

2026 Standardized Assessment Report

Lyons Township High School District 204

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Introduction

The Illinois State Board of Education (ISBE) and US Department of Education require school districts to assess the Illinois Learning Standards for English Language Arts (ELA), mathematics, and science. Beginning in the Spring of 2025, ELA, mathematics, and science standards are assessed in grades 9 – 11 through the PreACT 9 Secure, PreACT (10) Secure, and ACT assessments. Around 1% of students were administered the Dynamic Learning Maps Alternate Assessment instead of the PreACT 9, PreACT (10), and ACT assessments.

The US Department of Education also requires all English learners be assessed in reading, writing, speaking, and listening each year until they reach English language proficiency. Illinois utilizes the WIDA ACCESS assessment to assess English learners each winter.

The 2026 Standardized Assessment Report summarizes the district's performance on these assessments. While year-to-year comparisons provide helpful insight into trends in student performance, they should be interpreted with caution. Each year represents a different group of students, each bringing their own strengths, areas for growth, prior experiences, and instructional backgrounds. As a result, changes in performance may reflect differences in the student population as well as changes in instruction or programming.

This data is best viewed as one source of information to help us identify trends, celebrate progress, and determine areas for continued focus. These results, in conjunction with many local and classroom-based assessments, will drive the work of Lyons Township High School District 204's strategic plan and the district's commitment to honor our tradition of excellence, foster innovation, and empower ALL students in their quest for a fulfilling life.

ACT Assessments

ACT Assessments comprises the PreACT 9 Secure, PreACT (10) Secure, and ACT. Students are assessed using the PreACT 9 during the spring of their freshman year, the PreACT (10) during the spring of their sophomore year, and the ACT during the spring of their junior year. ACT Assessments are aligned to Illinois Learning Standards in English Language Arts, mathematics, and science. These assessments are research-based and designed to measure the skills and concepts essential for students to be college and career ready. A common scale score allows students, parents/guardians, and school staff to monitor growth across academic years and at both the program and student level.

ACT

The ACT is a college entrance exam that measures college and career readiness across English, mathematics, and reading, with optional science and writing sections. Science and writing are required as part of the state's mandated assessment. In addition to connecting students to colleges and scholarship opportunities, the ACT provides valuable data for school staff to evaluate instructional programs and track the effectiveness of initiatives across the school community.

PreACT (10) Secure

The PreACT (10) provides sophomores with an early measure of progress toward college and career readiness. It offers insights into students' strengths and areas for growth, helping guide academic planning, course selection, and preparation for the ACT.

PreACT 9 Secure

The PreACT 9 is administered to students in the spring of their freshman year. It provides a clear starting point for measuring academic readiness in high school and establishes a baseline for tracking growth toward college and career readiness. Results highlight areas of strength and opportunities for improvement at the student, course, and program level, giving teachers, students, and families valuable information to guide instruction and academic planning.

ACT Assessments – College Readiness Benchmarks

ACT considers students college ready when their section scores meet the ACT College Readiness Benchmarks. The Benchmarks represent the level of achievement required for students to have a 50% chance of earning a B or higher and a 75–80% chance of earning a C or higher in corresponding first-year, credit-bearing college courses.

Benchmarks have been established for the ACT section test scores (English, mathematics, reading, and science), as well as the ACT STEM and ACT ELA scores. The ELA score is a combination of a student's English, reading, and writing scores. Illinois does not utilize the STEM score. These benchmarks were developed using data from hundreds of colleges across the United States and provide an evidence-based measure of readiness.

It is important to note that readiness is fluid, and students scoring below the benchmark can still find success in college with the right supports.

Those ACT benchmarks for Grade 11 are below:

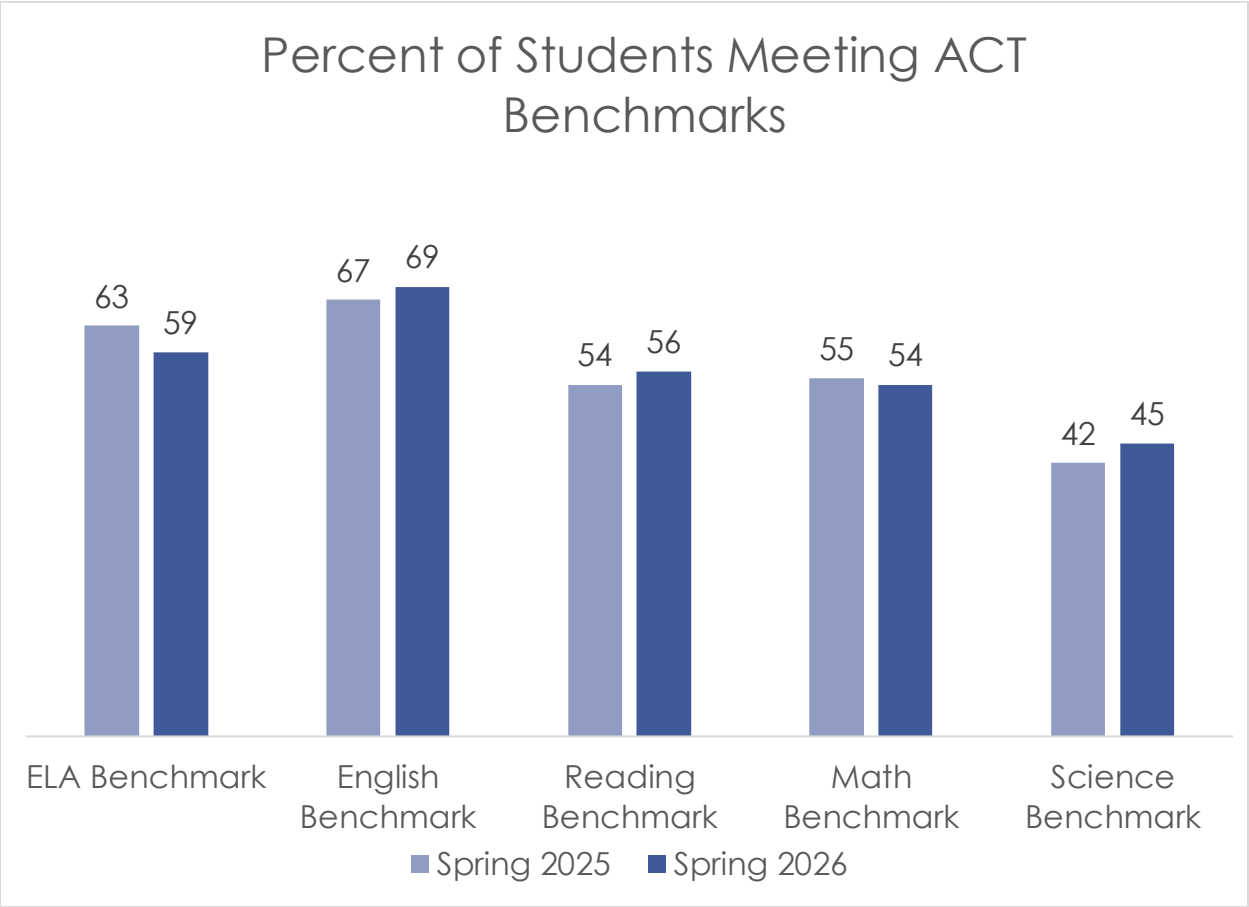
ACT Score	*College Courses*	*ACT College Readiness Benchmark*
English	English Composition I	18
Mathematics	College Algebra	22
Reading	History Courses, Psychology, Sociology, Political Science, Economics	22
Science	Biology	23
ELA	English Composition 1, History Courses, Psychology, Sociology, Political Science, Economics	20

Students meeting the PreACT (10) and PreACT 9 readiness benchmarks are considered on track to meet the ACT readiness benchmark their junior year. Those benchmarks are below:

Spring ACT Score	*PreACT (10)*	*PreACT 9*
English	15	13
Mathematics	19	18
Reading	21	19
Science	21	19
ELA	PreACT does not offer a writing section so this score cannot be calculated by ACT.	

ACT Readiness Benchmarks

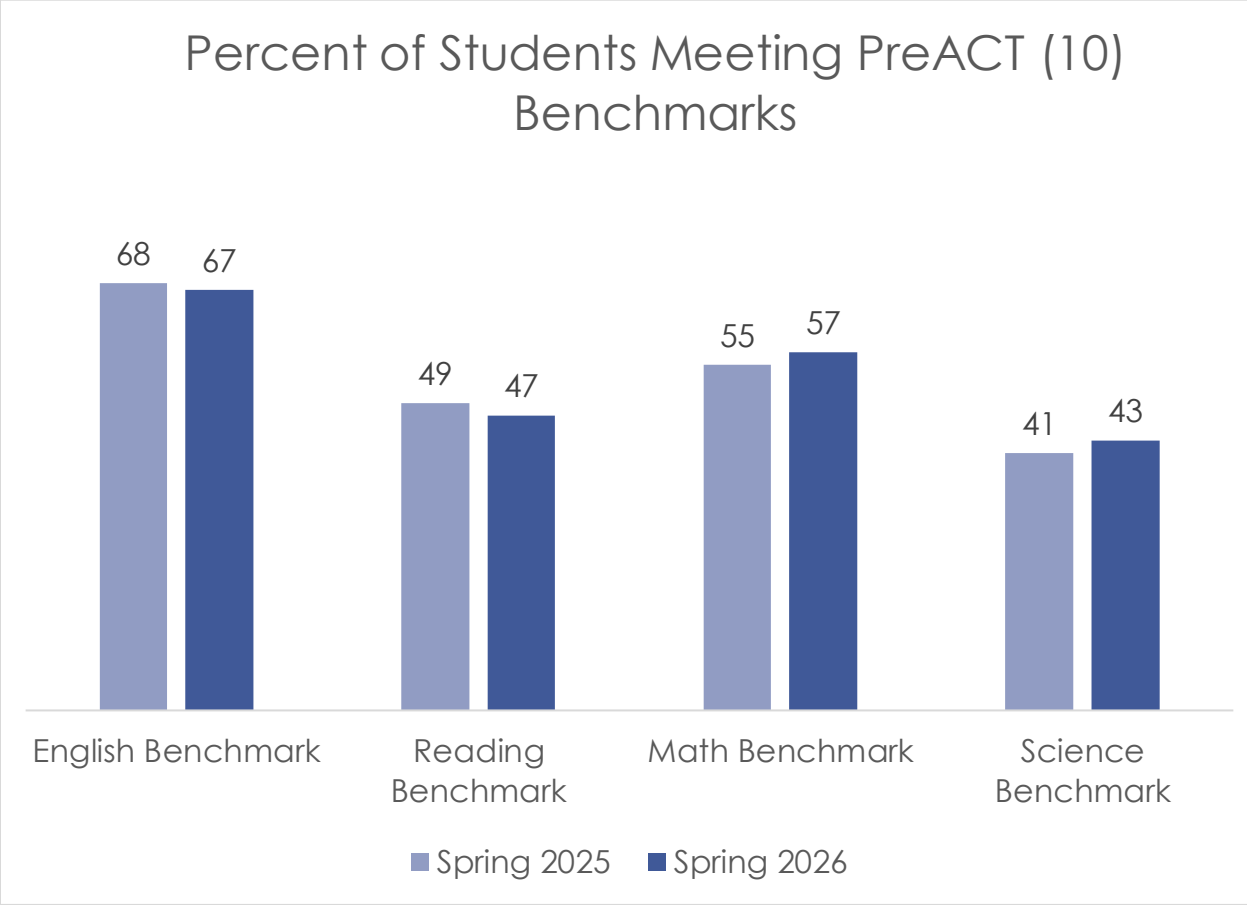
This chart shows the percentage of students meeting ACT college readiness benchmarks across four subject areas and ELA.



The data shows growth in the percentage of students meeting ACT benchmarks from Spring 2025 to Spring 2026 in most areas. English increased by 2 percentage points, reading by 2 points, and science by 3 points. These results reflect progress across several key areas, with the largest increase occurring in science. At the same time, the data highlights opportunities for continued growth, especially in science, where many students are not yet meeting benchmarks. These gains provide a foundation for continued work to identify gaps, support students, and strengthen instruction.

PreACT (10) Readiness Benchmarks

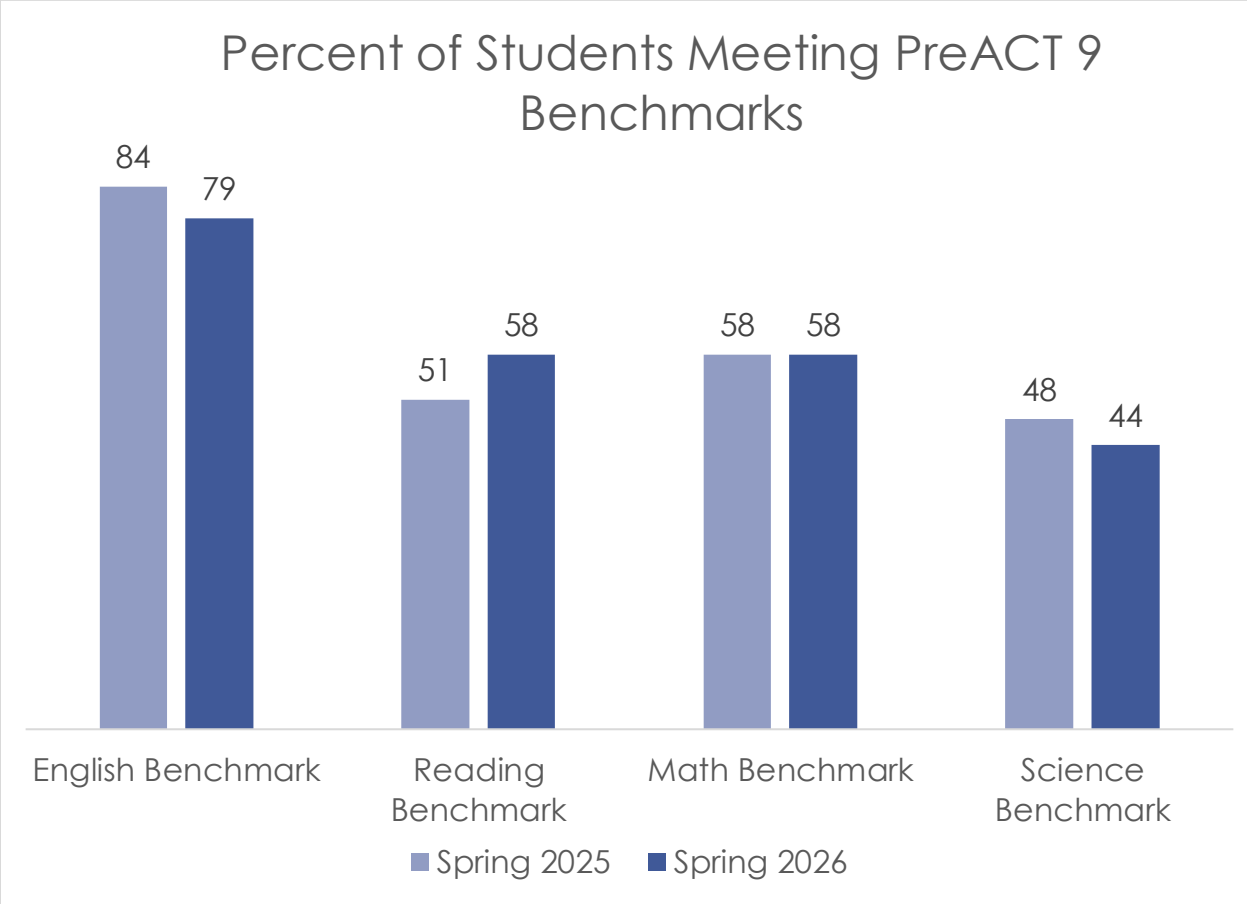
Grade 10 PreACT benchmark performance provides insight into college readiness trajectory one year before the ACT.



PreACT (10) mathematics increased by 2 percentage points and science increased by 2 points, while English and reading decreased slightly by 1 and 2 points, respectively. Overall, students demonstrated higher rates of meeting benchmarks in English and mathematics, with reading and science remaining areas of continued focus.

PreACT 9 Readiness Benchmarks

Grade 9 PreACT results establish baseline college readiness indicators for first year high school students.



PreACT 9 results show a notable increase in reading, with the percentage of students meeting the benchmark rising from 51% to 58%. Mathematics remained steady at 58%, while English decreased by 5 percentage points and science decreased by 4 points. The results in science highlight an area for continued attention and support as students progress toward the PreACT 10 and ACT benchmarks.

ACT Assessments - State of Illinois Performance Levels

The Illinois State Board of Education (ISBE) has performance levels for the ACT Assessments that measure a student's mastery of the Illinois Learning Standards. These performance levels measure mastery of content – not college and career readiness. ISBE performance levels are different than the ACT College Readiness Benchmarks and are used for different purposes.

Students achieving Level 3 or 4 have met or exceeded the standards and are proficient as measured by the ACT. The ISBE Performance Levels are found below:

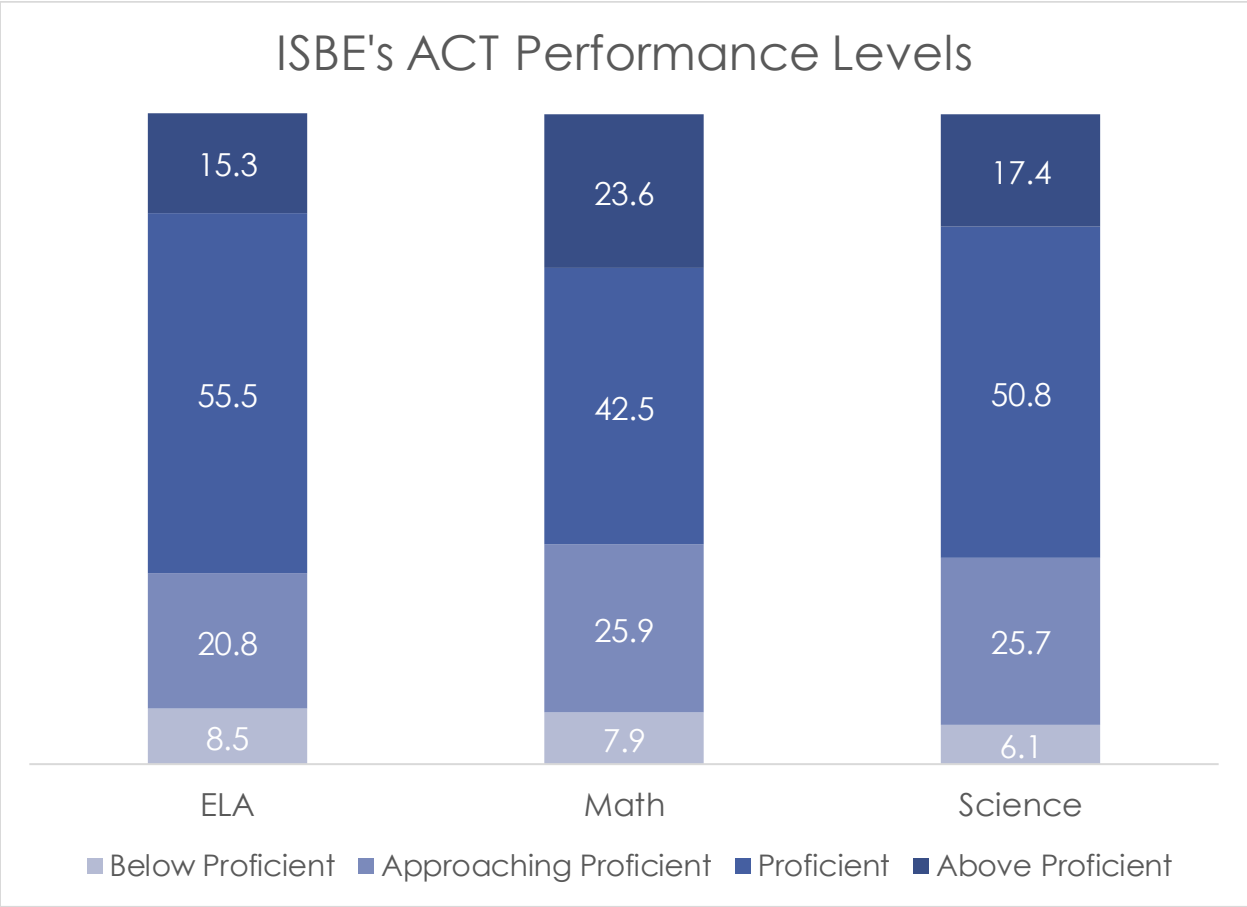
Subject	*Grade*	Level 1 *Below Proficient*	Level 2 Approaching Proficient	Level 3 Proficient	Level 4 Above Proficient
ELA	Grade 9	1 – 10	11 – 13	14 – 24	25 – 32
	Grade 10	1 – 11	12 – 14	15 – 25	26 – 35
	Grade 11	1 – 12	13 – 17	18 – 26	27 – 36
Mathematics	Grade 9	1 – 14	15 – 16	17 – 23	24 – 32
	Grade 10	1 – 14	15 – 17	18 – 24	25 – 35
	Grade 11	1 – 14	15 – 18	19 – 27	28 – 36
Science	Grade 9	1 – 10	11 – 13	14 – 24	25 – 32
	Grade 10	1 – 10	11 – 15	16 – 24	25 – 35
	Grade 11	1 – 13	14 – 18	19 – 26	27 – 36

ISBE calculates the grade 9 and 10 ELA score by averaging the student's reading and English score. If this number is a decimal, ISBE rounds up to the nearest whole number.

ACT calculates the grade 11 ELA score by combining a student's English, reading, and writing score.

ACT with Writing School Day

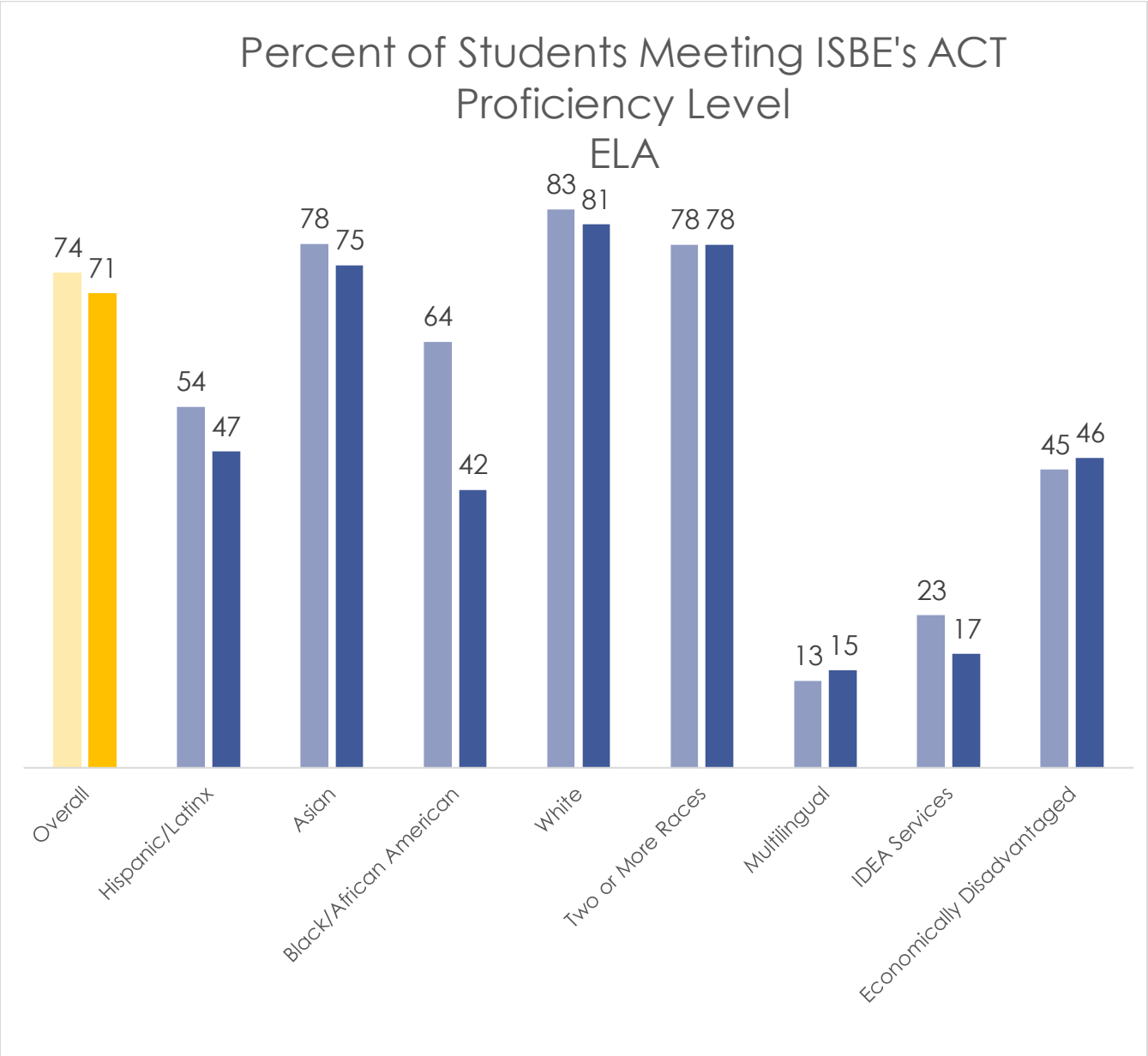
This graph shows the distribution of students across four performance levels for each ACT subject area on the Spring 2026 administration.



The ISBE ACT performance levels show that the majority of students are performing at or above the Proficient level across all three areas. In ELA, 20.8% of students scored in the "approaching" category, while 25.9% achieved an "approaching" score in mathematics and 25.7% in science. These students are approaching proficiency in the Illinois Learning Standards as measured by the ACT.

English Language Arts (ELA)

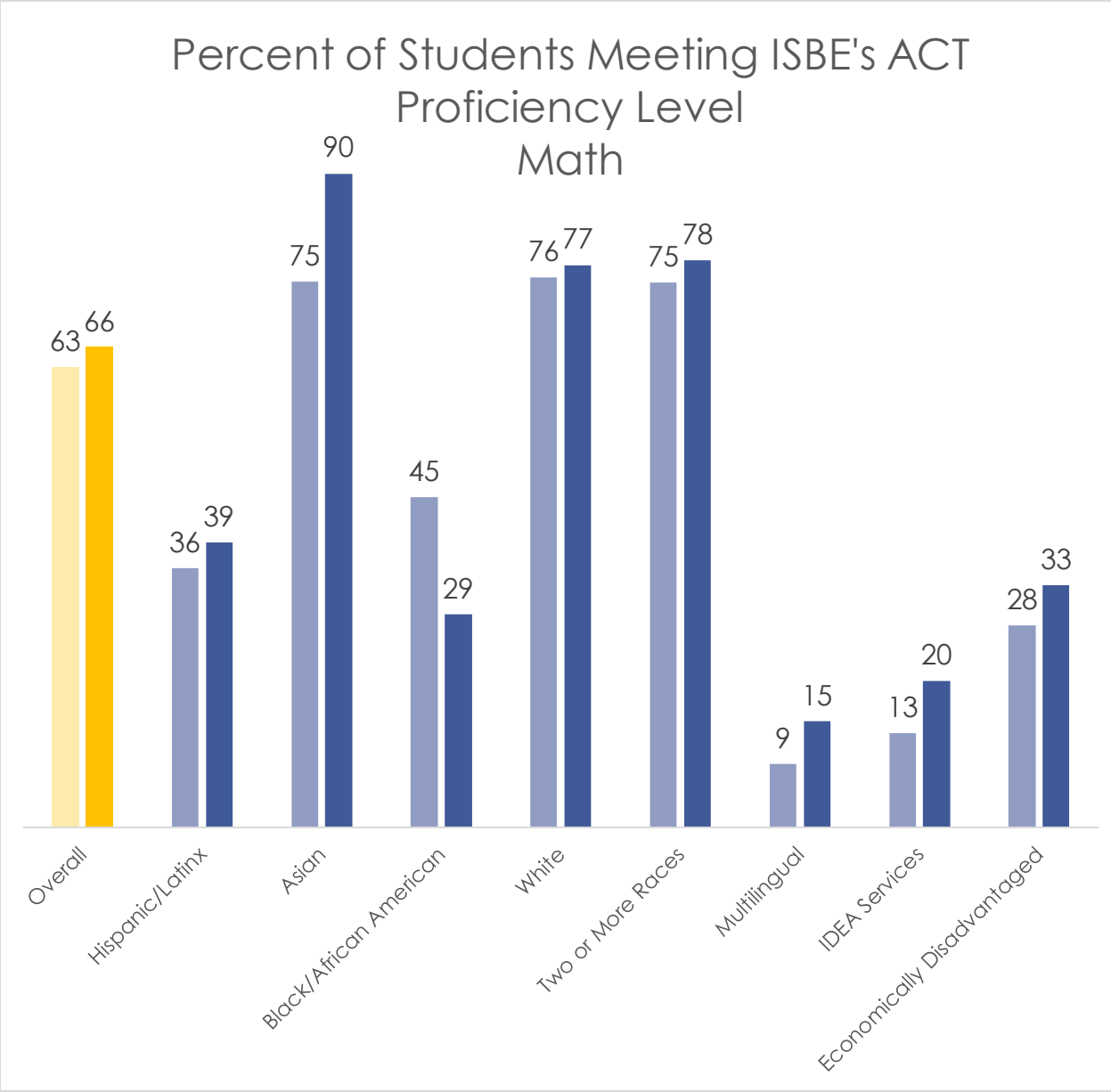
This breakdown examines ACT ELA proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



White, Asian, and Two or More Races subgroups demonstrate high proficiency levels. Achievement gaps exist for Hispanic/Latinx and Black/African American subgroups, students in our Multilingual and Special Education programs, and economically disadvantaged students, indicating the need for continued targeted support strategies.

Mathematics

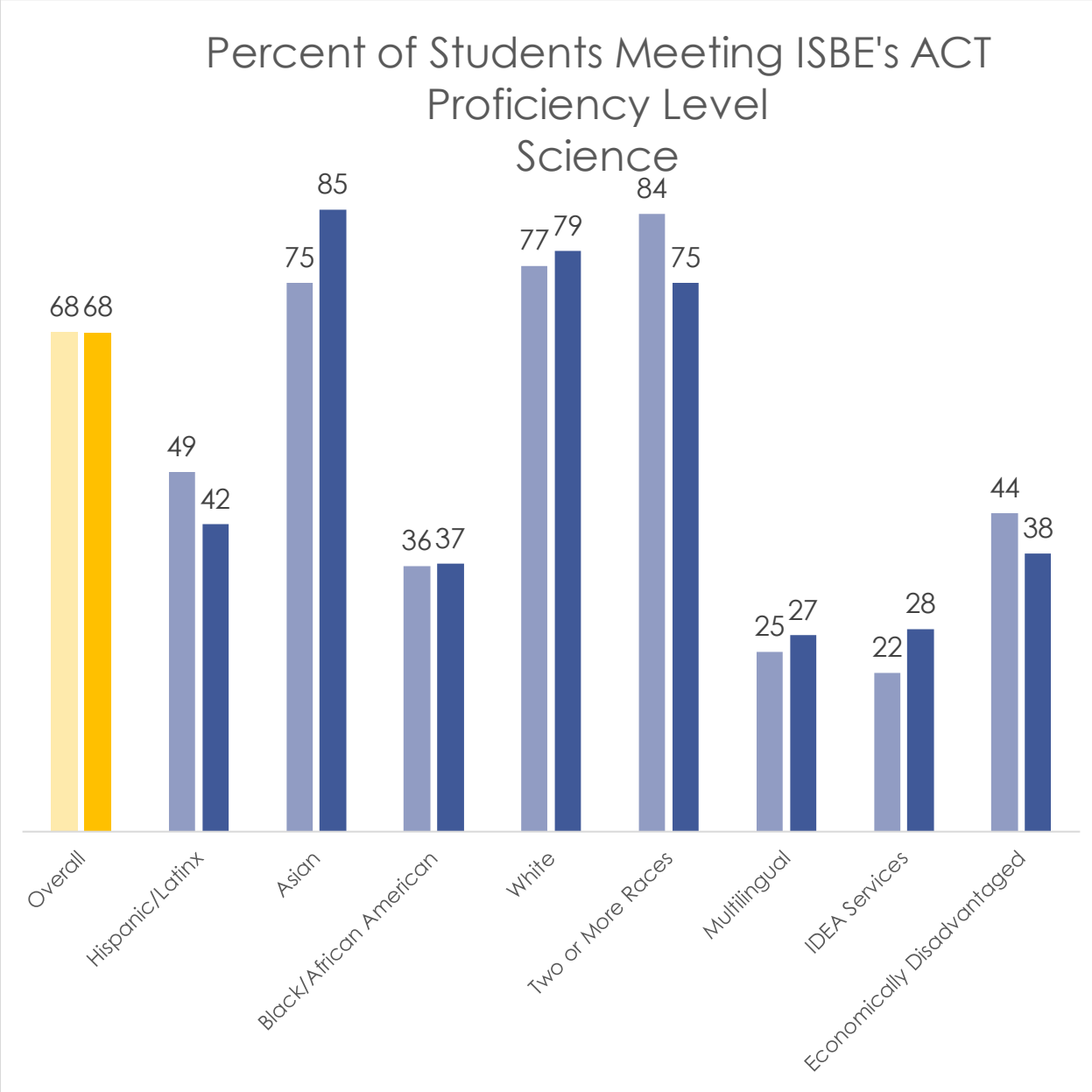
This breakdown examines ACT mathematics proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



Student subgroups of White, Asian, and Two or More Races show high proficiency rates. While many student groups showed improvement from 2025 to 2026, performance gaps remain evident for Hispanic/Latinx and Black/African American subgroups, as well as Multilingual learners, students with disabilities, and economically disadvantaged students. This highlights the need for continued focused intervention efforts.

Science

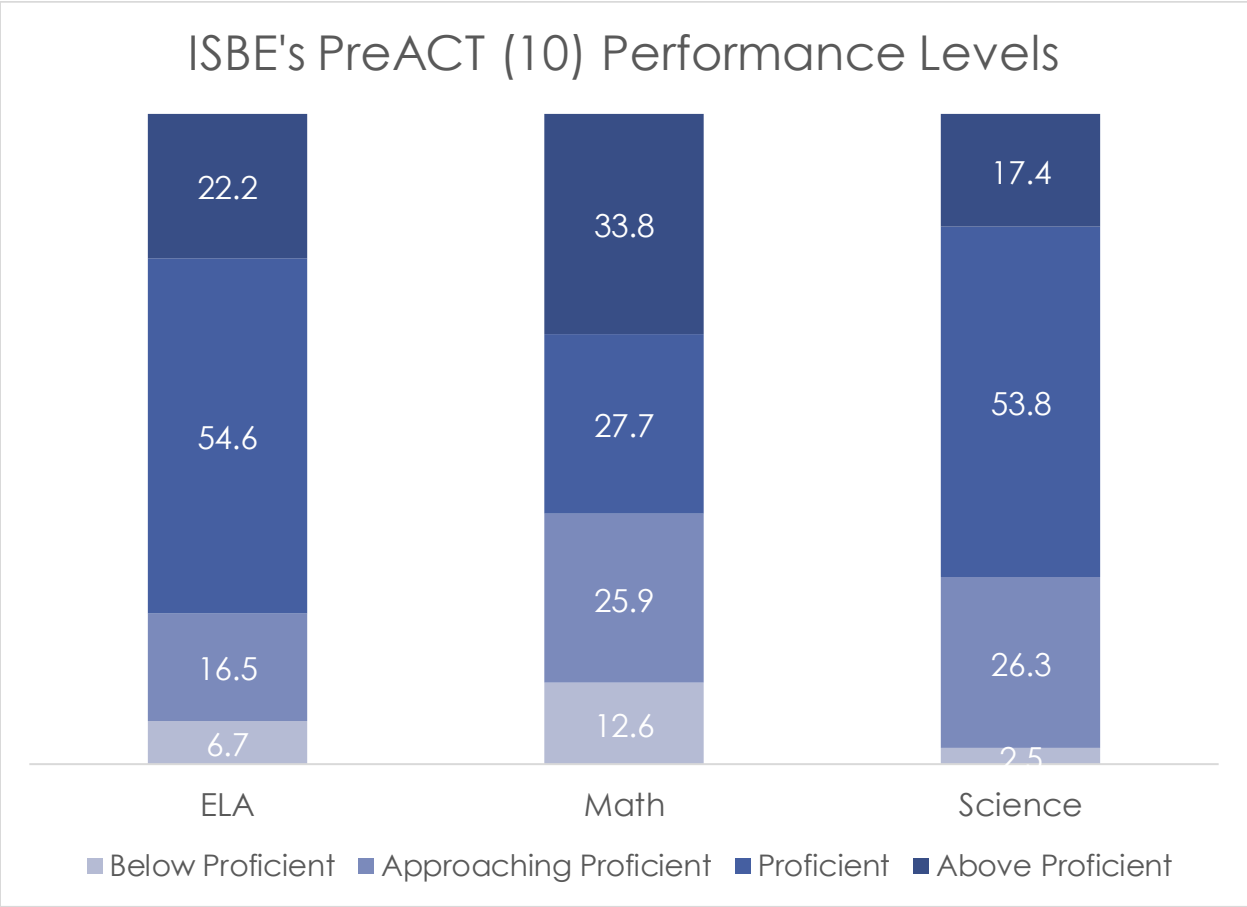
This breakdown examines ACT science proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



White, Asian, and Two or More Races subgroups achieve high proficiency levels. Gaps in performance exist for Hispanic/Latinx and Black/African American subgroups, students in Multilingual and Special Education programs, and economically disadvantaged students, demonstrating the importance of sustained targeted academic support.

PreACT (10) Secure

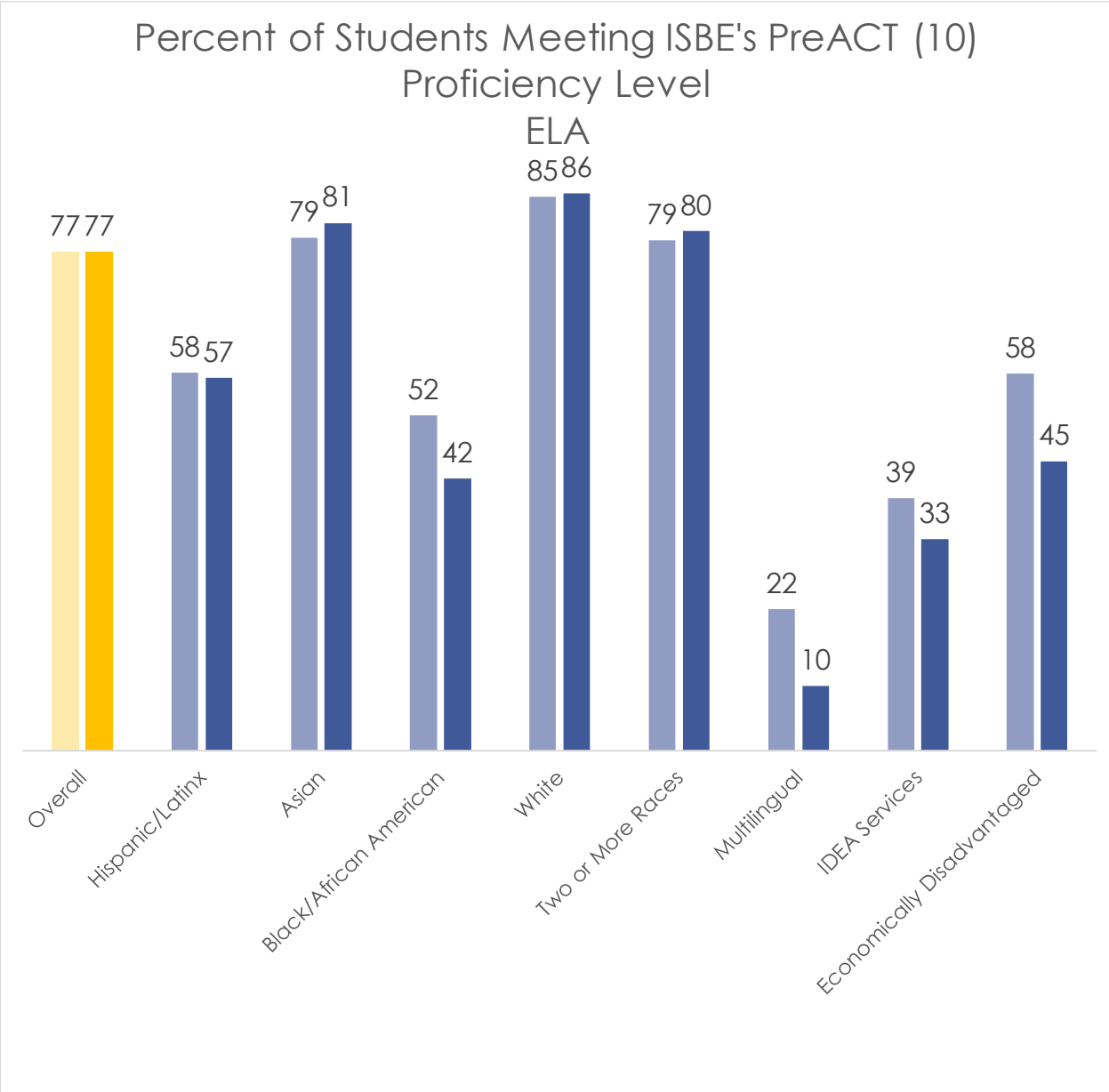
This graph shows the distribution of students across four performance levels for each PreACT (10) subject area on the Spring 2026 administration.



The ISBE PreACT (10) performance levels show that the majority of students are performing at or above the Proficient level across all three areas. In ELA, 16.5% of students scored in the "approaching" category, while 25.9% achieved an "approaching" score in mathematics and 26.3% in science.

English Language Arts (ELA)

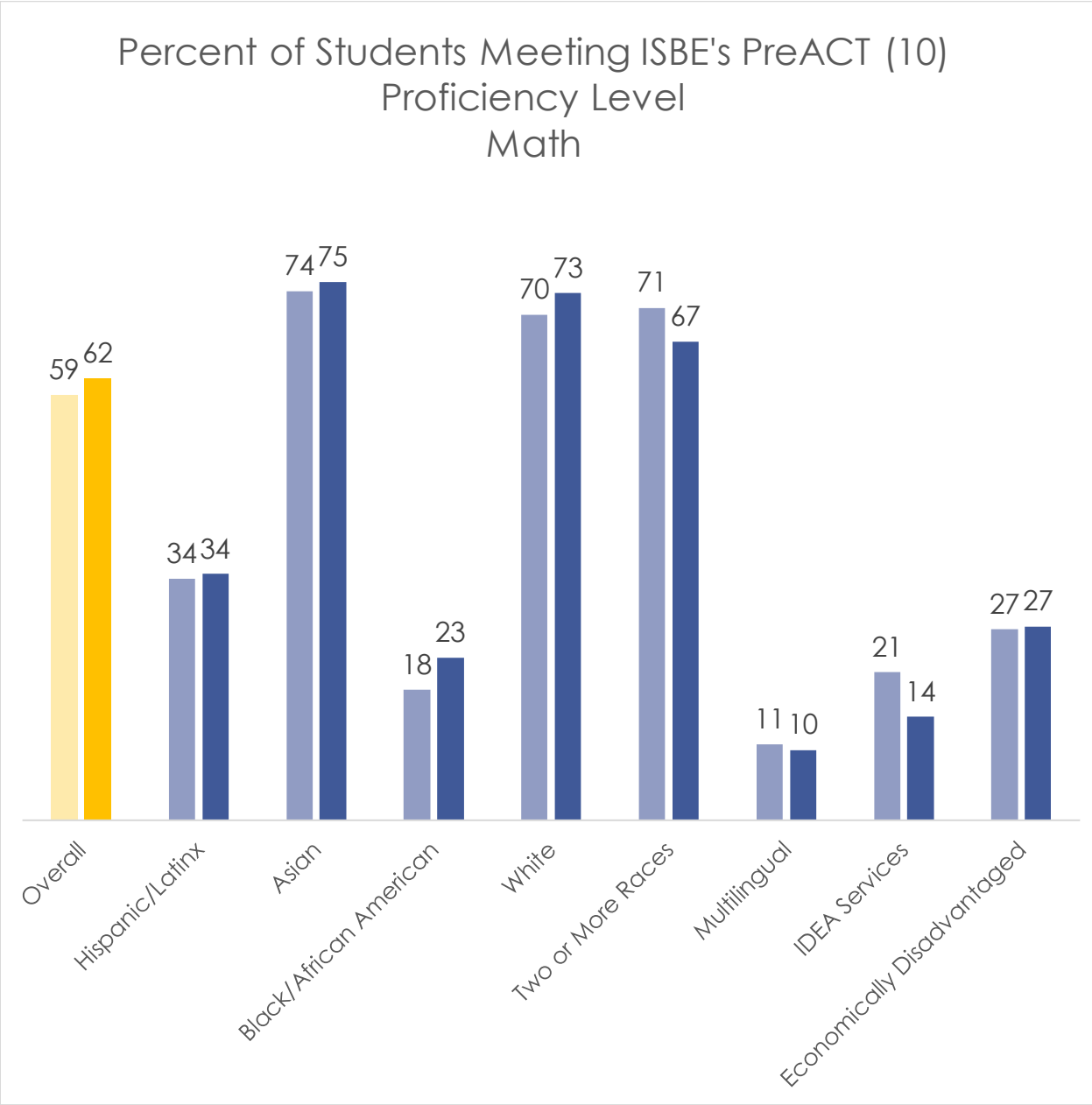
This breakdown examines PreACT (10) ELA proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



Achievement patterns show that White, Asian, and Two or More Races subgroups reach higher levels of proficiency. Performance gaps remain for Hispanic/Latinx and Black/African American subgroups, as well as for students in Multilingual, Special Education, and economically disadvantaged groups.

Mathematics

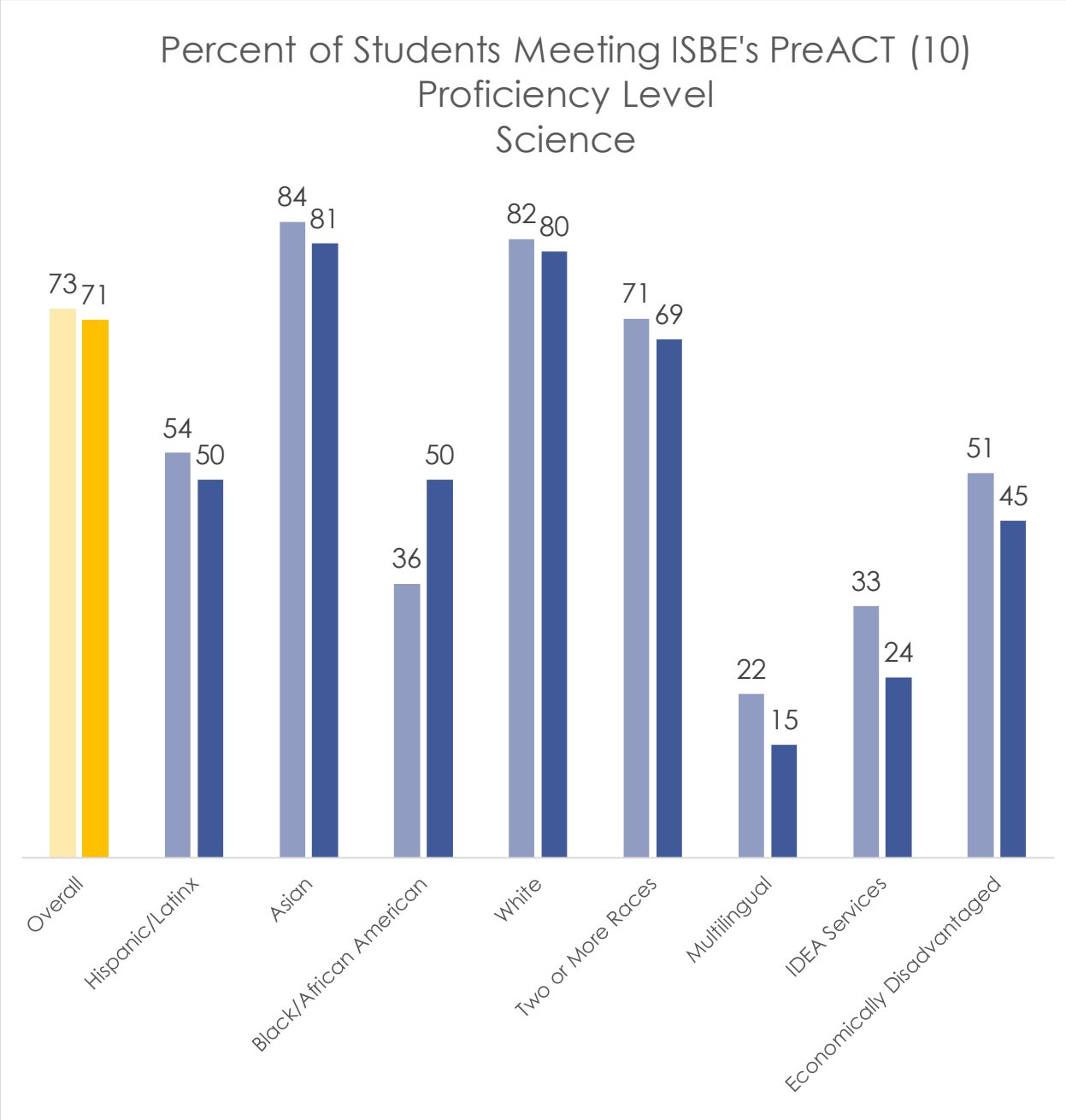
This breakdown examines PreACT (10) mathematics proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



While White, Asian, and Two or More Races subgroups demonstrate high proficiency outcomes, disparities are evident among Hispanic/Latinx, Black/African American, Multilingual, Special Education, and economically disadvantaged subgroups.

Science

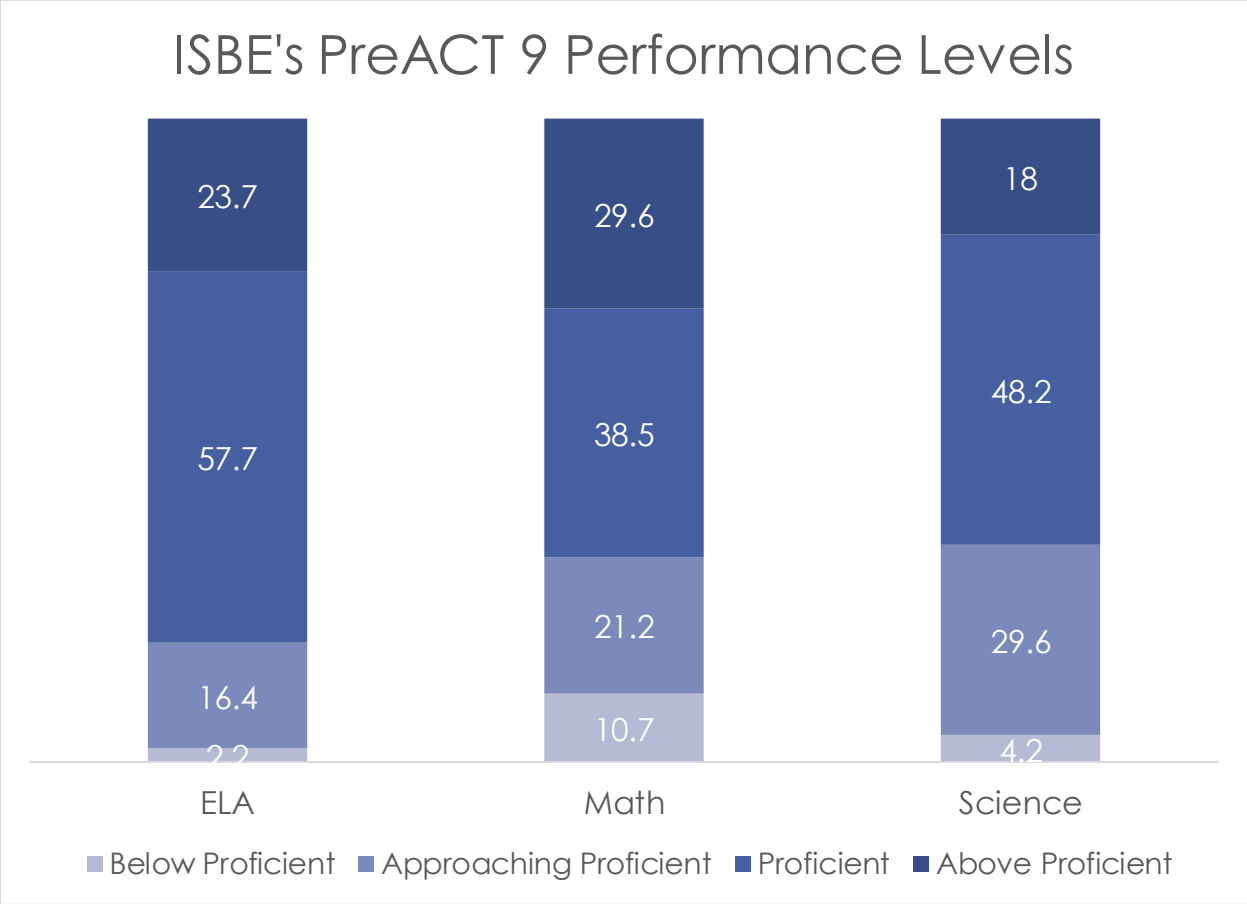
This breakdown examines PreACT (10) science proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



Data indicates that White, Asian, or Two or More Races subgroups achieve higher proficiency rates. In contrast, achievement gaps remain for Hispanic/Latinx, Black/African American, Multilingual, Special Education, and economically disadvantaged subgroups.

PreACT 9 Secure

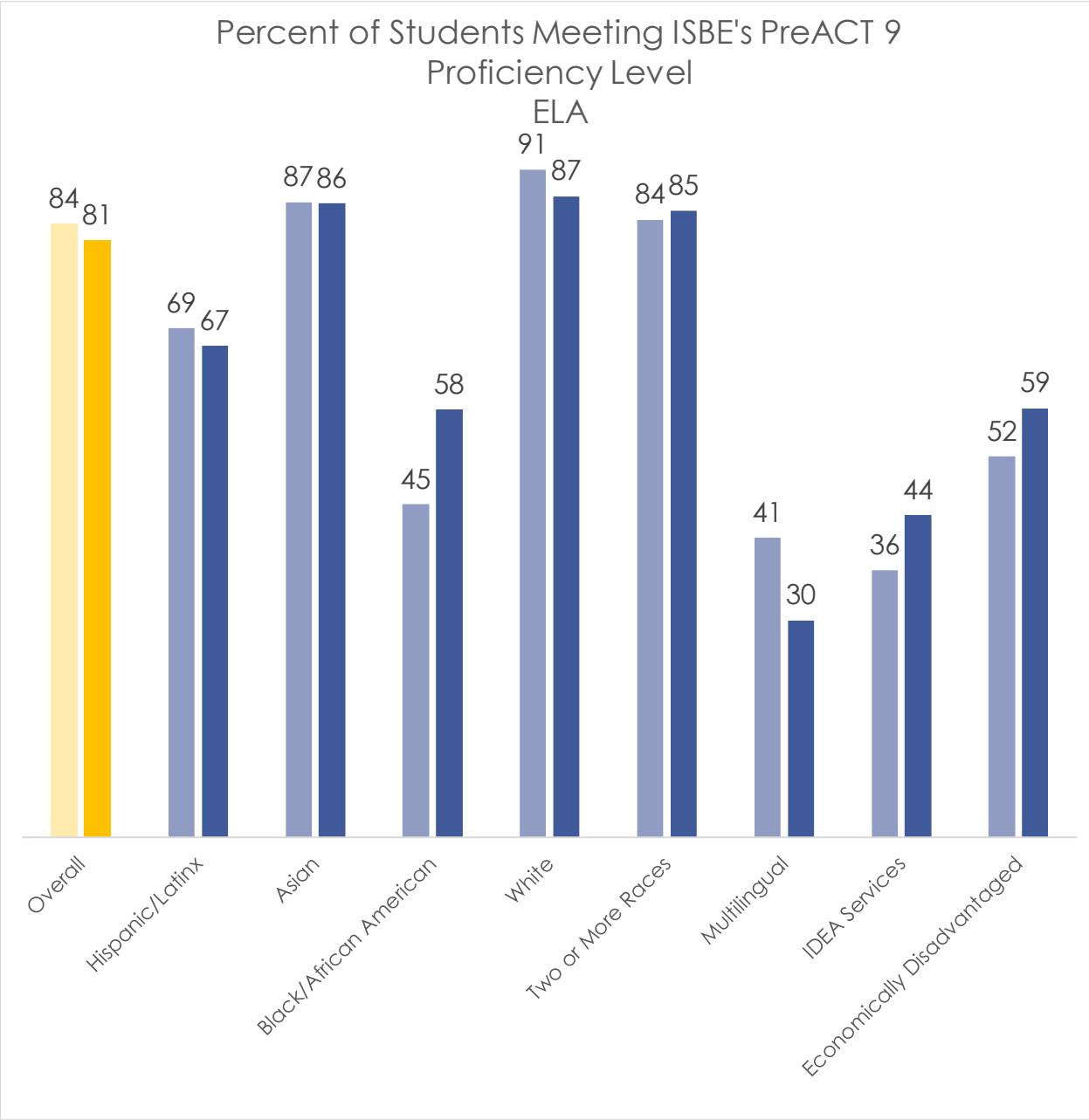
This graph shows the distribution of students across four performance levels for each PreACT 9 subject area on the Spring 2026 administration.



The ISBE PreACT 9 performance levels show that the majority of students are performing at or above the Proficient level across all three areas. In ELA, 16.4% of students scored in the "approaching" category, while 21.2% achieved an "approaching" score in mathematics and 29.6% in science.

English Language Arts (ELA)

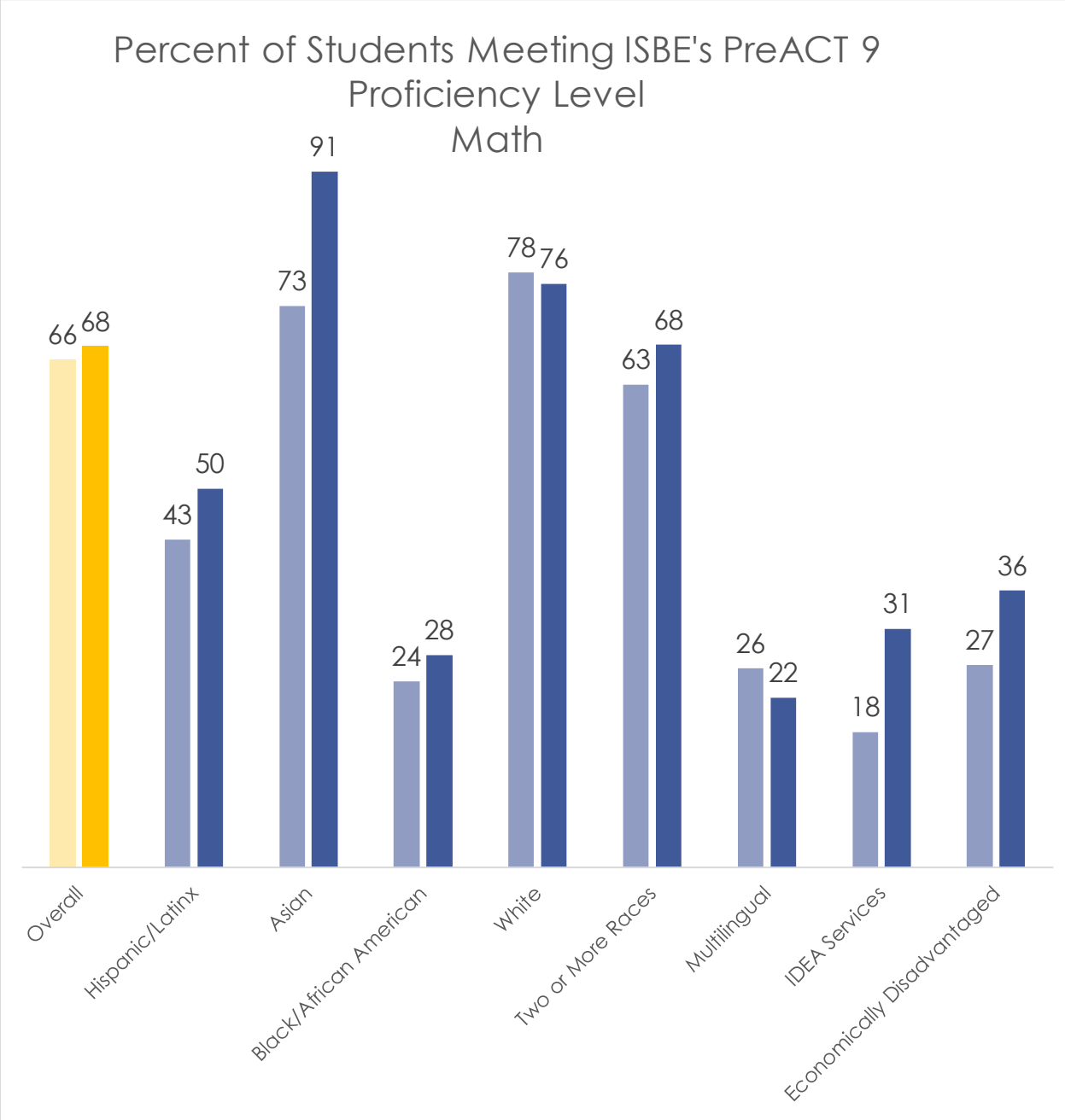
This breakdown examines PreACT 9 ELA proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



White, Asian, and Two or More Races subgroups perform at higher proficiency levels, while gaps in achievement persist for Hispanic/Latinx and Black/African American students, and for students in Multilingual, Special Education, and economically disadvantaged subgroups.

Mathematics

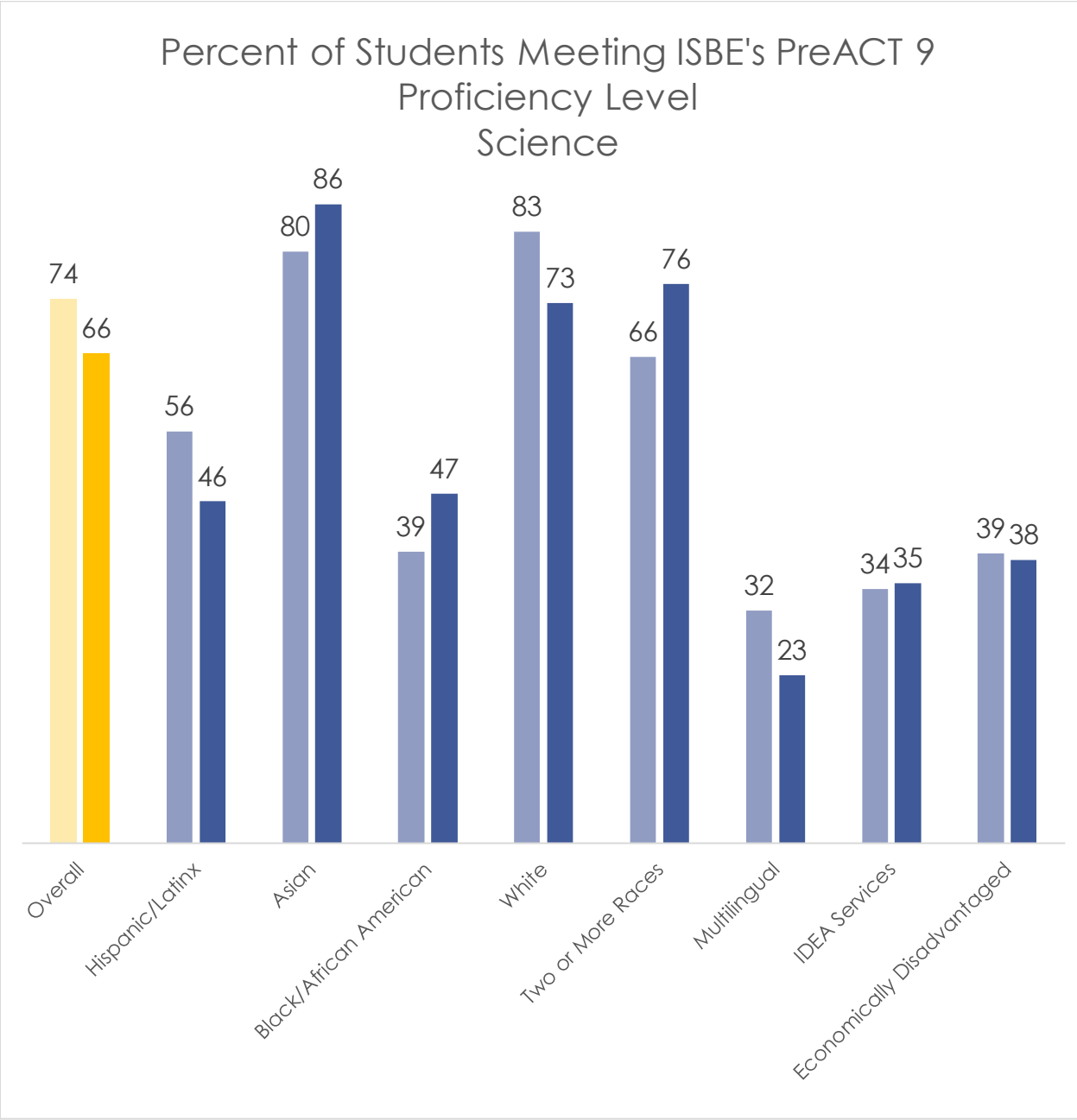
This breakdown examines PreACT 9 mathematics proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



Performance trends show that White, Asian, and Two or More Races subgroups often meet higher proficiency levels. Meanwhile, Hispanic/Latinx, Black/African American, Multilingual, Special Education, and economically disadvantaged subgroups face gaps.

Science

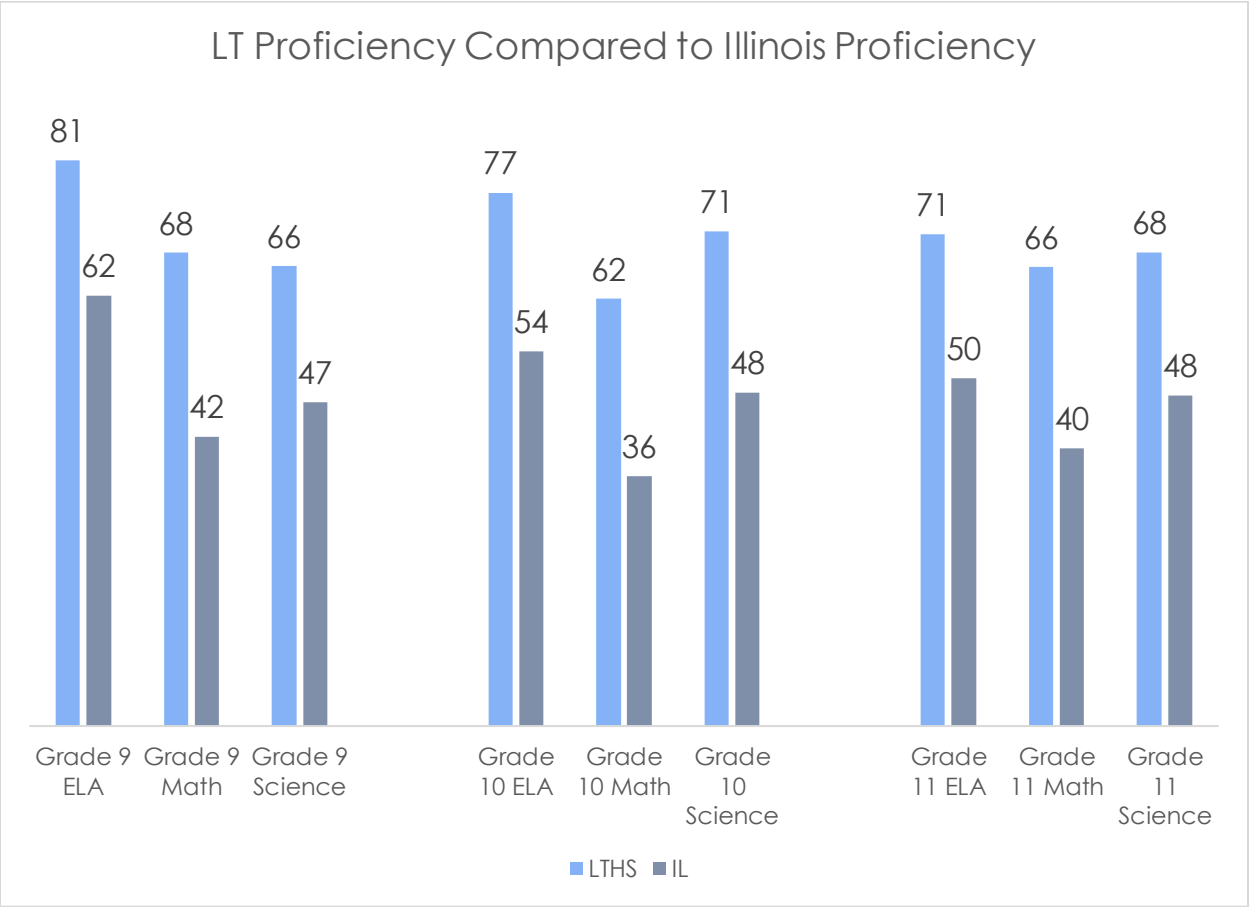
This breakdown examines PreACT 9 science proficiency rates across different student demographic groups. The light colored bars represent data from Spring 2025 and the dark colored bars represent data from Spring 2026.



The data reveal higher levels of proficiency for White, Asian, and Two or More Races subgroups, while achievement gaps persist among Hispanic/Latinx, Black/African American, Multilingual, Special Education, and economically disadvantaged subgroups.

LTHS Proficiency Compared to State Proficiency – ACT Assessments

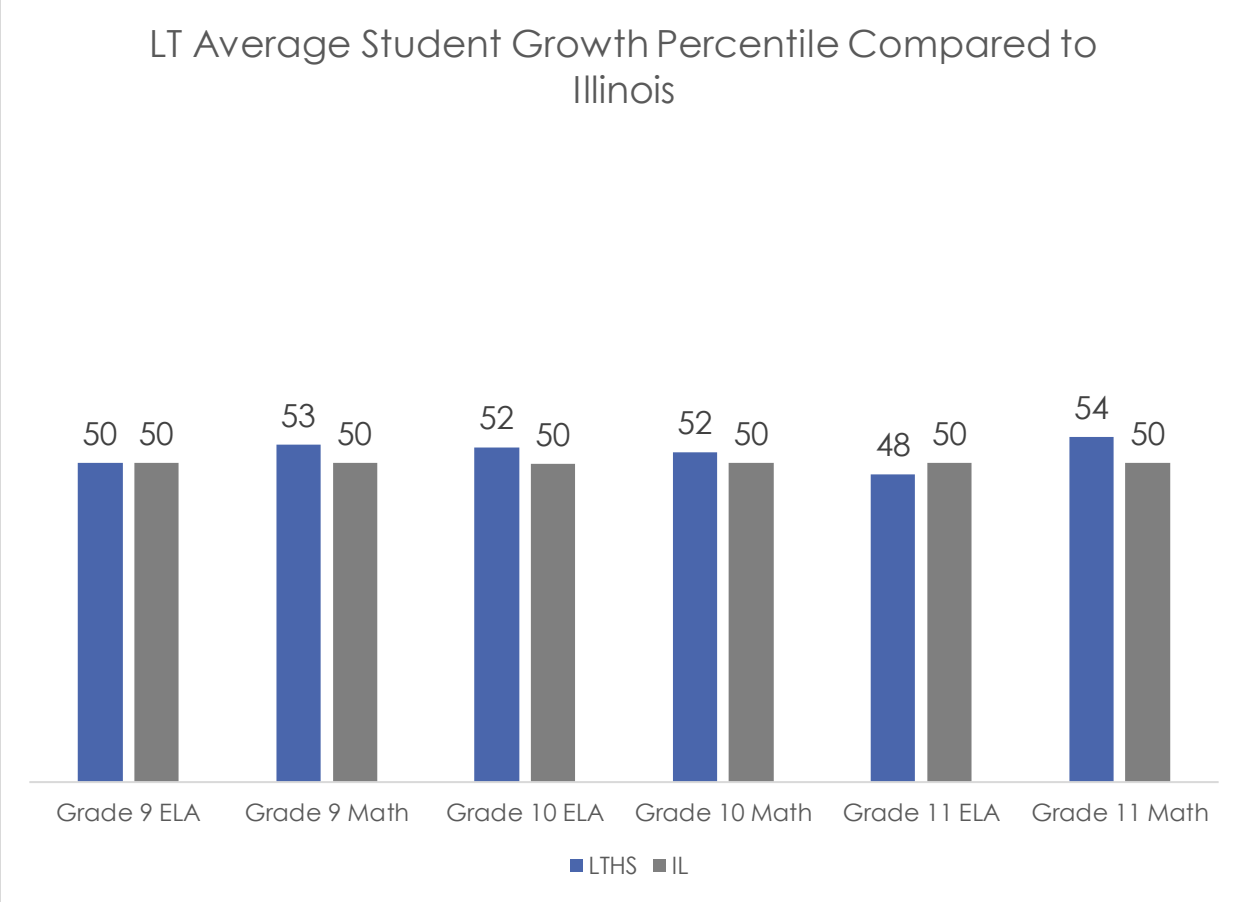
The following graph compares Spring 2026 district proficiency rates across three subject areas and grade levels with statewide Illinois performance data.



District performance surpasses Illinois state proficiency rates across all subjects and grades, reflecting strong student performance relative to statewide results.

LTHS Average Student Growth Percentile Compared to Illinois – ACT Assessments

Student Growth Percentiles (SGPs) measure individual student academic progress over time by comparing a student's growth to that of other students with similar prior achievement levels. SGPs range from 1 to 99, with a percentile of 50 representing typical or average growth. The following graphic compares our district's average SGP on the Spring 2026 ACT with Illinois state averages across subject areas.



Our district's average Student Growth Percentiles meet or exceed the state average across most subject areas, with our Grade 11 ELA performance slightly below the state average. These results indicate that LT students are demonstrating growth that generally meets or exceeds statewide averages.

Dynamic Learning Maps – Alternate Assessment

The Dynamic Learning Maps – Alternate Assessment (DLM-AA) is administered in place of the PreACT/ACT for students with the most significant cognitive disabilities (typically associated with an IQ less than 55). Students participating in the DLM-AA also have deficiencies in communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health and safety. Students in grades 9, 10, and 11 are assessed in English Language Arts, mathematics, and science.

The DLM-AA has four performance levels:

- Emerging
- Approaching the Target
- At Target
- Advanced

Students in the *At Target* and *Advanced* ranges have demonstrated proficiency in the respective subject area.

Less than 1% of students at Lyons Township High School meet the qualifications to participate in the DLM-AA.

This year, a small number of Lyons Township High School students participated in DLM-AA. Due to the small number of students tested, the state redacted the results to protect student privacy.

ACCESS for English Language Learners

ACCESS for English Language Learners is an English language proficiency exam administered to all students in our Multilingual program. The state of Illinois uses the term English Learner for this group of students while ACCESS uses the term English Language Learner. The assessment measures listening, speaking, reading, and writing. Students receive a score in each domain as well as an overall/composite score.

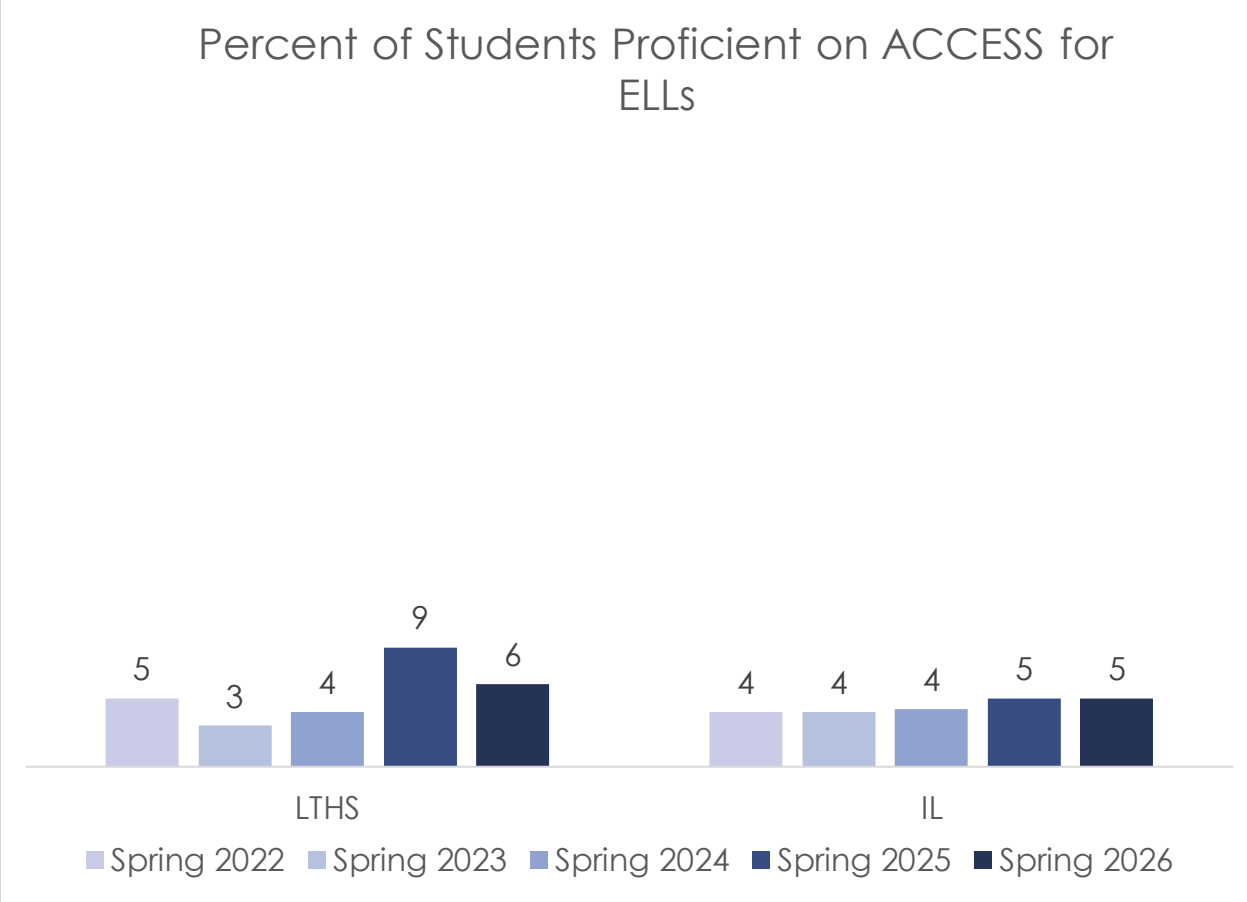
ACCESS for ELLs has 6 proficiency levels with levels 5 and 6 combining to encompass proficient. In Illinois, students earning a 4.8 or higher exit English Learner programming and no longer participate in the ACCESS assessment. The six proficiency levels and their descriptors are below.

- Level 1: Entering
- Level 2: Emerging
- Level 3: Developing
- Level 4: Expanding
- Level 5: Bridging
- Level 6: Reaching

The number of students who qualify for English Learner services has grown drastically at Lyons Township High School. In 2017, 64 students or 1.6% of the student population qualified for services. In 2022, 157 students or 4% of the student population qualified. In 2026, this percentage increased to 6.7%, which is 240 students.

ACCESS for ELLs Proficiency by School Year

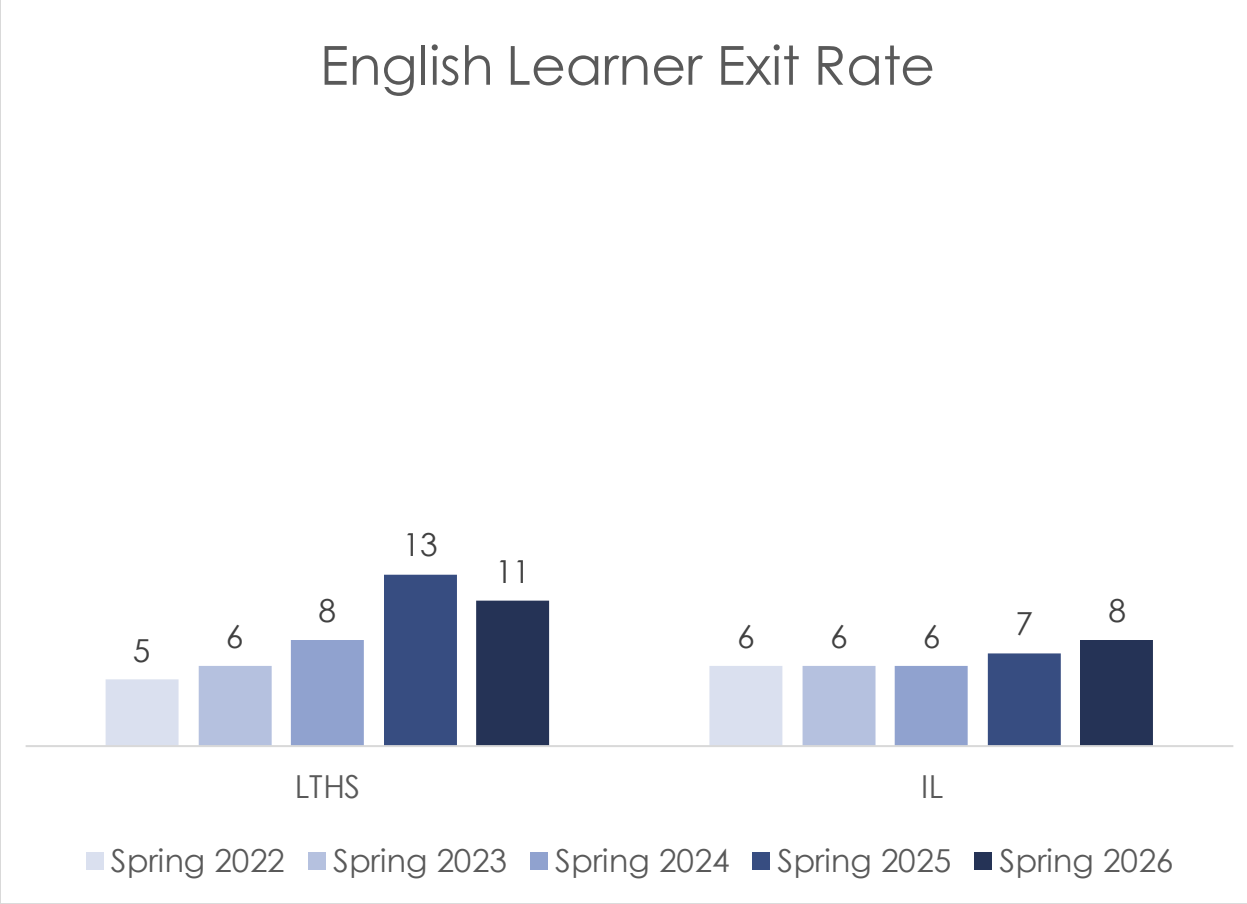
The chart below depicts the percent of students identified as English Learners that met proficiency standards (levels 5 and 6) for each school year. The population of students taking the ACCESS test is constantly evolving, as students who achieve the exit score of 4.8 no longer participate in the assessment the following year.



35% of students earned a score of "expanding" (level 4). These students are very close to achieving a level 5 or 6 on this assessment.

EL Exit Rate by School Year

A student scoring a 4.8 composite score or higher exits EL status and is no longer considered an English Learner by the Illinois State Board of Education. This graphic shows the percentage of students in LT's Multilingual program who have met the state's exit criteria each school year.



LTHS continues to see growth in the percentage of students meeting the state's EL exit criteria.