

Illinois

State Superintendent

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2021 - 2022

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.

For additional information, refer to the [Public Business Rules for 2022 Report Card Metrics](#) and the [2022 Glossary of Terms](#).

State Snapshot

8th Graders Passing Algebra I : 29.9%

Graduation Rate : 87.3%

Chronic Absenteeism : 29.8%

Average Teacher Salary : \$72,315

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IAR

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)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	30.6%	19.3%	22.6%	25.4%	2.0%	20.8%	22.0%	23.3%	26.5%	7.3%
White										
State	19.2%	18.3%	26.4%	33.5%	2.6%	10.4%	17.6%	25.8%	36.3%	9.9%
Black										
State	51.6%	21.0%	16.3%	10.7%	0.4%	43.6%	28.2%	17.9%	9.2%	1.1%
Hispanic										
State	42.4%	21.5%	20.2%	15.2%	0.7%	28.7%	28.6%	23.6%	16.7%	2.3%
Asian										
State	11.0%	12.4%	22.6%	46.7%	7.3%	5.1%	9.6%	18.2%	41.6%	25.5%
Native Hawaiian/ Pacific Islander										
State	26.1%	17.4%	24.3%	28.7%	3.5%	16.5%	23.5%	19.1%	26.1%	14.8%
American Indian										
State	34.6%	24.2%	15.7%	23.5%	2.0%	22.0%	27.0%	21.1%	22.4%	7.6%
Two or More Races										
State	27.3%	18.8%	22.1%	28.7%	3.1%	19.1%	21.0%	23.0%	27.1%	9.8%
Students with Disabilities										
State	56.3%	18.1%	14.2%	10.8%	0.6%	40.1%	24.7%	17.8%	14.3%	3.2%
Male										
State	34.0%	20.1%	22.4%	22.1%	1.4%	20.8%	20.5%	22.6%	27.8%	8.4%
Female										
State	27.0%	18.5%	22.9%	28.9%	2.7%	20.9%	23.6%	24.1%	25.3%	6.2%
Non Binary										
State	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%

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Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	62.4%	17.4%	11.9%	7.9%	0.4%	45.0%	25.2%	16.1%	11.4%	2.3%
Non-IEP										
State	25.2%	19.6%	24.5%	28.4%	2.3%	16.7%	21.4%	24.6%	29.1%	8.2%
English Learners										
State	48.7%	21.9%	18.5%	10.7%	0.3%	31.1%	28.8%	22.8%	15.7%	1.5%
Non-English Learners										
State	26.5%	18.7%	23.6%	28.8%	2.5%	18.5%	20.4%	23.5%	29.0%	8.6%
Low Income										
State	44.8%	21.8%	19.5%	13.5%	0.5%	32.9%	28.1%	22.2%	15.0%	1.9%
Non Low Income										
State	16.8%	16.9%	25.7%	37.1%	3.6%	9.0%	16.1%	24.5%	37.8%	12.6%
Homeless										
State	59.3%	19.0%	13.3%	8.2%	0.1%	47.2%	28.1%	16.2%	7.7%	0.9%
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	53.7%	19.7%	16.3%	10.3%	0.1%	40.7%	28.5%	19.5%	10.4%	1.0%
Military										
State	25.0%	20.8%	24.6%	27.6%	2.0%	16.2%	20.9%	26.1%	29.4%	7.3%

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IAR (cont)

Grade 3 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	*	*	*	*	*	*	*	*	*	*
White										
State	*	*	*	*	*	*	*	*	*	*
Black										
State	*	*	*	*	*	*	*	*	*	*
Hispanic										
State	*	*	*	*	*	*	*	*	*	*
Asian										
State	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander										
State	*	*	*	*	*	*	*	*	*	*
American Indian										
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
State	*	*	*	*	*	*	*	*	*	*
Students with Disabilities										
State	*	*	*	*	*	*	*	*	*	*
Male										
State	*	*	*	*	*	*	*	*	*	*
Female										
State	*	*	*	*	*	*	*	*	*	*
Non Binary										
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 3 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
State	*	*	*	*	*	*	*	*	*	*
English Learners										
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
State	*	*	*	*	*	*	*	*	*	*
Low Income										
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
State	*	*	*	*	*	*	*	*	*	*
Homeless										
State	*	*	*	*	*	*	*	*	*	*
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	*	*	*	*	*	*	*	*	*	*
Military										
State	*	*	*	*	*	*	*	*	*	*

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	23.5%	19.5%	24.4%	27.2%	5.4%	21.5%	27.9%	24.4%	23.4%	2.8%
White										
State	13.3%	16.7%	26.7%	35.9%	7.4%	10.7%	23.1%	29.3%	33.4%	3.6%
Black										
State	43.4%	24.3%	19.4%	11.8%	1.0%	45.0%	33.8%	15.0%	6.1%	0.2%
Hispanic										
State	32.7%	23.6%	23.8%	17.9%	2.1%	29.5%	35.9%	22.1%	11.7%	0.7%
Asian										
State	7.9%	11.1%	22.1%	43.2%	15.7%	5.2%	14.0%	22.0%	45.5%	13.2%
Native Hawaiian/ Pacific Islander										
State	12.9%	18.2%	25.8%	34.8%	8.3%	12.2%	28.2%	22.1%	35.1%	2.3%
American Indian										
State	31.1%	24.0%	23.6%	17.9%	3.4%	28.3%	33.7%	18.9%	17.2%	2.0%
Two or More Races										
State	21.1%	17.5%	24.4%	29.5%	7.5%	20.1%	26.1%	24.8%	24.9%	4.1%
Students with Disabilities										
State	49.9%	20.9%	15.8%	11.7%	1.8%	41.4%	30.1%	16.1%	11.4%	1.1%
Male										
State	26.2%	20.3%	24.3%	25.0%	4.2%	21.3%	26.5%	24.1%	25.0%	3.2%
Female										
State	20.6%	18.7%	24.4%	29.5%	6.7%	21.8%	29.4%	24.7%	21.8%	2.4%
Non Binary										
State	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	57.4%	20.8%	13.0%	7.7%	1.0%	47.1%	30.6%	13.5%	8.1%	0.7%
Non-IEP										
State	17.6%	19.3%	26.3%	30.6%	6.2%	17.0%	27.5%	26.3%	26.0%	3.2%
English Learners										
State	39.9%	25.9%	22.4%	11.2%	0.5%	33.2%	37.7%	20.1%	8.7%	0.2%
Non-English Learners										
State	19.7%	18.1%	24.8%	30.8%	6.5%	18.8%	25.7%	25.3%	26.7%	3.4%
Low Income										
State	36.3%	24.1%	22.6%	15.6%	1.4%	34.2%	35.0%	20.2%	10.2%	0.5%
Non Low Income										
State	11.2%	15.2%	26.0%	38.3%	9.2%	9.4%	21.2%	28.4%	36.0%	5.1%
Homeless										
State	51.2%	22.8%	16.2%	9.2%	0.6%	50.0%	30.6%	13.5%	5.8%	0.2%
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	44.1%	23.6%	19.2%	12.2%	0.8%	40.6%	34.5%	17.4%	7.3%	0.1%
Military										
State	20.5%	16.9%	26.7%	29.1%	6.8%	15.7%	26.8%	27.0%	26.5%	4.0%

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IAR (cont)

Grade 4 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	*	*	*	*	*	*	*	*	*	*
White										
State	*	*	*	*	*	*	*	*	*	*
Black										
State	*	*	*	*	*	*	*	*	*	*
Hispanic										
State	*	*	*	*	*	*	*	*	*	*
Asian										
State	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander										
State	*	*	*	*	*	*	*	*	*	*
American Indian										
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
State	*	*	*	*	*	*	*	*	*	*
Students with Disabilities										
State	*	*	*	*	*	*	*	*	*	*
Male										
State	*	*	*	*	*	*	*	*	*	*
Female										
State	*	*	*	*	*	*	*	*	*	*
Non Binary										
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 4 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
State	*	*	*	*	*	*	*	*	*	*
English Learners										
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
State	*	*	*	*	*	*	*	*	*	*
Low Income										
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
State	*	*	*	*	*	*	*	*	*	*
Homeless										
State	*	*	*	*	*	*	*	*	*	*
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	*	*	*	*	*	*	*	*	*	*
Military										
State	*	*	*	*	*	*	*	*	*	*

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	21.5%	21.6%	26.8%	27.6%	2.5%	23.8%	27.4%	24.9%	20.5%	3.4%
White										
State	12.4%	18.1%	29.8%	36.2%	3.4%	12.6%	23.5%	30.2%	29.3%	4.4%
Black										
State	38.8%	27.8%	21.6%	11.3%	0.6%	48.1%	32.0%	14.8%	4.8%	0.3%
Hispanic										
State	29.8%	26.2%	25.4%	17.6%	0.9%	32.1%	34.0%	22.7%	10.4%	0.7%
Asian										
State	7.0%	10.9%	23.5%	49.9%	8.7%	5.5%	12.9%	22.4%	42.5%	16.7%
Native Hawaiian/ Pacific Islander										
State	19.1%	17.6%	26.7%	32.8%	3.8%	21.5%	28.5%	30.0%	17.7%	2.3%
American Indian										
State	30.3%	22.0%	20.9%	24.4%	2.4%	29.3%	29.3%	22.6%	14.3%	4.5%
Two or More Races										
State	18.4%	20.2%	27.3%	31.3%	2.8%	21.8%	27.1%	24.1%	22.5%	4.5%
Students with Disabilities										
State	47.0%	24.6%	16.6%	11.0%	0.7%	46.8%	27.6%	14.9%	9.4%	1.3%
Male										
State	24.7%	23.1%	26.5%	24.0%	1.6%	24.9%	26.0%	23.6%	21.6%	3.9%
Female										
State	18.1%	20.0%	27.1%	31.2%	3.5%	22.7%	28.7%	26.3%	19.5%	2.8%
Non Binary										
State	12.5%	12.5%	25.0%	50.0%	0.0%	25.0%	25.0%	25.0%	25.0%	0.0%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	55.7%	25.2%	12.7%	6.1%	0.3%	54.5%	27.5%	11.5%	5.7%	0.8%
Non-IEP										
State	15.7%	21.0%	29.2%	31.2%	2.9%	18.6%	27.3%	27.2%	23.1%	3.8%
English Learners										
State	41.4%	30.6%	21.4%	6.6%	0.1%	40.1%	37.5%	17.7%	4.6%	0.1%
Non-English Learners										
State	17.6%	19.9%	27.8%	31.6%	3.0%	20.6%	25.4%	26.3%	23.6%	4.0%
Low Income										
State	32.6%	27.0%	24.7%	15.0%	0.7%	37.0%	33.3%	20.3%	8.8%	0.6%
Non Low Income										
State	10.9%	16.4%	28.8%	39.6%	4.2%	11.2%	21.7%	29.3%	31.8%	6.1%
Homeless										
State	44.8%	28.2%	18.1%	8.5%	0.4%	51.5%	31.8%	12.8%	3.7%	0.2%
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	37.9%	32.1%	19.2%	10.3%	0.5%	42.9%	35.7%	16.2%	4.9%	0.2%
Military										
State	18.0%	19.6%	27.7%	31.8%	2.9%	19.7%	25.7%	28.7%	23.8%	2.1%

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IAR (cont)

Grade 5 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	*	*	*	*	*	*	*	*	*	*
White										
State	*	*	*	*	*	*	*	*	*	*
Black										
State	*	*	*	*	*	*	*	*	*	*
Hispanic										
State	*	*	*	*	*	*	*	*	*	*
Asian										
State	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander										
State	*	*	*	*	*	*	*	*	*	*
American Indian										
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
State	*	*	*	*	*	*	*	*	*	*
Students with Disabilities										
State	*	*	*	*	*	*	*	*	*	*
Male										
State	*	*	*	*	*	*	*	*	*	*
Female										
State	*	*	*	*	*	*	*	*	*	*
Non Binary										
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 5 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
State	*	*	*	*	*	*	*	*	*	*
English Learners										
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
State	*	*	*	*	*	*	*	*	*	*
Low Income										
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
State	*	*	*	*	*	*	*	*	*	*
Homeless										
State	*	*	*	*	*	*	*	*	*	*
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	*	*	*	*	*	*	*	*	*	*
Military										
State	*	*	*	*	*	*	*	*	*	*

* 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)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	17.9%	23.8%	29.9%	25.5%	2.9%	23.2%	29.6%	26.8%	17.9%	2.5%
White										
State	10.6%	19.4%	32.8%	33.4%	3.9%	12.6%	25.8%	33.1%	25.5%	3.0%
Black										
State	32.5%	31.7%	24.3%	11.0%	0.6%	46.2%	34.7%	14.8%	4.1%	0.2%
Hispanic										
State	24.0%	29.1%	29.3%	16.5%	1.1%	30.6%	36.4%	23.4%	8.9%	0.6%
Asian										
State	5.9%	11.9%	26.4%	46.4%	9.4%	6.7%	13.9%	26.1%	39.2%	14.1%
Native Hawaiian/ Pacific Islander										
State	17.9%	20.5%	28.2%	31.6%	1.7%	22.2%	20.5%	31.6%	23.9%	1.7%
American Indian										
State	23.6%	24.7%	30.2%	20.0%	1.5%	25.4%	39.3%	22.1%	10.7%	2.6%
Two or More Races										
State	16.3%	22.0%	29.2%	28.7%	3.7%	21.9%	28.2%	26.8%	19.8%	3.4%
Students with Disabilities										
State	44.0%	27.4%	18.5%	9.5%	0.6%	46.5%	30.4%	15.0%	7.4%	0.7%
Male										
State	21.6%	25.8%	29.5%	21.4%	1.7%	23.9%	28.6%	25.9%	18.9%	2.8%
Female										
State	14.0%	21.6%	30.4%	29.9%	4.1%	22.5%	30.7%	27.6%	16.9%	2.2%
Non Binary										
State	0.0%	14.3%	42.9%	42.9%	0.0%	21.4%	21.4%	42.9%	14.3%	0.0%

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Academic Progress

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	53.7%	28.0%	13.5%	4.5%	0.2%	55.6%	30.2%	10.3%	3.6%	0.3%
Non-IEP										
State	12.0%	23.1%	32.6%	29.0%	3.3%	17.9%	29.5%	29.5%	20.3%	2.8%
English Learners										
State	41.0%	36.6%	18.9%	3.4%	0.0%	46.9%	39.1%	12.3%	1.7%	0.0%
Non-English Learners										
State	14.4%	21.8%	31.6%	28.9%	3.3%	19.6%	28.2%	28.9%	20.4%	2.9%
Low Income										
State	27.2%	30.3%	27.7%	14.0%	0.9%	35.6%	35.8%	20.8%	7.3%	0.5%
Non Low Income										
State	9.0%	17.6%	32.0%	36.5%	4.8%	11.4%	23.7%	32.4%	28.1%	4.4%
Homeless										
State	38.7%	30.8%	21.2%	8.9%	0.4%	48.4%	34.2%	13.8%	3.4%	0.2%
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	38.2%	28.8%	23.1%	9.3%	0.7%	46.1%	34.2%	15.6%	4.0%	0.0%
Military										
State	17.5%	25.1%	28.6%	26.9%	1.9%	21.0%	30.1%	28.9%	18.2%	1.8%

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IAR (cont)

Grade 6 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	*	*	*	*	*	*	*	*	*	*
White										
State	*	*	*	*	*	*	*	*	*	*
Black										
State	*	*	*	*	*	*	*	*	*	*
Hispanic										
State	*	*	*	*	*	*	*	*	*	*
Asian										
State	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander										
State	*	*	*	*	*	*	*	*	*	*
American Indian										
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
State	*	*	*	*	*	*	*	*	*	*
Students with Disabilities										
State	*	*	*	*	*	*	*	*	*	*
Male										
State	*	*	*	*	*	*	*	*	*	*
Female										
State	*	*	*	*	*	*	*	*	*	*
Non Binary										
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 6 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
State	*	*	*	*	*	*	*	*	*	*
English Learners										
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
State	*	*	*	*	*	*	*	*	*	*
Low Income										
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
State	*	*	*	*	*	*	*	*	*	*
Homeless										
State	*	*	*	*	*	*	*	*	*	*
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	*	*	*	*	*	*	*	*	*	*
Military										
State	*	*	*	*	*	*	*	*	*	*

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Academic Progress

IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	21.4%	20.9%	25.7%	24.6%	7.4%	14.1%	28.5%	31.7%	22.3%	3.5%
White										
State	12.4%	17.7%	28.1%	31.7%	10.0%	7.6%	21.9%	35.4%	30.8%	4.3%
Black										
State	37.8%	27.0%	21.3%	12.0%	1.9%	28.4%	41.0%	23.6%	6.6%	0.4%
Hispanic										
State	29.2%	24.9%	25.5%	17.4%	3.1%	18.3%	35.4%	31.9%	13.5%	1.0%
Asian										
State	6.8%	9.5%	20.3%	40.1%	23.3%	3.1%	10.3%	24.8%	43.6%	18.2%
Native Hawaiian/ Pacific Islander										
State	12.7%	20.7%	26.0%	33.3%	7.3%	9.5%	21.6%	37.8%	26.4%	4.7%
American Indian										
State	21.5%	19.6%	28.8%	21.8%	8.3%	13.9%	29.4%	33.9%	20.6%	2.3%
Two or More Races										
State	21.3%	19.6%	25.1%	25.2%	8.8%	15.1%	28.8%	28.6%	23.0%	4.6%
Students with Disabilities										
State	48.2%	22.9%	16.5%	10.1%	2.3%	34.2%	35.5%	19.3%	9.6%	1.4%
Male										
State	26.0%	22.8%	24.8%	21.3%	5.1%	15.0%	27.2%	30.4%	23.3%	4.2%
Female										
State	16.5%	18.9%	26.6%	28.2%	9.8%	13.1%	29.9%	33.0%	21.3%	2.7%
Non Binary										
State	5.6%	5.6%	38.9%	38.9%	11.1%	5.6%	11.1%	38.9%	44.4%	0.0%

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Academic Progress

IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	59.4%	23.0%	12.1%	4.7%	0.8%	42.9%	38.3%	13.9%	4.5%	0.5%
Non-IEP										
State	15.3%	20.5%	27.9%	27.8%	8.5%	9.5%	26.9%	34.5%	25.2%	3.9%
English Learners										
State	52.3%	29.4%	15.0%	3.2%	0.2%	31.4%	45.3%	20.4%	2.8%	0.1%
Non-English Learners										
State	17.1%	19.7%	27.2%	27.6%	8.4%	11.7%	26.2%	33.2%	25.0%	3.9%
Low Income										
State	31.8%	25.8%	24.3%	15.4%	2.7%	21.6%	37.4%	29.0%	11.2%	0.8%
Non Low Income										
State	11.5%	16.2%	27.0%	33.4%	11.8%	6.9%	20.0%	34.2%	32.9%	6.0%
Homeless										
State	44.5%	25.6%	18.7%	9.7%	1.5%	32.9%	39.9%	21.6%	5.5%	0.1%
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	39.4%	26.7%	20.1%	12.8%	0.9%	32.1%	39.4%	21.6%	6.3%	0.6%
Military										
State	21.3%	21.1%	26.0%	23.9%	7.8%	15.5%	29.3%	32.5%	20.6%	2.1%

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IAR (cont)

Grade 7 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	*	*	*	*	*	*	*	*	*	*
White										
State	*	*	*	*	*	*	*	*	*	*
Black										
State	*	*	*	*	*	*	*	*	*	*
Hispanic										
State	*	*	*	*	*	*	*	*	*	*
Asian										
State	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander										
State	*	*	*	*	*	*	*	*	*	*
American Indian										
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
State	*	*	*	*	*	*	*	*	*	*
Students with Disabilities										
State	*	*	*	*	*	*	*	*	*	*
Male										
State	*	*	*	*	*	*	*	*	*	*
Female										
State	*	*	*	*	*	*	*	*	*	*
Non Binary										
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 7 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
State	*	*	*	*	*	*	*	*	*	*
English Learners										
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
State	*	*	*	*	*	*	*	*	*	*
Low Income										
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
State	*	*	*	*	*	*	*	*	*	*
Homeless										
State	*	*	*	*	*	*	*	*	*	*
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	*	*	*	*	*	*	*	*	*	*
Military										
State	*	*	*	*	*	*	*	*	*	*

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Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	24.0%	20.6%	25.1%	25.9%	4.4%	29.2%	28.6%	19.1%	19.2%	3.9%
White										
State	15.8%	18.3%	27.4%	32.7%	5.9%	19.1%	26.0%	23.4%	26.8%	4.8%
Black										
State	39.7%	25.9%	20.8%	12.6%	1.1%	51.5%	31.9%	10.8%	5.5%	0.4%
Hispanic										
State	31.0%	23.4%	25.0%	18.7%	1.8%	36.3%	33.7%	17.5%	11.4%	1.1%
Asian										
State	8.0%	9.5%	19.9%	46.7%	15.9%	8.7%	15.1%	17.3%	38.0%	20.8%
Native Hawaiian/ Pacific Islander										
State	20.0%	16.4%	27.1%	30.7%	5.7%	24.3%	27.9%	17.9%	25.7%	4.3%
American Indian										
State	31.0%	22.2%	24.9%	21.0%	1.0%	35.2%	32.0%	20.3%	10.8%	1.7%
Two or More Races										
State	22.9%	20.0%	24.1%	27.7%	5.3%	29.6%	26.7%	18.5%	19.9%	5.3%
Students with Disabilities										
State	49.6%	22.6%	15.7%	10.7%	1.4%	52.0%	27.7%	10.6%	8.3%	1.5%
Male										
State	29.5%	22.7%	23.9%	21.2%	2.7%	30.3%	27.3%	18.7%	19.4%	4.3%
Female										
State	18.2%	18.5%	26.3%	30.7%	6.3%	28.1%	30.0%	19.5%	18.9%	3.4%
Non Binary										
State	19.2%	3.8%	19.2%	50.0%	7.7%	36.0%	8.0%	12.0%	36.0%	8.0%

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Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	61.3%	22.7%	11.2%	4.4%	0.4%	62.7%	27.3%	6.3%	3.2%	0.5%
Non-IEP										
State	18.3%	20.3%	27.2%	29.1%	5.0%	24.2%	28.8%	21.0%	21.6%	4.4%
English Learners										
State	53.5%	27.2%	15.3%	3.9%	0.1%	54.3%	34.9%	8.6%	2.1%	0.1%
Non-English Learners										
State	20.0%	19.8%	26.4%	28.8%	5.0%	25.9%	27.8%	20.5%	21.5%	4.4%
Low Income										
State	34.2%	24.5%	23.4%	16.3%	1.7%	41.5%	32.8%	15.2%	9.6%	1.0%
Non Low Income										
State	14.3%	17.0%	26.7%	34.9%	7.0%	17.7%	24.7%	22.8%	28.2%	6.6%
Homeless										
State	43.9%	25.3%	19.7%	10.2%	0.9%	52.4%	31.3%	10.8%	5.1%	0.5%
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	46.5%	24.2%	17.8%	10.4%	1.0%	56.8%	30.2%	8.4%	4.3%	0.3%
Military										
State	25.4%	22.4%	22.0%	27.3%	2.9%	27.9%	29.6%	22.9%	18.3%	1.3%

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IAR (cont)

Grade 8 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	*	*	*	*	*	*	*	*	*	*
White										
State	*	*	*	*	*	*	*	*	*	*
Black										
State	*	*	*	*	*	*	*	*	*	*
Hispanic										
State	*	*	*	*	*	*	*	*	*	*
Asian										
State	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander										
State	*	*	*	*	*	*	*	*	*	*
American Indian										
State	*	*	*	*	*	*	*	*	*	*
Two or More Races										
State	*	*	*	*	*	*	*	*	*	*
Students with Disabilities										
State	*	*	*	*	*	*	*	*	*	*
Male										
State	*	*	*	*	*	*	*	*	*	*
Female										
State	*	*	*	*	*	*	*	*	*	*
Non Binary										
State	*	*	*	*	*	*	*	*	*	*

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IAR (cont)

Grade 8 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	*	*	*	*	*	*	*	*	*	*
Non-IEP										
State	*	*	*	*	*	*	*	*	*	*
English Learners										
State	*	*	*	*	*	*	*	*	*	*
Non-English Learners										
State	*	*	*	*	*	*	*	*	*	*
Low Income										
State	*	*	*	*	*	*	*	*	*	*
Non Low Income										
State	*	*	*	*	*	*	*	*	*	*
Homeless										
State	*	*	*	*	*	*	*	*	*	*
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	*	*	*	*	*	*	*	*	*	*
Military										
State	*	*	*	*	*	*	*	*	*	*

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SAT

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)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	30.0%	39.1%	20.6%	10.3%	44.8%	25.2%	23.4%	6.5%
White								
State	19.5%	39.2%	27.3%	14.1%	33.1%	27.4%	31.4%	8.1%
Black								
State	53.0%	36.8%	8.4%	1.8%	71.6%	19.9%	7.7%	0.7%
Hispanic								
State	40.5%	42.8%	13.4%	3.2%	57.5%	26.0%	14.8%	1.6%
Asian								
State	10.9%	27.7%	28.8%	32.5%	15.0%	18.0%	36.9%	30.0%
Native Hawaiian/ Pacific Islander								
State	19.4%	33.3%	33.3%	13.9%	29.1%	23.0%	37.0%	10.9%
American Indian								
State	41.3%	37.9%	15.7%	5.1%	56.3%	23.9%	16.7%	3.1%
Two or More Races								
State	27.3%	37.2%	21.8%	13.6%	44.1%	22.7%	24.6%	8.7%
Students with Disabilities								
State	54.1%	27.2%	11.8%	6.8%	67.4%	16.3%	13.0%	3.4%
Male								
State	33.7%	37.6%	18.9%	9.8%	45.0%	23.7%	23.5%	7.8%
Female								
State	26.3%	40.7%	22.3%	10.8%	44.6%	26.8%	23.4%	5.1%
Non Binary								
State	27.3%	27.3%	9.1%	36.4%	36.4%	13.6%	31.8%	18.2%

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

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	72.3%	21.6%	4.3%	1.8%	84.5%	10.6%	4.2%	0.7%
Non-IEP								
State	24.4%	41.4%	22.7%	11.4%	39.6%	27.2%	26.0%	7.3%
English Learners								
State	79.2%	19.8%	0.9%	0.0%	85.4%	12.0%	2.4%	0.2%
Non-English Learners								
State	26.6%	40.5%	22.0%	11.0%	42.0%	26.2%	24.9%	6.9%
Low Income								
State	45.9%	40.4%	11.2%	2.5%	63.5%	23.4%	11.7%	1.4%
Non Low Income								
State	19.3%	38.3%	26.9%	15.6%	32.2%	26.5%	31.4%	10.0%
Homeless								
State	60.9%	32.5%	5.6%	1.0%	78.5%	15.8%	5.4%	0.2%
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	63.3%	32.1%	4.2%	0.4%	83.1%	13.5%	2.9%	0.4%
Military								
State	32.3%	39.2%	18.3%	10.2%	46.9%	27.0%	20.9%	5.2%

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SAT (cont)

Grade 11 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	*	*	*	*	*	*	*	*
White								
State	*	*	*	*	*	*	*	*
Black								
State	*	*	*	*	*	*	*	*
Hispanic								
State	*	*	*	*	*	*	*	*
Asian								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	*	*	*	*	*	*	*	*
American Indian								
State	*	*	*	*	*	*	*	*
Two or More Races								
State	*	*	*	*	*	*	*	*
Students with Disabilities								
State	*	*	*	*	*	*	*	*
Male								
State	*	*	*	*	*	*	*	*
Female								
State	*	*	*	*	*	*	*	*
Non Binary								
State	*	*	*	*	*	*	*	*

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

SAT (cont)

Grade 11 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	*	*	*	*	*	*	*	*
Non-IEP								
State	*	*	*	*	*	*	*	*
English Learners								
State	*	*	*	*	*	*	*	*
Non-English Learners								
State	*	*	*	*	*	*	*	*
Low Income								
State	*	*	*	*	*	*	*	*
Non Low Income								
State	*	*	*	*	*	*	*	*
Homeless								
State	*	*	*	*	*	*	*	*
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	*	*	*	*	*	*	*	*
Military								
State	*	*	*	*	*	*	*	*

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

DLM

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)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	68.8%	14.3%	16.7%	0.2%	73.5%	10.1%	12.1%	4.3%
White								
State	67.3%	13.4%	19.1%	0.2%	71.8%	9.5%	13.2%	5.4%
Black								
State	64.8%	17.0%	17.6%	0.6%	72.5%	11.8%	12.6%	3.1%
Hispanic								
State	70.0%	14.6%	15.4%	0.0%	72.7%	11.0%	11.5%	4.8%
Asian								
State	85.3%	9.5%	5.3%	0.0%	89.4%	4.3%	4.3%	2.1%
Native Hawaiian/ Pacific Islander								
State	*	*	*	*	*	*	*	*
American Indian								
State	60.0%	40.0%	0.0%	0.0%	80.0%	0.0%	20.0%	0.0%
Two or More Races								
State	72.2%	9.3%	18.5%	0.0%	74.1%	9.3%	14.8%	1.9%
Students with Disabilities								
State	68.8%	14.3%	16.7%	0.2%	73.5%	10.1%	12.1%	4.3%
Male								
State	69.7%	14.5%	15.6%	0.3%	72.4%	10.0%	12.4%	5.2%
Female								
State	66.7%	14.0%	19.3%	0.0%	75.8%	10.4%	11.6%	2.2%
Non Binary								
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	68.8%	14.3%	16.7%	0.2%	73.5%	10.1%	12.1%	4.3%
Non-IEP								
State	*	*	*	*	*	*	*	*
English Learners								
State	73.0%	13.2%	13.7%	0.0%	75.8%	9.4%	9.1%	5.7%
Non-English Learners								
State	67.1%	14.7%	17.9%	0.3%	72.6%	10.4%	13.3%	3.8%
Low Income								
State	66.3%	14.4%	19.0%	0.3%	70.4%	11.1%	14.1%	4.4%
Non Low Income								
State	72.6%	14.2%	13.2%	0.0%	78.3%	8.5%	9.1%	4.1%
Homeless								
State	84.0%	8.0%	8.0%	0.0%	80.8%	11.5%	3.8%	3.8%
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	53.1%	21.9%	25.0%	0.0%	71.0%	16.1%	9.7%	3.2%
Military								
State	88.9%	0.0%	11.1%	0.0%	77.8%	11.1%	0.0%	11.1%

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DLM (cont)

Grade 3 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	*	*	*	*	*	*	*	*
White								
State	*	*	*	*	*	*	*	*
Black								
State	*	*	*	*	*	*	*	*
Hispanic								
State	*	*	*	*	*	*	*	*
Asian								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	*	*	*	*	*	*	*	*
American Indian								
State	*	*	*	*	*	*	*	*
Two or More Races								
State	*	*	*	*	*	*	*	*
Students with Disabilities								
State	*	*	*	*	*	*	*	*
Male								
State	*	*	*	*	*	*	*	*
Female								
State	*	*	*	*	*	*	*	*
Non Binary								
State	*	*	*	*	*	*	*	*

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

DLM (cont)

Grade 3 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	*	*	*	*	*	*	*	*
Non-IEP								
State	*	*	*	*	*	*	*	*
English Learners								
State	*	*	*	*	*	*	*	*
Non-English Learners								
State	*	*	*	*	*	*	*	*
Low Income								
State	*	*	*	*	*	*	*	*
Non Low Income								
State	*	*	*	*	*	*	*	*
Homeless								
State	*	*	*	*	*	*	*	*
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	*	*	*	*	*	*	*	*
Military								
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	73.4%	17.4%	8.8%	0.3%	63.1%	12.8%	19.4%	4.6%
White								
State	72.4%	18.4%	8.9%	0.3%	62.5%	12.7%	19.7%	5.2%
Black								
State	70.4%	19.9%	9.4%	0.3%	61.0%	13.5%	20.8%	4.7%
Hispanic								
State	74.8%	16.6%	8.1%	0.5%	63.9%	14.4%	18.3%	3.4%
Asian								
State	77.6%	14.5%	7.9%	0.0%	61.3%	8.0%	24.0%	6.7%
Native Hawaiian/ Pacific Islander								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Two or More Races								
State	83.3%	5.0%	11.7%	0.0%	75.0%	8.3%	11.7%	5.0%
Students with Disabilities								
State	73.4%	17.4%	8.8%	0.3%	63.1%	12.8%	19.4%	4.6%
Male								
State	73.3%	17.5%	8.9%	0.3%	63.1%	11.5%	20.3%	5.1%
Female								
State	73.5%	17.4%	8.7%	0.4%	63.2%	15.6%	17.5%	3.6%
Non Binary								
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	73.4%	17.4%	8.8%	0.3%	63.1%	12.8%	19.4%	4.6%
Non-IEP								
State	*	*	*	*	*	*	*	*
English Learners								
State	77.0%	14.8%	7.8%	0.5%	65.9%	11.9%	19.4%	2.8%
Non-English Learners								
State	72.0%	18.5%	9.2%	0.3%	62.1%	13.2%	19.4%	5.3%
Low Income								
State	71.3%	19.1%	9.5%	0.2%	60.8%	14.9%	20.4%	3.9%
Non Low Income								
State	76.6%	15.0%	7.8%	0.5%	66.7%	9.6%	17.9%	5.8%
Homeless								
State	72.7%	15.2%	12.1%	0.0%	54.5%	24.2%	21.2%	0.0%
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	68.0%	24.0%	8.0%	0.0%	64.0%	8.0%	24.0%	4.0%
Military								
State	83.3%	8.3%	8.3%	0.0%	58.3%	8.3%	25.0%	8.3%

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DLM (cont)

Grade 4 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	*	*	*	*	*	*	*	*
White								
State	*	*	*	*	*	*	*	*
Black								
State	*	*	*	*	*	*	*	*
Hispanic								
State	*	*	*	*	*	*	*	*
Asian								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	*	*	*	*	*	*	*	*
American Indian								
State	*	*	*	*	*	*	*	*
Two or More Races								
State	*	*	*	*	*	*	*	*
Students with Disabilities								
State	*	*	*	*	*	*	*	*
Male								
State	*	*	*	*	*	*	*	*
Female								
State	*	*	*	*	*	*	*	*
Non Binary								
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 4 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	*	*	*	*	*	*	*	*
Non-IEP								
State	*	*	*	*	*	*	*	*
English Learners								
State	*	*	*	*	*	*	*	*
Non-English Learners								
State	*	*	*	*	*	*	*	*
Low Income								
State	*	*	*	*	*	*	*	*
Non Low Income								
State	*	*	*	*	*	*	*	*
Homeless								
State	*	*	*	*	*	*	*	*
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	*	*	*	*	*	*	*	*
Military								
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	63.9%	17.6%	16.1%	2.3%	58.7%	23.5%	11.6%	6.1%
White								
State	63.3%	15.3%	19.2%	2.3%	58.5%	23.7%	11.2%	6.5%
Black								
State	59.9%	21.2%	16.9%	2.0%	55.3%	25.0%	13.2%	6.6%
Hispanic								
State	66.3%	19.5%	11.3%	3.0%	61.8%	21.9%	10.4%	5.9%
Asian								
State	72.0%	13.4%	13.4%	1.2%	61.3%	23.8%	12.5%	2.5%
Native Hawaiian/ Pacific Islander								
State	0.0%	66.7%	33.3%	0.0%	66.7%	33.3%	0.0%	0.0%
American Indian								
State	85.7%	0.0%	14.3%	0.0%	57.1%	0.0%	14.3%	28.6%
Two or More Races								
State	64.7%	13.7%	19.6%	2.0%	54.0%	28.0%	14.0%	4.0%
Students with Disabilities								
State	63.9%	17.6%	16.1%	2.3%	58.7%	23.5%	11.6%	6.1%
Male								
State	62.5%	19.4%	16.0%	2.1%	58.2%	22.9%	11.9%	7.0%
Female								
State	67.1%	13.6%	16.3%	2.9%	60.0%	24.8%	10.8%	4.3%
Non Binary								
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	63.9%	17.6%	16.1%	2.3%	58.7%	23.5%	11.6%	6.1%
Non-IEP								
State	*	*	*	*	*	*	*	*
English Learners								
State	66.5%	20.2%	10.6%	2.7%	60.6%	23.6%	10.9%	4.9%
Non-English Learners								
State	63.0%	16.7%	18.1%	2.2%	58.1%	23.5%	11.8%	6.6%
Low Income								
State	62.3%	18.3%	16.7%	2.7%	58.1%	22.4%	13.1%	6.4%
Non Low Income								
State	66.6%	16.5%	15.2%	1.7%	59.8%	25.5%	9.1%	5.7%
Homeless								
State	51.1%	24.4%	22.2%	2.2%	51.1%	28.9%	8.9%	11.1%
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	70.6%	17.6%	11.8%	0.0%	70.6%	17.6%	11.8%	0.0%
Military								
State	77.8%	22.2%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%

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DLM (cont)

Grade 5 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	*	*	*	*	*	*	*	*
White								
State	*	*	*	*	*	*	*	*
Black								
State	*	*	*	*	*	*	*	*
Hispanic								
State	*	*	*	*	*	*	*	*
Asian								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	*	*	*	*	*	*	*	*
American Indian								
State	*	*	*	*	*	*	*	*
Two or More Races								
State	*	*	*	*	*	*	*	*
Students with Disabilities								
State	*	*	*	*	*	*	*	*
Male								
State	*	*	*	*	*	*	*	*
Female								
State	*	*	*	*	*	*	*	*
Non Binary								
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 5 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	*	*	*	*	*	*	*	*
Non-IEP								
State	*	*	*	*	*	*	*	*
English Learners								
State	*	*	*	*	*	*	*	*
Non-English Learners								
State	*	*	*	*	*	*	*	*
Low Income								
State	*	*	*	*	*	*	*	*
Non Low Income								
State	*	*	*	*	*	*	*	*
Homeless								
State	*	*	*	*	*	*	*	*
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	*	*	*	*	*	*	*	*
Military								
State	*	*	*	*	*	*	*	*

* 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)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	60.8%	25.1%	12.2%	1.9%	71.0%	18.7%	6.3%	4.1%
White								
State	60.7%	23.9%	12.6%	2.8%	71.8%	17.1%	6.7%	4.4%
Black								
State	53.6%	32.4%	13.1%	1.0%	70.7%	18.0%	7.3%	4.0%
Hispanic								
State	65.4%	21.7%	11.3%	1.6%	69.7%	21.4%	4.9%	4.1%
Asian								
State	70.3%	20.3%	9.4%	0.0%	75.0%	15.6%	4.7%	4.7%
Native Hawaiian/ Pacific Islander								
State	*	*	*	*	*	*	*	*
American Indian								
State	60.0%	0.0%	40.0%	0.0%	80.0%	20.0%	0.0%	0.0%
Two or More Races								
State	58.3%	29.2%	10.4%	2.1%	66.0%	25.5%	8.5%	0.0%
Students with Disabilities								
State	60.8%	25.1%	12.2%	1.9%	71.0%	18.7%	6.3%	4.1%
Male								
State	59.8%	25.6%	13.0%	1.6%	68.0%	19.5%	8.0%	4.5%
Female								
State	62.6%	24.1%	10.8%	2.5%	76.7%	17.1%	3.0%	3.2%
Non Binary								
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	60.8%	25.1%	12.2%	1.9%	71.0%	18.7%	6.3%	4.1%
Non-IEP								
State	*	*	*	*	*	*	*	*
English Learners								
State	65.8%	21.7%	11.5%	1.1%	70.5%	18.9%	5.9%	4.6%
Non-English Learners								
State	58.9%	26.4%	12.5%	2.2%	71.1%	18.6%	6.4%	3.9%
Low Income								
State	58.5%	27.3%	12.3%	1.8%	70.1%	18.5%	6.8%	4.6%
Non Low Income								
State	64.1%	21.8%	12.1%	2.0%	72.3%	18.9%	5.5%	3.3%
Homeless								
State	41.4%	37.9%	20.7%	0.0%	51.7%	31.0%	13.8%	3.4%
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	52.6%	31.6%	15.8%	0.0%	68.4%	21.1%	5.3%	5.3%
Military								
State	50.0%	30.0%	20.0%	0.0%	60.0%	40.0%	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.

DLM (cont)

Grade 6 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	*	*	*	*	*	*	*	*
White								
State	*	*	*	*	*	*	*	*
Black								
State	*	*	*	*	*	*	*	*
Hispanic								
State	*	*	*	*	*	*	*	*
Asian								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	*	*	*	*	*	*	*	*
American Indian								
State	*	*	*	*	*	*	*	*
Two or More Races								
State	*	*	*	*	*	*	*	*
Students with Disabilities								
State	*	*	*	*	*	*	*	*
Male								
State	*	*	*	*	*	*	*	*
Female								
State	*	*	*	*	*	*	*	*
Non Binary								
State	*	*	*	*	*	*	*	*

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

DLM (cont)

Grade 6 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	*	*	*	*	*	*	*	*
Non-IEP								
State	*	*	*	*	*	*	*	*
English Learners								
State	*	*	*	*	*	*	*	*
Non-English Learners								
State	*	*	*	*	*	*	*	*
Low Income								
State	*	*	*	*	*	*	*	*
Non Low Income								
State	*	*	*	*	*	*	*	*
Homeless								
State	*	*	*	*	*	*	*	*
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	*	*	*	*	*	*	*	*
Military								
State	*	*	*	*	*	*	*	*

* 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)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	53.0%	31.1%	14.2%	1.7%	78.1%	14.2%	5.4%	2.4%
White								
State	55.1%	29.9%	13.2%	1.8%	78.4%	14.3%	5.2%	2.1%
Black								
State	45.0%	37.2%	15.4%	2.3%	76.5%	12.8%	6.7%	4.0%
Hispanic								
State	54.8%	29.6%	14.4%	1.2%	78.2%	15.1%	4.8%	1.9%
Asian								
State	60.0%	25.3%	12.0%	2.7%	80.0%	13.3%	5.3%	1.3%
Native Hawaiian/ Pacific Islander								
State	*	*	*	*	*	*	*	*
American Indian								
State	60.0%	40.0%	0.0%	0.0%	80.0%	20.0%	0.0%	0.0%
Two or More Races								
State	51.1%	26.7%	22.2%	0.0%	81.8%	13.6%	4.5%	0.0%
Students with Disabilities								
State	53.0%	31.1%	14.2%	1.7%	78.1%	14.2%	5.4%	2.4%
Male								
State	52.6%	32.3%	13.5%	1.5%	77.1%	14.4%	6.0%	2.6%
Female								
State	53.7%	28.6%	15.6%	2.1%	80.3%	13.7%	4.1%	1.9%
Non Binary								
State	*	*	*	*	*	*	*	*

* 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)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	53.0%	31.1%	14.2%	1.7%	78.1%	14.2%	5.4%	2.4%
Non-IEP								
State	*	*	*	*	*	*	*	*
English Learners								
State	56.4%	29.4%	12.8%	1.4%	80.7%	13.9%	4.3%	1.1%
Non-English Learners								
State	51.8%	31.7%	14.7%	1.8%	77.2%	14.3%	5.7%	2.8%
Low Income								
State	51.4%	31.6%	15.4%	1.6%	77.5%	14.2%	5.3%	3.0%
Non Low Income								
State	55.6%	30.3%	12.2%	1.9%	79.2%	14.1%	5.4%	1.3%
Homeless								
State	33.3%	45.8%	20.8%	0.0%	62.5%	29.2%	8.3%	0.0%
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	60.0%	35.0%	5.0%	0.0%	84.2%	10.5%	5.3%	0.0%
Military								
State	62.5%	37.5%	0.0%	0.0%	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.

DLM (cont)

Grade 7 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	*	*	*	*	*	*	*	*
White								
State	*	*	*	*	*	*	*	*
Black								
State	*	*	*	*	*	*	*	*
Hispanic								
State	*	*	*	*	*	*	*	*
Asian								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	*	*	*	*	*	*	*	*
American Indian								
State	*	*	*	*	*	*	*	*
Two or More Races								
State	*	*	*	*	*	*	*	*
Students with Disabilities								
State	*	*	*	*	*	*	*	*
Male								
State	*	*	*	*	*	*	*	*
Female								
State	*	*	*	*	*	*	*	*
Non Binary								
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 7 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	*	*	*	*	*	*	*	*
Non-IEP								
State	*	*	*	*	*	*	*	*
English Learners								
State	*	*	*	*	*	*	*	*
Non-English Learners								
State	*	*	*	*	*	*	*	*
Low Income								
State	*	*	*	*	*	*	*	*
Non Low Income								
State	*	*	*	*	*	*	*	*
Homeless								
State	*	*	*	*	*	*	*	*
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	*	*	*	*	*	*	*	*
Military								
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	53.7%	30.6%	15.6%	0.1%	69.5%	24.7%	3.9%	1.9%
White								
State	53.2%	31.6%	15.2%	0.0%	70.1%	23.7%	4.1%	2.1%
Black								
State	50.6%	33.4%	16.0%	0.0%	68.2%	24.6%	5.2%	2.0%
Hispanic								
State	56.2%	27.9%	15.7%	0.2%	69.6%	26.6%	2.0%	1.8%
Asian								
State	62.1%	28.8%	9.1%	0.0%	71.6%	20.9%	6.0%	1.5%
Native Hawaiian/ Pacific Islander								
State	*	*	*	*	*	*	*	*
American Indian								
State	50.0%	50.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Two or More Races								
State	48.7%	23.1%	28.2%	0.0%	66.7%	28.2%	5.1%	0.0%
Students with Disabilities								
State	53.7%	30.6%	15.6%	0.1%	69.5%	24.7%	3.9%	1.9%
Male								
State	53.5%	31.3%	15.1%	0.1%	68.3%	25.7%	4.3%	1.7%
Female								
State	54.2%	29.2%	16.5%	0.0%	71.7%	22.8%	3.2%	2.2%
Non Binary								
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	53.7%	30.6%	15.6%	0.1%	69.5%	24.7%	3.9%	1.9%
Non-IEP								
State	*	*	*	*	*	*	*	*
English Learners								
State	56.5%	28.1%	15.4%	0.0%	68.6%	27.2%	3.2%	1.1%
Non-English Learners								
State	52.8%	31.4%	15.7%	0.1%	69.8%	23.9%	4.2%	2.2%
Low Income								
State	50.8%	32.0%	17.2%	0.0%	67.1%	26.8%	4.1%	1.9%
Non Low Income								
State	57.8%	28.6%	13.4%	0.2%	72.6%	21.9%	3.6%	1.9%
Homeless								
State	29.4%	47.1%	23.5%	0.0%	55.9%	41.2%	2.9%	0.0%
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	52.4%	23.8%	23.8%	0.0%	80.0%	10.0%	10.0%	0.0%
Military								
State	16.7%	66.7%	16.7%	0.0%	33.3%	66.7%	0.0%	0.0%

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DLM (cont)

Grade 8 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	*	*	*	*	*	*	*	*
White								
State	*	*	*	*	*	*	*	*
Black								
State	*	*	*	*	*	*	*	*
Hispanic								
State	*	*	*	*	*	*	*	*
Asian								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	*	*	*	*	*	*	*	*
American Indian								
State	*	*	*	*	*	*	*	*
Two or More Races								
State	*	*	*	*	*	*	*	*
Students with Disabilities								
State	*	*	*	*	*	*	*	*
Male								
State	*	*	*	*	*	*	*	*
Female								
State	*	*	*	*	*	*	*	*
Non Binary								
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 8 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	*	*	*	*	*	*	*	*
Non-IEP								
State	*	*	*	*	*	*	*	*
English Learners								
State	*	*	*	*	*	*	*	*
Non-English Learners								
State	*	*	*	*	*	*	*	*
Low Income								
State	*	*	*	*	*	*	*	*
Non Low Income								
State	*	*	*	*	*	*	*	*
Homeless								
State	*	*	*	*	*	*	*	*
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	*	*	*	*	*	*	*	*
Military								
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	40.8%	38.9%	17.7%	2.6%	59.3%	21.2%	19.3%	0.3%
White								
State	39.1%	37.9%	20.1%	2.8%	58.6%	19.8%	21.2%	0.3%
Black								
State	39.0%	42.6%	16.2%	2.2%	58.0%	24.5%	17.6%	0.0%
Hispanic								
State	44.3%	37.3%	15.9%	2.5%	60.9%	21.1%	17.8%	0.3%
Asian								
State	47.4%	41.1%	10.5%	1.1%	66.0%	17.0%	17.0%	0.0%
Native Hawaiian/ Pacific Islander								
State	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
American Indian								
State	57.1%	28.6%	0.0%	14.3%	57.1%	14.3%	28.6%	0.0%
Two or More Races								
State	31.6%	34.2%	28.9%	5.3%	52.6%	26.3%	18.4%	2.6%
Students with Disabilities								
State	40.8%	38.9%	17.7%	2.6%	59.3%	21.2%	19.3%	0.3%
Male								
State	41.3%	40.0%	16.1%	2.5%	58.4%	21.3%	19.9%	0.4%
Female								
State	39.8%	36.9%	20.6%	2.8%	61.0%	20.9%	18.1%	0.0%
Non Binary								
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	40.8%	38.9%	17.7%	2.6%	59.3%	21.2%	19.3%	0.3%
Non-IEP								
State	*	*	*	*	*	*	*	*
English Learners								
State	42.1%	42.1%	14.2%	1.7%	59.0%	22.0%	18.7%	0.3%
Non-English Learners								
State	40.5%	38.2%	18.5%	2.8%	59.4%	21.0%	19.4%	0.2%
Low Income								
State	41.3%	40.2%	16.5%	2.0%	59.4%	23.1%	17.4%	0.1%
Non Low Income								
State	40.2%	37.5%	19.0%	3.3%	59.2%	18.9%	21.4%	0.4%
Homeless								
State	30.6%	44.4%	22.2%	2.8%	38.9%	27.8%	33.3%	0.0%
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	25.0%	58.3%	16.7%	0.0%	47.8%	39.1%	13.0%	0.0%
Military								
State	33.3%	42.9%	23.8%	0.0%	66.7%	23.8%	9.5%	0.0%

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DLM (cont)

Grade 11 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	*	*	*	*	*	*	*	*
White								
State	*	*	*	*	*	*	*	*
Black								
State	*	*	*	*	*	*	*	*
Hispanic								
State	*	*	*	*	*	*	*	*
Asian								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	*	*	*	*	*	*	*	*
American Indian								
State	*	*	*	*	*	*	*	*
Two or More Races								
State	*	*	*	*	*	*	*	*
Students with Disabilities								
State	*	*	*	*	*	*	*	*
Male								
State	*	*	*	*	*	*	*	*
Female								
State	*	*	*	*	*	*	*	*
Non Binary								
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 11 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	*	*	*	*	*	*	*	*
Non-IEP								
State	*	*	*	*	*	*	*	*
English Learners								
State	*	*	*	*	*	*	*	*
Non-English Learners								
State	*	*	*	*	*	*	*	*
Low Income								
State	*	*	*	*	*	*	*	*
Non Low Income								
State	*	*	*	*	*	*	*	*
Homeless								
State	*	*	*	*	*	*	*	*
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	*	*	*	*	*	*	*	*
Military								
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
State	77.9%	17.5%	4.5%	0.1%
White				
State	77.7%	16.6%	5.7%	0.0%
Black				
State	74.8%	21.0%	4.2%	0.0%
Hispanic				
State	78.9%	17.9%	3.0%	0.3%
Asian				
State	86.1%	11.4%	2.5%	0.0%
Native Hawaiian/ Pacific Islander				
State	66.7%	33.3%	0.0%	0.0%
American Indian				
State	85.7%	0.0%	14.3%	0.0%
Two or More Races				
State	77.3%	15.9%	6.8%	0.0%
Students with Disabilities				
State	77.9%	17.5%	4.5%	0.1%
Male				
State	77.5%	17.6%	4.9%	0.0%
Female				
State	78.7%	17.5%	3.6%	0.2%
Non Binary				
State	*	*	*	*

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Academic Progress

DLM (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
Students with IEPs				
State	77.9%	17.5%	4.5%	0.1%
Non-IEP				
State	*	*	*	*
English Learners				
State	83.5%	14.5%	1.7%	0.3%
Non-English Learners				
State	75.9%	18.6%	5.5%	0.0%
Low Income				
State	74.7%	20.3%	5.0%	0.0%
Non Low Income				
State	83.2%	12.9%	3.6%	0.2%
Homeless				
State	70.5%	18.2%	11.4%	0.0%
Migrant				
State	*	*	*	*
Youth In Care				
State	81.3%	12.5%	6.3%	0.0%
Military				
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.

DLM (cont)

Grade 5 - Accountability Proficiency

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

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

DLM (cont)

Grade 5 - Accountability Proficiency

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

* 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)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
State	69.2%	17.4%	12.5%	0.9%
White				
State	68.2%	16.2%	14.3%	1.3%
Black				
State	68.2%	17.3%	13.6%	0.9%
Hispanic				
State	71.3%	18.1%	10.1%	0.5%
Asian				
State	74.6%	17.5%	6.3%	1.6%
Native Hawaiian/ Pacific Islander				
State	*	*	*	*
American Indian				
State	50.0%	50.0%	0.0%	0.0%
Two or More Races				
State	59.5%	24.3%	16.2%	0.0%
Students with Disabilities				
State	69.2%	17.4%	12.5%	0.9%
Male				
State	68.8%	17.0%	13.4%	0.9%
Female				
State	70.0%	18.1%	10.8%	1.1%
Non Binary				
State	*	*	*	*

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Academic Progress

DLM (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Students with IEPs				
State	69.2%	17.4%	12.5%	0.9%
Non-IEP				
State	*	*	*	*
English Learners				
State	71.3%	18.5%	9.6%	0.6%
Non-English Learners				
State	68.4%	17.0%	13.5%	1.1%
Low Income				
State	66.5%	18.3%	14.3%	0.9%
Non Low Income				
State	72.8%	16.0%	10.1%	1.0%
Homeless				
State	50.0%	38.2%	11.8%	0.0%
Migrant				
State	*	*	*	*
Youth In Care				
State	75.0%	12.5%	6.3%	6.3%
Military				
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.

DLM (cont)

Grade 8 - Accountability Proficiency

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

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

DLM (cont)

Grade 8 - Accountability Proficiency

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

* 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)

Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
State	66.7%	25.7%	6.8%	0.8%
White				
State	63.6%	27.9%	7.7%	0.8%
Black				
State	67.8%	25.2%	5.2%	1.7%
Hispanic				
State	68.1%	24.9%	6.7%	0.3%
Asian				
State	80.5%	16.1%	3.4%	0.0%
Native Hawaiian/ Pacific Islander				
State	100.0%	0.0%	0.0%	0.0%
American Indian				
State	83.3%	0.0%	16.7%	0.0%
Two or More Races				
State	59.5%	27.0%	13.5%	0.0%
Students with Disabilities				
State	66.7%	25.7%	6.8%	0.8%
Male				
State	66.2%	25.5%	7.2%	1.0%
Female				
State	67.7%	25.9%	6.0%	0.4%
Non Binary				
State	*	*	*	*

* 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)

Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
Students with IEPs				
State	66.7%	25.7%	6.8%	0.8%
Non-IEP				
State	*	*	*	*
English Learners				
State	70.5%	22.5%	6.6%	0.4%
Non-English Learners				
State	65.8%	26.4%	6.8%	0.9%
Low Income				
State	65.9%	27.1%	6.1%	1.0%
Non Low Income				
State	67.7%	24.0%	7.7%	0.6%
Homeless				
State	55.9%	29.4%	11.8%	2.9%
Migrant				
State	*	*	*	*
Youth In Care				
State	65.2%	30.4%	4.3%	0.0%
Military				
State	76.2%	19.0%	4.8%	0.0%

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

DLM (cont)

Grade 11 - Accountability Proficiency

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

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

DLM (cont)

Grade 11 - Accountability Proficiency

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

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ISA

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)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
State	15.1%	34.2%	36.6%	14.1%
White				
State	7.2%	27.8%	44.8%	20.2%
Black				
State	32.4%	44.0%	20.7%	2.9%
Hispanic				
State	20.5%	42.5%	30.8%	6.2%
Asian				
State	5.0%	19.2%	43.3%	32.4%
Native Hawaiian/ Pacific Islander				
State	14.1%	34.1%	37.8%	14.1%
American Indian				
State	20.8%	37.7%	31.3%	10.2%
Two or More Races				
State	12.4%	32.4%	38.3%	16.9%
Students with Disabilities				
State	33.5%	37.0%	22.4%	7.1%
Male				
State	16.2%	33.0%	36.0%	14.9%
Female				
State	14.0%	35.5%	37.3%	13.2%

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

ISA (cont)

Grade 5

	Level 1	Level 2	Level 3	Level 4
Science				
Students with IEPs				
State	40.5%	38.1%	17.1%	4.3%
Non-IEP				
State	11.0%	33.6%	39.8%	15.7%
English Learners				
State	29.1%	49.6%	20.0%	1.3%
Non-English Learners				
State	12.3%	31.1%	39.9%	16.6%
Low Income				
State	23.9%	42.8%	28.1%	5.2%
Non Low Income				
State	6.9%	26.3%	44.5%	22.3%
Homeless				
State	35.9%	42.0%	19.7%	2.5%
Migrant				
State	*	*	*	*
Youth In Care				
State	29.6%	41.0%	26.4%	3.0%
Military				
State	10.9%	30.8%	40.6%	17.7%

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

ISA (cont)

Grade 5 - Accountability Proficiency

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

Grade 5 - Accountability Proficiency

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

* 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)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
State	17.3%	31.8%	35.6%	15.3%
White				
State	9.7%	25.6%	42.9%	21.8%
Black				
State	33.3%	41.9%	21.3%	3.6%
Hispanic				
State	22.6%	39.0%	31.4%	6.9%
Asian				
State	5.3%	15.8%	40.2%	38.7%
Native Hawaiian/ Pacific Islander				
State	13.6%	29.3%	35.7%	21.4%
American Indian				
State	22.6%	37.1%	31.1%	9.2%
Two or More Races				
State	16.0%	30.6%	35.3%	18.2%
Students with Disabilities				
State	35.5%	35.9%	21.1%	7.5%
Male				
State	18.9%	30.1%	34.7%	16.3%
Female				
State	15.6%	33.5%	36.6%	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

ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Students with IEPs				
State	44.5%	38.4%	14.1%	3.0%
Non-IEP				
State	13.3%	30.8%	38.8%	17.1%
English Learners				
State	39.7%	46.8%	13.1%	0.5%
Non-English Learners				
State	14.2%	29.7%	38.7%	17.3%
Low Income				
State	25.9%	39.5%	28.5%	6.1%
Non Low Income				
State	9.4%	24.8%	42.1%	23.7%
Homeless				
State	36.0%	39.8%	20.6%	3.6%
Migrant				
State	*	*	*	*
Youth In Care				
State	36.5%	39.9%	20.1%	3.5%
Military				
State	16.9%	29.7%	38.6%	14.9%

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

ISA (cont)

Grade 8 - Accountability Proficiency

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

Grade 8 - Accountability Proficiency

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

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

Proficiency

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	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	29.9% *	25.5% *	34.7% *	50.5% *	39.4% *	12.1% *	18.4% *	58.6% *	38.7% *	23.5% *	33.6% *	12.9% *
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	7.0% *	6.9% *	15.9% *	9.3% *	10.2% *	11.0% *	31.1% *					

Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	25.8% *	27.3% *	24.3% *	37.2% *	35.6% *	6.8% *	13.5% *	60.2% *	33.4% *	19.1% *	28.5% *	12.2% *
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	7.2% *	6.8% *	11.4% *	5.6% *	7.3% *	6.7% *	26.1% *					

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

Proficiency (cont)

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	50.0% *	50.0% *	50.0% *	75.0% *	63.0% *	23.0% *	37.0% *	76.0% *	56.0% *	41.0% *	54.0% *	28.0% *
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	17.0% *	16.0% *	33.0% *	22.0% *	19.0% *	24.0% *	54.0% *					

ELA - All Tests - Accountability Proficiency

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

Mathematics - All Tests - Accountability Proficiency

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

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

Proficiency (cont)

Science - All Tests - Accountability Proficiency

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

* 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

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	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	50.0% 23,717,338	48.1% 11,693,654	52.0% 12,021,349	57.0% 2,335	51.2% 13,262,181	44.9% 2,826,582	48.0% 5,143,887	58.7% 1,428,782	51.2% 23,226	48.6% 45,870	49.9% 986,810	42.5% 3,707,063
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	40.2% 2,664,600	45.0% 2,435,298	46.5% 9,507,314	44.3% 347,058	45.1% 4,018	43.1% 117,964	49.2% 175,889					

Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	50.0% 23,403,002	49.7% 11,949,676	50.1% 11,451,373	50.1% 1,953	50.8% 13,062,419	44.1% 2,704,988	49.2% 5,196,730	58.2% 1,401,896	53.7% 23,742	50.2% 46,477	49.5% 966,750	42.8% 3,669,151
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	40.2% 2,619,125	46.4% 2,468,626	46.9% 9,433,658	43.3% 331,759	44.9% 3,997	42.8% 115,342	49.2% 174,269					

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

Participation Rate

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 - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	98.0% *	97.8% *	98.1% *	96.9% *	98.4% *	96.7% *	97.9% *	99.0% *	98.3% *	97.1% *	96.6% *	96.5% *
	Students with IEPs	English Learners	Low Income									
State	96.2% *	98.1% *	97.6% *									

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	97.7% *	97.6% *	97.9% *	95.9% *	98.3% *	96.3% *	97.7% *	98.8% *	97.9% *	96.8% *	96.3% *	96.0% *
	Students with IEPs	English Learners	Low Income									
State	95.7% *	97.9% *	97.3% *									

* 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)

Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	98.0% *	97.9% *	98.0% *	94.7% *	98.5% *	96.6% *	97.6% *	99.1% *	98.2% *	96.7% *	97.7% *	96.9% *
	Students with IEPs	English Learners	Low Income									
State	97.0% *	98.0% *	97.4% *									

* 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)

ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	2.0% *	2.2% *	1.9% *	3.1% *	1.6% *	3.3% *	2.1% *	1.0% *	1.7% *	2.9% *	3.4% *	3.5% *
	Students with IEPs	English Learners	Low Income									
State	3.8% *	1.9% *	2.4% *									

Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	2.3% *	2.4% *	2.1% *	4.1% *	1.7% *	3.7% *	2.3% *	1.2% *	2.1% *	3.2% *	3.7% *	4.0% *
	Students with IEPs	English Learners	Low Income									
State	4.3% *	2.1% *	2.7% *									

* 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)

Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	2.0% *	2.1% *	2.0% *	5.3% *	1.5% *	3.4% *	2.4% *	0.9% *	1.8% *	3.3% *	2.3% *	3.1% *
	Students with IEPs	English Learners	Low Income									
State	3.0% *	2.0% *	2.6% *									

* 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%	2.9%	4.3%	0.4%	0.0%	0.0%	0.6%
	Students with IEPs	45.4%	19.3%	28.0%	2.8%	0.1%	0.3%	4.2%

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
State	All Students	1.6%	0.0%	0.0%	2.1%	0.9%	0.1%	0.7%
	Students with IEPs	10.5%	0.2%	0.0%	13.5%	5.7%	0.8%	4.8%

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
State	All Students	0.2%	0.0%	2.1%	5.0%	2.4%	0.0%	0.0%
	Students with IEPs	1.0%	0.3%	13.8%	33.1%	15.8%	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
All				
State	*	*	*	*
White				
State	57.9%	24.9%	11.0%	6.2%
Black				
State	45.3%	29.9%	16.6%	8.1%
Hispanic				
State	54.4%	26.9%	13.7%	4.9%
Asian				
State	53.1%	19.2%	20.7%	7.0%
Native Hawaiian/ Pacific Islander				
State	49.3%	22.9%	17.6%	10.2%
American Indian				
State	51.6%	27.3%	14.9%	6.1%
Two or More Races				
State	54.9%	23.8%	13.8%	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
Autism				
State	29.0%	21.9%	33.2%	16.0%
Emotional Disability				
State	36.1%	20.9%	13.7%	29.3%
Intellectual Disability				
State	3.4%	29.9%	49.9%	16.8%
Other Health Impairment				
State	57.6%	28.2%	9.3%	5.0%
Specific Learning Disability				
State	54.3%	38.7%	6.0%	1.0%
Speech or Language Impairment				
State	97.8%	1.5%	0.6%	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
All					
State	*	*	*	*	*
White					
State	46.3%	22.3%	22.2%	0.3%	8.8%
Black					
State	50.1%	14.1%	32.7%	0.2%	2.9%
Hispanic					
State	59.6%	8.0%	28.6%	0.2%	3.6%
Asian					
State	51.1%	9.7%	33.6%	0.0%	5.6%
Native Hawaiian/ Pacific Islander					
State	46.2%	23.1%	15.4%	0.0%	15.4%
American Indian					
State	62.7%	7.8%	27.5%	0.0%	2.0%
Two or More Races					
State	49.2%	19.4%	25.9%	0.0%	5.5%

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