

Illinois

State Superintendent

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2023 - 2024

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 2024 Report Card Metrics](#) and the [2024 Glossary of Terms](#).

State Snapshot

8th Graders Passing Algebra I : *

Graduation Rate : 87.7%

Chronic Absenteeism : 26.3%

Average Teacher Salary : \$75,978

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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	29.1%	19.0%	21.2%	28.1%	2.5%	18.3%	20.9%	27.0%	27.1%	6.7%
Female										
State	26.7%	18.2%	21.2%	30.7%	3.3%	18.6%	22.6%	27.5%	25.7%	5.5%
Male										
State	31.4%	19.8%	21.2%	25.7%	1.8%	17.9%	19.3%	26.6%	28.4%	7.8%
Non Binary										
State	13.3%	6.7%	20.0%	53.3%	6.7%	25.0%	12.5%	6.3%	43.8%	12.5%
American Indian										
State	29.2%	24.8%	23.0%	20.6%	2.4%	20.9%	22.4%	26.5%	25.1%	5.0%
Asian										
State	12.8%	12.2%	20.2%	46.3%	8.4%	5.6%	10.5%	21.2%	41.8%	20.8%
Black										
State	46.6%	21.4%	17.1%	14.2%	0.7%	36.0%	27.3%	23.3%	12.1%	1.3%
Hispanic										
State	41.2%	21.2%	18.7%	17.9%	1.0%	25.6%	27.1%	27.2%	17.8%	2.4%
MENA										
State	28.6%	3.6%	21.4%	35.7%	10.7%	10.7%	25.0%	14.3%	42.9%	7.1%
Native Hawaiian/ Pacific Islander										
State	20.0%	22.9%	25.7%	29.5%	1.9%	9.5%	24.8%	26.7%	30.5%	8.6%
Two or More Races										
State	26.2%	17.8%	21.4%	30.9%	3.6%	17.2%	20.9%	25.5%	28.4%	8.1%
White										
State	17.8%	17.8%	24.3%	36.8%	3.3%	9.2%	16.2%	29.2%	36.2%	9.3%

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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 Disabilities										
State	50.7%	20.5%	15.2%	12.8%	0.8%	36.0%	24.3%	21.5%	15.0%	3.2%
English Learners										
State	48.0%	21.5%	17.1%	13.0%	0.4%	28.1%	27.7%	26.7%	15.9%	1.5%
Homeless										
State	61.9%	16.8%	12.5%	8.5%	0.4%	45.9%	25.2%	18.5%	9.7%	0.7%
Students with IEPs										
State	56.6%	20.4%	13.1%	9.4%	0.5%	40.9%	25.0%	19.8%	12.0%	2.3%
Low Income										
State	41.4%	22.0%	18.8%	16.9%	0.9%	27.7%	26.7%	26.6%	16.8%	2.2%
Migrant										
State	64.3%	25.0%	10.7%	0.0%	0.0%	50.0%	25.0%	21.4%	3.6%	0.0%
Military										
State	22.3%	21.5%	24.0%	30.4%	1.8%	13.1%	20.4%	28.9%	31.5%	6.2%
Non-English Learners										
State	24.1%	18.4%	22.3%	32.1%	3.1%	15.7%	19.1%	27.1%	30.0%	8.0%
Non-IEP										
State	24.0%	18.8%	22.7%	31.6%	2.9%	14.1%	20.2%	28.4%	29.9%	7.5%
Non Low Income										
State	15.4%	15.7%	23.9%	40.6%	4.4%	7.7%	14.4%	27.5%	38.6%	11.7%
Youth In Care										
State	48.7%	21.8%	15.6%	13.3%	0.5%	35.6%	28.0%	23.3%	12.0%	1.1%

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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	20.6%	17.7%	23.9%	31.3%	6.5%	16.5%	27.3%	27.8%	25.4%	3.0%
Female										
State	18.1%	17.0%	24.1%	32.9%	7.9%	16.9%	29.3%	28.6%	22.9%	2.4%
Male										
State	23.0%	18.4%	23.7%	29.8%	5.1%	16.2%	25.3%	27.0%	27.8%	3.7%
Non Binary										
State	10.0%	15.0%	10.0%	60.0%	5.0%	15.0%	25.0%	40.0%	20.0%	0.0%
American Indian										
State	32.5%	20.7%	24.5%	19.8%	2.5%	21.1%	33.9%	24.8%	18.3%	1.9%
Asian										
State	9.0%	9.3%	19.1%	45.7%	16.9%	4.6%	12.9%	24.8%	45.6%	12.1%
Black										
State	35.4%	23.8%	22.8%	16.4%	1.6%	33.5%	37.1%	20.6%	8.3%	0.5%
Hispanic										
State	29.9%	22.0%	23.7%	21.6%	2.8%	23.8%	35.1%	26.3%	13.8%	0.9%
MENA										
State	17.6%	23.5%	29.4%	23.5%	5.9%	17.6%	41.2%	11.8%	23.5%	5.9%
Native Hawaiian/ Pacific Islander										
State	20.2%	15.4%	26.0%	29.8%	8.7%	17.3%	26.9%	26.0%	26.9%	2.9%
Two or More Races										
State	18.6%	16.7%	22.5%	33.7%	8.4%	14.7%	26.3%	27.0%	28.2%	3.9%
White										
State	11.4%	14.2%	25.1%	40.5%	8.9%	7.8%	21.0%	31.7%	35.6%	4.0%

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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 Disabilities										
State	42.6%	22.2%	17.8%	15.1%	2.3%	34.5%	31.9%	19.5%	12.8%	1.3%
English Learners										
State	37.6%	24.2%	22.6%	14.8%	0.8%	27.4%	36.6%	25.2%	10.5%	0.3%
Homeless										
State	52.3%	20.5%	16.1%	10.1%	1.0%	43.3%	34.2%	15.9%	6.3%	0.2%
Students with IEPs										
State	50.1%	23.2%	15.4%	10.2%	1.2%	40.5%	33.2%	16.6%	8.9%	0.7%
Low Income										
State	30.7%	22.4%	24.2%	20.5%	2.2%	25.4%	35.3%	25.6%	13.0%	0.7%
Migrant										
State	53.1%	15.6%	21.9%	9.4%	0.0%	25.0%	37.5%	28.1%	9.4%	0.0%
Military										
State	15.5%	14.7%	24.9%	37.1%	7.8%	11.5%	25.1%	31.3%	29.6%	2.5%
Non-English Learners										
State	16.6%	16.2%	24.2%	35.2%	7.8%	14.0%	25.1%	28.4%	28.9%	3.7%
Non-IEP										
State	15.1%	16.7%	25.5%	35.3%	7.4%	12.0%	26.2%	29.9%	28.5%	3.5%
Non Low Income										
State	9.6%	12.6%	23.5%	43.2%	11.2%	6.8%	18.5%	30.2%	38.9%	5.6%
Youth In Care										
State	41.7%	26.4%	19.7%	11.6%	0.6%	36.4%	38.8%	17.3%	7.4%	0.1%

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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	16.6%	19.9%	24.3%	35.5%	3.6%	16.0%	31.4%	25.7%	22.0%	4.8%
Female										
State	14.2%	18.2%	24.1%	38.7%	4.9%	14.8%	33.2%	27.3%	21.0%	3.7%
Male										
State	19.0%	21.6%	24.6%	32.5%	2.4%	17.1%	29.8%	24.3%	23.0%	5.9%
Non Binary										
State	14.3%	7.1%	21.4%	46.4%	10.7%	7.4%	29.6%	33.3%	22.2%	7.4%
American Indian										
State	18.4%	22.3%	25.2%	31.1%	3.0%	19.0%	35.3%	19.9%	19.6%	6.2%
Asian										
State	7.0%	8.7%	17.2%	55.6%	11.5%	4.4%	13.9%	21.1%	40.4%	20.1%
Black										
State	28.7%	28.8%	23.5%	18.2%	0.8%	31.5%	42.1%	18.7%	7.0%	0.7%
Hispanic										
State	24.8%	24.5%	24.9%	24.4%	1.4%	21.9%	39.7%	24.5%	12.5%	1.4%
MENA										
State	15.4%	30.8%	23.1%	30.8%	0.0%	15.4%	23.1%	30.8%	23.1%	7.7%
Native Hawaiian/ Pacific Islander										
State	14.2%	12.3%	18.9%	50.9%	3.8%	12.3%	28.3%	23.6%	27.4%	8.5%
Two or More Races										
State	14.9%	19.3%	23.0%	38.1%	4.7%	15.6%	29.4%	25.2%	23.6%	6.2%
White										
State	8.8%	15.5%	25.3%	45.5%	4.9%	8.4%	25.1%	29.7%	30.5%	6.3%

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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 Disabilities										
State	38.4%	26.6%	18.1%	15.6%	1.2%	32.6%	37.0%	17.8%	10.6%	2.0%
English Learners										
State	38.8%	30.4%	21.4%	9.3%	0.1%	29.8%	45.6%	19.3%	5.2%	0.2%
Homeless										
State	45.2%	23.9%	18.8%	11.6%	0.4%	41.7%	38.0%	15.0%	5.0%	0.3%
Students with IEPs										
State	47.1%	28.4%	14.9%	9.1%	0.5%	39.0%	38.8%	14.8%	6.4%	1.0%
Low Income										
State	25.1%	25.9%	24.9%	22.9%	1.1%	24.3%	40.0%	23.0%	11.5%	1.2%
Migrant										
State	60.0%	8.0%	28.0%	4.0%	0.0%	26.9%	53.8%	15.4%	3.8%	0.0%
Military										
State	12.1%	18.5%	25.5%	39.7%	4.2%	12.0%	29.9%	28.0%	25.1%	5.1%
Non-English Learners										
State	12.4%	17.9%	24.9%	40.5%	4.3%	13.4%	28.8%	27.0%	25.2%	5.7%
Non-IEP										
State	11.1%	18.3%	26.1%	40.3%	4.2%	11.8%	30.1%	27.7%	24.8%	5.5%
Non Low Income										
State	7.4%	13.3%	23.7%	49.3%	6.4%	6.9%	22.1%	28.8%	33.4%	8.8%
Youth In Care										
State	34.1%	26.5%	21.5%	17.4%	0.4%	35.8%	42.7%	14.6%	6.9%	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
All										
State	12.1%	16.2%	25.0%	40.0%	6.7%	17.4%	29.4%	28.4%	21.4%	3.4%
Female										
State	9.7%	14.3%	23.9%	43.8%	8.3%	16.2%	31.2%	29.7%	20.0%	2.9%
Male										
State	14.5%	18.1%	26.0%	36.3%	5.1%	18.5%	27.6%	27.2%	22.8%	3.9%
Non Binary										
State	0.0%	21.9%	15.6%	46.9%	15.6%	9.4%	31.3%	21.9%	37.5%	0.0%
American Indian										
State	13.2%	20.1%	26.4%	36.1%	4.2%	20.1%	37.2%	24.3%	15.3%	3.1%
Asian										
State	4.4%	6.5%	15.3%	54.8%	19.0%	4.7%	13.1%	23.7%	41.3%	17.1%
Black										
State	22.1%	24.9%	27.2%	24.0%	1.8%	34.2%	39.0%	19.9%	6.4%	0.4%
Hispanic										
State	18.0%	21.0%	27.5%	30.6%	2.9%	24.1%	37.2%	26.1%	11.7%	0.9%
MENA										
State	16.7%	8.3%	25.0%	50.0%	0.0%	16.7%	8.3%	50.0%	25.0%	0.0%
Native Hawaiian/ Pacific Islander										
State	7.2%	10.8%	23.7%	51.1%	7.2%	11.5%	20.9%	33.8%	28.8%	5.0%
Two or More Races										
State	10.6%	15.8%	24.3%	40.6%	8.6%	17.4%	28.9%	26.5%	23.0%	4.2%
White										
State	6.1%	11.5%	24.0%	49.5%	8.9%	9.0%	23.3%	33.6%	29.9%	4.2%

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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 Disabilities										
State	29.8%	25.7%	22.5%	19.7%	2.3%	38.4%	32.7%	17.6%	10.1%	1.2%
English Learners										
State	32.2%	30.0%	26.3%	11.3%	0.2%	37.4%	43.3%	16.3%	2.9%	0.1%
Homeless										
State	36.9%	24.6%	21.4%	15.9%	1.3%	44.0%	35.1%	16.2%	4.6%	0.1%
Students with IEPs										
State	37.9%	29.4%	20.6%	11.2%	0.8%	47.5%	34.2%	12.7%	5.2%	0.5%
Low Income										
State	18.8%	22.3%	27.9%	28.6%	2.4%	26.6%	37.5%	24.8%	10.2%	0.8%
Migrant										
State	52.4%	23.8%	9.5%	9.5%	4.8%	52.4%	33.3%	4.8%	9.5%	0.0%
Military										
State	9.3%	13.9%	25.5%	44.4%	6.8%	12.9%	28.8%	30.1%	24.8%	3.3%
Non-English Learners										
State	8.8%	13.9%	24.8%	44.8%	7.7%	14.1%	27.1%	30.4%	24.5%	4.0%
Non-IEP										
State	7.7%	14.0%	25.7%	45.0%	7.7%	12.2%	28.5%	31.1%	24.2%	3.9%
Non Low Income										
State	5.0%	9.7%	21.8%	52.2%	11.2%	7.5%	20.6%	32.2%	33.4%	6.2%
Youth In Care										
State	24.9%	28.8%	23.7%	21.3%	1.3%	37.9%	36.3%	20.3%	5.5%	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
All										
State	10.4%	21.4%	25.7%	31.4%	11.1%	8.7%	29.7%	33.0%	24.0%	4.7%
Female										
State	8.0%	18.7%	24.6%	34.4%	14.3%	8.1%	30.1%	33.8%	23.7%	4.2%
Male										
State	12.6%	24.0%	26.8%	28.5%	8.1%	9.3%	29.2%	32.2%	24.2%	5.1%
Non Binary										
State	8.8%	11.8%	32.4%	38.2%	8.8%	8.8%	32.4%	26.5%	29.4%	2.9%
American Indian										
State	19.4%	25.4%	25.1%	20.8%	9.3%	10.8%	35.4%	31.0%	18.8%	4.0%
Asian										
State	3.9%	7.9%	14.7%	40.9%	32.6%	2.5%	9.7%	23.1%	42.8%	22.0%
Black										
State	16.9%	31.8%	28.0%	19.6%	3.7%	17.7%	46.7%	27.2%	8.0%	0.5%
Hispanic										
State	15.7%	27.4%	26.8%	24.6%	5.5%	11.7%	38.4%	33.9%	14.8%	1.3%
MENA										
State	22.2%	16.7%	27.8%	33.3%	0.0%	11.1%	50.0%	16.7%	16.7%	5.6%
Native Hawaiian/ Pacific Islander										
State	10.9%	15.5%	23.3%	38.0%	12.4%	5.4%	32.3%	30.8%	25.4%	6.2%
Two or More Races										
State	8.8%	21.6%	25.4%	31.2%	13.0%	8.6%	29.0%	31.9%	24.6%	5.9%
White										
State	5.6%	15.7%	25.7%	38.6%	14.4%	4.5%	20.8%	35.8%	32.9%	6.0%

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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 Disabilities										
State	25.8%	33.7%	21.5%	15.4%	3.7%	23.1%	42.5%	21.9%	10.7%	1.8%
English Learners										
State	27.1%	37.7%	24.0%	10.6%	0.7%	18.7%	49.5%	26.8%	4.9%	0.2%
Homeless										
State	31.4%	31.5%	22.4%	12.6%	2.1%	23.1%	47.2%	23.7%	5.7%	0.2%
Students with IEPs										
State	33.2%	38.7%	18.5%	8.3%	1.3%	30.0%	48.1%	16.3%	4.8%	0.7%
Low Income										
State	15.9%	29.1%	27.6%	22.7%	4.7%	13.4%	40.6%	31.9%	12.9%	1.2%
Migrant										
State	16.1%	38.7%	25.8%	16.1%	3.2%	12.9%	45.2%	25.8%	16.1%	0.0%
Military										
State	7.5%	20.2%	25.9%	36.1%	10.4%	7.4%	25.3%	35.8%	28.7%	2.8%
Non-English Learners										
State	7.4%	18.6%	26.0%	35.0%	13.0%	7.0%	26.2%	34.1%	27.3%	5.5%
Non-IEP										
State	6.6%	18.6%	26.9%	35.2%	12.7%	5.2%	26.6%	35.7%	27.1%	5.3%
Non Low Income										
State	4.6%	13.4%	23.8%	40.4%	17.8%	3.8%	18.2%	34.1%	35.6%	8.3%
Youth In Care										
State	22.6%	37.1%	25.6%	13.5%	1.3%	23.7%	48.1%	22.0%	6.2%	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

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	14.4%	13.3%	22.5%	40.9%	9.0%	29.3%	24.3%	18.3%	23.1%	5.0%
Female										
State	11.0%	11.5%	20.9%	44.1%	12.5%	28.4%	25.1%	19.0%	22.9%	4.6%
Male										
State	17.6%	14.9%	24.0%	37.9%	5.7%	30.2%	23.6%	17.6%	23.3%	5.3%
Non Binary										
State	0.0%	12.2%	14.3%	57.1%	16.3%	10.2%	18.4%	28.6%	28.6%	14.3%
American Indian										
State	24.6%	13.8%	19.6%	33.7%	8.3%	38.0%	25.2%	16.1%	16.8%	4.0%
Asian										
State	5.1%	5.3%	12.5%	53.6%	23.6%	8.7%	12.2%	15.3%	40.6%	23.2%
Black										
State	22.8%	20.6%	27.1%	27.1%	2.5%	50.4%	27.6%	12.5%	8.7%	0.7%
Hispanic										
State	21.1%	16.3%	24.7%	33.5%	4.4%	39.2%	28.1%	16.5%	14.5%	1.7%
MENA										
State	0.0%	0.0%	16.7%	83.3%	0.0%	0.0%	16.7%	33.3%	50.0%	0.0%
Native Hawaiian/ Pacific Islander										
State	18.3%	9.6%	17.3%	40.4%	14.4%	19.2%	23.1%	17.3%	29.8%	10.6%
Two or More Races										
State	13.1%	13.7%	22.9%	40.5%	9.8%	29.2%	23.8%	17.5%	23.3%	6.2%
White										
State	8.3%	9.7%	20.6%	49.1%	12.3%	18.0%	22.3%	22.0%	31.5%	6.2%

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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 Disabilities										
State	35.0%	20.9%	20.7%	20.6%	2.7%	55.5%	21.9%	10.5%	10.2%	1.8%
English Learners										
State	37.1%	22.2%	25.1%	15.2%	0.4%	56.6%	28.3%	10.3%	4.6%	0.2%
Homeless										
State	41.3%	18.3%	20.3%	18.9%	1.4%	59.5%	24.5%	9.7%	5.8%	0.5%
Students with IEPs										
State	45.5%	24.2%	18.8%	10.8%	0.6%	69.0%	19.6%	6.9%	4.0%	0.5%
Low Income										
State	21.7%	18.1%	25.8%	30.6%	3.7%	42.4%	28.0%	15.4%	12.7%	1.5%
Migrant										
State	53.8%	26.9%	11.5%	7.7%	0.0%	69.2%	26.9%	3.8%	0.0%	0.0%
Military										
State	12.9%	12.2%	23.6%	43.2%	8.0%	25.5%	25.1%	19.8%	25.1%	4.6%
Non-English Learners										
State	10.6%	11.8%	22.0%	45.2%	10.4%	24.7%	23.7%	19.6%	26.2%	5.8%
Non-IEP										
State	9.4%	11.5%	23.0%	45.7%	10.3%	22.9%	25.1%	20.1%	26.1%	5.7%
Non Low Income										
State	6.8%	8.2%	19.0%	51.6%	14.5%	15.7%	20.5%	21.3%	33.9%	8.6%
Youth In Care										
State	31.5%	20.9%	24.7%	21.6%	1.3%	58.0%	26.2%	9.0%	6.5%	0.3%

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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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Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	33.5%	34.9%	20.5%	11.1%	47.7%	25.7%	20.3%	6.3%
Female								
State	31.1%	36.7%	21.4%	10.8%	47.3%	27.7%	20.1%	4.9%
Male								
State	36.0%	33.1%	19.6%	11.3%	48.1%	23.8%	20.5%	7.6%
Non Binary								
State	11.7%	21.4%	34.0%	33.0%	26.2%	25.2%	38.8%	9.7%
American Indian								
State	43.0%	26.9%	20.6%	9.6%	53.1%	21.2%	21.2%	4.5%
Asian								
State	11.7%	23.9%	28.7%	35.7%	15.2%	19.5%	33.6%	31.8%
Black								
State	55.9%	32.0%	9.6%	2.4%	74.4%	18.3%	6.5%	0.9%
Hispanic								
State	45.7%	36.2%	14.1%	4.0%	61.7%	24.2%	12.3%	1.8%
MENA								
State	0.0%	100.0%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
Native Hawaiian/ Pacific Islander								
State	31.9%	27.8%	26.4%	13.9%	40.3%	20.8%	29.9%	9.0%
Two or More Races								
State	28.6%	34.1%	22.6%	14.8%	44.2%	26.1%	21.3%	8.4%
White								
State	21.7%	36.4%	26.9%	14.9%	34.6%	29.9%	28.0%	7.5%

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Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
State	56.5%	23.5%	12.3%	7.6%	69.3%	15.7%	11.6%	3.4%
English Learners								
State	81.0%	17.5%	1.5%	0.0%	86.9%	10.7%	2.2%	0.2%
Homeless								
State	67.5%	24.8%	6.3%	1.5%	82.4%	12.7%	4.6%	0.3%
Students with IEPs								
State	76.2%	17.2%	4.7%	2.0%	87.8%	8.1%	3.3%	0.8%
Low Income								
State	49.9%	34.5%	12.3%	3.3%	66.7%	21.8%	10.1%	1.5%
Migrant								
State	76.0%	24.0%	0.0%	0.0%	76.0%	24.0%	0.0%	0.0%
Military								
State	33.6%	34.8%	23.5%	8.1%	46.8%	30.6%	20.3%	2.4%
Non-English Learners								
State	28.2%	36.8%	22.7%	12.3%	43.3%	27.4%	22.4%	7.0%
Non-IEP								
State	27.7%	37.3%	22.7%	12.3%	42.2%	28.1%	22.6%	7.0%
Non Low Income								
State	20.2%	35.2%	27.3%	17.4%	32.1%	28.9%	28.7%	10.2%
Youth In Care								
State	67.3%	26.4%	4.9%	1.5%	86.7%	11.8%	1.5%	0.0%

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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	72.9%	14.6%	11.8%	0.7%	73.1%	11.2%	12.0%	3.7%
Female								
State	70.0%	17.5%	12.3%	0.2%	74.8%	12.8%	10.4%	2.0%
Male								
State	74.0%	13.4%	11.6%	0.9%	72.4%	10.6%	12.6%	4.4%
Non Binary								
State	*	*	*	*	*	*	*	*
American Indian								
State	60.0%	20.0%	20.0%	0.0%	80.0%	0.0%	20.0%	0.0%
Asian								
State	73.7%	12.3%	11.4%	2.6%	69.0%	13.3%	12.4%	5.3%
Black								
State	71.6%	15.1%	12.1%	1.3%	73.4%	9.1%	13.5%	4.1%
Hispanic								
State	75.9%	14.8%	9.1%	0.2%	74.9%	10.3%	10.9%	3.9%
MENA								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Native Hawaiian/ Pacific Islander								
State	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Two or More Races								
State	64.9%	18.9%	16.2%	0.0%	69.9%	11.0%	15.1%	4.1%
White								
State	72.3%	13.9%	13.3%	0.5%	72.6%	13.0%	11.4%	3.0%

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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 Disabilities								
State	72.9%	14.6%	11.8%	0.7%	73.1%	11.2%	12.0%	3.7%
English Learners								
State	75.4%	14.4%	9.6%	0.6%	73.7%	11.1%	10.9%	4.2%
Homeless								
State	76.9%	17.9%	5.1%	0.0%	74.4%	7.7%	15.4%	2.6%
Students with IEPs								
State	72.9%	14.6%	11.8%	0.7%	73.1%	11.2%	12.0%	3.7%
Low Income								
State	73.1%	15.1%	11.3%	0.5%	72.7%	10.8%	13.1%	3.4%
Migrant								
State	*	*	*	*	*	*	*	*
Military								
State	78.6%	14.3%	7.1%	0.0%	64.3%	21.4%	7.1%	7.1%
Youth In Care								
State	61.5%	19.2%	19.2%	0.0%	69.2%	0.0%	26.9%	3.8%

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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	74.5%	17.2%	7.7%	0.6%	67.7%	9.2%	16.7%	6.3%
Female								
State	75.4%	17.6%	6.6%	0.4%	69.5%	9.5%	17.0%	4.1%
Male								
State	74.0%	17.0%	8.3%	0.7%	66.9%	9.1%	16.6%	7.4%
Non Binary								
State	*	*	*	*	*	*	*	*
American Indian								
State	50.0%	50.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Asian								
State	82.3%	11.5%	6.3%	0.0%	71.6%	10.5%	9.5%	8.4%
Black								
State	69.2%	21.4%	8.1%	1.3%	64.2%	11.1%	18.0%	6.6%
Hispanic								
State	75.1%	17.1%	7.6%	0.2%	69.4%	6.8%	17.0%	6.8%
MENA								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Native Hawaiian/ Pacific Islander								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Two or More Races								
State	82.9%	8.5%	7.3%	1.2%	71.6%	12.3%	8.6%	7.4%
White								
State	74.8%	16.8%	8.0%	0.5%	67.3%	9.4%	17.9%	5.4%

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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 Disabilities								
State	74.4%	17.2%	7.7%	0.6%	67.7%	9.2%	16.7%	6.4%
English Learners								
State	77.3%	16.1%	6.6%	0.0%	69.9%	7.9%	16.2%	6.1%
Homeless								
State	81.6%	14.3%	4.1%	0.0%	75.5%	4.1%	16.3%	4.1%
Students with IEPs								
State	74.4%	17.2%	7.7%	0.6%	67.7%	9.2%	16.7%	6.4%
Low Income								
State	73.9%	17.3%	7.9%	0.9%	66.2%	10.2%	17.1%	6.4%
Migrant								
State	*	*	*	*	*	*	*	*
Military								
State	70.0%	20.0%	10.0%	0.0%	60.0%	0.0%	30.0%	10.0%
Youth In Care								
State	69.2%	15.4%	11.5%	3.8%	53.8%	15.4%	23.1%	7.7%

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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	65.5%	16.5%	14.9%	3.1%	58.5%	22.7%	9.0%	9.7%
Female								
State	62.7%	19.3%	14.5%	3.5%	59.3%	24.3%	8.8%	7.6%
Male								
State	66.8%	15.2%	15.1%	3.0%	58.2%	22.0%	9.1%	10.7%
Non Binary								
State	*	*	*	*	*	*	*	*
American Indian								
State	50.0%	50.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
Asian								
State	80.6%	15.3%	4.1%	0.0%	67.7%	22.2%	6.1%	4.0%
Black								
State	57.9%	21.3%	16.2%	4.6%	55.6%	24.3%	8.8%	11.4%
Hispanic								
State	69.4%	13.0%	15.1%	2.5%	61.1%	20.7%	8.3%	9.9%
MENA								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Two or More Races								
State	64.3%	21.4%	12.5%	1.8%	49.1%	32.7%	9.1%	9.1%
White								
State	65.1%	15.4%	16.1%	3.3%	57.8%	22.2%	10.5%	9.5%

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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 Disabilities								
State	65.4%	16.5%	14.9%	3.2%	58.5%	22.8%	9.1%	9.7%
English Learners								
State	71.5%	15.6%	10.7%	2.2%	62.9%	19.5%	8.5%	9.2%
Homeless								
State	66.7%	12.8%	17.9%	2.6%	64.1%	20.5%	7.7%	7.7%
Students with IEPs								
State	65.4%	16.5%	14.9%	3.2%	58.5%	22.8%	9.1%	9.7%
Low Income								
State	63.6%	16.9%	16.1%	3.5%	57.0%	22.4%	9.3%	11.3%
Migrant								
State	*	*	*	*	*	*	*	*
Military								
State	83.3%	11.1%	5.6%	0.0%	77.8%	11.1%	11.1%	0.0%
Youth In Care								
State	60.0%	16.0%	20.0%	4.0%	48.0%	32.0%	4.0%	16.0%

* 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)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	62.6%	20.4%	13.8%	3.2%	75.0%	15.6%	5.1%	4.3%
Female								
State	60.0%	21.0%	15.2%	3.8%	74.4%	16.9%	5.0%	3.7%
Male								
State	63.9%	20.1%	13.1%	2.9%	75.2%	15.0%	5.1%	4.6%
Non Binary								
State	*	*	*	*	*	*	*	*
American Indian								
State	80.0%	20.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Asian								
State	66.7%	19.5%	12.6%	1.1%	76.1%	13.6%	9.1%	1.1%
Black								
State	60.2%	20.2%	16.3%	3.3%	71.0%	18.5%	4.4%	6.1%
Hispanic								
State	64.7%	19.2%	12.6%	3.5%	74.9%	14.4%	6.4%	4.3%
MENA								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Two or More Races								
State	62.3%	23.2%	13.0%	1.4%	79.7%	13.0%	4.3%	2.9%
White								
State	61.6%	21.2%	13.6%	3.6%	76.4%	15.6%	4.1%	3.9%

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

Academic Progress

DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
State	62.6%	20.4%	13.8%	3.2%	75.0%	15.6%	5.1%	4.3%
English Learners								
State	67.6%	17.5%	12.8%	2.1%	77.4%	13.3%	6.0%	3.3%
Homeless								
State	70.0%	13.3%	16.7%	0.0%	80.0%	10.0%	6.7%	3.3%
Students with IEPs								
State	62.6%	20.4%	13.8%	3.2%	75.0%	15.6%	5.1%	4.3%
Low Income								
State	62.3%	20.3%	14.1%	3.3%	73.6%	16.4%	5.8%	4.2%
Migrant								
State	*	*	*	*	*	*	*	*
Military								
State	64.7%	5.9%	29.4%	0.0%	70.6%	17.6%	5.9%	5.9%
Youth In Care								
State	66.7%	12.5%	20.8%	0.0%	70.8%	20.8%	4.2%	4.2%

* 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)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%
Female								
State	52.4%	29.8%	15.7%	2.0%	77.0%	14.7%	5.1%	3.3%
Male								
State	53.1%	27.3%	16.2%	3.4%	70.8%	18.4%	8.1%	2.8%
Non Binary								
State	*	*	*	*	*	*	*	*
American Indian								
State	60.0%	40.0%	0.0%	0.0%	60.0%	20.0%	20.0%	0.0%
Asian								
State	60.3%	30.8%	7.7%	1.3%	85.7%	3.9%	10.4%	0.0%
Black								
State	47.4%	32.0%	18.0%	2.6%	68.2%	20.3%	5.7%	5.7%
Hispanic								
State	54.8%	27.8%	14.4%	3.1%	69.9%	19.5%	8.4%	2.2%
MENA								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	0.0%	66.7%	33.3%	0.0%	66.7%	33.3%	0.0%	0.0%
Two or More Races								
State	44.3%	36.1%	16.4%	3.3%	75.4%	19.7%	3.3%	1.6%
White								
State	55.0%	24.6%	17.2%	3.2%	76.0%	14.8%	6.8%	2.3%

* 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)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%
English Learners								
State	56.5%	27.4%	14.0%	2.1%	72.6%	16.5%	9.3%	1.6%
Homeless								
State	44.1%	38.2%	17.6%	0.0%	70.6%	23.5%	2.9%	2.9%
Students with IEPs								
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%
Low Income								
State	52.0%	27.9%	16.6%	3.5%	69.6%	19.6%	7.2%	3.6%
Migrant								
State	*	*	*	*	*	*	*	*
Military								
State	63.6%	18.2%	18.2%	0.0%	72.7%	27.3%	0.0%	0.0%
Youth In Care								
State	40.0%	26.7%	30.0%	3.3%	70.0%	26.7%	3.3%	0.0%

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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	53.0%	29.5%	16.8%	0.6%	65.3%	28.5%	5.7%	0.6%
Female								
State	54.2%	28.3%	17.3%	0.2%	68.5%	27.5%	3.6%	0.4%
Male								
State	52.4%	30.2%	16.5%	0.9%	63.5%	29.0%	6.8%	0.7%
Non Binary								
State	*	*	*	*	*	*	*	*
American Indian								
State	50.0%	0.0%	50.0%	0.0%	50.0%	50.0%	0.0%	0.0%
Asian								
State	68.1%	20.3%	11.6%	0.0%	72.5%	20.3%	7.2%	0.0%
Black								
State	45.5%	36.1%	17.9%	0.6%	62.5%	29.4%	8.1%	0.0%
Hispanic								
State	57.3%	27.5%	14.2%	1.0%	65.6%	28.0%	5.6%	0.8%
MENA								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	*	*	*	*	*	*	*	*
Two or More Races								
State	60.4%	20.8%	18.9%	0.0%	67.9%	24.5%	5.7%	1.9%
White								
State	52.0%	29.2%	18.2%	0.5%	65.6%	29.5%	4.2%	0.7%

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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 Disabilities								
State	53.0%	29.6%	16.8%	0.6%	65.2%	28.5%	5.7%	0.6%
English Learners								
State	55.1%	28.7%	15.2%	1.0%	63.7%	29.4%	6.1%	0.7%
Homeless								
State	47.6%	26.2%	26.2%	0.0%	67.4%	18.6%	14.0%	0.0%
Students with IEPs								
State	53.0%	29.6%	16.8%	0.6%	65.2%	28.5%	5.7%	0.6%
Low Income								
State	51.2%	29.9%	18.2%	0.8%	63.2%	29.5%	6.6%	0.8%
Migrant								
State	*	*	*	*	*	*	*	*
Military								
State	55.6%	22.2%	22.2%	0.0%	55.6%	44.4%	0.0%	0.0%
Youth In Care								
State	35.3%	41.2%	23.5%	0.0%	58.8%	35.3%	5.9%	0.0%

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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	43.8%	33.9%	19.6%	2.8%	52.3%	27.6%	19.6%	0.4%
Female								
State	44.1%	35.4%	17.4%	3.1%	56.4%	27.5%	16.2%	0.0%
Male								
State	43.6%	33.0%	20.8%	2.6%	50.1%	27.6%	21.6%	0.7%
Non Binary								
State	*	*	*	*	*	*	*	*
American Indian								
State	66.7%	0.0%	0.0%	33.3%	100.0%	0.0%	0.0%	0.0%
Asian								
State	52.6%	32.1%	14.1%	1.3%	53.2%	27.8%	19.0%	0.0%
Black								
State	41.8%	35.3%	20.3%	2.6%	50.4%	27.9%	21.2%	0.5%
Hispanic								
State	47.4%	34.0%	16.7%	1.9%	53.8%	26.8%	18.8%	0.6%
MENA								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	60.0%	40.0%	0.0%	0.0%	60.0%	40.0%	0.0%	0.0%
Two or More Races								
State	33.9%	33.9%	27.4%	4.8%	45.2%	32.3%	22.6%	0.0%
White								
State	41.9%	33.2%	21.5%	3.4%	52.8%	27.5%	19.3%	0.3%

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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 Disabilities								
State	43.8%	33.8%	19.6%	2.8%	52.3%	27.6%	19.7%	0.4%
English Learners								
State	48.8%	31.6%	18.0%	1.6%	52.5%	26.1%	20.9%	0.5%
Homeless								
State	34.1%	26.8%	36.6%	2.4%	42.5%	37.5%	17.5%	2.5%
Students with IEPs								
State	43.8%	33.8%	19.6%	2.8%	52.3%	27.6%	19.7%	0.4%
Low Income								
State	45.4%	32.8%	19.2%	2.6%	53.9%	27.9%	17.9%	0.3%
Migrant								
State	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Military								
State	40.0%	40.0%	20.0%	0.0%	55.6%	33.3%	11.1%	0.0%
Youth In Care								
State	59.3%	18.5%	18.5%	3.7%	65.5%	17.2%	17.2%	0.0%

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Academic Progress

DLM (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
State	71.0%	17.1%	11.2%	0.7%
Female				
State	69.7%	20.3%	9.2%	0.9%
Male				
State	71.7%	15.6%	12.1%	0.6%
Non Binary				
State	*	*	*	*
American Indian				
State	100.0%	0.0%	0.0%	0.0%
Asian				
State	86.8%	7.7%	5.5%	0.0%
Black				
State	68.6%	19.0%	12.1%	0.3%
Hispanic				
State	74.5%	16.1%	8.9%	0.5%
MENA				
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
State	100.0%	0.0%	0.0%	0.0%
Two or More Races				
State	74.1%	13.0%	11.1%	1.9%
White				
State	66.9%	18.7%	13.3%	1.2%

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Academic Progress

DLM (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
State	71.0%	17.1%	11.2%	0.7%
English Learners				
State	77.3%	13.8%	8.4%	0.5%
Homeless				
State	63.2%	18.4%	18.4%	0.0%
Students with IEPs				
State	71.0%	17.1%	11.2%	0.7%
Low Income				
State	70.2%	16.9%	12.0%	0.9%
Migrant				
State	*	*	*	*
Military				
State	77.8%	11.1%	11.1%	0.0%
Youth In Care				
State	72.7%	4.5%	22.7%	0.0%

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Academic Progress

DLM (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
State	64.8%	19.3%	12.6%	3.3%
Female				
State	67.9%	15.8%	14.3%	1.9%
Male				
State	63.0%	21.2%	11.7%	4.0%
Non Binary				
State	*	*	*	*
American Indian				
State	0.0%	0.0%	100.0%	0.0%
Asian				
State	78.8%	12.1%	4.5%	4.5%
Black				
State	61.1%	21.6%	13.5%	3.8%
Hispanic				
State	67.7%	17.7%	11.0%	3.5%
MENA				
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
State	*	*	*	*
Two or More Races				
State	64.7%	19.6%	13.7%	2.0%
White				
State	63.2%	20.0%	14.0%	2.8%

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DLM (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
State	64.8%	19.3%	12.6%	3.3%
English Learners				
State	66.1%	19.5%	10.3%	4.1%
Homeless				
State	57.5%	15.0%	22.5%	5.0%
Students with IEPs				
State	64.8%	19.3%	12.6%	3.3%
Low Income				
State	62.8%	19.8%	13.4%	4.0%
Migrant				
State	*	*	*	*
Military				
State	66.7%	22.2%	0.0%	11.1%
Youth In Care				
State	56.3%	25.0%	6.3%	12.5%

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Academic Progress

DLM (cont)

Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
State	63.9%	25.4%	8.7%	2.0%
Female				
State	64.7%	26.8%	7.4%	1.1%
Male				
State	63.5%	24.5%	9.5%	2.5%
Non Binary				
State	*	*	*	*
American Indian				
State	66.7%	0.0%	33.3%	0.0%
Asian				
State	75.0%	20.6%	2.9%	1.5%
Black				
State	62.5%	26.8%	9.0%	1.6%
Hispanic				
State	67.9%	23.6%	7.5%	0.9%
MENA				
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
State	50.0%	50.0%	0.0%	0.0%
Two or More Races				
State	61.0%	23.7%	13.6%	1.7%
White				
State	60.9%	26.4%	9.5%	3.1%

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Academic Progress

DLM (cont)

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
State	63.9%	25.3%	8.8%	2.0%
English Learners				
State	70.3%	20.9%	7.6%	1.2%
Homeless				
State	59.0%	25.6%	12.8%	2.6%
Students with IEPs				
State	63.9%	25.3%	8.8%	2.0%
Low Income				
State	64.7%	25.1%	8.6%	1.6%
Migrant				
State	100.0%	0.0%	0.0%	0.0%
Military				
State	70.0%	20.0%	10.0%	0.0%
Youth In Care				
State	64.0%	32.0%	0.0%	4.0%

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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.

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity

		American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White
State	All Students	0.0%	0.5%	3.2%	4.7%	0.0%	0.0%	0.7%	7.1%
	Students with IEPs	0.3%	3.0%	19.6%	28.8%	0.0%	0.1%	4.5%	43.8%

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
State	All Students	2.0%	0.0%	0.0%	2.3%	0.8%	0.1%	0.7%
	Students with IEPs	12.2%	0.2%	0.0%	14.4%	5.1%	0.7%	4.4%

		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%	2.2%	5.1%	2.7%	0.0%	0.0%
	Students with IEPs	1.0%	0.2%	13.7%	31.4%	16.3%	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 (ages 6-21)

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

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
State	54.5%	25.6%	13.3%	6.7%
American Indian				
State	0.1%	0.1%	0.0%	0.0%
Asian				
State	1.5%	0.5%	0.6%	0.2%
Black				
State	9.0%	6.0%	3.4%	1.7%
Hispanic				
State	15.7%	7.5%	4.0%	1.5%
MENA				
State	0.0%	0.0%	0.0%	0.0%
Native Hawaiian/ Pacific Islander				
State	0.0%	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.

Educational Environments for Students with IEPs (ages 6-21) (cont)

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Two or More Races				
State	2.4%	1.0%	0.6%	0.3%
White				
State	25.6%	10.4%	4.7%	2.9%

For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
State	3.4%	2.6%	4.1%	2.0%
Emotional Disability				
State	2.0%	1.1%	0.7%	1.7%
Intellectual Disability				
State	0.2%	1.5%	2.4%	0.8%
Other Health Impairment				
State	8.6%	4.1%	1.4%	0.8%
Specific Learning Disability				
State	19.3%	13.1%	1.8%	0.5%
Speech or Language Impairment				
State	14.2%	0.2%	0.1%	0.0%

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

Early Childhood (EC) Educational Environments (ages 3-5)

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. For pre-school students age 3-5 with IEPs, educational environments are classified in five ways:

- Receives the majority of special education services inside an early childhood program
- Enrolled in a regular early childhood program but the majority of special education services outside the early childhood program
- Enrolled in special education class or facility
- At home
- In the care of a service provider

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

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	53.8%	15.4%	25.3%	0.1%	5.4%
American Indian					
State	0.1%	0.0%	0.1%	0.0%	0.0%
Asian					
State	2.9%	0.5%	1.5%	0.0%	0.3%
Black					
State	7.3%	2.2%	4.9%	0.0%	0.3%
Hispanic					
State	17.8%	2.5%	8.2%	0.0%	1.0%
MENA					
State	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian/ Pacific Islander					
State	0.0%	0.0%	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.

Early Childhood (EC) Educational Environments (ages 3–5) (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
Two or More Races					
State	2.6%	0.9%	1.2%	0.0%	0.2%
White					
State	23.0%	9.3%	9.4%	0.1%	3.6%

For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
State	4.5%	1.1%	6.8%	0.0%	0.1%
Developmental Delay					
State	28.5%	4.5%	15.8%	0.0%	0.5%
Emotional Disability					
State	0.0%	0.0%	0.0%	0.0%	0.0%
Intellectual Disability					
State	0.0%	0.0%	0.0%	0.0%	0.0%
Other Health Impairment					
State	1.1%	0.2%	1.0%	0.0%	0.0%
Specific Learning Disability					
State	0.1%	0.0%	0.0%	0.0%	0.0%
Speech or Language Impairment					
State	18.9%	9.3%	0.7%	0.0%	4.8%

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