.0%	18.8%	25.7%	21.8%	30.7%	3.0%
<b>American Indian</b>										
<b>State</b>	38.3%	20.1%	19.2%	20.6%	1.9%	31.8%	23.8%	20.6%	18.2%	5.6%
<b>Two or More Races</b>										
<b>State</b>	27.7%	21.2%	22.6%	26.3%	2.3%	22.4%	24.3%	21.8%	24.2%	7.3%
<b>Students with Disabilities</b>										
<b>State</b>	53.9%	21.1%	13.5%	10.9%	0.5%	41.5%	25.5%	17.4%	13.1%	2.5%
<b>Male</b>										
<b>State</b>	33.3%	22.0%	20.8%	22.7%	1.2%	22.9%	22.2%	22.3%	25.8%	6.8%
<b>Female</b>										
<b>State</b>	25.9%	20.1%	21.7%	29.7%	2.6%	24.1%	24.4%	23.0%	23.4%	5.2%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Students with IEPs</b>										
<b>State</b>	58.7%	20.7%	11.8%	8.4%	0.4%	45.2%	25.8%	16.3%	11.0%	1.8%
<b>Non-IEP</b>										
<b>State</b>	24.9%	21.1%	22.8%	29.1%	2.1%	19.9%	22.9%	23.6%	26.8%	6.7%
<b>English Learners</b>										
<b>State</b>	52.0%	23.4%	15.4%	8.9%	0.3%	40.4%	29.7%	18.1%	10.7%	1.0%
<b>Non-English Learners</b>										
<b>State</b>	25.3%	20.6%	22.4%	29.5%	2.2%	20.2%	22.0%	23.5%	27.3%	7.0%
<b>Low Income</b>										
<b>State</b>	46.2%	23.6%	17.0%	12.8%	0.5%	39.6%	29.1%	18.9%	11.2%	1.1%
<b>Non Low Income</b>										
<b>State</b>	16.7%	19.1%	24.6%	36.6%	3.0%	10.9%	18.7%	25.5%	35.0%	9.8%
<b>Homeless</b>										
<b>State</b>	54.1%	23.0%	13.4%	9.3%	0.2%	46.4%	28.5%	17.5%	7.1%	0.6%
<b>Migrant</b>										
<b>State</b>	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>State</b>	51.5%	24.5%	15.6%	8.5%	0.0%	42.7%	27.5%	20.9%	8.4%	0.4%
<b>Military</b>										
<b>State</b>	27.4%	20.9%	25.2%	24.7%	1.7%	19.6%	23.1%	29.0%	24.5%	3.8%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>State</b>	23.9%	22.1%	26.2%	24.2%	3.6%	26.2%	26.2%	24.4%	20.8%	2.4%
<b>White</b>										
<b>State</b>	14.8%	20.0%	29.7%	30.8%	4.7%	14.9%	24.7%	30.0%	27.6%	2.8%
<b>Black</b>										
<b>State</b>	46.6%	26.8%	17.9%	8.2%	0.5%	57.0%	27.4%	11.2%	4.1%	0.2%
<b>Hispanic</b>										
<b>State</b>	36.3%	26.5%	22.9%	13.2%	1.1%	40.3%	31.7%	18.9%	8.6%	0.5%
<b>Asian</b>										
<b>State</b>	9.9%	13.7%	25.6%	41.4%	9.4%	7.4%	14.2%	23.0%	43.4%	12.1%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>State</b>	29.3%	19.2%	22.2%	23.2%	6.1%	24.7%	27.8%	33.0%	12.4%	2.1%
<b>American Indian</b>										
<b>State</b>	36.6%	21.6%	20.6%	19.1%	2.1%	37.5%	28.6%	16.7%	14.6%	2.6%
<b>Two or More Races</b>										
<b>State</b>	21.7%	21.5%	26.6%	25.6%	4.6%	25.0%	26.0%	24.2%	21.5%	3.3%
<b>Students with Disabilities</b>										
<b>State</b>	48.7%	24.2%	16.5%	9.6%	0.9%	46.8%	25.9%	16.3%	10.1%	0.9%
<b>Male</b>										
<b>State</b>	27.3%	23.4%	25.8%	21.2%	2.3%	26.2%	24.8%	24.0%	22.2%	2.8%
<b>Female</b>										
<b>State</b>	20.5%	20.7%	26.7%	27.2%	4.9%	26.1%	27.6%	24.9%	19.3%	2.0%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Students with IEPs</b>										
<b>State</b>	55.2%	24.0%	13.4%	6.8%	0.6%	52.3%	25.6%	13.9%	7.6%	0.6%
<b>Non-IEP</b>										
<b>State</b>	18.8%	21.8%	28.3%	27.0%	4.1%	21.9%	26.2%	26.2%	22.9%	2.7%
<b>English Learners</b>										
<b>State</b>	45.9%	28.5%	19.1%	6.4%	0.2%	45.5%	32.1%	16.3%	5.8%	0.2%
<b>Non-English Learners</b>										
<b>State</b>	20.0%	21.0%	27.5%	27.4%	4.2%	22.7%	25.1%	25.9%	23.5%	2.8%
<b>Low Income</b>										
<b>State</b>	38.1%	27.0%	22.3%	11.7%	0.8%	43.3%	30.7%	17.9%	7.6%	0.4%
<b>Non Low Income</b>										
<b>State</b>	12.9%	18.3%	29.3%	33.8%	5.7%	13.0%	22.6%	29.5%	30.9%	4.0%
<b>Homeless</b>										
<b>State</b>	47.5%	24.1%	18.9%	8.7%	0.7%	49.4%	30.6%	15.5%	4.5%	0.1%
<b>Migrant</b>										
<b>State</b>	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>State</b>	45.1%	25.9%	18.4%	9.6%	1.0%	46.3%	32.2%	14.9%	6.5%	0.0%
<b>Military</b>										
<b>State</b>	22.6%	20.5%	27.8%	26.7%	2.4%	24.2%	27.3%	28.2%	18.6%	1.7%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>State</b>	19.6%	24.8%	26.7%	27.0%	2.0%	23.9%	30.7%	21.7%	20.1%	3.6%
<b>White</b>										
<b>State</b>	12.5%	22.0%	29.5%	33.5%	2.5%	14.7%	28.4%	26.4%	26.4%	4.1%
<b>Black</b>										
<b>State</b>	38.6%	31.6%	19.8%	9.6%	0.3%	49.9%	35.5%	10.3%	4.0%	0.3%
<b>Hispanic</b>										
<b>State</b>	28.5%	30.0%	24.6%	16.3%	0.6%	34.5%	37.1%	17.5%	9.9%	0.9%
<b>Asian</b>										
<b>State</b>	7.0%	13.4%	24.4%	49.1%	6.1%	7.0%	16.1%	20.3%	39.4%	17.3%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>State</b>	16.7%	27.1%	24.0%	31.3%	1.0%	26.3%	27.4%	18.9%	24.2%	3.2%
<b>American Indian</b>										
<b>State</b>	29.6%	22.3%	26.3%	20.1%	1.7%	29.5%	35.2%	18.2%	14.8%	2.3%
<b>Two or More Races</b>										
<b>State</b>	18.1%	25.2%	26.3%	28.2%	2.2%	24.6%	29.4%	21.4%	20.3%	4.3%
<b>Students with Disabilities</b>										
<b>State</b>	45.3%	28.4%	16.2%	9.7%	0.4%	42.7%	34.4%	13.1%	8.6%	1.2%
<b>Male</b>										
<b>State</b>	22.8%	26.9%	26.6%	22.6%	1.1%	24.9%	28.8%	20.9%	21.5%	3.9%
<b>Female</b>										
<b>State</b>	16.2%	22.5%	26.8%	31.7%	2.9%	22.7%	32.8%	22.6%	18.7%	3.1%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Students with IEPs</b>										
<b>State</b>	52.7%	28.6%	12.7%	5.7%	0.2%	47.8%	35.3%	10.7%	5.6%	0.7%
<b>Non-IEP</b>										
<b>State</b>	14.2%	24.2%	29.0%	30.5%	2.3%	20.0%	30.0%	23.5%	22.5%	4.0%
<b>English Learners</b>										
<b>State</b>	46.2%	35.0%	15.6%	3.2%	0.0%	46.9%	39.4%	10.7%	2.8%	0.1%
<b>Non-English Learners</b>										
<b>State</b>	16.1%	23.4%	28.2%	30.1%	2.2%	20.8%	29.6%	23.2%	22.4%	4.0%
<b>Low Income</b>										
<b>State</b>	31.5%	31.5%	23.3%	13.2%	0.5%	38.5%	37.1%	15.9%	7.9%	0.6%
<b>Non Low Income</b>										
<b>State</b>	10.3%	19.6%	29.3%	37.6%	3.1%	12.7%	25.8%	26.2%	29.5%	5.8%
<b>Homeless</b>										
<b>State</b>	37.3%	31.2%	20.9%	10.3%	0.3%	43.5%	35.5%	15.5%	5.0%	0.6%
<b>Migrant</b>										
<b>State</b>	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>State</b>	37.2%	31.2%	21.0%	10.5%	0.0%	43.0%	38.4%	13.7%	4.8%	0.2%
<b>Military</b>										
<b>State</b>	19.1%	25.5%	27.2%	26.4%	1.8%	21.8%	30.8%	23.9%	22.0%	1.6%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>State</b>	16.0%	24.5%	29.7%	26.9%	2.9%	24.3%	29.2%	25.0%	19.0%	2.5%
<b>White</b>										
<b>State</b>	9.9%	21.1%	32.2%	33.3%	3.5%	15.0%	27.1%	30.6%	24.7%	2.6%
<b>Black</b>										
<b>State</b>	31.7%	34.4%	23.3%	10.2%	0.4%	50.7%	33.5%	11.7%	3.9%	0.2%
<b>Hispanic</b>										
<b>State</b>	23.3%	29.9%	28.9%	16.9%	1.1%	35.0%	35.3%	20.3%	8.8%	0.5%
<b>Asian</b>										
<b>State</b>	6.3%	11.7%	24.1%	47.0%	10.9%	7.4%	13.0%	21.7%	42.4%	15.5%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>State</b>	11.0%	17.0%	34.0%	36.0%	2.0%	18.4%	24.5%	35.7%	20.4%	1.0%
<b>American Indian</b>										
<b>State</b>	18.0%	24.8%	32.9%	23.9%	0.5%	27.9%	36.1%	19.6%	14.6%	1.8%
<b>Two or More Races</b>										
<b>State</b>	15.9%	24.1%	28.7%	27.7%	3.6%	26.2%	29.0%	23.1%	18.4%	3.3%
<b>Students with Disabilities</b>										
<b>State</b>	40.6%	30.8%	18.4%	9.5%	0.6%	49.9%	28.4%	13.7%	7.3%	0.8%
<b>Male</b>										
<b>State</b>	18.9%	26.7%	29.7%	22.8%	1.8%	25.1%	27.8%	24.5%	19.8%	2.9%
<b>Female</b>										
<b>State</b>	12.8%	22.2%	29.7%	31.3%	4.1%	23.5%	30.6%	25.5%	18.3%	2.2%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Students with IEPs</b>										
<b>State</b>	49.1%	32.0%	13.8%	4.9%	0.2%	58.5%	27.6%	9.8%	3.7%	0.4%
<b>Non-IEP</b>										
<b>State</b>	10.8%	23.4%	32.2%	30.4%	3.3%	19.0%	29.4%	27.3%	21.4%	2.8%
<b>English Learners</b>										
<b>State</b>	44.7%	39.0%	14.2%	2.0%	0.0%	57.7%	33.6%	7.3%	1.3%	0.1%
<b>Non-English Learners</b>										
<b>State</b>	12.9%	23.0%	31.4%	29.6%	3.2%	20.8%	28.7%	26.8%	20.9%	2.8%
<b>Low Income</b>										
<b>State</b>	25.9%	31.8%	27.3%	14.2%	0.8%	38.9%	35.3%	18.0%	7.3%	0.4%
<b>Non Low Income</b>										
<b>State</b>	8.4%	18.9%	31.5%	36.7%	4.5%	13.2%	24.5%	30.3%	27.9%	4.1%
<b>Homeless</b>										
<b>State</b>	33.1%	31.6%	24.6%	10.6%	0.1%	46.6%	33.8%	14.9%	4.5%	0.3%
<b>Migrant</b>										
<b>State</b>	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>State</b>	35.6%	32.5%	22.1%	9.2%	0.5%	47.7%	34.1%	13.1%	4.8%	0.3%
<b>Military</b>										
<b>State</b>	18.3%	22.1%	33.4%	24.3%	1.8%	24.3%	29.4%	28.7%	16.0%	1.5%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>State</b>	21.2%	20.2%	25.8%	25.9%	6.9%	10.9%	30.9%	32.1%	23.0%	3.1%
<b>White</b>										
<b>State</b>	14.5%	18.2%	27.4%	31.2%	8.7%	6.4%	25.0%	36.2%	29.1%	3.3%
<b>Black</b>										
<b>State</b>	40.4%	25.4%	20.9%	11.8%	1.4%	25.1%	47.0%	21.2%	6.4%	0.3%
<b>Hispanic</b>										
<b>State</b>	28.8%	24.3%	25.9%	18.1%	2.8%	15.1%	39.9%	30.9%	13.1%	0.8%
<b>Asian</b>										
<b>State</b>	7.6%	9.5%	21.1%	41.2%	20.6%	2.7%	11.2%	23.6%	45.0%	17.6%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>State</b>	12.5%	18.2%	31.8%	25.0%	12.5%	9.4%	27.1%	31.8%	27.1%	4.7%
<b>American Indian</b>										
<b>State</b>	22.7%	28.2%	26.4%	17.6%	5.1%	14.7%	33.3%	32.4%	17.6%	2.0%
<b>Two or More Races</b>										
<b>State</b>	20.7%	20.7%	25.7%	25.1%	7.7%	11.2%	33.2%	30.6%	21.1%	3.9%
<b>Students with Disabilities</b>										
<b>State</b>	49.6%	22.5%	16.3%	9.8%	1.9%	28.0%	42.0%	19.9%	9.0%	1.1%
<b>Male</b>										
<b>State</b>	25.3%	22.0%	25.7%	22.4%	4.6%	11.5%	29.7%	31.5%	23.8%	3.4%
<b>Female</b>										
<b>State</b>	16.8%	18.3%	25.9%	29.5%	9.4%	10.2%	32.2%	32.7%	22.1%	2.8%

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Students with IEPs</b>										
State	60.2%	22.5%	12.2%	4.5%	0.6%	34.7%	46.0%	14.4%	4.5%	0.4%
<b>Non-IEP</b>										
State	15.3%	19.9%	27.9%	29.1%	7.9%	7.3%	28.7%	34.8%	25.8%	3.5%
<b>English Learners</b>										
State	53.2%	28.0%	15.2%	3.4%	0.1%	26.5%	52.4%	18.2%	2.8%	0.1%
<b>Non-English Learners</b>										
State	18.0%	19.4%	26.9%	28.1%	7.6%	9.4%	28.9%	33.5%	24.9%	3.4%
<b>Low Income</b>										
State	33.2%	25.0%	24.0%	15.5%	2.3%	18.3%	42.5%	27.8%	10.6%	0.7%
<b>Non Low Income</b>										
State	12.0%	16.6%	27.2%	33.8%	10.5%	5.3%	22.2%	35.3%	32.3%	4.9%
<b>Homeless</b>										
State	41.6%	27.1%	19.1%	11.3%	0.9%	25.7%	45.9%	22.7%	5.5%	0.2%
<b>Migrant</b>										
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
State	43.3%	25.0%	18.8%	11.9%	0.9%	27.6%	45.9%	21.1%	5.2%	0.2%
<b>Military</b>										
State	19.9%	22.4%	29.3%	23.9%	4.4%	10.5%	33.2%	32.9%	22.1%	1.3%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>State</b>	20.1%	19.4%	26.3%	29.5%	4.6%	29.6%	25.7%	18.7%	22.8%	3.3%
<b>White</b>										
<b>State</b>	14.2%	17.4%	27.8%	35.0%	5.6%	21.2%	24.8%	22.0%	28.7%	3.4%
<b>Black</b>										
<b>State</b>	38.1%	25.3%	22.2%	13.4%	1.1%	56.1%	26.5%	10.6%	6.5%	0.3%
<b>Hispanic</b>										
<b>State</b>	26.6%	22.7%	26.6%	22.0%	2.0%	38.1%	30.1%	16.6%	14.0%	1.1%
<b>Asian</b>										
<b>State</b>	7.1%	8.9%	19.9%	48.1%	16.0%	9.3%	12.5%	14.3%	42.9%	21.0%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>State</b>	15.1%	17.2%	22.6%	39.8%	5.4%	23.1%	23.1%	15.4%	33.0%	5.5%
<b>American Indian</b>										
<b>State</b>	22.2%	23.2%	22.2%	29.1%	3.4%	36.3%	19.8%	24.1%	16.5%	3.3%
<b>Two or More Races</b>										
<b>State</b>	20.0%	20.0%	25.9%	29.1%	4.8%	31.5%	25.7%	17.7%	21.5%	3.6%
<b>Students with Disabilities</b>										
<b>State</b>	48.8%	22.9%	16.8%	10.4%	1.0%	58.1%	22.4%	9.5%	8.8%	1.1%
<b>Male</b>										
<b>State</b>	24.7%	22.0%	26.5%	24.1%	2.7%	31.4%	24.9%	18.0%	22.3%	3.4%
<b>Female</b>										
<b>State</b>	15.2%	16.6%	26.1%	35.4%	6.7%	27.6%	26.5%	19.5%	23.2%	3.1%

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Students with IEPs</b>										
<b>State</b>	59.8%	22.8%	12.2%	4.8%	0.3%	69.2%	20.5%	6.1%	3.8%	0.4%
<b>Non-IEP</b>										
<b>State</b>	14.1%	18.9%	28.5%	33.3%	5.3%	23.5%	26.5%	20.7%	25.6%	3.7%
<b>English Learners</b>										
<b>State</b>	54.8%	26.6%	14.9%	3.7%	0.1%	63.2%	27.4%	6.7%	2.6%	0.1%
<b>Non-English Learners</b>										
<b>State</b>	17.4%	18.8%	27.2%	31.6%	5.0%	26.9%	25.5%	19.7%	24.3%	3.5%
<b>Low Income</b>										
<b>State</b>	31.7%	23.8%	25.0%	17.9%	1.5%	45.4%	28.8%	14.5%	10.7%	0.7%
<b>Non Low Income</b>										
<b>State</b>	12.8%	16.6%	27.2%	36.9%	6.6%	19.5%	23.7%	21.4%	30.4%	4.9%
<b>Homeless</b>										
<b>State</b>	40.3%	21.1%	26.1%	11.4%	1.0%	57.1%	24.4%	11.6%	6.6%	0.3%
<b>Migrant</b>										
<b>State</b>	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>State</b>	41.5%	22.5%	22.5%	12.9%	0.8%	62.3%	23.4%	8.3%	5.6%	0.4%
<b>Military</b>										
<b>State</b>	20.2%	23.3%	24.7%	28.3%	3.6%	28.4%	29.1%	15.5%	25.2%	1.8%

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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## SAT

 Possible data impact due to COVID-19

### What is it?

This shows the percentage and number of 11th-graders scoring at each of the performance levels for the SAT. Each Performance Level is a broad, categorical level defined by a student's score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scores for the assessment. There are four Performance Levels for the SAT:

- Level 1 - Partially Meets Standards: The student has only partially met standards and demonstrates a minimal understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
  - Level 2 - Approaching Standards: The student is approaching the proficiency level and demonstrates an incomplete understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
  - Level 3 - Meets Standards: The student has met the proficiency level and demonstrates adequate understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
  - Level 4 - Exceeds Standards: The student has exceeded the proficiency level and demonstrates a thorough understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- 

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## SAT (cont)

 Possible data impact due to COVID-19

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
State	27.9%	39.1%	22.0%	11.0%	41.0%	29.7%	22.3%	7.0%
<b>White</b>								
State	18.8%	38.4%	28.0%	14.9%	29.3%	32.5%	29.6%	8.6%
<b>Black</b>								
State	50.9%	37.7%	9.4%	2.0%	68.9%	23.0%	7.4%	0.7%
<b>Hispanic</b>								
State	37.3%	43.9%	15.2%	3.6%	54.9%	29.8%	13.4%	1.9%
<b>Asian</b>								
State	10.6%	27.3%	30.4%	31.7%	14.7%	21.0%	33.9%	30.3%
<b>Native Hawaiian/ Pacific Islander</b>								
State	20.9%	41.9%	23.3%	14.0%	35.7%	27.9%	27.9%	8.5%
<b>American Indian</b>								
State	33.2%	41.3%	14.3%	11.2%	46.3%	31.7%	16.2%	5.8%
<b>Two or More Races</b>								
State	24.2%	38.0%	24.0%	13.8%	39.1%	28.6%	23.6%	8.6%
<b>Students with Disabilities</b>								
State	54.1%	28.2%	11.5%	6.2%	67.2%	18.4%	11.1%	3.3%
<b>Male</b>								
State	31.2%	37.3%	20.6%	10.9%	41.1%	28.0%	22.6%	8.4%
<b>Female</b>								
State	24.5%	40.8%	23.5%	11.2%	41.0%	31.4%	21.9%	5.6%

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## SAT (cont)

 Possible data impact due to COVID-19

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>								
<b>State</b>	70.2%	23.5%	4.7%	1.6%	83.1%	12.2%	3.9%	0.7%
<b>Non-IEP</b>								
<b>State</b>	22.5%	41.0%	24.2%	12.2%	35.7%	31.9%	24.6%	7.8%
<b>English Learners</b>								
<b>State</b>	77.8%	21.3%	0.8%	0.1%	85.5%	12.3%	1.8%	0.4%
<b>Non-English Learners</b>								
<b>State</b>	25.0%	40.1%	23.2%	11.7%	38.5%	30.7%	23.4%	7.4%
<b>Low Income</b>								
<b>State</b>	43.6%	40.8%	12.7%	2.9%	60.4%	27.0%	11.1%	1.6%
<b>Non Low Income</b>								
<b>State</b>	17.6%	38.0%	28.1%	16.3%	28.5%	31.5%	29.6%	10.5%
<b>Homeless</b>								
<b>State</b>	52.9%	36.8%	8.7%	1.6%	69.3%	23.8%	6.3%	0.5%
<b>Migrant</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>State</b>	65.1%	28.4%	5.9%	0.5%	82.7%	14.3%	3.0%	0.0%
<b>Military</b>								
<b>State</b>	30.2%	43.5%	19.4%	7.0%	43.4%	33.8%	18.6%	4.2%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## DLM

 Possible data impact due to COVID-19

### What is it?

This shows the percentage and number of students scoring at each of the performance levels for the Dynamic Learning Maps Alternative Assessment (DLM-AA) for students with cognitive disabilities. DLM-AA results are not based on raw or scale scores; all data is based on diagnostic classification modeling. Standard setting allows us to look at patterns of number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This performance are reported using the four Performance Levels approved by the consortium:

- Level 1 – Entry: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Foundational: The student’s understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
- Level 3 – Satisfactory: The student’s understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Mastery: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

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# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>State</b>	71.0%	9.9%	18.4%	0.7%	75.0%	13.0%	8.2%	3.8%
<b>White</b>								
<b>State</b>	69.3%	10.0%	20.1%	0.6%	74.0%	13.5%	8.2%	4.2%
<b>Black</b>								
<b>State</b>	69.6%	8.8%	20.7%	0.9%	74.5%	10.6%	10.2%	4.6%
<b>Hispanic</b>								
<b>State</b>	73.9%	11.6%	14.1%	0.4%	75.7%	13.0%	8.1%	3.2%
<b>Asian</b>								
<b>State</b>	76.5%	7.8%	15.7%	0.0%	74.5%	21.6%	3.9%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>State</b>	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>American Indian</b>								
<b>State</b>	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>State</b>	73.1%	7.7%	17.3%	1.9%	82.4%	9.8%	3.9%	3.9%
<b>Students with Disabilities</b>								
<b>State</b>	70.9%	10.0%	18.4%	0.7%	74.9%	13.3%	8.2%	3.7%
<b>Male</b>								
<b>State</b>	70.3%	10.2%	18.9%	0.7%	73.5%	12.8%	8.6%	5.0%
<b>Female</b>								
<b>State</b>	72.8%	9.3%	17.3%	0.6%	78.4%	13.3%	7.1%	1.2%

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>								
<b>State</b>	70.9%	10.0%	18.4%	0.7%	74.9%	13.3%	8.2%	3.7%
<b>Non-IEP</b>								
<b>State</b>	75.0%	4.2%	20.8%	0.0%	79.2%	0.0%	8.3%	12.5%
<b>English Learners</b>								
<b>State</b>	75.4%	10.6%	14.0%	0.0%	77.6%	14.4%	5.7%	2.3%
<b>Non-English Learners</b>								
<b>State</b>	69.6%	9.7%	19.9%	0.9%	74.2%	12.5%	9.0%	4.4%
<b>Low Income</b>								
<b>State</b>	69.7%	10.3%	19.1%	1.0%	74.0%	13.9%	8.0%	4.1%
<b>Non Low Income</b>								
<b>State</b>	72.8%	9.4%	17.5%	0.2%	76.4%	11.7%	8.4%	3.5%
<b>Homeless</b>								
<b>State</b>	69.2%	7.7%	23.1%	0.0%	75.0%	16.7%	8.3%	0.0%
<b>Migrant</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>State</b>	60.0%	10.0%	25.0%	5.0%	65.0%	15.0%	15.0%	5.0%
<b>Military</b>								
<b>State</b>	76.9%	15.4%	7.7%	0.0%	75.0%	8.3%	16.7%	0.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
State	70.0%	16.5%	12.5%	1.0%	57.9%	10.2%	19.3%	12.7%
<b>White</b>								
State	69.8%	15.8%	13.4%	1.0%	58.9%	8.8%	19.8%	12.6%
<b>Black</b>								
State	69.2%	19.0%	11.4%	0.5%	55.0%	12.8%	21.8%	10.4%
<b>Hispanic</b>								
State	69.4%	16.6%	12.5%	1.5%	57.4%	11.0%	17.6%	14.0%
<b>Asian</b>								
State	78.8%	9.6%	11.5%	0.0%	65.4%	9.6%	11.5%	13.5%
<b>Native Hawaiian/ Pacific Islander</b>								
State	0.0%	100.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
<b>American Indian</b>								
State	60.0%	20.0%	20.0%	0.0%	60.0%	0.0%	0.0%	40.0%
<b>Two or More Races</b>								
State	74.2%	16.1%	6.5%	3.2%	53.3%	10.0%	23.3%	13.3%
<b>Students with Disabilities</b>								
State	69.7%	16.8%	12.5%	1.1%	57.5%	10.2%	19.3%	13.0%
<b>Male</b>								
State	67.4%	17.4%	13.9%	1.4%	55.8%	9.7%	19.6%	14.9%
<b>Female</b>								
State	75.4%	14.7%	9.5%	0.3%	62.1%	11.1%	18.7%	8.2%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>								
<b>State</b>	69.7%	16.8%	12.5%	1.1%	57.5%	10.2%	19.3%	13.0%
<b>Non-IEP</b>								
<b>State</b>	81.8%	4.5%	13.6%	0.0%	72.7%	9.1%	18.2%	0.0%
<b>English Learners</b>								
<b>State</b>	70.2%	16.9%	12.1%	0.8%	58.5%	10.5%	18.5%	12.5%
<b>Non-English Learners</b>								
<b>State</b>	69.9%	16.4%	12.6%	1.1%	57.7%	10.1%	19.5%	12.8%
<b>Low Income</b>								
<b>State</b>	70.1%	16.8%	12.2%	0.9%	56.4%	11.9%	20.1%	11.6%
<b>Non Low Income</b>								
<b>State</b>	69.8%	16.1%	12.9%	1.2%	60.0%	7.6%	18.1%	14.4%
<b>Homeless</b>								
<b>State</b>	83.3%	0.0%	16.7%	0.0%	50.0%	25.0%	8.3%	16.7%
<b>Migrant</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>State</b>	76.2%	14.3%	9.5%	0.0%	57.1%	14.3%	19.0%	9.5%
<b>Military</b>								
<b>State</b>	100.0%	0.0%	0.0%	0.0%	57.1%	0.0%	28.6%	14.3%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>State</b>	65.2%	12.7%	20.7%	1.4%	52.1%	29.9%	12.5%	5.5%
<b>White</b>								
<b>State</b>	63.7%	11.2%	23.0%	2.2%	49.0%	32.0%	11.9%	7.0%
<b>Black</b>								
<b>State</b>	66.8%	15.3%	17.3%	0.5%	54.1%	32.5%	11.3%	2.1%
<b>Hispanic</b>								
<b>State</b>	69.9%	13.4%	16.3%	0.4%	59.8%	22.8%	13.0%	4.5%
<b>Asian</b>								
<b>State</b>	71.8%	15.4%	12.8%	0.0%	59.0%	17.9%	17.9%	5.1%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>State</b>	20.0%	20.0%	60.0%	0.0%	40.0%	40.0%	0.0%	20.0%
<b>Two or More Races</b>								
<b>State</b>	45.7%	11.4%	40.0%	2.9%	25.7%	45.7%	20.0%	8.6%
<b>Students with Disabilities</b>								
<b>State</b>	65.0%	12.8%	20.8%	1.4%	51.8%	29.8%	12.8%	5.6%
<b>Male</b>								
<b>State</b>	63.2%	13.4%	22.1%	1.3%	50.3%	30.4%	13.6%	5.6%
<b>Female</b>								
<b>State</b>	69.1%	11.4%	18.1%	1.4%	55.5%	28.9%	10.4%	5.3%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>								
State	65.0%	12.8%	20.8%	1.4%	51.8%	29.8%	12.8%	5.6%
<b>Non-IEP</b>								
State	73.9%	8.7%	17.4%	0.0%	63.6%	31.8%	0.0%	4.5%
<b>English Learners</b>								
State	69.1%	13.3%	16.8%	0.8%	55.6%	24.1%	14.4%	5.8%
<b>Non-English Learners</b>								
State	64.0%	12.5%	22.0%	1.6%	50.9%	31.8%	11.9%	5.4%
<b>Low Income</b>								
State	64.7%	12.8%	21.2%	1.4%	51.3%	31.3%	11.7%	5.6%
<b>Non Low Income</b>								
State	65.9%	12.7%	20.1%	1.3%	53.0%	28.0%	13.5%	5.4%
<b>Homeless</b>								
State	46.2%	30.8%	23.1%	0.0%	46.2%	30.8%	15.4%	7.7%
<b>Migrant</b>								
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
State	43.8%	37.5%	18.8%	0.0%	43.8%	37.5%	18.8%	0.0%
<b>Military</b>								
State	50.0%	50.0%	0.0%	0.0%	25.0%	75.0%	0.0%	0.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
State	54.9%	23.8%	17.9%	3.4%	69.6%	16.9%	10.0%	3.5%
<b>White</b>								
State	54.9%	24.0%	17.9%	3.3%	70.2%	17.1%	9.4%	3.3%
<b>Black</b>								
State	46.9%	27.0%	20.9%	5.1%	62.4%	19.3%	14.2%	4.1%
<b>Hispanic</b>								
State	59.0%	22.0%	17.2%	1.9%	71.4%	16.7%	8.6%	3.3%
<b>Asian</b>								
State	64.3%	17.9%	12.5%	5.4%	76.8%	10.7%	10.7%	1.8%
<b>Native Hawaiian/ Pacific Islander</b>								
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Two or More Races</b>								
State	45.2%	29.0%	19.4%	6.5%	71.0%	12.9%	6.5%	9.7%
<b>Students with Disabilities</b>								
State	55.1%	23.6%	17.8%	3.5%	69.4%	16.9%	10.2%	3.6%
<b>Male</b>								
State	55.8%	24.2%	16.7%	3.2%	68.7%	17.0%	10.7%	3.7%
<b>Female</b>								
State	53.0%	23.0%	20.2%	3.8%	71.3%	16.7%	8.7%	3.3%

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# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>								
<b>State</b>	55.1%	23.6%	17.8%	3.5%	69.4%	16.9%	10.2%	3.6%
<b>Non-IEP</b>								
<b>State</b>	45.8%	29.2%	25.0%	0.0%	79.2%	16.7%	4.2%	0.0%
<b>English Learners</b>								
<b>State</b>	58.6%	23.0%	16.9%	1.5%	73.3%	17.9%	7.3%	1.5%
<b>Non-English Learners</b>								
<b>State</b>	53.7%	24.0%	18.3%	4.0%	68.4%	16.5%	10.9%	4.2%
<b>Low Income</b>								
<b>State</b>	52.8%	23.5%	20.4%	3.3%	67.4%	17.9%	11.1%	3.6%
<b>Non Low Income</b>								
<b>State</b>	57.5%	24.1%	14.8%	3.6%	72.4%	15.6%	8.6%	3.4%
<b>Homeless</b>								
<b>State</b>	42.9%	28.6%	21.4%	7.1%	64.3%	21.4%	14.3%	0.0%
<b>Migrant</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>State</b>	27.8%	27.8%	44.4%	0.0%	55.6%	22.2%	5.6%	16.7%
<b>Military</b>								
<b>State</b>	42.9%	42.9%	14.3%	0.0%	57.1%	42.9%	0.0%	0.0%

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# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>State</b>	54.7%	26.5%	16.8%	2.0%	76.7%	13.5%	7.5%	2.4%
<b>White</b>								
<b>State</b>	52.8%	27.1%	17.8%	2.3%	77.1%	13.6%	6.8%	2.5%
<b>Black</b>								
<b>State</b>	50.2%	30.0%	18.1%	1.8%	73.9%	13.7%	9.7%	2.7%
<b>Hispanic</b>								
<b>State</b>	60.8%	22.3%	15.0%	1.8%	76.6%	15.3%	5.8%	2.2%
<b>Asian</b>								
<b>State</b>	59.5%	32.4%	8.1%	0.0%	83.3%	2.8%	11.1%	2.8%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>State</b>	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>American Indian</b>								
<b>State</b>	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>State</b>	56.7%	23.3%	16.7%	3.3%	80.0%	6.7%	13.3%	0.0%
<b>Students with Disabilities</b>								
<b>State</b>	54.5%	26.4%	17.0%	2.1%	76.6%	13.5%	7.5%	2.5%
<b>Male</b>								
<b>State</b>	54.9%	27.2%	15.9%	2.1%	75.3%	14.8%	7.6%	2.3%
<b>Female</b>								
<b>State</b>	54.3%	25.2%	18.6%	1.9%	79.4%	10.8%	7.2%	2.5%

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# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>								
<b>State</b>	54.5%	26.4%	17.0%	2.1%	76.6%	13.5%	7.5%	2.5%
<b>Non-IEP</b>								
<b>State</b>	61.5%	30.8%	7.7%	0.0%	80.0%	12.0%	8.0%	0.0%
<b>English Learners</b>								
<b>State</b>	57.0%	27.8%	13.9%	1.3%	78.0%	11.9%	7.6%	2.5%
<b>Non-English Learners</b>								
<b>State</b>	54.1%	26.1%	17.6%	2.2%	76.3%	13.9%	7.4%	2.4%
<b>Low Income</b>								
<b>State</b>	51.1%	28.1%	18.1%	2.8%	74.8%	15.0%	8.0%	2.3%
<b>Non Low Income</b>								
<b>State</b>	59.4%	24.5%	15.0%	1.1%	79.1%	11.5%	6.8%	2.6%
<b>Homeless</b>								
<b>State</b>	41.2%	29.4%	23.5%	5.9%	76.5%	17.6%	5.9%	0.0%
<b>Migrant</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>State</b>	61.9%	19.0%	19.0%	0.0%	81.0%	9.5%	4.8%	4.8%
<b>Military</b>								
<b>State</b>	75.0%	25.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

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# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
State	53.0%	31.6%	15.3%	0.1%	62.7%	31.5%	4.5%	1.3%
<b>White</b>								
State	51.6%	31.7%	16.7%	0.0%	64.6%	30.8%	3.5%	1.2%
<b>Black</b>								
State	55.8%	29.8%	14.4%	0.0%	64.4%	29.8%	4.4%	1.5%
<b>Hispanic</b>								
State	54.7%	31.1%	13.9%	0.4%	60.8%	32.5%	5.7%	1.1%
<b>Asian</b>								
State	52.1%	33.3%	14.6%	0.0%	56.3%	33.3%	6.3%	4.2%
<b>Native Hawaiian/ Pacific Islander</b>								
State	66.7%	33.3%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%
<b>American Indian</b>								
State	0.0%	75.0%	25.0%	0.0%	25.0%	75.0%	0.0%	0.0%
<b>Two or More Races</b>								
State	50.0%	36.8%	13.2%	0.0%	55.3%	36.8%	7.9%	0.0%
<b>Students with Disabilities</b>								
State	53.2%	31.8%	14.9%	0.1%	62.7%	31.4%	4.5%	1.4%
<b>Male</b>								
State	55.1%	30.2%	14.6%	0.1%	63.2%	30.5%	4.7%	1.7%
<b>Female</b>								
State	49.4%	34.0%	16.6%	0.0%	62.0%	33.2%	4.1%	0.8%

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# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>								
<b>State</b>	53.2%	31.8%	14.9%	0.1%	62.7%	31.4%	4.5%	1.4%
<b>Non-IEP</b>								
<b>State</b>	41.2%	17.6%	41.2%	0.0%	61.1%	38.9%	0.0%	0.0%
<b>English Learners</b>								
<b>State</b>	54.3%	32.6%	13.1%	0.0%	61.6%	32.4%	4.1%	1.8%
<b>Non-English Learners</b>								
<b>State</b>	52.7%	31.3%	15.9%	0.1%	63.0%	31.3%	4.6%	1.2%
<b>Low Income</b>								
<b>State</b>	54.6%	31.5%	13.9%	0.0%	63.6%	30.9%	4.4%	1.1%
<b>Non Low Income</b>								
<b>State</b>	51.2%	31.7%	16.9%	0.2%	61.7%	32.2%	4.5%	1.6%
<b>Homeless</b>								
<b>State</b>	43.8%	56.3%	0.0%	0.0%	62.5%	37.5%	0.0%	0.0%
<b>Migrant</b>								
<b>State</b>	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>State</b>	75.0%	18.8%	6.3%	0.0%	86.7%	13.3%	0.0%	0.0%
<b>Military</b>								
<b>State</b>	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

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# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>State</b>	<b>38.6%</b>	<b>35.7%</b>	<b>22.2%</b>	<b>3.5%</b>	<b>49.9%</b>	<b>25.2%</b>	<b>23.7%</b>	<b>1.2%</b>
<b>White</b>								
<b>State</b>	<b>39.9%</b>	<b>33.8%</b>	<b>22.2%</b>	<b>4.0%</b>	<b>50.5%</b>	<b>23.6%</b>	<b>24.3%</b>	<b>1.6%</b>
<b>Black</b>								
<b>State</b>	<b>36.0%</b>	<b>43.0%</b>	<b>18.0%</b>	<b>3.0%</b>	<b>53.0%</b>	<b>24.5%</b>	<b>22.5%</b>	<b>0.0%</b>
<b>Hispanic</b>								
<b>State</b>	<b>36.5%</b>	<b>34.8%</b>	<b>26.6%</b>	<b>2.0%</b>	<b>45.3%</b>	<b>28.0%</b>	<b>25.5%</b>	<b>1.2%</b>
<b>Asian</b>								
<b>State</b>	<b>56.3%</b>	<b>27.1%</b>	<b>12.5%</b>	<b>4.2%</b>	<b>63.8%</b>	<b>25.5%</b>	<b>10.6%</b>	<b>0.0%</b>
<b>Native Hawaiian/ Pacific Islander</b>								
<b>State</b>	<b>0.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>50.0%</b>	<b>50.0%</b>	<b>0.0%</b>
<b>American Indian</b>								
<b>State</b>	<b>0.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Two or More Races</b>								
<b>State</b>	<b>25.7%</b>	<b>34.3%</b>	<b>31.4%</b>	<b>8.6%</b>	<b>40.0%</b>	<b>31.4%</b>	<b>25.7%</b>	<b>2.9%</b>
<b>Students with Disabilities</b>								
<b>State</b>	<b>38.3%</b>	<b>35.9%</b>	<b>22.2%</b>	<b>3.6%</b>	<b>49.9%</b>	<b>25.1%</b>	<b>23.9%</b>	<b>1.2%</b>
<b>Male</b>								
<b>State</b>	<b>37.8%</b>	<b>36.4%</b>	<b>21.6%</b>	<b>4.2%</b>	<b>47.8%</b>	<b>25.2%</b>	<b>25.2%</b>	<b>1.8%</b>
<b>Female</b>								
<b>State</b>	<b>40.2%</b>	<b>34.2%</b>	<b>23.5%</b>	<b>2.2%</b>	<b>53.9%</b>	<b>25.3%</b>	<b>20.8%</b>	<b>0.0%</b>

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# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>								
<b>State</b>	<b>38.3%</b>	<b>35.9%</b>	<b>22.2%</b>	<b>3.6%</b>	<b>49.9%</b>	<b>25.1%</b>	<b>23.9%</b>	<b>1.2%</b>
<b>Non-IEP</b>								
<b>State</b>	<b>61.5%</b>	<b>15.4%</b>	<b>23.1%</b>	<b>0.0%</b>	<b>50.0%</b>	<b>41.7%</b>	<b>8.3%</b>	<b>0.0%</b>
<b>English Learners</b>								
<b>State</b>	<b>32.1%</b>	<b>39.1%</b>	<b>26.3%</b>	<b>2.6%</b>	<b>46.2%</b>	<b>28.2%</b>	<b>25.0%</b>	<b>0.6%</b>
<b>Non-English Learners</b>								
<b>State</b>	<b>39.6%</b>	<b>35.1%</b>	<b>21.6%</b>	<b>3.7%</b>	<b>50.5%</b>	<b>24.8%</b>	<b>23.5%</b>	<b>1.3%</b>
<b>Low Income</b>								
<b>State</b>	<b>38.3%</b>	<b>38.2%</b>	<b>20.3%</b>	<b>3.2%</b>	<b>48.1%</b>	<b>26.8%</b>	<b>24.6%</b>	<b>0.5%</b>
<b>Non Low Income</b>								
<b>State</b>	<b>38.8%</b>	<b>33.0%</b>	<b>24.3%</b>	<b>3.9%</b>	<b>51.8%</b>	<b>23.6%</b>	<b>22.7%</b>	<b>1.9%</b>
<b>Homeless</b>								
<b>State</b>	<b>21.4%</b>	<b>42.9%</b>	<b>35.7%</b>	<b>0.0%</b>	<b>42.9%</b>	<b>28.6%</b>	<b>28.6%</b>	<b>0.0%</b>
<b>Migrant</b>								
<b>State</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>Youth In Care</b>								
<b>State</b>	<b>42.1%</b>	<b>36.8%</b>	<b>21.1%</b>	<b>0.0%</b>	<b>52.6%</b>	<b>21.1%</b>	<b>26.3%</b>	<b>0.0%</b>
<b>Military</b>								
<b>State</b>	<b>37.5%</b>	<b>25.0%</b>	<b>37.5%</b>	<b>0.0%</b>	<b>75.0%</b>	<b>25.0%</b>	<b>0.0%</b>	<b>0.0%</b>

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# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
State	75.2%	18.7%	5.9%	0.2%
<b>White</b>				
State	73.7%	19.3%	6.6%	0.4%
<b>Black</b>				
State	75.9%	17.8%	6.3%	0.0%
<b>Hispanic</b>				
State	79.1%	17.8%	3.1%	0.0%
<b>Asian</b>				
State	77.1%	17.1%	5.7%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>				
State	*	*	*	*
<b>American Indian</b>				
State	80.0%	0.0%	20.0%	0.0%
<b>Two or More Races</b>				
State	64.5%	25.8%	9.7%	0.0%
<b>Students with Disabilities</b>				
State	75.3%	18.8%	5.7%	0.2%
<b>Male</b>				
State	74.1%	19.2%	6.3%	0.3%
<b>Female</b>				
State	77.3%	17.7%	5.0%	0.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>				
State	75.3%	18.8%	5.7%	0.2%
<b>Non-IEP</b>				
State	71.4%	14.3%	14.3%	0.0%
<b>English Learners</b>				
State	77.7%	17.6%	4.6%	0.0%
<b>Non-English Learners</b>				
State	74.4%	19.0%	6.3%	0.3%
<b>Low Income</b>				
State	73.1%	21.4%	5.5%	0.0%
<b>Non Low Income</b>				
State	78.0%	15.1%	6.3%	0.5%
<b>Homeless</b>				
State	58.3%	25.0%	16.7%	0.0%
<b>Migrant</b>				
State	*	*	*	*
<b>Youth In Care</b>				
State	71.4%	21.4%	7.1%	0.0%
<b>Military</b>				
State	75.0%	25.0%	0.0%	0.0%

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# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
State	65.9%	23.0%	10.3%	0.8%
<b>White</b>				
State	65.2%	23.7%	9.5%	1.6%
<b>Black</b>				
State	68.9%	21.4%	9.7%	0.0%
<b>Hispanic</b>				
State	64.4%	24.3%	11.3%	0.0%
<b>Asian</b>				
State	65.2%	17.4%	15.2%	2.2%
<b>Native Hawaiian/ Pacific Islander</b>				
State	66.7%	33.3%	0.0%	0.0%
<b>American Indian</b>				
State	0.0%	75.0%	25.0%	0.0%
<b>Two or More Races</b>				
State	76.5%	14.7%	8.8%	0.0%
<b>Students with Disabilities</b>				
State	65.9%	23.0%	10.3%	0.8%
<b>Male</b>				
State	66.3%	21.3%	11.4%	1.0%
<b>Female</b>				
State	65.2%	25.9%	8.4%	0.6%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 8

	Science Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>				
State	65.9%	23.0%	10.3%	0.8%
<b>Non-IEP</b>				
State	66.7%	22.2%	11.1%	0.0%
<b>English Learners</b>				
State	64.1%	23.9%	12.0%	0.0%
<b>Non-English Learners</b>				
State	66.4%	22.8%	9.8%	1.0%
<b>Low Income</b>				
State	65.2%	23.7%	10.6%	0.6%
<b>Non Low Income</b>				
State	66.7%	22.3%	9.9%	1.1%
<b>Homeless</b>				
State	60.0%	33.3%	6.7%	0.0%
<b>Migrant</b>				
State	*	*	*	*
<b>Youth In Care</b>				
State	100.0%	0.0%	0.0%	0.0%
<b>Military</b>				
State	100.0%	0.0%	0.0%	0.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
State	62.6%	27.8%	8.8%	0.8%
<b>White</b>				
State	61.8%	28.3%	9.2%	0.8%
<b>Black</b>				
State	66.0%	28.2%	5.9%	0.0%
<b>Hispanic</b>				
State	63.6%	25.4%	9.6%	1.3%
<b>Asian</b>				
State	62.8%	32.6%	4.7%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>				
State	100.0%	0.0%	0.0%	0.0%
<b>American Indian</b>				
State	50.0%	50.0%	0.0%	0.0%
<b>Two or More Races</b>				
State	48.5%	27.3%	21.2%	3.0%
<b>Students with Disabilities</b>				
State	62.4%	27.8%	8.9%	0.8%
<b>Male</b>				
State	59.7%	28.6%	10.5%	1.2%
<b>Female</b>				
State	68.4%	26.0%	5.6%	0.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>				
State	62.4%	27.8%	8.9%	0.8%
<b>Non-IEP</b>				
State	76.9%	23.1%	0.0%	0.0%
<b>English Learners</b>				
State	57.7%	29.5%	11.4%	1.3%
<b>Non-English Learners</b>				
State	63.5%	27.4%	8.4%	0.7%
<b>Low Income</b>				
State	61.7%	29.4%	7.9%	0.9%
<b>Non Low Income</b>				
State	63.7%	25.9%	9.8%	0.6%
<b>Homeless</b>				
State	50.0%	35.7%	14.3%	0.0%
<b>Migrant</b>				
State	*	*	*	*
<b>Youth In Care</b>				
State	50.0%	38.9%	11.1%	0.0%
<b>Military</b>				
State	75.0%	12.5%	12.5%	0.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## ISA

 Possible data impact due to COVID-19

### What is it?

This shows the percentage and number of students scoring at each of the Performance Levels for the Illinois Science Assessment (ISA). The ISA performance levels indicate students' understanding of the Illinois Learning Standards in science for their grade level. There are four Performance Levels for the ISA:

- Level 1 – Emerging: Work at this level shows a partial application of knowledge and skills. It is superficial (lacks depth), fragmented, or incomplete and needs considerable development. Work contains errors or omissions.
- Level 2 – Developing: Work at this level does not meet the standard. It shows basic, but inconsistent, application of knowledge and skills. Minor errors or omissions detract from the overall quality. Work needs further development.
- Level 3 – Proficient: Work at this level meets the standard. It is acceptable work that demonstrates application of essential knowledge and skills. Minor errors or omissions do not detract from the overall quality.
- Level 4 – Exemplary: Work at this level is of exceptional quality. It is both thorough and accurate. It exceeds the standard. It shows a sophisticated application of knowledge and skills.

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# Academic Progress

## ISA (cont)

 Possible data impact due to COVID-19

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
State	24.5%	28.7%	37.3%	9.4%
<b>White</b>				
State	15.2%	27.8%	45.0%	12.0%
<b>Black</b>				
State	52.7%	29.6%	16.2%	1.5%
<b>Hispanic</b>				
State	36.1%	32.9%	27.2%	3.8%
<b>Asian</b>				
State	10.0%	19.1%	46.8%	24.2%
<b>Native Hawaiian/ Pacific Islander</b>				
State	22.1%	30.2%	32.6%	15.1%
<b>American Indian</b>				
State	32.9%	28.1%	34.1%	4.8%
<b>Two or More Races</b>				
State	23.3%	28.1%	37.4%	11.2%
<b>Students with Disabilities</b>				
State	48.0%	27.2%	20.4%	4.4%
<b>Male</b>				
State	25.7%	27.2%	36.7%	10.3%
<b>Female</b>				
State	23.3%	30.3%	37.9%	8.5%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## ISA (cont)

 Possible data impact due to COVID-19

### Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>				
State	55.2%	26.7%	15.4%	2.6%
<b>Non-IEP</b>				
State	19.6%	29.0%	40.8%	10.5%
<b>English Learners</b>				
State	57.0%	32.8%	10.1%	0.2%
<b>Non-English Learners</b>				
State	20.4%	28.2%	40.7%	10.6%
<b>Low Income</b>				
State	40.0%	32.5%	24.7%	2.8%
<b>Non Low Income</b>				
State	13.3%	26.0%	46.5%	14.3%
<b>Homeless</b>				
State	46.1%	31.4%	20.1%	2.4%
<b>Migrant</b>				
State	*	*	*	*
<b>Youth In Care</b>				
State	45.3%	32.3%	20.9%	1.5%
<b>Military</b>				
State	21.1%	25.8%	44.8%	8.3%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## ISA (cont)

 Possible data impact due to COVID-19

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
State	14.0%	38.2%	33.7%	14.0%
<b>White</b>				
State	8.6%	34.3%	39.8%	17.4%
<b>Black</b>				
State	32.4%	47.8%	16.7%	3.1%
<b>Hispanic</b>				
State	19.7%	46.7%	27.0%	6.7%
<b>Asian</b>				
State	4.7%	20.2%	38.4%	36.7%
<b>Native Hawaiian/ Pacific Islander</b>				
State	10.3%	32.2%	37.9%	19.5%
<b>American Indian</b>				
State	13.8%	38.6%	32.9%	14.6%
<b>Two or More Races</b>				
State	13.2%	39.1%	32.9%	14.8%
<b>Students with Disabilities</b>				
State	32.6%	44.2%	17.2%	6.1%
<b>Male</b>				
State	15.9%	36.9%	32.1%	15.1%
<b>Female</b>				
State	12.0%	39.6%	35.5%	12.9%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## ISA (cont)

 Possible data impact due to COVID-19

### Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>				
State	40.1%	46.6%	10.8%	2.5%
<b>Non-IEP</b>				
State	10.2%	37.0%	37.1%	15.7%
<b>English Learners</b>				
State	39.7%	52.5%	7.4%	0.5%
<b>Non-English Learners</b>				
State	12.0%	37.1%	35.8%	15.0%
<b>Low Income</b>				
State	23.3%	47.4%	24.0%	5.2%
<b>Non Low Income</b>				
State	8.5%	32.8%	39.5%	19.2%
<b>Homeless</b>				
State	27.7%	47.2%	21.3%	3.8%
<b>Migrant</b>				
State	*	*	*	*
<b>Youth In Care</b>				
State	30.1%	49.2%	17.9%	2.8%
<b>Military</b>				
State	13.1%	37.6%	35.7%	13.5%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## ISA (cont)

 Possible data impact due to COVID-19

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
State	*	*	*	*
<b>White</b>				
State	*	*	*	*
<b>Black</b>				
State	*	*	*	*
<b>Hispanic</b>				
State	*	*	*	*
<b>Asian</b>				
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
State	*	*	*	*
<b>American Indian</b>				
State	*	*	*	*
<b>Two or More Races</b>				
State	*	*	*	*
<b>Students with Disabilities</b>				
State	*	*	*	*
<b>Male</b>				
State	*	*	*	*
<b>Female</b>				
State	*	*	*	*

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## ISA (cont)

 Possible data impact due to COVID-19

### Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>Students with IEPs</b>				
State	*	*	*	*
<b>Non-IEP</b>				
State	*	*	*	*
<b>English Learners</b>				
State	*	*	*	*
<b>Non-English Learners</b>				
State	*	*	*	*
<b>Low Income</b>				
State	*	*	*	*
<b>Non Low Income</b>				
State	*	*	*	*
<b>Homeless</b>				
State	*	*	*	*
<b>Migrant</b>				
State	*	*	*	*
<b>Youth In Care</b>				
State	*	*	*	*
<b>Military</b>				
State	*	*	*	*

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Proficiency

 Possible data impact due to COVID-19

### What is it?

The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for ELA, math, and science. Each state may also have a general assessment for the majority of its students and an alternate assessment for the 1 percent of students with the most significant cognitive disabilities. The All Test Proficiency measure is the proficiency rate for students combining all tests. A rate is calculated for ELA, math, and science.

### ELA - All Tests

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military				
<b>State</b>	*	*	*	*	*	*	*				
	*	*	*	*	*	*	*				

### Mathematics - All Tests

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military				
<b>State</b>	*	*	*	*	*	*	*				
	*	*	*	*	*	*	*				

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Proficiency (cont)

 Possible data impact due to COVID-19

### Science - All Tests

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*

  

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>State</b>	*	*	*	*	*	*	*
	*	*	*	*	*	*	*

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Growth Percentile – IAR

 Data not available

### What is it?

This shows the growth of students relative to other students in the state with a similar scale score in the preceding school year(s). If the data is available, the Student Growth Percentile (SGP) takes up to two prior scores. The school, district, and state measure is the sum of the students' SGP divided by the number of students with an SGP. Illinois uses SGPs to calculate growth. Proficiency shows whether or not students have mastered a common, high standard; whereas, growth recognizes progress toward and beyond the standard, no matter where each student started. Data show that students of all races, income levels, languages, and disability statutes demonstrate growth across the full range. Our rigorous assessments ensure there is more than enough room to measure the growth of even Illinois' highest achievers.

### ELA

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	50.0% *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military				
<b>State</b>	* *	* *	* *	* *	* *	* *	* *				

### Mathematics

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	50.0% *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military				
<b>State</b>	* *	* *	* *	* *	* *	* *	* *				

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Participation Rate

 Possible data impact due to COVID-19

### What is it?

This shows the percentage and number of students participating in standardized testing, by subject and applicable test. Some students may take the test for one subject but not another. According to Illinois School Code, all students enrolled in public schools are required to participate in the state assessment or an alternate form of the assessment. Students who participate but for various reasons do not complete the testing process (e.g., illness) are still counted as having participated.

### ELA - All Tests

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>74.7%</b> *	<b>75.0%</b> *	<b>74.3%</b> *	<b>86.8%</b> *	<b>61.6%</b> *	<b>62.7%</b> *	<b>71.9%</b> *	<b>69.9%</b> *	<b>63.9%</b> *	<b>75.4%</b> *	<b>73.9%</b> *
	Students with IEPs	English Learners	Low Income								
<b>State</b>	<b>73.7%</b> *	<b>61.0%</b> *	<b>67.0%</b> *								

### Mathematics - All Tests

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	<b>74.0%</b> *	<b>74.2%</b> *	<b>73.6%</b> *	<b>86.2%</b> *	<b>60.4%</b> *	<b>61.9%</b> *	<b>71.4%</b> *	<b>68.8%</b> *	<b>63.3%</b> *	<b>74.7%</b> *	<b>73.1%</b> *
	Students with IEPs	English Learners	Low Income								
<b>State</b>	<b>72.9%</b> *	<b>60.2%</b> *	<b>66.1%</b> *								

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate (cont)

 Possible data impact due to COVID-19

### Science - All Tests

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
	Students with IEPs	English Learners	Low Income								
<b>State</b>	*	*	*								
	*	*	*								

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

 Possible data impact due to COVID-19

### IAR ELA

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
	Students with IEPs	English Learners	Low Income								
<b>State</b>	*	*	*								
	*	*	*								

### IAR Mathematics

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
	Students with IEPs	English Learners	Low Income								
<b>State</b>	*	*	*								
	*	*	*								

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate (cont)

 Possible data impact due to COVID-19

### SAT ELA

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
	Students with IEPs	English Learners	Low Income								
<b>State</b>	*	*	*								
	*	*	*								

### SAT Mathematics

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
	Students with IEPs	English Learners	Low Income								
<b>State</b>	*	*	*								
	*	*	*								

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

 Possible data impact due to COVID-19

### DLM ELA

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
	Students with IEPs	English Learners	Low Income								
<b>State</b>	*	*	*								
	*	*	*								

### DLM Mathematics

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
	Students with IEPs	English Learners	Low Income								
<b>State</b>	*	*	*								
	*	*	*								

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

 Possible data impact due to COVID-19

### ISA

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>State</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
	Students with IEPs	English Learners	Low Income								
<b>State</b>	*	*	*								
	*	*	*								

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Students With IEPs

### What is it?

This shows the percentage of students who receive special education and related services in accordance with their Individualized Education Programs (IEPs). Each student who is found eligible for special education and related services receives an IEP that specifies supplemental services, accommodations, modifications, and supports to enable the student to be involved in, and make progress in, the general education curriculum. The state collects demographic information on all students, including racial and ethnic diversity. There are 14 disability areas, ranging from autism to visual impairment. Schools follow a process mandated by law in identifying students' disabilities and then developing IEPs.

### By Race/ Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
State	All Students	6.9%	3.0%	4.2%	0.4%	0.0%	0.0%	0.6%
	Students with IEPs	45.6%	19.6%	27.5%	2.8%	0.1%	0.3%	4.1%

### By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
State	All Students	0.9%	0.0%	0.0%	2.0%	0.9%	0.1%	0.6%
	Students with IEPs	10.0%	0.2%	0.0%	13.3%	6.2%	0.8%	4.9%

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
State	All Students	0.1%	0.0%	1.3%	2.9%	0.1%	0.0%	0.0%
	Students with IEPs	1.0%	0.3%	13.6%	33.5%	15.7%	0.2%	0.3%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Educational Environments for Students with IEPs

### What is it?

This shows the percentage of students with IEPs and the classification of their educational environment. Special education law requires that students with IEPs be placed to the maximum extent appropriate with children who are not disabled. This means including students with IEPs in general classrooms, the least restrictive environment, as much as possible. The IEP team, which includes parents, bases placement decisions on the best ways to meet the identified needs of a student. The percentage of time spent in general classrooms will vary according to the needs of individual students, who may require supplemental services to achieve their learning goals. The percentage of students with IEPs whose educational environment was classified into one of four settings for students age 6 to 21 is as follows:

- 80 percent or more of time in a general classroom with their non-disabled peers
- Less than 40 percent of time in a general classroom
- 40-79 percent of time in a general classroom
- In a separate facility

### By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>All</b>				
<b>State</b>	*	*	*	*
<b>White</b>				
<b>State</b>	57.8%	24.8%	11.2%	6.3%
<b>Black</b>				
<b>State</b>	45.2%	29.8%	16.7%	8.3%
<b>Hispanic</b>				
<b>State</b>	55.0%	26.7%	13.5%	4.9%
<b>Asian</b>				
<b>State</b>	53.6%	19.4%	20.2%	6.9%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>State</b>	51.1%	22.9%	15.4%	10.6%
<b>American Indian</b>				
<b>State</b>	52.7%	25.6%	15.1%	6.7%
<b>Two or More Races</b>				
<b>State</b>	54.6%	23.5%	14.3%	7.6%

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Educational Environments for Students with IEPs (cont)

### For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Autism</b>				
<b>State</b>	29.4%	22.1%	32.6%	15.9%
<b>Emotional Disability</b>				
<b>State</b>	35.6%	19.9%	14.4%	30.1%
<b>Intellectual Disability</b>				
<b>State</b>	3.4%	29.8%	50.1%	16.6%
<b>Other Health Impairment</b>				
<b>State</b>	57.8%	27.9%	9.5%	4.9%
<b>Specific Learning Disability</b>				
<b>State</b>	55.0%	37.9%	6.2%	1.0%
<b>Speech or Language Impairment</b>				
<b>State</b>	97.5%	1.7%	0.7%	0.1%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>All</b>					
State	*	*	*	*	*
<b>White</b>					
State	44.2%	22.1%	23.4%	0.4%	10.0%
<b>Black</b>					
State	50.0%	15.2%	32.0%	0.1%	2.7%
<b>Hispanic</b>					
State	56.7%	9.5%	28.5%	0.1%	5.2%
<b>Asian</b>					
State	48.4%	9.4%	34.3%	0.2%	7.7%
<b>Native Hawaiian/ Pacific Islander</b>					
State	42.1%	10.5%	36.8%	0.0%	10.5%
<b>American Indian</b>					
State	66.7%	9.5%	19.0%	1.6%	3.2%
<b>Two or More Races</b>					
State	45.8%	18.0%	29.2%	0.1%	7.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.