

# Illinois

## State Superintendent

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2024 - 2025

## About the Report Card

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

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

For additional information, refer to the [Public Business Rules for 2024 Report Card Metrics](#) and the [2024 Glossary of Terms](#).

## State Snapshot

**8th Graders Passing Algebra I : \***

**Graduation Rate : 89.0%**

**Chronic Absenteeism : 25.4%**

**Average Teacher Salary : \$78,495**

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## ELA Proficiency - Overall

### What is it?

This shows the percentage of students at each performance level after assessment for proficiency in English Language Arts (ELA). The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The "overall" percentage is calculated by subject combining all tests.

### All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>52.4%</b>	<b>57.6%</b>	<b>47.5%</b>	<b>81.6%</b>	<b>44.3%</b>	<b>77.8%</b>	<b>31.1%</b>	<b>40.2%</b>	<b>59.3%</b>	<b>62.1%</b>	<b>55.9%</b>	<b>64.0%</b>	<b>26.0%</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>22.2%</b>	<b>16.0%</b>	<b>36.7%</b>	<b>24.9%</b>	<b>16.4%</b>	<b>55.0%</b>	<b>24.1%</b>						

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

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## ELA Proficiency - 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 four Performance Levels for IAR assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 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 and at each grade level/course.

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# Academic Progress

## ELA Proficiency - IAR (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>State</b>	14.1%	32.8%	40.9%	12.2%
<b>Female</b>				
<b>State</b>	11.5%	30.4%	43.1%	15.0%
<b>Male</b>				
<b>State</b>	16.7%	35.1%	38.8%	9.5%
<b>Non Binary</b>				
<b>State</b>	5.3%	12.3%	60.8%	21.6%
<b>American Indian</b>				
<b>State</b>	18.3%	36.4%	36.6%	8.6%
<b>Asian</b>				
<b>State</b>	4.9%	16.8%	47.9%	30.3%
<b>Black</b>				
<b>State</b>	25.0%	42.8%	28.1%	4.2%
<b>Hispanic</b>				
<b>State</b>	20.1%	39.0%	34.5%	6.4%
<b>MENA</b>				
<b>State</b>	11.7%	27.4%	41.9%	19.0%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>State</b>	10.2%	26.5%	48.1%	15.3%
<b>Two or More Races</b>				
<b>State</b>	12.8%	30.8%	41.1%	15.3%
<b>White</b>				
<b>State</b>	7.9%	27.6%	48.4%	16.0%

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

## ELA Proficiency - IAR (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>State</b>	<b>34.3%</b>	<b>39.6%</b>	<b>21.9%</b>	<b>4.2%</b>
<b>English Learners</b>				
<b>State</b>	<b>30.1%</b>	<b>45.9%</b>	<b>21.9%</b>	<b>2.1%</b>
<b>Homeless</b>				
<b>State</b>	<b>31.7%</b>	<b>42.1%</b>	<b>23.5%</b>	<b>2.7%</b>
<b>Students with IEPs</b>				
<b>State</b>	<b>41.9%</b>	<b>41.4%</b>	<b>14.7%</b>	<b>1.9%</b>
<b>Low Income</b>				
<b>State</b>	<b>21.5%</b>	<b>40.9%</b>	<b>32.3%</b>	<b>5.3%</b>
<b>Migrant</b>				
<b>State</b>	<b>45.4%</b>	<b>38.3%</b>	<b>14.2%</b>	<b>2.1%</b>
<b>Military</b>				
<b>State</b>	<b>12.2%</b>	<b>31.9%</b>	<b>43.1%</b>	<b>12.9%</b>
<b>Youth In Care</b>				
<b>State</b>	<b>31.3%</b>	<b>43.1%</b>	<b>23.3%</b>	<b>2.3%</b>

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

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## ELA Proficiency - ACT Suite

### What is it?

This shows the percentage and number of students scoring at each of the performance levels for the ACT Suite of assessments, which is the designated High School Assessment for Illinois. Students in Grade 11 and Grade 12 as required participate in the ACT with Writing, students in Grade 10 participate in the PreACT Secure, and students in Grade 9 participate in the PreACT 9 Secure. 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 four Performance Levels for ACT assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 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 and at each grade level/course.

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## ELA Proficiency - ACT Suite (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
State	21.3%	27.0%	40.6%	11.1%
<b>Female</b>				
State	15.9%	27.3%	44.5%	12.2%
<b>Male</b>				
State	26.5%	26.7%	36.7%	10.0%
<b>Non Binary</b>				
State	6.0%	13.7%	39.3%	41.0%
<b>American Indian</b>				
State	25.4%	32.4%	37.6%	4.6%
<b>Asian</b>				
State	6.7%	12.5%	45.0%	35.7%
<b>Black</b>				
State	40.0%	33.6%	24.0%	2.3%
<b>Hispanic</b>				
State	27.3%	34.0%	34.4%	4.2%
<b>MENA</b>				
State	16.5%	27.2%	44.6%	11.7%
<b>Native Hawaiian/ Pacific Islander</b>				
State	12.2%	26.6%	43.2%	18.0%
<b>Two or More Races</b>				
State	18.6%	24.6%	41.5%	15.1%
<b>White</b>				
State	13.0%	22.3%	49.6%	15.1%

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

## ELA Proficiency - ACT Suite (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>State</b>	45.4%	24.3%	23.1%	6.9%
<b>English Learners</b>				
<b>State</b>	50.4%	38.7%	10.2%	0.5%
<b>Homeless</b>				
<b>State</b>	50.8%	30.5%	17.7%	1.0%
<b>Students with IEPs</b>				
<b>State</b>	61.8%	25.0%	11.2%	1.6%
<b>Low Income</b>				
<b>State</b>	33.1%	33.6%	30.0%	3.3%
<b>Migrant</b>				
<b>State</b>	50.0%	33.3%	16.7%	0.0%
<b>Military</b>				
<b>State</b>	21.0%	27.6%	44.1%	7.2%
<b>Youth In Care</b>				
<b>State</b>	54.9%	30.1%	13.2%	1.5%

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## ELA Proficiency - 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 - Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
  - Level 2 - Approaching Target: 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 - At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
  - Level 4 - Advanced: 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

## ELA Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>State</b>	<b>62.3%</b>	<b>22.8%</b>	<b>13.3%</b>	<b>1.6%</b>
<b>Female</b>				
<b>State</b>	<b>60.2%</b>	<b>24.4%</b>	<b>13.9%</b>	<b>1.5%</b>
<b>Male</b>				
<b>State</b>	<b>63.2%</b>	<b>22.0%</b>	<b>13.1%</b>	<b>1.6%</b>
<b>Non Binary</b>				
<b>State</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>American Indian</b>				
<b>State</b>	<b>66.7%</b>	<b>20.0%</b>	<b>13.3%</b>	<b>0.0%</b>
<b>Asian</b>				
<b>State</b>	<b>70.0%</b>	<b>20.3%</b>	<b>8.4%</b>	<b>1.3%</b>
<b>Black</b>				
<b>State</b>	<b>57.6%</b>	<b>24.1%</b>	<b>16.2%</b>	<b>2.0%</b>
<b>Hispanic</b>				
<b>State</b>	<b>63.0%</b>	<b>22.7%</b>	<b>12.8%</b>	<b>1.6%</b>
<b>MENA</b>				
<b>State</b>	<b>64.3%</b>	<b>17.9%</b>	<b>14.3%</b>	<b>3.6%</b>
<b>Native Hawaiian/ Pacific Islander</b>				
<b>State</b>	<b>41.7%</b>	<b>50.0%</b>	<b>8.3%</b>	<b>0.0%</b>
<b>Two or More Races</b>				
<b>State</b>	<b>64.2%</b>	<b>21.1%</b>	<b>13.0%</b>	<b>1.8%</b>
<b>White</b>				
<b>State</b>	<b>63.5%</b>	<b>22.6%</b>	<b>12.6%</b>	<b>1.4%</b>

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## ELA Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>State</b>	<b>62.3%</b>	<b>22.8%</b>	<b>13.3%</b>	<b>1.6%</b>
<b>English Learners</b>				
<b>State</b>	<b>64.0%</b>	<b>23.2%</b>	<b>11.5%</b>	<b>1.3%</b>
<b>Homeless</b>				
<b>State</b>	<b>59.6%</b>	<b>24.0%</b>	<b>15.4%</b>	<b>1.1%</b>
<b>Students with IEPs</b>				
<b>State</b>	<b>62.3%</b>	<b>22.8%</b>	<b>13.3%</b>	<b>1.6%</b>
<b>Low Income</b>				
<b>State</b>	<b>61.5%</b>	<b>22.5%</b>	<b>14.3%</b>	<b>1.7%</b>
<b>Migrant</b>				
<b>State</b>	*	*	*	*
<b>Military</b>				
<b>State</b>	<b>56.3%</b>	<b>25.3%</b>	<b>17.2%</b>	<b>1.1%</b>
<b>Youth In Care</b>				
<b>State</b>	<b>66.3%</b>	<b>19.9%</b>	<b>13.3%</b>	<b>0.6%</b>

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

## ELA Participation - Overall

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The "overall" percentage is calculated by subject combining all tests.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>98.6%</b>	<b>98.8%</b>	<b>98.5%</b>	<b>95.5%</b>	<b>98.1%</b>	<b>99.2%</b>	<b>97.5%</b>	<b>98.5%</b>	<b>98.7%</b>	<b>97.6%</b>	<b>98.4%</b>	<b>99.0%</b>	<b>97.3%</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>98.4%</b>	<b>96.9%</b>	<b>98.2%</b>	<b>95.9%</b>	<b>98.0%</b>	<b>98.8%</b>	<b>93.9%</b>						

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>1.4%</b>	<b>1.2%</b>	<b>1.5%</b>	<b>4.5%</b>	<b>1.9%</b>	<b>0.8%</b>	<b>2.5%</b>	<b>1.5%</b>	<b>1.3%</b>	<b>2.4%</b>	<b>1.6%</b>	<b>1.0%</b>	<b>2.7%</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>1.6%</b>	<b>3.1%</b>	<b>1.8%</b>	<b>4.1%</b>	<b>2.0%</b>	<b>1.2%</b>	<b>6.1%</b>						

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

## ELA Participation - IAR

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	99.1%	99.2%	99.1%	96.2%	99.0%	99.4%	98.6%	99.2%	99.2%	98.8%	98.9%	99.3%	98.3%
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	99.0%	98.1%	99.0%	97.3%	98.2%	99.3%	96.6%						

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	0.9%	0.8%	0.9%	3.8%	1.0%	0.6%	1.4%	0.8%	0.8%	1.2%	1.1%	0.7%	1.7%
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	1.0%	1.9%	1.0%	2.7%	1.8%	0.7%	3.4%						

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

## ELA Participation - ACT Suite

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>96.1%</b>	<b>96.6%</b>	<b>95.6%</b>	<b>94.4%</b>	<b>93.7%</b>	<b>98.5%</b>	<b>92.2%</b>	<b>95.3%</b>	<b>97.4%</b>	<b>94.0%</b>	<b>95.8%</b>	<b>97.8%</b>	<b>92.9%</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>94.2%</b>	<b>90.9%</b>	<b>94.1%</b>	<b>88.8%</b>	<b>96.3%</b>	<b>96.4%</b>	<b>77.2%</b>						

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>3.9%</b>	<b>3.4%</b>	<b>4.4%</b>	<b>5.6%</b>	<b>6.3%</b>	<b>1.5%</b>	<b>7.8%</b>	<b>4.7%</b>	<b>2.6%</b>	<b>6.0%</b>	<b>4.2%</b>	<b>2.2%</b>	<b>7.1%</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>5.8%</b>	<b>9.1%</b>	<b>5.9%</b>	<b>11.2%</b>	<b>3.7%</b>	<b>3.6%</b>	<b>22.8%</b>						

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

## ELA Participation - DLM

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>93.7%</b>	<b>93.5%</b>	<b>93.7%</b>	<b>*</b>	<b>100.0%</b>	<b>95.3%</b>	<b>92.9%</b>	<b>94.1%</b>	<b>85.3%</b>	<b>85.7%</b>	<b>91.8%</b>	<b>93.8%</b>	<b>93.7%</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>94.6%</b>	<b>93.7%</b>	<b>93.3%</b>	<b>91.9%</b>	<b>*</b>	<b>92.6%</b>	<b>90.5%</b>						

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>6.4%</b>	<b>6.5%</b>	<b>6.3%</b>	<b>*</b>	<b>0.0%</b>	<b>4.9%</b>	<b>7.1%</b>	<b>5.9%</b>	<b>14.7%</b>	<b>14.3%</b>	<b>8.2%</b>	<b>6.2%</b>	<b>6.4%</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>5.5%</b>	<b>6.4%</b>	<b>6.7%</b>	<b>8.1%</b>	<b>*</b>	<b>7.4%</b>	<b>10.0%</b>						

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

## ELA Growth - IAR

### What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

### Cohort Growth Percentile ELA - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>50</b>	<b>51.9</b>	<b>48.1</b>	<b>52.9</b>	<b>49.6</b>	<b>56.1</b>	<b>46.9</b>	<b>48.9</b>	<b>55.2</b>	<b>53.2</b>	<b>50.1</b>	<b>50.8</b>	<b>44.5</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>47.5</b>	<b>42.7</b>	<b>47.7</b>	<b>45.2</b>	<b>48.3</b>	<b>49.7</b>	<b>44.2</b>						

### Baseline Growth Percentile ELA - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>58.2</b>	<b>59.8</b>	<b>56.7</b>	<b>60.2</b>	<b>58</b>	<b>62.6</b>	<b>56</b>	<b>57.8</b>	<b>62.4</b>	<b>60.4</b>	<b>58</b>	<b>58.7</b>	<b>53.6</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>56.7</b>	<b>52</b>	<b>56.6</b>	<b>54.2</b>	<b>58</b>	<b>57.7</b>	<b>53.2</b>						

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

## ELA Growth - HS

### What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

### Cohort Growth Percentile ELA - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>50</b>	<b>51.2</b>	<b>48.4</b>	<b>57.1</b>	<b>47.9</b>	<b>57.9</b>	<b>45.6</b>	<b>48.3</b>	<b>46</b>	<b>52.2</b>	<b>51.5</b>	<b>50.9</b>	<b>48.5</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>46.3</b>	<b>45.5</b>	<b>46.5</b>	<b>43.2</b>	<b>45.8</b>	<b>48.6</b>	<b>42.1</b>						

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

## Math Proficiency - Overall

### What is it?

This shows the percentage of students at each performance level after assessment for proficiency in Math. The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The "overall" percentage is calculated by subject combining all tests.

### All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>38.4%</b>	<b>36.3%</b>	<b>40.3%</b>	<b>56.3%</b>	<b>30.9%</b>	<b>71.2%</b>	<b>15.3%</b>	<b>24.9%</b>	<b>46.3%</b>	<b>44.8%</b>	<b>41.8%</b>	<b>50.4%</b>	<b>19.7%</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>16.0%</b>	<b>12.3%</b>	<b>22.0%</b>	<b>12.8%</b>	<b>10.8%</b>	<b>39.1%</b>	<b>13.6%</b>						

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

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## Math Proficiency - 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 four Performance Levels for IAR assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 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 and at each grade level/course.

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

## Math Proficiency - IAR (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>State</b>	24.6%	36.9%	30.9%	7.6%
<b>Female</b>				
<b>State</b>	24.8%	38.8%	29.9%	6.5%
<b>Male</b>				
<b>State</b>	24.4%	35.1%	31.9%	8.7%
<b>Non Binary</b>				
<b>State</b>	11.1%	36.8%	40.4%	11.7%
<b>American Indian</b>				
<b>State</b>	31.3%	36.4%	26.1%	6.2%
<b>Asian</b>				
<b>State</b>	7.0%	21.6%	43.9%	27.6%
<b>Black</b>				
<b>State</b>	46.5%	38.1%	14.1%	1.3%
<b>Hispanic</b>				
<b>State</b>	32.7%	42.1%	22.5%	2.7%
<b>MENA</b>				
<b>State</b>	17.8%	35.3%	37.5%	9.4%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>State</b>	18.4%	37.4%	36.1%	8.2%
<b>Two or More Races</b>				
<b>State</b>	23.5%	34.6%	32.2%	9.7%
<b>White</b>				
<b>State</b>	14.2%	35.5%	40.2%	10.1%

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

## Math Proficiency - IAR (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>State</b>	48.2%	32.2%	16.5%	3.1%
<b>English Learners</b>				
<b>State</b>	42.1%	40.7%	16.0%	1.2%
<b>Homeless</b>				
<b>State</b>	49.9%	36.7%	12.7%	0.7%
<b>Students with IEPs</b>				
<b>State</b>	57.1%	30.1%	11.2%	1.6%
<b>Low Income</b>				
<b>State</b>	36.6%	41.0%	20.1%	2.3%
<b>Migrant</b>				
<b>State</b>	51.4%	38.6%	9.3%	0.7%
<b>Military</b>				
<b>State</b>	20.1%	40.4%	33.1%	6.3%
<b>Youth In Care</b>				
<b>State</b>	50.7%	35.3%	13.4%	0.6%

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

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## Math Proficiency - ACT Suite

### What is it?

This shows the percentage and number of students scoring at each of the performance levels for the ACT Suite of assessments, which is the designated High School Assessment for Illinois. Students in Grade 11 and Grade 12 as required participate in the ACT with Writing, students in Grade 10 participate in the PreACT Secure, and students in Grade 9 participate in the PreACT 9 Secure. 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 four Performance Levels for ACT assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 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 and at each grade level/course.

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

# Academic Progress

## Math Proficiency - ACT Suite (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>State</b>	<b>24.9%</b>	<b>35.8%</b>	<b>29.2%</b>	<b>10.1%</b>
<b>Female</b>				
<b>State</b>	<b>25.0%</b>	<b>37.7%</b>	<b>29.4%</b>	<b>7.8%</b>
<b>Male</b>				
<b>State</b>	<b>24.9%</b>	<b>33.9%</b>	<b>28.9%</b>	<b>12.3%</b>
<b>Non Binary</b>				
<b>State</b>	<b>12.8%</b>	<b>24.8%</b>	<b>33.3%</b>	<b>29.1%</b>
<b>American Indian</b>				
<b>State</b>	<b>33.2%</b>	<b>41.9%</b>	<b>20.2%</b>	<b>4.6%</b>
<b>Asian</b>				
<b>State</b>	<b>6.8%</b>	<b>18.7%</b>	<b>37.1%</b>	<b>37.4%</b>
<b>Black</b>				
<b>State</b>	<b>46.6%</b>	<b>39.7%</b>	<b>12.1%</b>	<b>1.6%</b>
<b>Hispanic</b>				
<b>State</b>	<b>33.0%</b>	<b>42.8%</b>	<b>21.3%</b>	<b>2.8%</b>
<b>MENA</b>				
<b>State</b>	<b>16.9%</b>	<b>36.8%</b>	<b>37.2%</b>	<b>9.1%</b>
<b>Native Hawaiian/ Pacific Islander</b>				
<b>State</b>	<b>20.6%</b>	<b>29.8%</b>	<b>36.9%</b>	<b>12.8%</b>
<b>Two or More Races</b>				
<b>State</b>	<b>22.9%</b>	<b>33.9%</b>	<b>29.9%</b>	<b>13.4%</b>
<b>White</b>				
<b>State</b>	<b>14.7%</b>	<b>32.3%</b>	<b>39.0%</b>	<b>13.9%</b>

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

## Math Proficiency - ACT Suite (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>State</b>	<b>43.7%</b>	<b>34.1%</b>	<b>16.4%</b>	<b>5.9%</b>
<b>English Learners</b>				
<b>State</b>	<b>51.9%</b>	<b>41.3%</b>	<b>6.1%</b>	<b>0.7%</b>
<b>Homeless</b>				
<b>State</b>	<b>51.8%</b>	<b>38.2%</b>	<b>9.2%</b>	<b>0.8%</b>
<b>Students with IEPs</b>				
<b>State</b>	<b>58.0%</b>	<b>33.9%</b>	<b>6.6%</b>	<b>1.5%</b>
<b>Low Income</b>				
<b>State</b>	<b>38.1%</b>	<b>41.5%</b>	<b>17.8%</b>	<b>2.5%</b>
<b>Migrant</b>				
<b>State</b>	<b>38.9%</b>	<b>44.4%</b>	<b>16.7%</b>	<b>0.0%</b>
<b>Military</b>				
<b>State</b>	<b>23.7%</b>	<b>37.0%</b>	<b>34.6%</b>	<b>4.8%</b>
<b>Youth In Care</b>				
<b>State</b>	<b>53.2%</b>	<b>37.5%</b>	<b>8.7%</b>	<b>0.6%</b>

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

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## Math Proficiency - 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 - Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
  - Level 2 - Approaching Target: 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 - At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
  - Level 4 - Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.
- 

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

## Math Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>State</b>	<b>66.3%</b>	<b>17.9%</b>	<b>12.1%</b>	<b>3.7%</b>
<b>Female</b>				
<b>State</b>	<b>67.9%</b>	<b>19.1%</b>	<b>10.1%</b>	<b>2.9%</b>
<b>Male</b>				
<b>State</b>	<b>65.6%</b>	<b>17.3%</b>	<b>13.1%</b>	<b>4.1%</b>
<b>Non Binary</b>				
<b>State</b>	*	*	*	*
<b>American Indian</b>				
<b>State</b>	<b>66.7%</b>	<b>13.3%</b>	<b>16.7%</b>	<b>3.3%</b>
<b>Asian</b>				
<b>State</b>	<b>72.4%</b>	<b>12.6%</b>	<b>11.6%</b>	<b>3.3%</b>
<b>Black</b>				
<b>State</b>	<b>62.0%</b>	<b>19.1%</b>	<b>14.0%</b>	<b>4.9%</b>
<b>Hispanic</b>				
<b>State</b>	<b>65.7%</b>	<b>18.3%</b>	<b>12.2%</b>	<b>3.8%</b>
<b>MENA</b>				
<b>State</b>	<b>57.1%</b>	<b>25.0%</b>	<b>17.9%</b>	<b>0.0%</b>
<b>Native Hawaiian/ Pacific Islander</b>				
<b>State</b>	<b>50.0%</b>	<b>33.3%</b>	<b>16.7%</b>	<b>0.0%</b>
<b>Two or More Races</b>				
<b>State</b>	<b>67.9%</b>	<b>14.9%</b>	<b>13.7%</b>	<b>3.4%</b>
<b>White</b>				
<b>State</b>	<b>68.8%</b>	<b>17.9%</b>	<b>10.5%</b>	<b>2.8%</b>

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

## Math Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
State	66.3%	17.9%	12.1%	3.7%
<b>English Learners</b>				
State	66.9%	17.0%	12.5%	3.6%
<b>Homeless</b>				
State	61.5%	20.0%	15.1%	3.4%
<b>Students with IEPs</b>				
State	66.3%	17.9%	12.1%	3.7%
<b>Low Income</b>				
State	64.5%	18.4%	13.2%	3.9%
<b>Migrant</b>				
State	*	*	*	*
<b>Military</b>				
State	60.9%	26.4%	6.9%	5.7%
<b>Youth In Care</b>				
State	65.0%	18.3%	13.3%	3.3%

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

## Math Participation - Overall

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The "overall" percentage is calculated by subject combining all tests.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>98.5%</b>	<b>98.7%</b>	<b>98.4%</b>	<b>95.5%</b>	<b>98.0%</b>	<b>99.2%</b>	<b>97.4%</b>	<b>98.4%</b>	<b>98.7%</b>	<b>97.8%</b>	<b>98.3%</b>	<b>98.9%</b>	<b>97.1%</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>98.2%</b>	<b>96.7%</b>	<b>98.1%</b>	<b>95.4%</b>	<b>97.6%</b>	<b>98.9%</b>	<b>93.5%</b>						

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>1.5%</b>	<b>1.3%</b>	<b>1.6%</b>	<b>4.5%</b>	<b>2.0%</b>	<b>0.8%</b>	<b>2.6%</b>	<b>1.6%</b>	<b>1.3%</b>	<b>2.2%</b>	<b>1.7%</b>	<b>1.1%</b>	<b>2.9%</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>1.8%</b>	<b>3.3%</b>	<b>1.9%</b>	<b>4.6%</b>	<b>2.4%</b>	<b>1.1%</b>	<b>6.5%</b>						

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

## Math Participation - IAR

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>99.0%</b>	<b>99.1%</b>	<b>99.0%</b>	<b>96.2%</b>	<b>98.9%</b>	<b>99.3%</b>	<b>98.4%</b>	<b>99.1%</b>	<b>99.3%</b>	<b>98.6%</b>	<b>98.8%</b>	<b>99.2%</b>	<b>98.1%</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>98.9%</b>	<b>97.8%</b>	<b>98.8%</b>	<b>96.8%</b>	<b>97.8%</b>	<b>99.3%</b>	<b>96.2%</b>						

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>1.0%</b>	<b>0.9%</b>	<b>1.0%</b>	<b>3.8%</b>	<b>1.1%</b>	<b>0.7%</b>	<b>1.6%</b>	<b>0.9%</b>	<b>0.7%</b>	<b>1.4%</b>	<b>1.2%</b>	<b>0.8%</b>	<b>1.9%</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>1.1%</b>	<b>2.2%</b>	<b>1.2%</b>	<b>3.2%</b>	<b>2.2%</b>	<b>0.7%</b>	<b>3.9%</b>						

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

## Math Participation - ACT Suite

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>96.1%</b>	<b>96.6%</b>	<b>95.6%</b>	<b>94.4%</b>	<b>93.4%</b>	<b>98.5%</b>	<b>92.2%</b>	<b>95.3%</b>	<b>97.4%</b>	<b>95.3%</b>	<b>95.8%</b>	<b>97.8%</b>	<b>92.9%</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>94.2%</b>	<b>90.9%</b>	<b>94.1%</b>	<b>88.8%</b>	<b>96.2%</b>	<b>96.4%</b>	<b>76.8%</b>						

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>3.9%</b>	<b>3.4%</b>	<b>4.4%</b>	<b>5.6%</b>	<b>6.6%</b>	<b>1.5%</b>	<b>7.8%</b>	<b>4.7%</b>	<b>2.6%</b>	<b>4.7%</b>	<b>4.2%</b>	<b>2.2%</b>	<b>7.1%</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>5.8%</b>	<b>9.1%</b>	<b>5.9%</b>	<b>11.2%</b>	<b>3.8%</b>	<b>3.6%</b>	<b>23.2%</b>						

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

## Math Participation - DLM

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>93.6%</b>	<b>93.4%</b>	<b>93.7%</b>	<b>*</b>	<b>100.0%</b>	<b>95.0%</b>	<b>93.0%</b>	<b>93.9%</b>	<b>85.3%</b>	<b>85.7%</b>	<b>92.2%</b>	<b>93.8%</b>	<b>93.6%</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>94.3%</b>	<b>93.6%</b>	<b>93.3%</b>	<b>91.0%</b>	<b>*</b>	<b>92.6%</b>	<b>90.5%</b>						

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>6.4%</b>	<b>6.6%</b>	<b>6.3%</b>	<b>*</b>	<b>0.0%</b>	<b>5.2%</b>	<b>7.0%</b>	<b>6.1%</b>	<b>14.7%</b>	<b>14.3%</b>	<b>7.8%</b>	<b>6.3%</b>	<b>6.4%</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>5.7%</b>	<b>6.4%</b>	<b>6.7%</b>	<b>9.0%</b>	<b>*</b>	<b>7.4%</b>	<b>10.0%</b>						

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

## Math Growth - IAR

### What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

### Cohort Growth Percentile Math - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>50</b>	<b>49.8</b>	<b>50</b>	<b>51.3</b>	<b>49.7</b>	<b>57.6</b>	<b>45.7</b>	<b>49.4</b>	<b>55.8</b>	<b>53.8</b>	<b>49.9</b>	<b>50.6</b>	<b>46.2</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>48.5</b>	<b>44.7</b>	<b>47.7</b>	<b>44.9</b>	<b>47.3</b>	<b>49.5</b>	<b>44.2</b>						

### Baseline Growth Percentile Math - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>52</b>	<b>52</b>	<b>52</b>	<b>53.5</b>	<b>51.5</b>	<b>59.2</b>	<b>47.4</b>	<b>51.6</b>	<b>58.1</b>	<b>56</b>	<b>51.9</b>	<b>53</b>	<b>47.7</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>50.1</b>	<b>45.9</b>	<b>49.7</b>	<b>46.4</b>	<b>48.3</b>	<b>51.7</b>	<b>45.6</b>						

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## Math Growth - HS

### What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

### Cohort Growth Percentile Math - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>State</b>	<b>50</b>	<b>48</b>	<b>51.1</b>	<b>51.8</b>	<b>50.2</b>	<b>53.4</b>	<b>44.4</b>	<b>47.6</b>	<b>47.7</b>	<b>49</b>	<b>50.7</b>	<b>51.9</b>	<b>49.7</b>
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
<b>State</b>	<b>47.3</b>	<b>47.5</b>	<b>46.4</b>	<b>43.9</b>	<b>48.1</b>	<b>49.1</b>	<b>45.1</b>						

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

## Students With IEPs

### What is it?

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

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	*	*	*	*	*	*	*	*
	Students with IEPs	0.2%	3.1%	19.8%	29.3%	0.2%	0.1%	4.8%	42.5%

### By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
State	All Students	*	*	*	*	*	*	*
	Students with IEPs	13.5%	0.2%	0.0%	14.3%	4.7%	0.7%	4.3%

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
State	All Students	*	*	*	*	*	*	*
	Students with IEPs	1.0%	0.2%	13.7%	30.9%	16.0%	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 - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>All</b>				
<b>State</b>	<b>54.4%</b>	<b>25.2%</b>	<b>13.5%</b>	<b>6.9%</b>
<b>American Indian</b>				
<b>State</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Asian</b>				
<b>State</b>	<b>1.5%</b>	<b>0.5%</b>	<b>0.6%</b>	<b>0.2%</b>
<b>Black</b>				
<b>State</b>	<b>9.0%</b>	<b>5.9%</b>	<b>3.5%</b>	<b>1.7%</b>
<b>Hispanic</b>				
<b>State</b>	<b>16.0%</b>	<b>7.5%</b>	<b>4.1%</b>	<b>1.7%</b>
<b>MENA</b>				
<b>State</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Native Hawaiian/ Pacific Islander</b>				
<b>State</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>

\* 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 - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Two or More Races</b>				
<b>State</b>	<b>2.6%</b>	<b>1.1%</b>	<b>0.7%</b>	<b>0.4%</b>
<b>White</b>				
<b>State</b>	<b>25.0%</b>	<b>10.0%</b>	<b>4.5%</b>	<b>2.9%</b>

### By Race/ Ethnicity - Within Demographic Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>All</b>				
<b>State</b>	<b>54.4%</b>	<b>25.2%</b>	<b>13.5%</b>	<b>6.9%</b>
<b>American Indian</b>				
<b>State</b>	<b>51.0%</b>	<b>26.8%</b>	<b>14.0%</b>	<b>8.1%</b>
<b>Asian</b>				
<b>State</b>	<b>53.1%</b>	<b>17.8%</b>	<b>21.4%</b>	<b>7.7%</b>
<b>Black</b>				
<b>State</b>	<b>44.6%</b>	<b>29.4%</b>	<b>17.4%</b>	<b>8.5%</b>
<b>Hispanic</b>				
<b>State</b>	<b>54.7%</b>	<b>25.6%</b>	<b>14.0%</b>	<b>5.7%</b>
<b>MENA</b>				
<b>State</b>	<b>47.6%</b>	<b>29.4%</b>	<b>15.2%</b>	<b>7.8%</b>
<b>Native Hawaiian/ Pacific Islander</b>				
<b>State</b>	<b>53.8%</b>	<b>22.3%</b>	<b>13.7%</b>	<b>10.2%</b>
<b>Two or More Races</b>				
<b>State</b>	<b>54.5%</b>	<b>22.9%</b>	<b>14.2%</b>	<b>8.4%</b>
<b>White</b>				
<b>State</b>	<b>58.9%</b>	<b>23.6%</b>	<b>10.6%</b>	<b>6.8%</b>

\* 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)

### For Selected Disabilities - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Autism</b>				
State	3.7%	2.9%	4.7%	2.1%
<b>Emotional Disability</b>				
State	1.9%	1.0%	0.6%	1.7%
<b>Intellectual Disability</b>				
State	0.2%	1.5%	2.3%	0.8%
<b>Other Health Impairment</b>				
State	8.6%	4.0%	1.3%	0.9%
<b>Specific Learning Disability</b>				
State	19.1%	12.7%	1.7%	0.5%
<b>Speech or Language Impairment</b>				
State	14.1%	0.2%	0.1%	0.0%

### For Selected Disabilities - Within Disability Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Autism</b>				
State	27.6%	21.5%	34.9%	16.0%
<b>Emotional Disability</b>				
State	36.0%	20.0%	11.5%	32.2%
<b>Intellectual Disability</b>				
State	3.2%	31.1%	48.1%	17.5%
<b>Other Health Impairment</b>				
State	58.1%	26.8%	9.0%	6.1%
<b>Specific Learning Disability</b>				
State	56.1%	37.5%	5.0%	1.3%

\* 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) (cont)

### For Selected Disabilities - Within Disability Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Speech or Language Impairment</b>				
<b>State</b>	<b>98.2%</b>	<b>1.2%</b>	<b>0.5%</b>	<b>0.1%</b>

\* 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 - Within Total Population

	Regular Early Childhood Program	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>All</b>						
<b>State</b>	<b>54.6%</b>	<b>14.9%</b>	<b>25.4%</b>	<b>0.1%</b>	<b>5.0%</b>	
<b>American Indian</b>						
<b>State</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>	
<b>Asian</b>						
<b>State</b>	<b>2.6%</b>	<b>0.4%</b>	<b>1.4%</b>	<b>0.0%</b>	<b>0.3%</b>	
<b>Black</b>						
<b>State</b>	<b>7.8%</b>	<b>2.3%</b>	<b>5.6%</b>	<b>0.0%</b>	<b>0.2%</b>	
<b>Hispanic</b>						
<b>State</b>	<b>18.4%</b>	<b>2.4%</b>	<b>8.2%</b>	<b>0.0%</b>	<b>1.0%</b>	
<b>MENA</b>						
<b>State</b>	<b>0.2%</b>	<b>0.0%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>	
<b>Native Hawaiian/ Pacific Islander</b>						
<b>State</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	

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

### By Race/ Ethnicity - Within Total Population

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Two or More Races</b>					
<b>State</b>	<b>3.0%</b>	<b>1.0%</b>	<b>1.3%</b>	<b>0.0%</b>	<b>0.2%</b>
<b>White</b>					
<b>State</b>	<b>22.4%</b>	<b>8.7%</b>	<b>8.7%</b>	<b>0.1%</b>	<b>3.2%</b>

### By Race/ Ethnicity - Within Demographic Group

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>All</b>					
<b>State</b>	<b>54.6%</b>	<b>14.9%</b>	<b>25.4%</b>	<b>0.1%</b>	<b>5.0%</b>
<b>American Indian</b>					
<b>State</b>	<b>64.6%</b>	<b>7.7%</b>	<b>26.2%</b>	<b>0.0%</b>	<b>1.5%</b>
<b>Asian</b>					
<b>State</b>	<b>55.3%</b>	<b>9.1%</b>	<b>29.8%</b>	<b>0.0%</b>	<b>5.8%</b>
<b>Black</b>					
<b>State</b>	<b>49.2%</b>	<b>14.4%</b>	<b>34.9%</b>	<b>0.1%</b>	<b>1.5%</b>
<b>Hispanic</b>					
<b>State</b>	<b>61.1%</b>	<b>8.2%</b>	<b>27.4%</b>	<b>0.0%</b>	<b>3.2%</b>
<b>MENA</b>					
<b>State</b>	<b>48.4%</b>	<b>10.3%</b>	<b>31.7%</b>	<b>0.0%</b>	<b>9.5%</b>
<b>Native Hawaiian/ Pacific Islander</b>					
<b>State</b>	<b>43.3%</b>	<b>10.0%</b>	<b>36.7%</b>	<b>0.0%</b>	<b>10.0%</b>
<b>Two or More Races</b>					
<b>State</b>	<b>53.8%</b>	<b>18.2%</b>	<b>23.8%</b>	<b>0.2%</b>	<b>4.1%</b>

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

### By Race/ Ethnicity - Within Demographic Group

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>White</b>					
<b>State</b>	<b>52.1%</b>	<b>20.1%</b>	<b>20.2%</b>	<b>0.1%</b>	<b>7.4%</b>

### For Selected Disabilities - Within Total Population

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Autism</b>					
<b>State</b>	<b>5.2%</b>	<b>1.4%</b>	<b>8.2%</b>	<b>0.0%</b>	<b>0.1%</b>
<b>Developmental Delay</b>					
<b>State</b>	<b>28.9%</b>	<b>4.3%</b>	<b>14.6%</b>	<b>0.0%</b>	<b>0.5%</b>
<b>Emotional Disability</b>					
<b>State</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Intellectual Disability</b>					
<b>State</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Other Health Impairment</b>					
<b>State</b>	<b>1.1%</b>	<b>0.2%</b>	<b>1.2%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Specific Learning Disability</b>					
<b>State</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Speech or Language Impairment</b>					
<b>State</b>	<b>18.5%</b>	<b>8.8%</b>	<b>0.6%</b>	<b>0.0%</b>	<b>4.3%</b>

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

### For Selected Disabilities - Within Disability Group

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Autism</b>					
<b>State</b>	<b>34.8%</b>	<b>9.4%</b>	<b>55.0%</b>	<b>0.0%</b>	<b>0.8%</b>
<b>Developmental Delay</b>					
<b>State</b>	<b>59.8%</b>	<b>9.0%</b>	<b>30.1%</b>	<b>0.0%</b>	<b>1.1%</b>
<b>Emotional Disability</b>					
<b>State</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Intellectual Disability</b>					
<b>State</b>	<b>21.1%</b>	<b>0.0%</b>	<b>78.9%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Other Health Impairment</b>					
<b>State</b>	<b>44.6%</b>	<b>8.3%</b>	<b>46.0%</b>	<b>0.6%</b>	<b>0.6%</b>
<b>Specific Learning Disability</b>					
<b>State</b>	<b>57.9%</b>	<b>10.5%</b>	<b>29.8%</b>	<b>0.0%</b>	<b>1.8%</b>
<b>Speech or Language Impairment</b>					
<b>State</b>	<b>57.5%</b>	<b>27.3%</b>	<b>1.8%</b>	<b>0.1%</b>	<b>13.3%</b>

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