



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

ACHIEVEMENT & ACCOUNTABILITY REPORT

2024-2025



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Letter from the Superintendent

Dear District 65 Community,

With our new school year underway, I am proud to share the progress highlighted in our Achievement and Accountability Report. The Achievement and Accountability report is a part of our revised district reporting structure. Over the past few years, the Research, Assessment, Accountability, and Data team (RAAD) has prepared and presented the “Equity Progress Indicator(EPI) and Strategic Plan Report” three times a year. The revised reporting structure will include the annual Achievement and Accountability report, showing student outcome data aligned to the Strategic Plan goals, progress updates presented quarterly at School Board meetings, and the upcoming launch of an interactive data dashboard hosted on the District 65 website. The goal of the new reporting structure is to provide accurate, relevant, timely, and actionable data that is accessible to all stakeholders. As you read this report, I hope you are reminded of what is possible when educators, families, and community partners work together with a shared commitment to our students.

This past year, our students made meaningful academic growth. Based on preliminary Illinois Assessment of Readiness (IAR) data, the percentage of students meeting or exceeding grade-level expectations in Language Arts rose from 40.6% to 54.6%, bringing us closer to our five-year goal. More students are also on track for the future with increases in the number meeting college readiness benchmarks on the MAP assessment, up 3% in Language Arts and 6% in Math. On the MAP Fluency assessment, our youngest learners demonstrated strong early literacy gains in both English and Spanish, laying a solid foundation for success. These results affirm the dedication of our educators and the resilience of our students.

Equally inspiring are the stories of excellence across our schools. Nichols Middle School students earned top honors at the Illinois Debate League, while Bessie Rhodes seventh graders led a collective climate justice project. Walker fifth graders brought The Wizard of Oz to life in a student-directed performance, and Chute Middle School partnered with local artists to create a vibrant new mural above the butterfly garden. From Northwestern University helping Washington Elementary writers see their work on stage to the launch of Building Thinking Classrooms at Lincolnwood and Orrington, these moments show how academics, creativity, and belonging go hand in hand in District 65.

At the same time, we know there is more work ahead. Opportunity gaps remain, and we are committed to closing them through culturally-responsive teaching, restorative practices, and inclusive support for all students. We are also working alongside our community through the third phase of our Structural Deficit Reduction Plan to ensure a strong and sustainable future for our schools. While difficult decisions lie ahead, we will continue to put students first in all that we do.

Thank you for your ongoing partnership and support. Together, we will ensure that every child in District 65 has the opportunity to learn, grow, and thrive in the most joyful learning environments.

With gratitude and determination,

Dr. Angel Turner



Purpose & Equity Considerations

Purpose

The purpose of the “Achievement and Accountability Report” is to both highlight the incredible work of our leaders, educators, staff, students, families, and community, while still being transparent about the work that still needs to be done to ensure every student in District 65 is supported and appropriately challenged to unlock their full potential. The role of the various forms of data presented in this report is to inform equitable decision-making and to continuously improve the educational environment and instruction for every child, every day, whatever it takes.

Equity Considerations in Data Interpretation

District 65 is committed to using data as a tool for equity, while also acknowledging the ways educational data has historically been used to reinforce inequities. When interpreting student outcome data, several key considerations guide our approach:

- **Contextualizing Disparities:** Differences in student performance across demographic groups often reflect systemic opportunity gaps, rooted in institutional racism and socioeconomic inequities, not student ability or family effort. Data should never be used to draw deficit-based conclusions about students or their communities.
- **Transparency with Limitations:** The District compares outcomes by race to illuminate structurally reinforced advantages, such as those experienced by White students. At the same time, we acknowledge the risk of normalizing Whiteness as a standard and recognize the limitations of such comparisons.
- **Caution with Standardized Tests:** While assessments like MAP are reviewed for bias, disparities in outcomes may still reflect underlying structural inequities. Test scores provide important, but incomplete, information about student learning. District 65 is committed to using multiple measures to assess student and school performance more holistically.
- **Growth Does Not Equal Equity:** Even when District 65 students outperform state or national averages, or when gaps mirror those seen elsewhere, the urgency for equity remains. Highlighting areas of progress helps inform ongoing improvement, not diminish the seriousness of persistent disparities.
- **Privacy and Inclusion:** To protect confidentiality, outcome data for groups with very small numbers, such as Pacific Islander, Native American, and non-binary students, may not be publicly reported. As the district continues implementing inclusive policies, we are exploring ways to reflect all student identities in our data practices while safeguarding privacy.

Report Organization

Report Organization

This report begins with narratives highlighting just a few of the outstanding efforts made by our staff, students, families, and community. Although this report contains an extensive amount of quantitative data from assessments, it is important to note that standardized assessments, while important, provide an incomplete picture of whole student success and the incredible dedication of the D65 community. By elevating the actions and achievements of our staff and the students we serve, before the accountability results, the RAAD department is presenting a holistic view of the actions and outcomes of the district's mission, "Every child. Every day. Whatever it takes."

Following the narratives, this report provides the established academic, attendance, and behavioral outcome goals from the five-year strategic plan beginning in SY21-22. These goals were established to provide all stakeholders with a clear sense of what the strategic plan is intended to help our students accomplish and guide the work over the five years. The current progress toward those strategic plan goals is found in the tables and graphs on the subsequent pages of this report.

The aggregate data aligned to the strategic plan goals show overall trends and progress toward the strategic plan goals as a district. The report has been organized into sections based on the components of the Illinois State Board of Education (ISBE) "Equity Journey Continuum." Starting with "Learning Conditions," which includes attendance, Social-Emotional Learning (SEL), school climate, and behavior indicators. The "Student Learning" section is dedicated to presenting results on student assessment metrics that depict the current state of academic achievement in the District. This report has been organized into sections by assessment in the following order: NWEA MAP Growth, NWEA MAP Fluency, Illinois Assessment of Readiness (IAR), ACCESS for ELLs, Cognitive ToyBox, and Dynamic Learning Maps (DLM).

Following the overall data in this report is an "Academic Outcome Scorecard" for both NWEA MAP and Illinois Assessment of Readiness (IAR), which is disaggregated by race, EL status, IEP status, and Free/Reduced Lunch status to help identify patterns, gaps, or disparities that may be hidden in the overall results.

The section, "Elevating Educators," is the final component of the "Equity Journey Continuum," which rounds out the report.

This report also includes an Appendix section with references and technical notes that are useful as background in interpreting the data presented.

Measuring Academic Achievement

The Measures

The **Illinois Assessment of Readiness (IAR)** is a state-mandated assessment taken in the spring for all students in third through eighth grade. It is a criterion-referenced assessment that measures students' proficiency toward grade-level expectations based on the Illinois Learning Standards, incorporating the Common Core State Standards (CCSS). The IAR assessment is the most meaningful assessment to determine if students are meeting grade-level benchmarks. Our goal is that every student meet or exceed grade-level expectations.

NWEA MAP is a reliable, norm-referenced assessment aligned to the Common Core State Standards and is used to assess students' proficiency and growth across time. District 65 has extensive historical data on MAP, and researchers have established a relationship between student performance on MAP and their eventual performance on the ACT (Thum & Metta, 2015) and the SAT (Thum, 2017). This research allows us to track the percent of students who are on-track to meet College Readiness Benchmarks on the ACT and the SAT. Throughout this report, RAAD refers to meeting college readiness benchmarks. This terms refers to students grades 5 through 8 being on-track for college readiness as defined by measurement standards on MAP developed by NWEA in 2015 (Thum & Matta) and in 2017 (Thum). The technical notes section of this report includes more information about performance and growth benchmarking.

MAP Fluency is an early literacy assessment for students in grades K–2. It measures foundational reading skills such as phonological awareness, phonics, and oral reading fluency through a computer-adaptive, audio-supported format. The assessment helps teachers identify students' reading levels and guide instruction.

ACCESS for ELLs(English Language Learners) measures students' English language proficiency. The results are displayed by grade-level, showing the percent of students who fall in each language proficiency level. The proficiency levels are based on a combination of the "Listening," "Speaking," "Reading," and "Writing" domains. The proficiency level describes the student's performance in terms of the six WIDA English Language Proficiency Levels: Entering(1), Emerging(2), Developing(3), Expanding(4), Bridging(5), and Reaching (6).

Cognitive ToyBox measures early literacy and early math skills for ages 3-5 through play-based and task-based games and activities throughout the year with beginning, middle and end of year checkpoints. The data displays the percent of students who either met or exceeded their age-level expectations for each objective in the spring of SY24-25, with the exception of the "Executive Functioning" objective, which was only formally assessed in the fall.

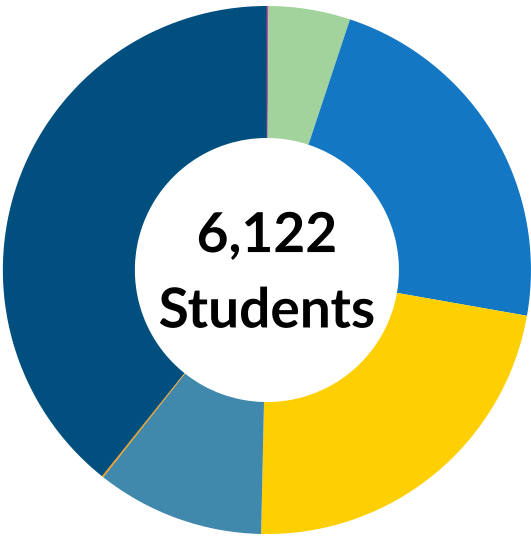
Dynamic Learning Maps (DLM) is an alternate assessment for students with significant cognitive disabilities who cannot participate in general state tests. It measures progress in ELA, Math, and Science using simplified standards and a flexible, adaptive format that allows students to show what they know in multiple ways.

Our District

Our Mission

Working together as a community, we will inspire creativity and prepare each student to achieve academically, grow personally, and contribute positively to a global society.
Every Child, Every Day, Whatever it Takes.

By the Numbers



0.1%	American Indian or Alaska Native
5.0%	Asian
22.7%	Black or African American
22.6%	Hispanic or Latino
0.0%	Middle Eastern or Northern African
10.3%	Multi-Racial
0.1%	Native Hawaiin/Other Pac Islander
39.3%	White

	41% Free/Reduced Lunch Status
	16.8% English Learners
	18.8% Students with an IEP

3 Year Demographic Trends

Year	Total	Amer. Indian	Asian	Black	Hispanic	MENA	Multi-Racial	Haw/Pacific Islander	White	FRL	EL	IEP
SY23	6509	0.1%	4.6%	22.9%	23.1%	NaN	9.7%	0.1%	39.5%	40.4%	16.1%	16.2%
SY24	6366	0.1%	4.8%	23.3%	22.7%	NaN	9.8%	0.1%	39.4%	41.8%	15.6%	17.3%
SY25	6122	0.1%	5.0%	22.7%	22.6%	0.0%	10.3%	0.1%	39.3%	41.0%	16.8%	18.8%

Enrollment includes all students served in District 65 (Family Center, JEH Early Childhood, Park, and Rice as of March 1st of the listed school year. It excludes any students who are serviced outside of D65 schools (i.e private parochial).

Our Schools

10 Elementary Schools

Dawes Elementary
Dewey Elementary
Kingsley Elementary
Lincoln Elementary
Lincolnwood Elementary

Oakton Elementary
Orrington Elementary
Walker Elementary
Washington Elementary
Willard Elementary

3 Middle Schools

Chute Middle School
Haven Middle School
Nichols Middle School

2 Magnet Schools

Dr. Bessie Rhodes School of Global Studies

Dr. Martin Luther King Jr. Literary and Fine Arts School

1 Self-Contained Special Education School (ages 3-22)

Park School

1 Therapeutic Day School

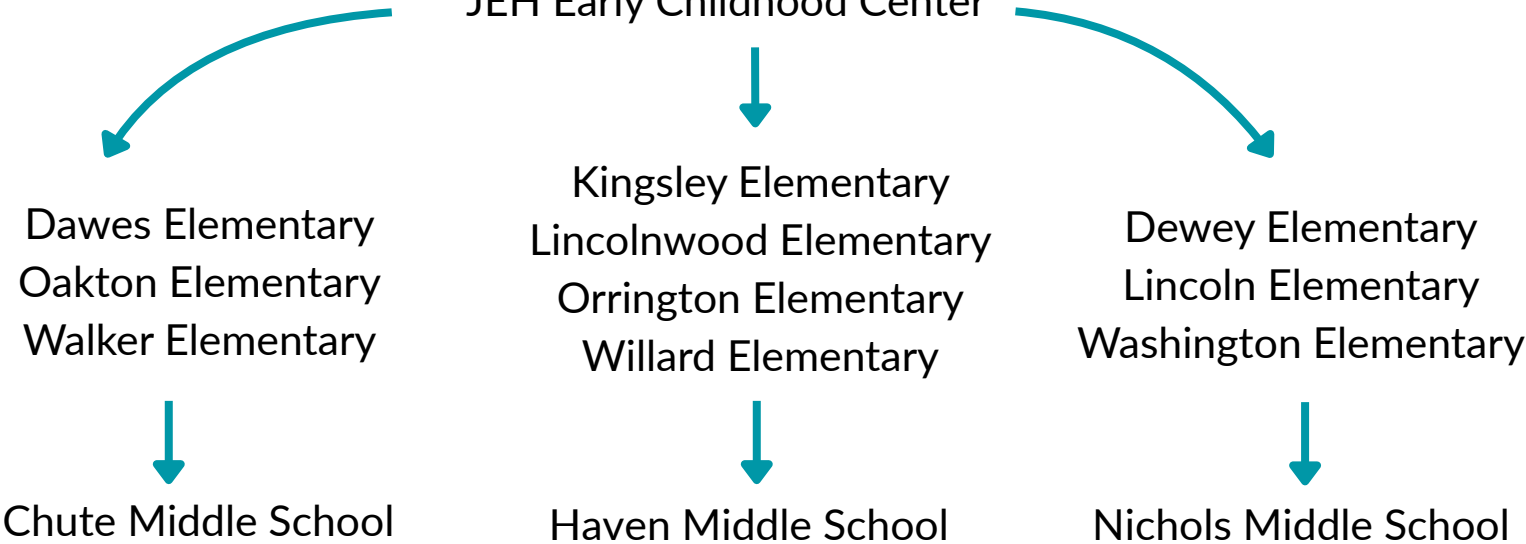
Rice Children’s Center

1 Early Childhood Center (Birth to age 5)- Multiple Programs

Joseph E. Hill Early Childhood Center and Family Center

District 65 School Feeder Pattern

JEH Early Childhood Center



Our Students

- At **Walker**, two fifth-grade students, Sofia and Madelyn, created their own adaptation of the screenplay “The Wizard of Oz,” and led a school-wide production engaging 30 classmates in a student-directed performance. The initiative inspired younger students to plan future productions.
- **Dewey** student, Theo Cope, in collaboration with local reporters, wrote an article about the school’s Lunar New Year celebration that was published in the Evanston Roundtable.
- **Nichols Middle School** piloted a “serve-your-own” fruits and vegetables option in the lunchroom, replacing pre-packaged servings. The shift gave students more choice while reducing single-use plastic and overall waste.
- As part of a reimagined science unit on climate justice, 7th-grade students at **Bessie Rhodes** led a Collective Action for Climate Justice(CACJ) project to promote environmental stewardship. They revived garden plots, beautified school grounds, and hosted a schoolwide walking tour to share their learning and invite others to sustain the project. The initiative empowered students to take meaningful action rooted in science and community.
- Cecily, a seventh grader at **Haven**, placed sixth in the Scripps ISC Regional Spelling Championship! A two-time District spelling bee champion, Cecily’s achievement highlights the talent and dedication fostered through D65’s spelling bee program for students in grades 4–8.
- **Nichols** 8th graders Aaron and Jarrett won first place at the Illinois Middle School Debate League tournament, District 65’s largest debate event to date.



The Justin Wynn Fund 38th Annual Awards Ceremony



CACJ at **Bessie Rhodes**

Our Students

- Fifteen student artists from **Bessie Rhodes** were honored in the 2025 SOAR exhibition hosted by the Skokie Fine Arts Commission at Oakton College. Aaliyah Lee received special recognition with her artwork selected to hang in Mayor Biss's office, a prestigious and well-deserved honor.
- During Earth Day, K-5 students at **Lincolnwood** demonstrated teamwork and environmental stewardship by mulching the entire STAR Garden. Students worked in assembly lines, supported one another, and a team of 4th graders even volunteered to finish the job during recess the next day.
- In March, 8th-grade AVID students at **Nichols** launched a new partnership with students at **Park School**, focused on building connections through communication. After learning about assistive technology and alternative communication methods from Park staff, AVID students designed inclusive activities to engage with their "Park Pals" and strengthen cross-school relationships.



Illinois Debate Champs
from **Nichols**



Nichols students and their "Park Pals"



Earth Day at **Lincolnwood**

Our Educators

- Educators at **Lincolnwood** and **Orrington** fully embraced the “Building Thinking Classrooms” approach in math, demonstrating strong commitment to professional growth and student engagement. This shift played a key role in accelerating math growth, especially among students who began the year below grade level.
- **Kingsley** educators implemented experiential ELA projects and piloted a mentorship initiative called “Making Space for Us,” supporting BIPOC students in math and literacy. The program pairs middle schoolers with 5th-grade students to strengthen skills in math and reading while fostering a community of learners and building cultural awareness.
- **Nichols** educators Tawana Stiff, Samantha Vernon, and Vania Lopez received a grant to implement EmpowerHer, a mentorship-based program that fosters confidence, leadership, and academic engagement for girls of color.
- **Oakton Elementary** art teacher Marisa Hernandez, who received an acknowledgement of teaching excellence at a Northwestern women's volleyball team! She was asked to start the game with an honorary first serve, boosted by a large cheerleading group of **Oakton** staff and families, art department colleagues, family and more.
- **Willard's** Anaisabel Lopez's third-grade TWI class, students explored Mesoamerican Indigenous civilizations through an interdisciplinary project. They translated their names into Mayan numerals, painted the symbols, and displayed them on their lockers. The activity blended math, art, and culture while reinforcing bilingual literacy and the goals of the TWI program.
- In Alex Hernandez's One-Way Immersion preschool classroom at **Joseph E. Hill Early Childhood Center**, students practiced early language and decision-making skills by tasting red, yellow, and green apples and voting on their favorite. As they explored fruit vocabulary in Spanish, Ms. Hernandez guided a rich, bilingual discussion that supported both language development and joyful learning. This hands-on activity reflects the goals of **JEH's** six One-Way Immersion classrooms, to foster bilingualism, biliteracy, and belonging.



Oakton educator celebrated at Northwestern Volleyball game

Our Educators

- **Dawes Elementary** proudly hosted District 65's first Julia Robinson Mathematics Festival on Pi Day, drawing 200 attendees for an evening of games, puzzles, and pie. With support from **Dawes** staff, the PTA, Math Circles of Chicago, and ETHS volunteers, students explored hands-on math activities in both English and Spanish, making math fun, accessible, and memorable for all.
- **Haven** educator Linda Matsumoto was one of fewer than 100 educators nationwide selected to present at the NEA National Leadership Summit in Detroit. Her session, focused on AAPI history and intersectionality through an equity lens, reflects her long-standing commitment to uplifting marginalized communities in District 65 and beyond.
- **Park School** hosted its annual New Year's Celebration. Thanks to the dedication of staff and educators who organized the event, families enjoyed dinner, a raffle, music, crafts, and dancing in a festive, welcoming space. Educators created an environment where students, families, and former **Park** community members came together to connect and celebrate.
- Students and staff at **Rice Children's Center** celebrated spirit week with themes including twin day, and Chicago sports day. **Rice Children's Center** staff and students showed off matching outfits, their funkiest shoes, and Chicago Bulls and Chicago Bears gear.
- On Earth Day, preschoolers in Manette Nilson's class at **Joseph E. Hill Early Childhood Center** learned about composting and earthworms through a read-aloud and hands-on exploration. Students shared favorite parks, examined worms with magnifying glasses, and even held one, giggling at the slimy sensation. A joyful celebration of nature and early science learning!



Earth Day at **Joseph E. Hill Early Childhood Center**



Twin Day at **Rice Children's Center**

Our Leaders

- The **Kingsley** leadership team developed and launched a “New Teacher Academy” to support first-year District 65 educators. This initiative provided support for new staff in learning “The **Kingsley** Way,” by providing ongoing, job-embedded support and coaching.
- Under the leadership of Principal Berkel and Assistant Principal Antrim-Cambium, **Bessie Rhodes** successfully launched District 65’s first bilingual middle school program, expanding dual language access beginning in 6th grade. This historic initiative reflects the school’s commitment to equity, academic excellence, and honoring the linguistic strengths of multilingual learners.
- **Dewey** Principal Anna Marie Newsome and Instructional Coach Megan Gifford led the redesign of their Professional Learning Communities (PLC)s to foster deeper learning and collaborative planning, resulting in visible student growth in reading and math.
- Instructional Coach Karen Joseph led a high-energy pep rally at **Lincoln Elementary** to boost excitement for the IAR assessment. Students, and a few brave staff members, celebrated with music, cheers, and a highlight moment: dumping bright green slime on lucky teachers!
- After years of effort and tireless dedication of school leader Rebecca Calloway and her amazing educators and staff, **King Arts** achieved the coveted “Certified National Magnet School” status!



Principal Rebecca Calloway and the **King Arts** “Magnet Medal”



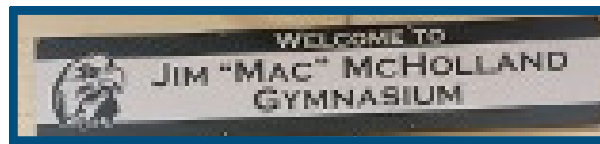
Pep Rally at **Lincoln Elementary**



“UpCycle Challenge” at **Orrington Elementary**

Our Leaders: A Special Dedication

- After 33 years in District 65, 26 of them as **Chute**'s beloved principal, Jim "Mac" McHolland retired this year. Known for his humor, signature catchphrases, and student-centered leadership, Mr. Mac was honored with a surprise dedication of the **Chute** gymnasium, now named the Jim "Mac" McHolland Gymnasium, in recognition of his legacy and role in shaping the school's athletic programs.
- Stepping into the role of principal is Ann Riemenschneider, a longtime **Chute** educator and assistant principal since 2008, who brings over 30 years of deep commitment to the school and its community.



New **Chute** Principal:
Ann Riemenschneider



Our Community

- Thanks to a partnership with Art Encounter artists Lea Pinsky and Dustin Harris, who secured a #healingillinois grant and coordinated logistics, **Chute Middle School** brought a powerful community mural to life. Artist-in-residence Mario Mena, alongside installation artists Damon Lamar Reed and Terrence “T-Z eye” Haymer, collaborated with students to celebrate themes of migration, growth, and cultural identity.

Led by Ms. Mohrenweiser and the Green STEAM Club, and supported by Mrs. Kushner and Mr. Duncan’s Advanced Art and Media Arts classes, students explored the butterfly life cycle and native plants, sketched original ideas, and painted mural panels that now enrich the school’s outdoor space.



- For the first time since the COVID-19 lockdown, Northwestern University (NU) students returned to **Washington School** to bring our students' writing to life through live performance. Drawing inspiration from original stories written by **Washington's** K-5 students, the NU student-actors composed songs, designed costumes, and embodied imaginative characters, filling the gym with laughter, cheers, and pure joy from students and staff alike.

Our Community

- **Washington**'s long-standing partnership with the ARTSiE program brought vibrant arts-based learning to life this spring through a mask-making class led by teaching artists Mr. Piloto, Ms. Salaiza, and Ms. Laura. Students explored the traditional Cartonería technique to create expressive animal masks, which they proudly showcased at the school's Cultural Fair. This collaboration fostered creativity, cultural pride, and community connection among students, families, and educators.
- In partnership with ETHS, **Lincolnwood Elementary** relaunched Project EXCITE to provide hands-on STEM enrichment for Black and Latinx 3rd graders. The program supports early engagement and long-term pathways in STEM and will continue to grow in 2025–26.



- To celebrate AANHPI Heritage Month, **Willard** third graders explored Japanese culture with a visit from Chef Gene Kato of Momotaro and Itoko. Students rolled sushi, examined a giant tuna head, and raced gummy fish in a fun chopstick relay—blending culture, cuisine, and laughter into a memorable learning experience.



- ETHS seniors from the class of 2025 returned to **Dawes** for a joyful reunion with former teachers and students. They shared stories, advice, and aspirations, offering inspiration and encouragement to the next generation.

Strategic Plan Goals

Assessment Goals <i>NWEA MAP and Illinois Assessment of Readiness (IAR)</i>	Language Arts Academic Goals		Math Academic Goals	
	Baseline (SY21-22)	Goal by SY26-27	Baseline (SY21-22)	Goal by SY 26-27
% Meeting College Readiness Benchmarks (SAT) on MAP	72%	80%	45%	50%
% Meeting College Readiness Benchmarks (ACT) on MAP*	60%	-	43%	-
% at or below the 25th percentile on MAP	16%	12%	19%	9%
% of students Meeting/Exceeding growth targets on MAP	62%	75%	64%	75%
% of students with Meets(4) or Exceeds(5) on IAR	40.5%	55%	40%	55%

*There was no Strategic Plan goal for "Meeting/Exceeding College Readiness Benchmarks (ACT) on MAP" because the state of Illinois had transitioned to the SAT at the time. Since then, the state has reverted back to the ACT. As a result, ACT benchmark data has been included in this report, even though no formal goal was established.

Behavior and Attendance Goals	Baseline (SY21-22)	Goal by SY26-27
Improve District Average Daily Attendance	92.6%	95%
Percent of students with at least one Level 3, 4, or 5 behavior incident	10%	5%
Percent of Level 3, 4, and 5 incidents	22%	15%
Decrease the suspension distribution for overrepresented subgroups (black students, students with IEPs, and frl status) by 5% for each subgroup	Black Students: 65% IEP: 49% FRL 77%	Decrease by 5% for each subgroup

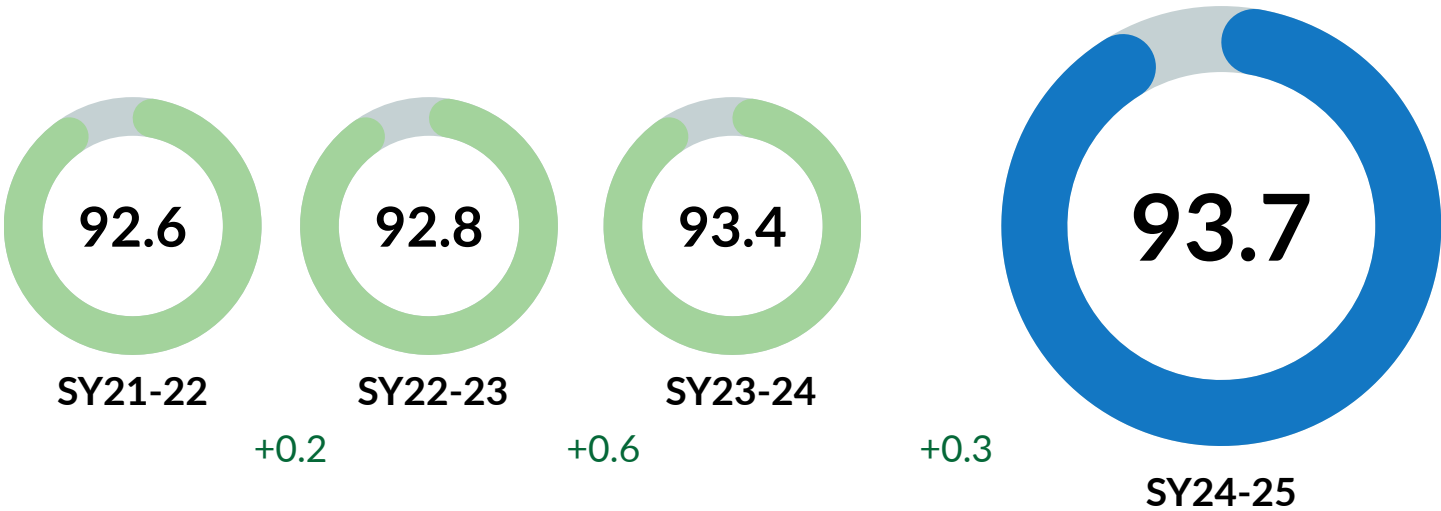
Accountability Summary

Specific performance highlights from this year's report include the following:

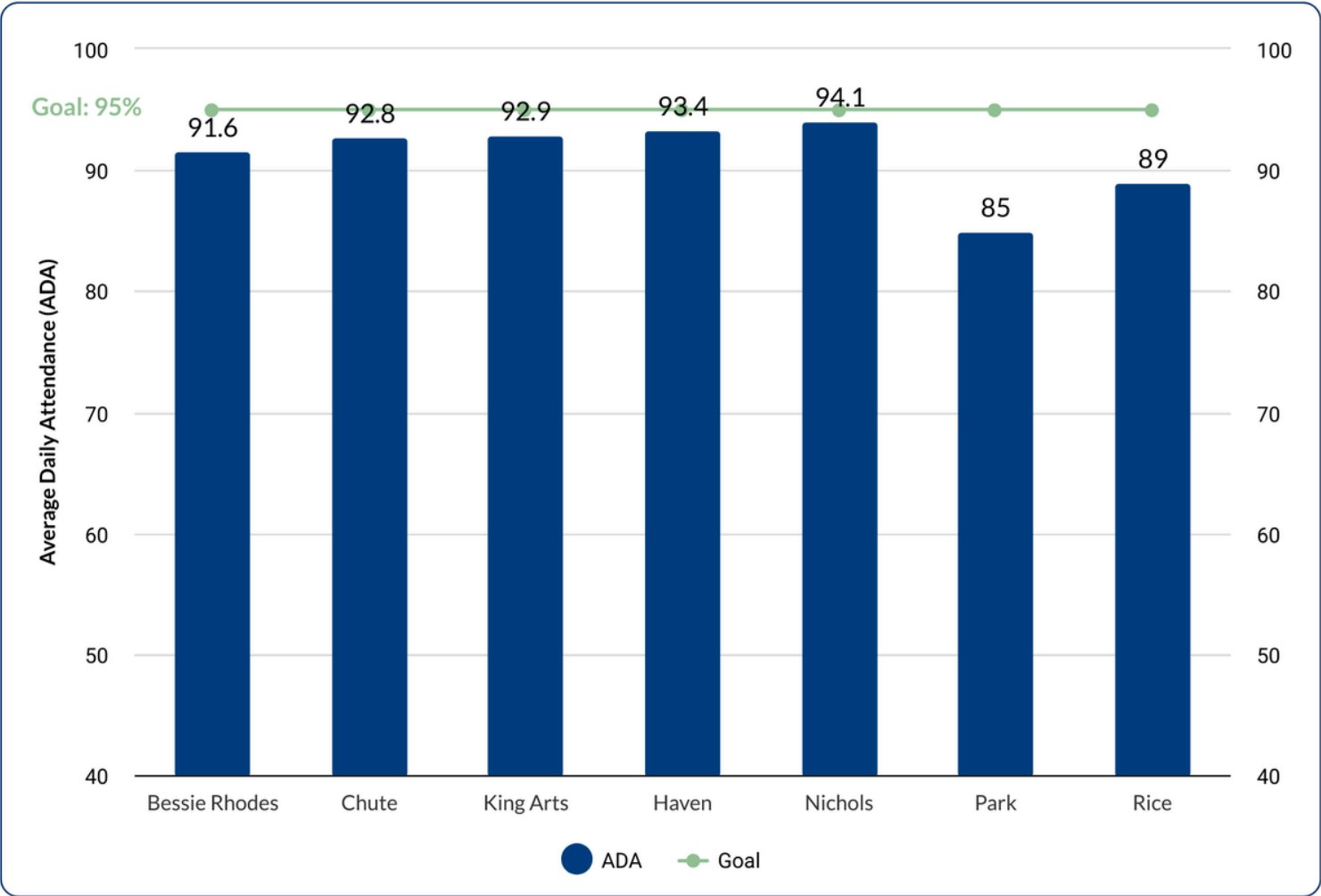
- **Equity remains a central focus.** While some progress has been made, opportunity gaps persist across race, socioeconomic status, and IEP status. Black students, students with IEPs, and students from low-income households remain overrepresented in suspension data and underrepresented in academic proficiency. The district continues to prioritize culturally responsive practices, early literacy development, and inclusive supports to address these inequities.
- **Growth in early literacy benchmarks.** Kindergarten students demonstrated strong gains in foundational literacy skills, particularly in Spanish. Benchmarks in "Phonological Awareness" and "Phonics and Word Recognition" increased by 11% and 13%, respectively. English assessments also saw steady growth in these domains. Early literacy development continues to be a bright spot, especially in dual-language settings.
- **Improved IAR performance in Language Arts.** The percentage of students meeting or exceeding grade-level expectations on the IAR in Language Arts increased from 40.6% to 54.6%, approaching the district's strategic goal of 55%. Math performance increased slightly (from 40.2% to 42.1%), though remains an area for further focus.
- **Mixed MAP results.** While there were increases in students meeting college readiness benchmarks (up 3% in Language Arts and 6% in Math), fewer students met expected growth targets this year, particularly in Math (-8%). The proportion of students scoring below the 25th percentile remained stable.
- **Behavior incidents decreased but disproportionality persists.** Total behavior incidents decreased by 45% since SY21-22, with similar declines in higher-level incidents. However, students identifying as Black make up 70% of out-of-school suspensions while comprising only 23% of the student population. Similar disproportionality is seen among students with IEPs and those eligible for free/reduced lunch. These patterns underscore the need for continued investment in restorative practices and targeted behavioral supports.
- **Attendance and climate show progress and challenges.** Average daily attendance has increased from 92.6% to 93.7%. 5Essentials survey data show gains in "Effective Leaders" and "Collaborative Teachers," but sharp declines in "Supportive Environment." Student perception data from Panorama also show mixed results, while SEL and belonging improved for older students, younger students reported declines in engagement and belonging.

Learning Conditions

D65 Average Daily Attendance (ADA)

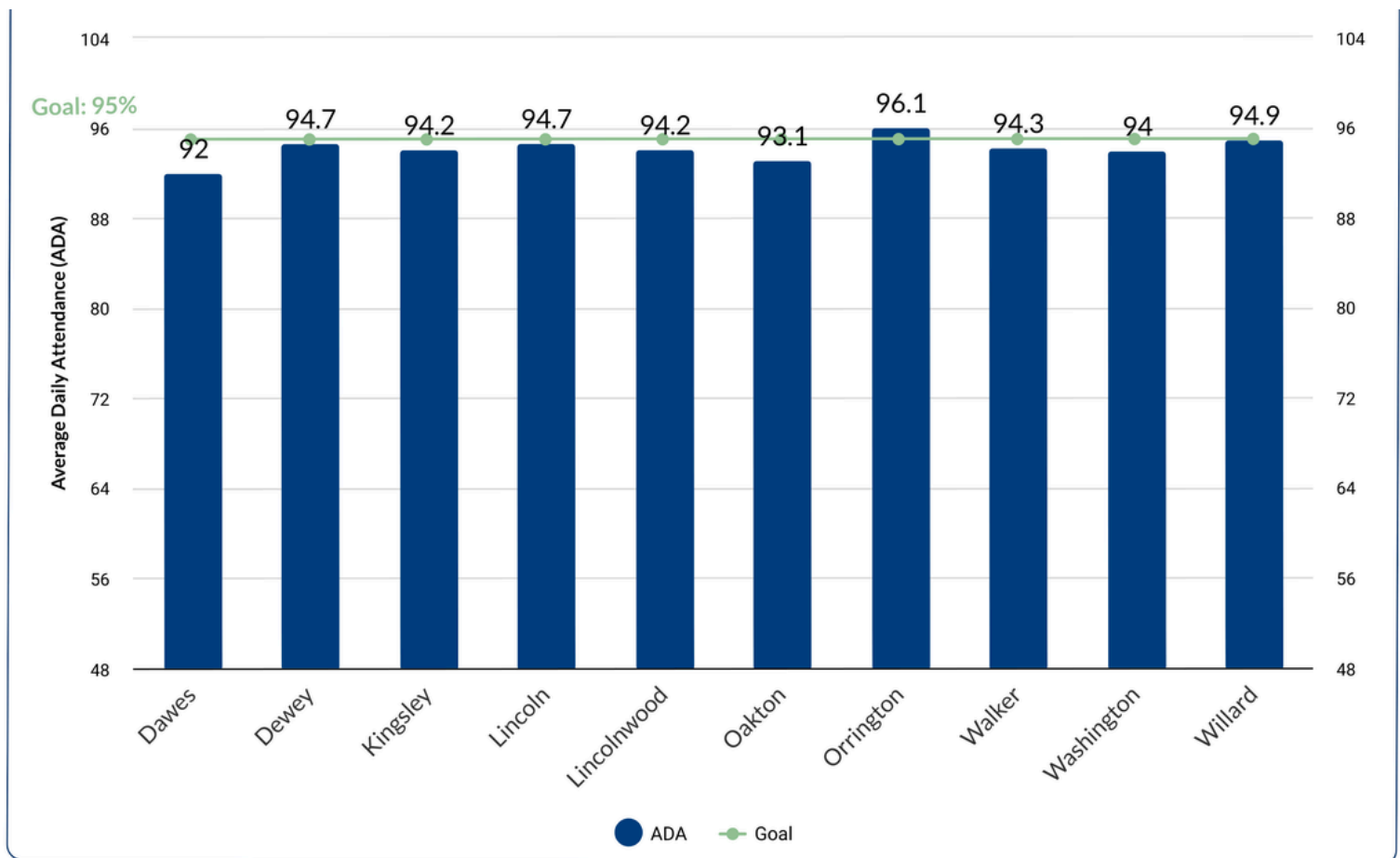


Average Daily Attendance- Middle, Magnet, and Specialty Schools

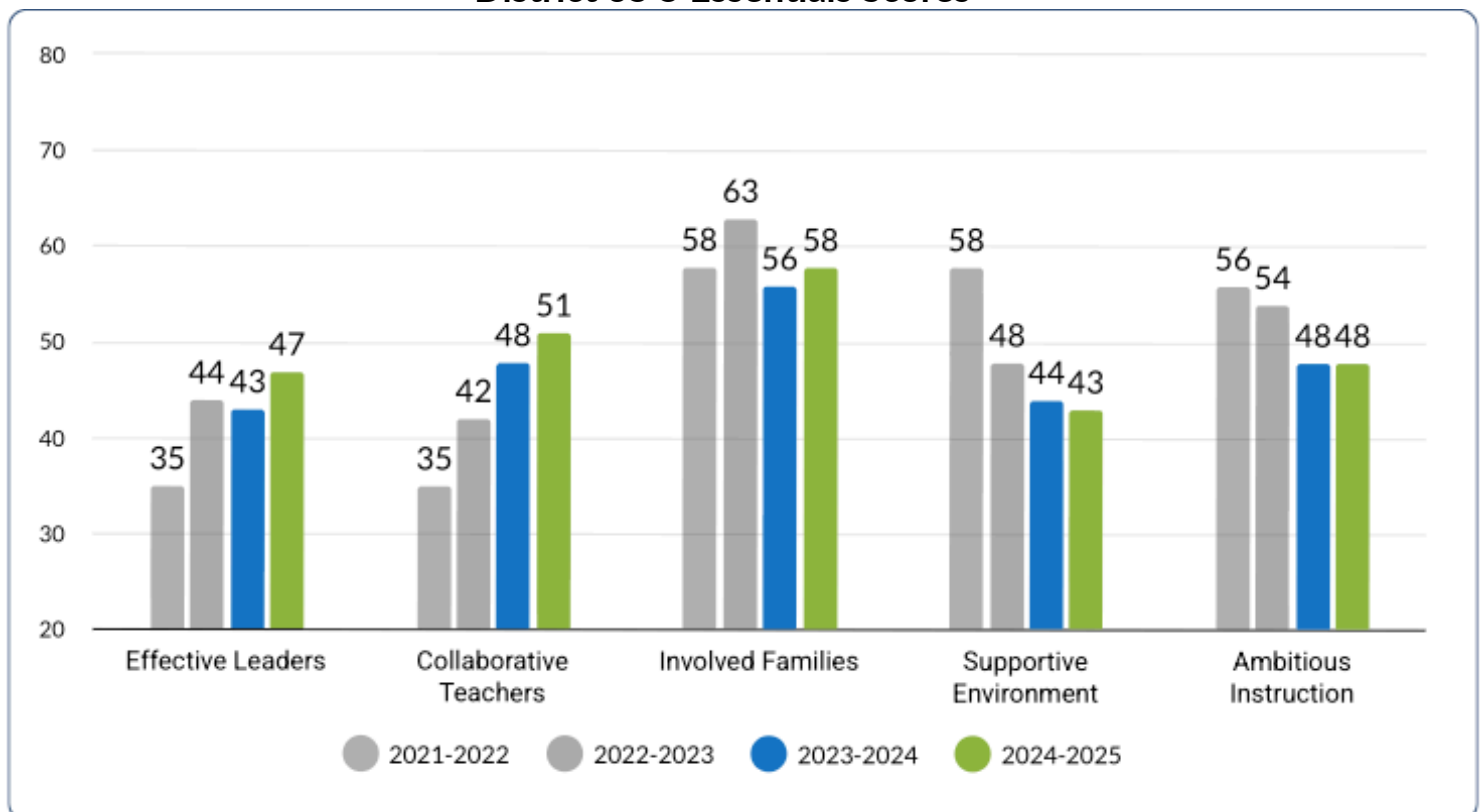


Learning Conditions

Average Daily Attendance- Elementary Schools



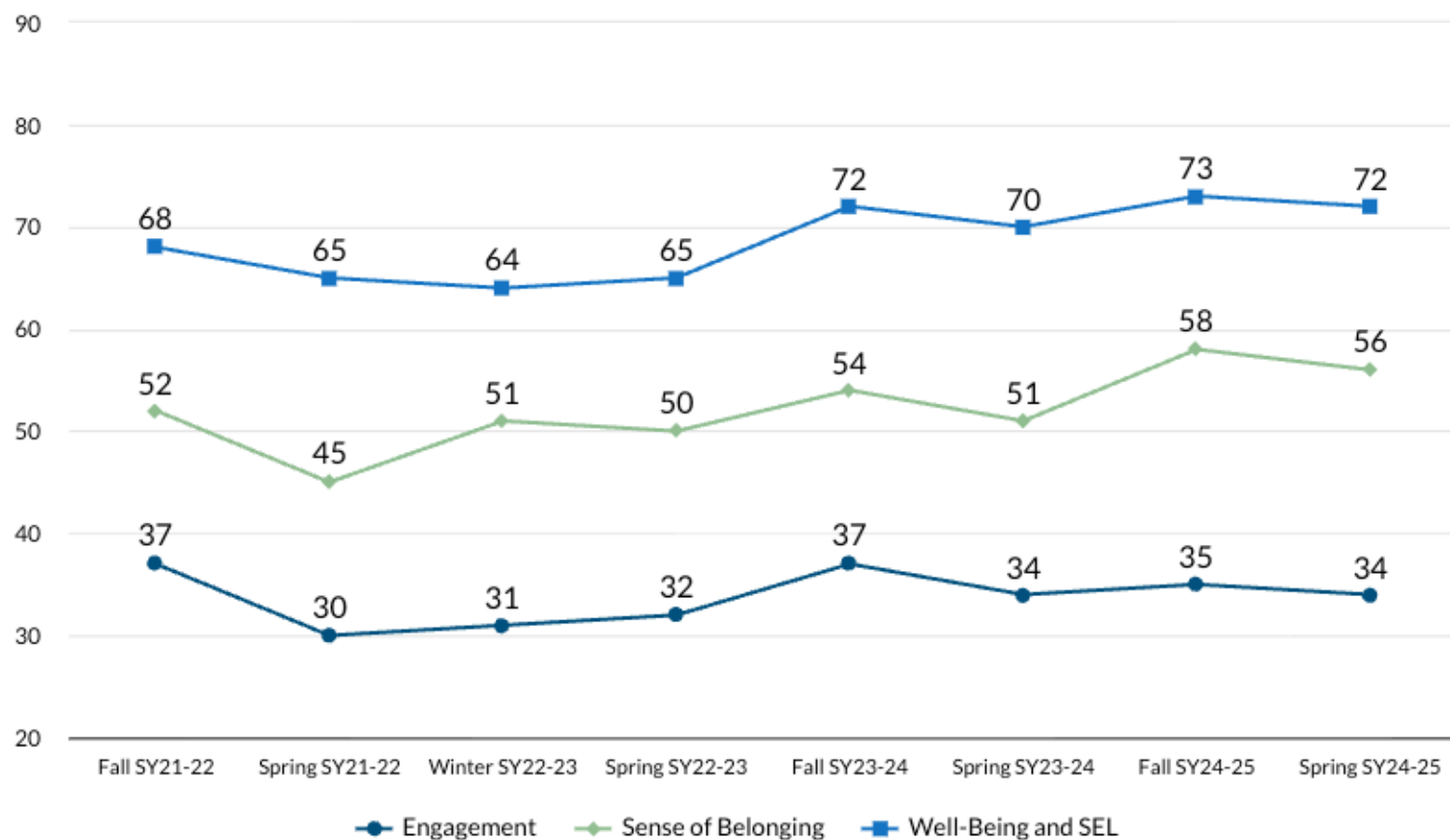
District 65 5 Essentials Scores



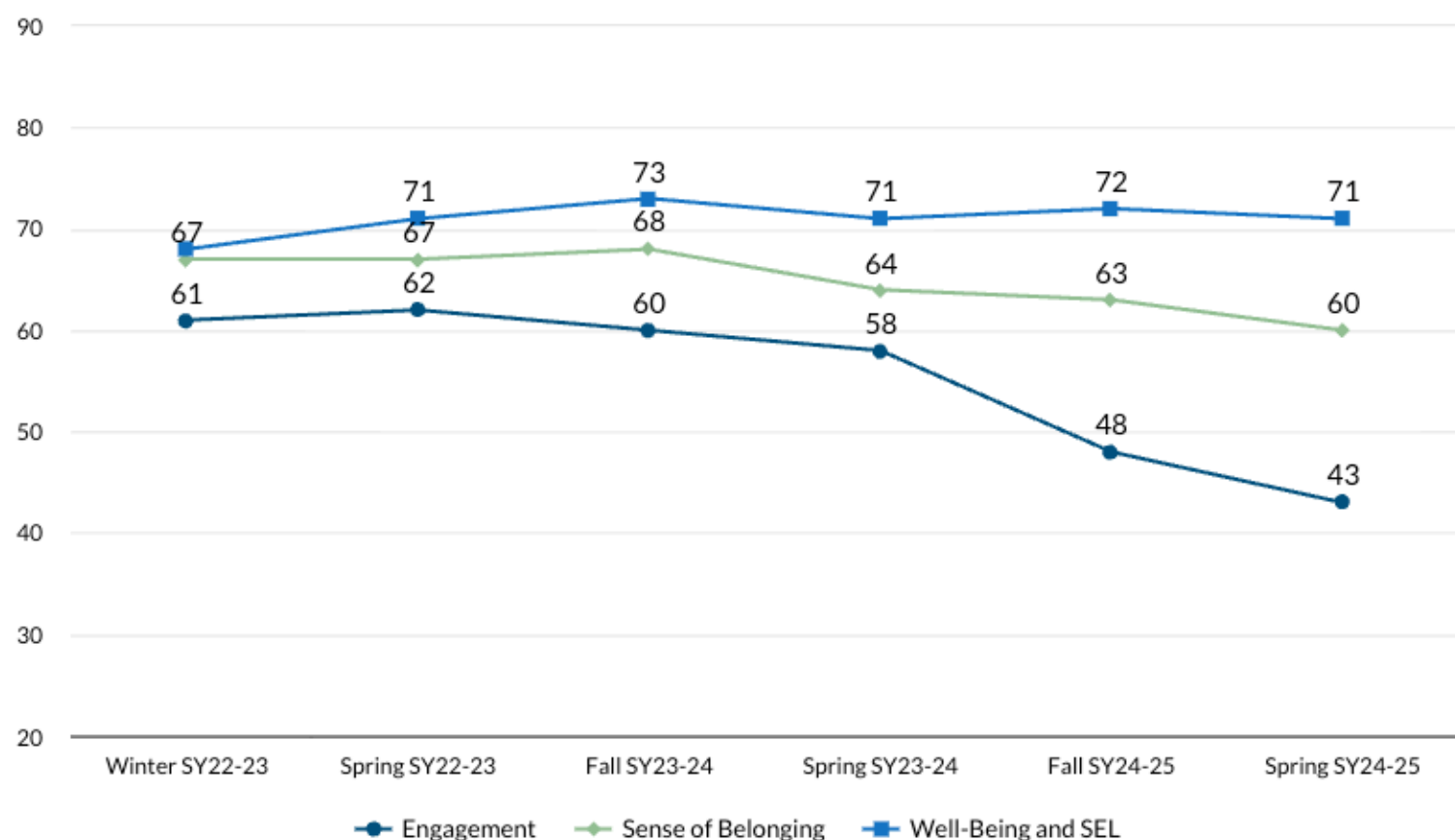
Beginning in Spring 2025, Illinois updated the benchmarks for the 5Essentials Survey scores and ratings. Both 2024 and 2025 results have been recalibrated to the new benchmarks; earlier results were not.

Learning Conditions

Panorama Student Survey: Percent Favorable Responses
5th-8th Grade

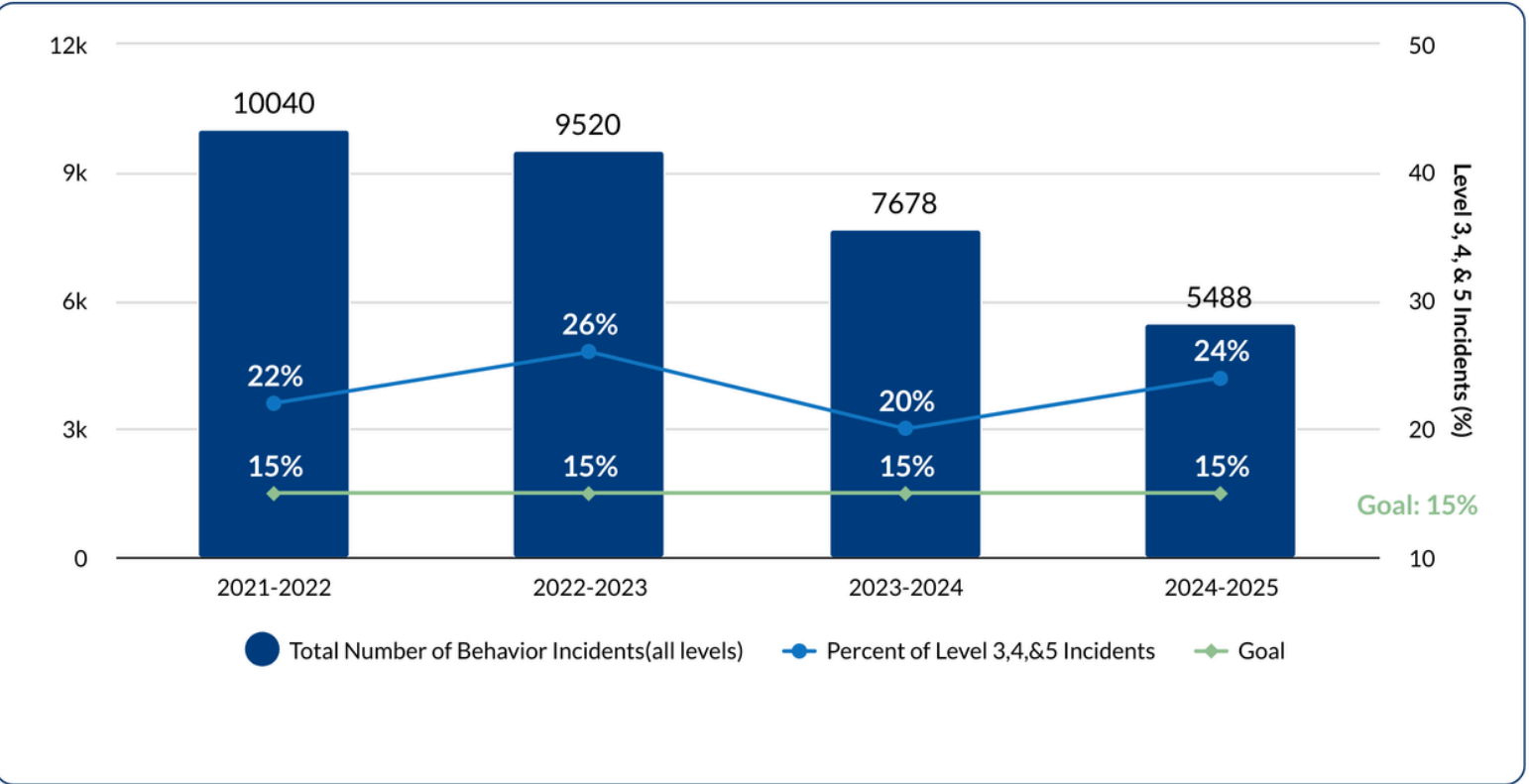


Panorama Student Survey: Percent Favorable Responses
3rd-4th Grade

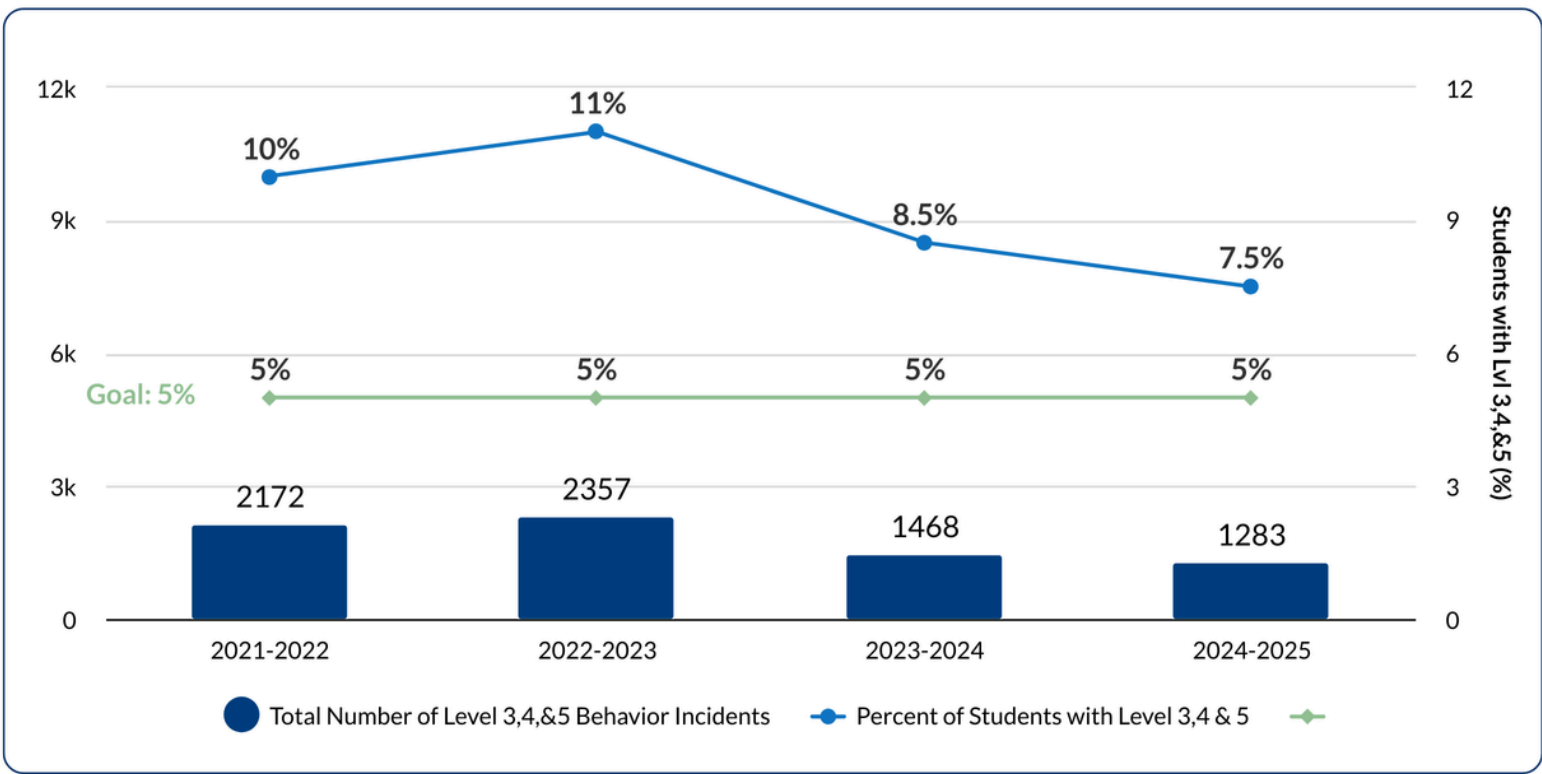


Learning Conditions

Percent of Level 3, 4, and 5 Incidents compared to Total Number of Behavior Incidents



Percent of Students with Level 3, 4, or 5 Incidents compared to Total Number of Level 3, 4, and 5 Incidents

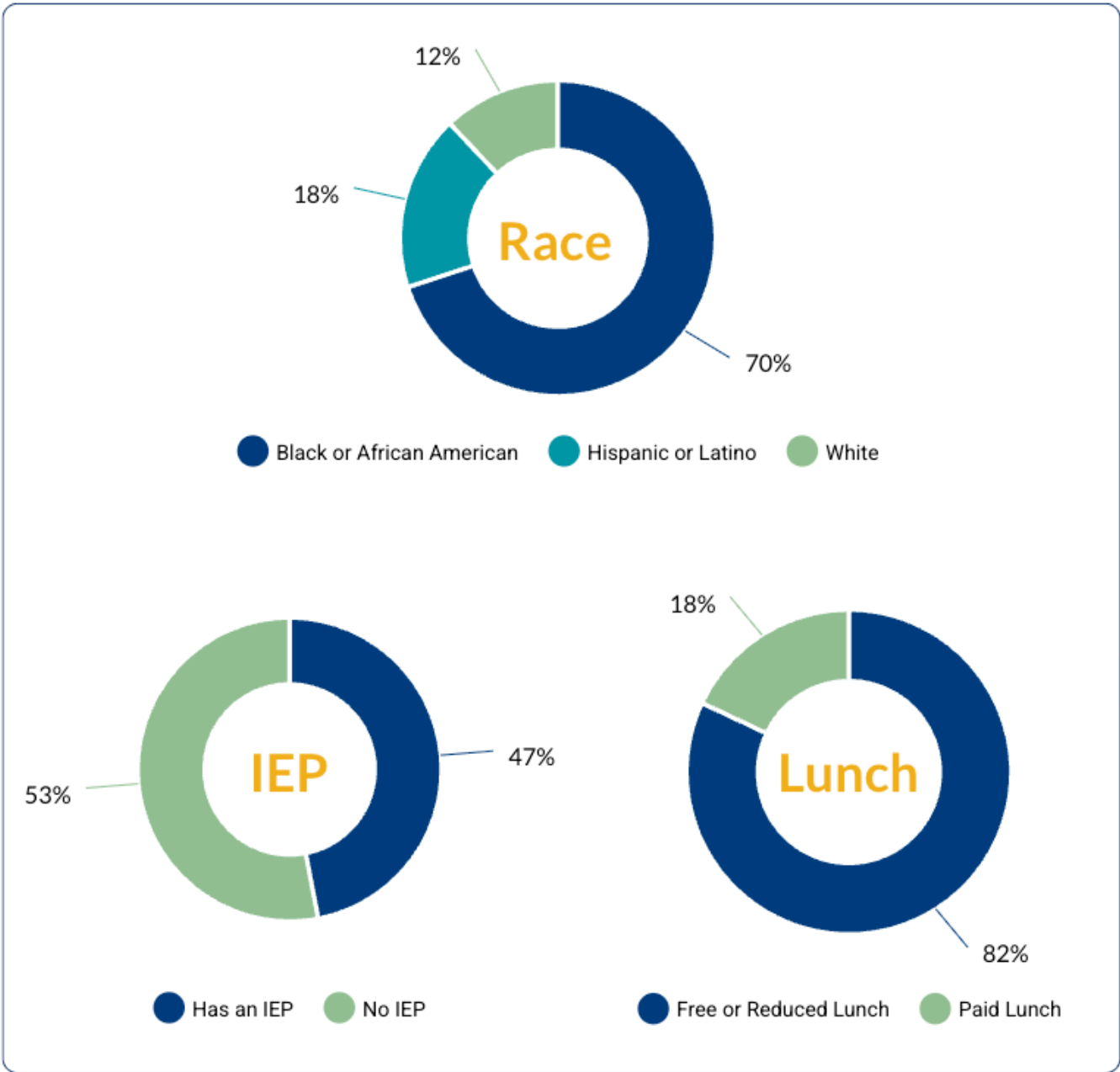


Learning Conditions

Total Incident and Student Count of Out of School Suspensions (OSS) and In-School Suspensions (ISS)

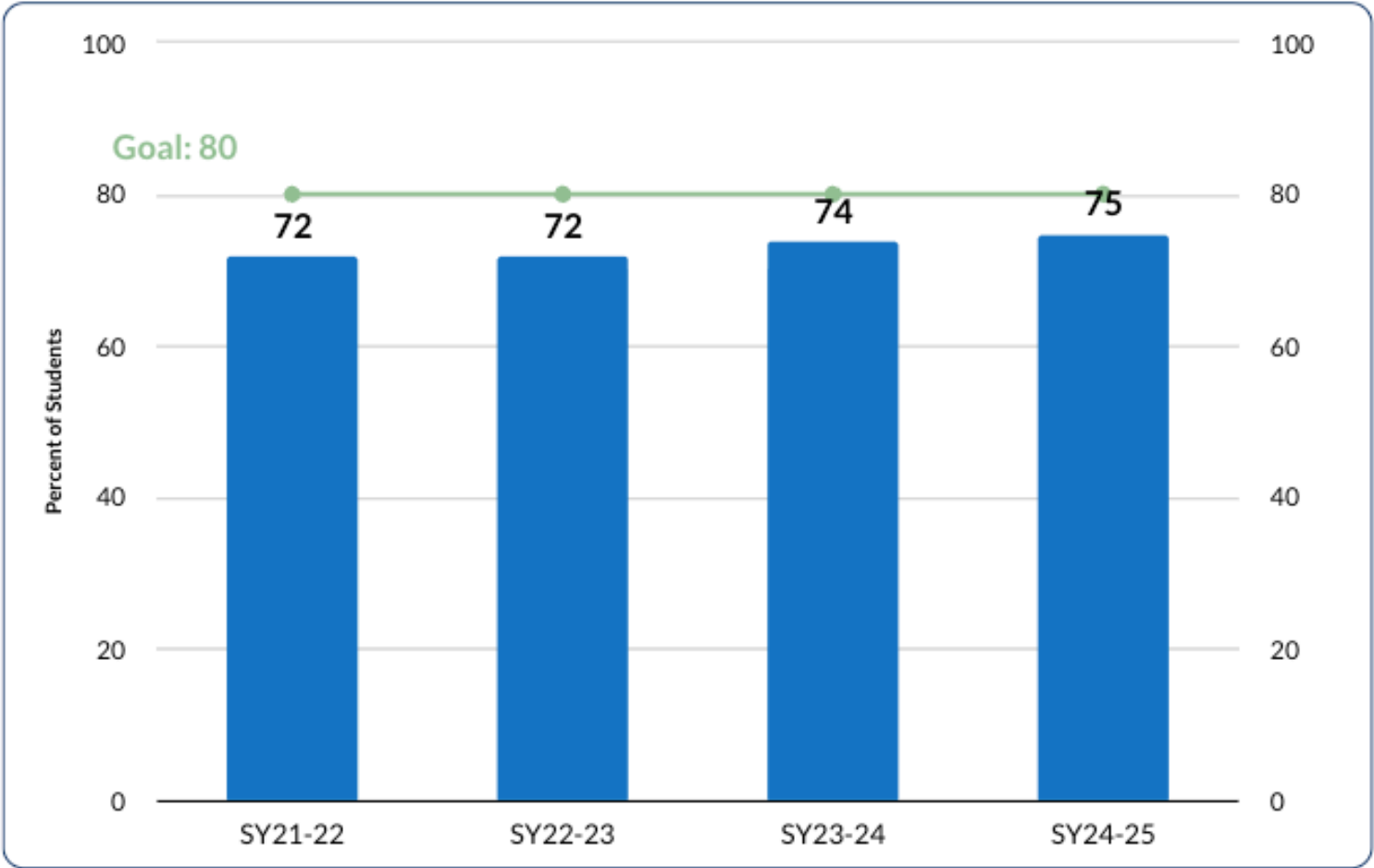
Type of Incident	Total Number of Incident Type	Total Number of Students
In-School Suspension	22	21
Out of School Suspension	20	17
Grand Total	42	38

Distribution of Students with at least one Out of School Suspension(OSS) by Race, IEP Status, and Lunch Status

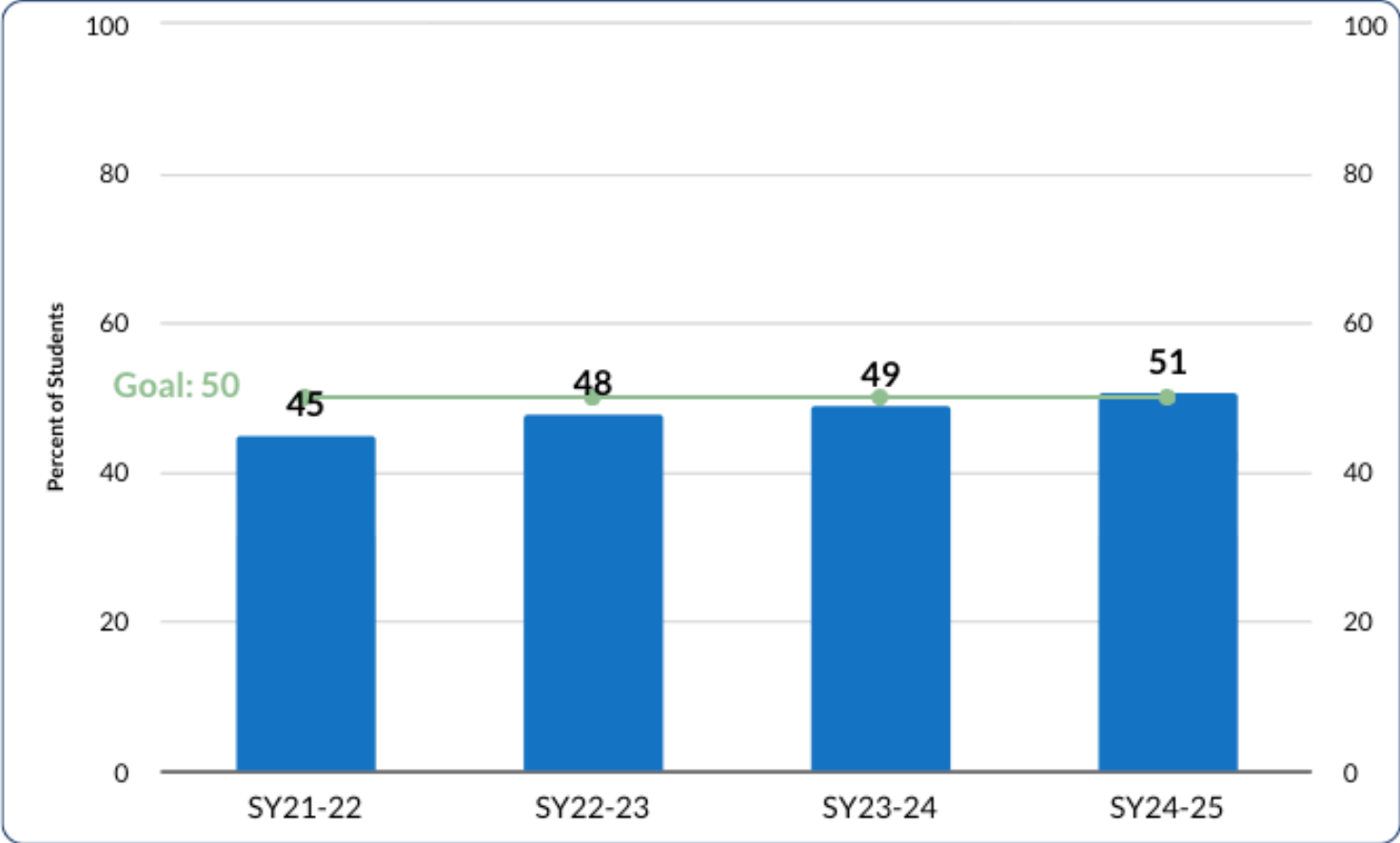


Student *Learning*

NWEA MAP: Percent Meeting College Readiness Benchmarks (SAT)- Language Arts

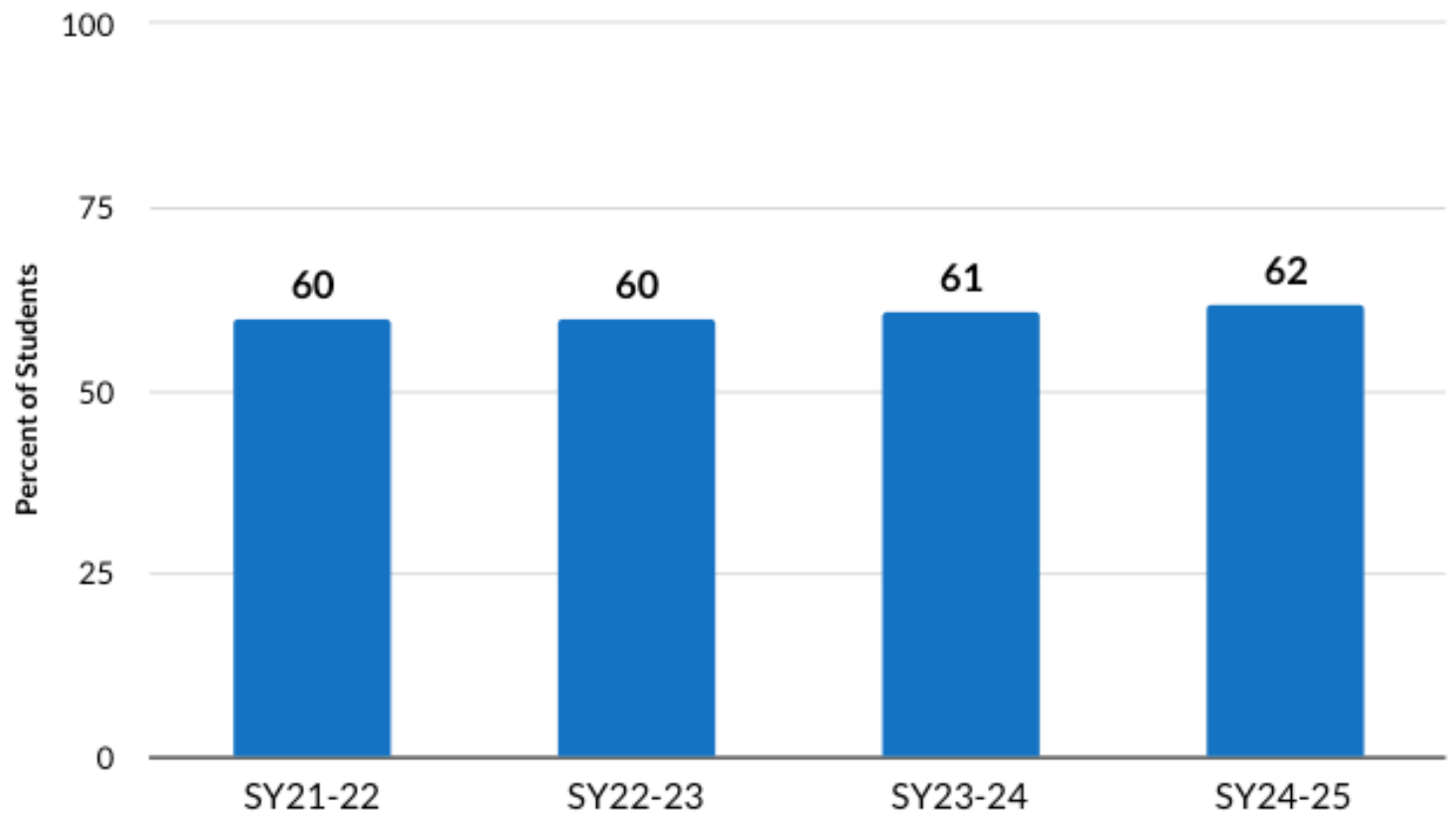


NWEA MAP: Percent Meeting College Readiness Benchmarks (SAT)- Math

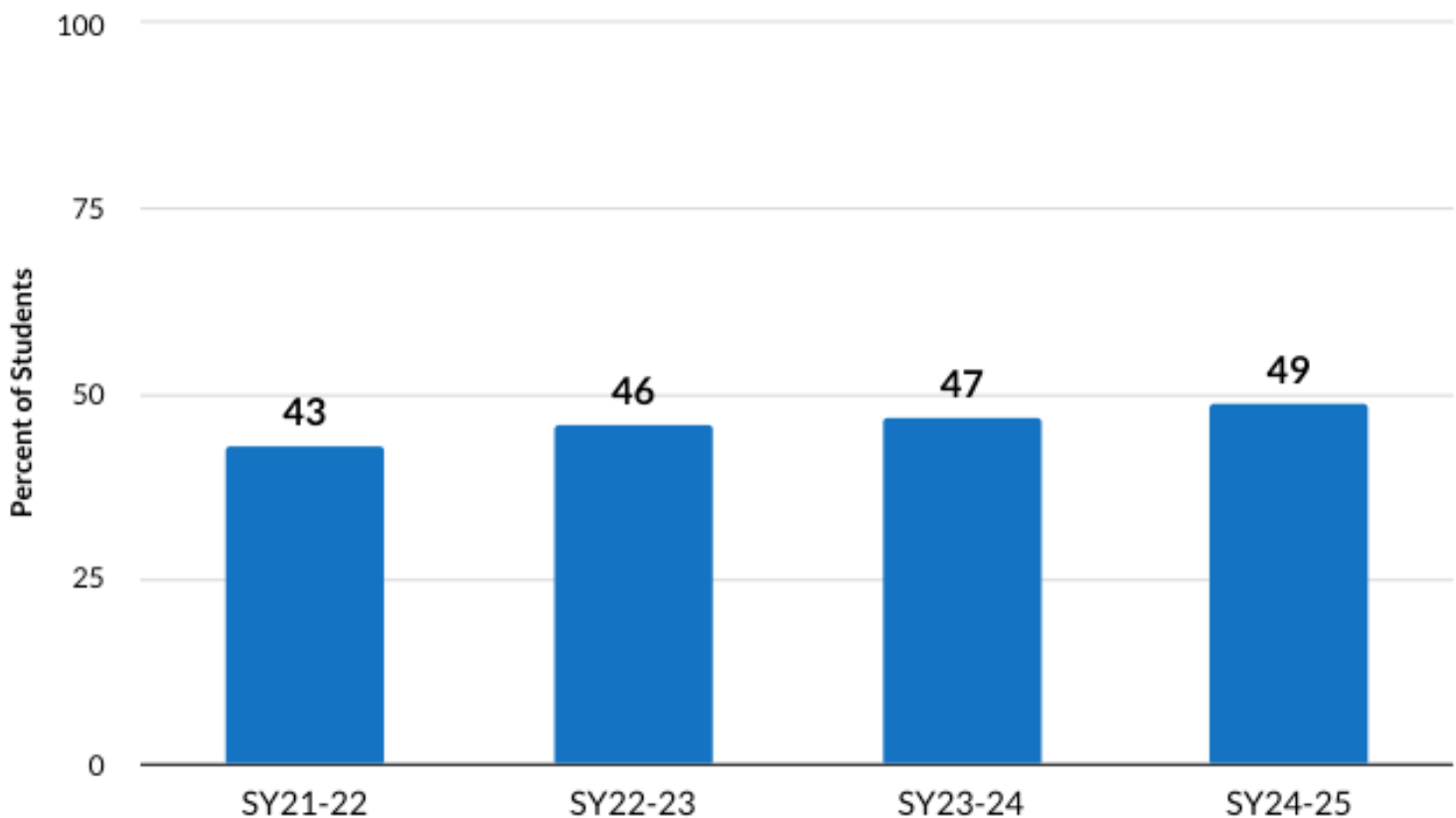


Student *Learning*

NWEA MAP: Percent Meeting College Readiness Benchmarks (ACT)- Language Arts

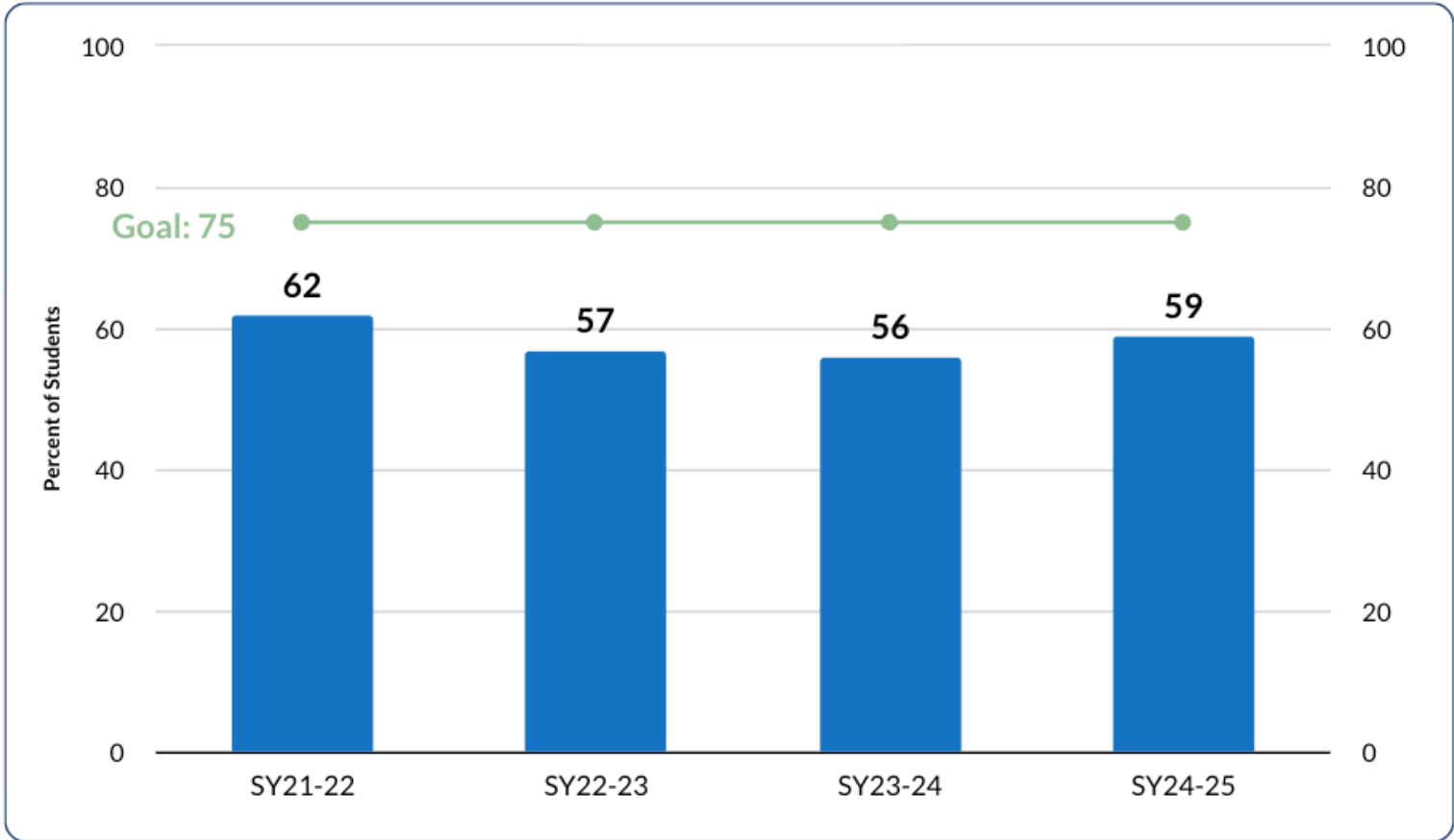


NWEA MAP: Percent Meeting College Readiness Benchmarks (ACT)- Math

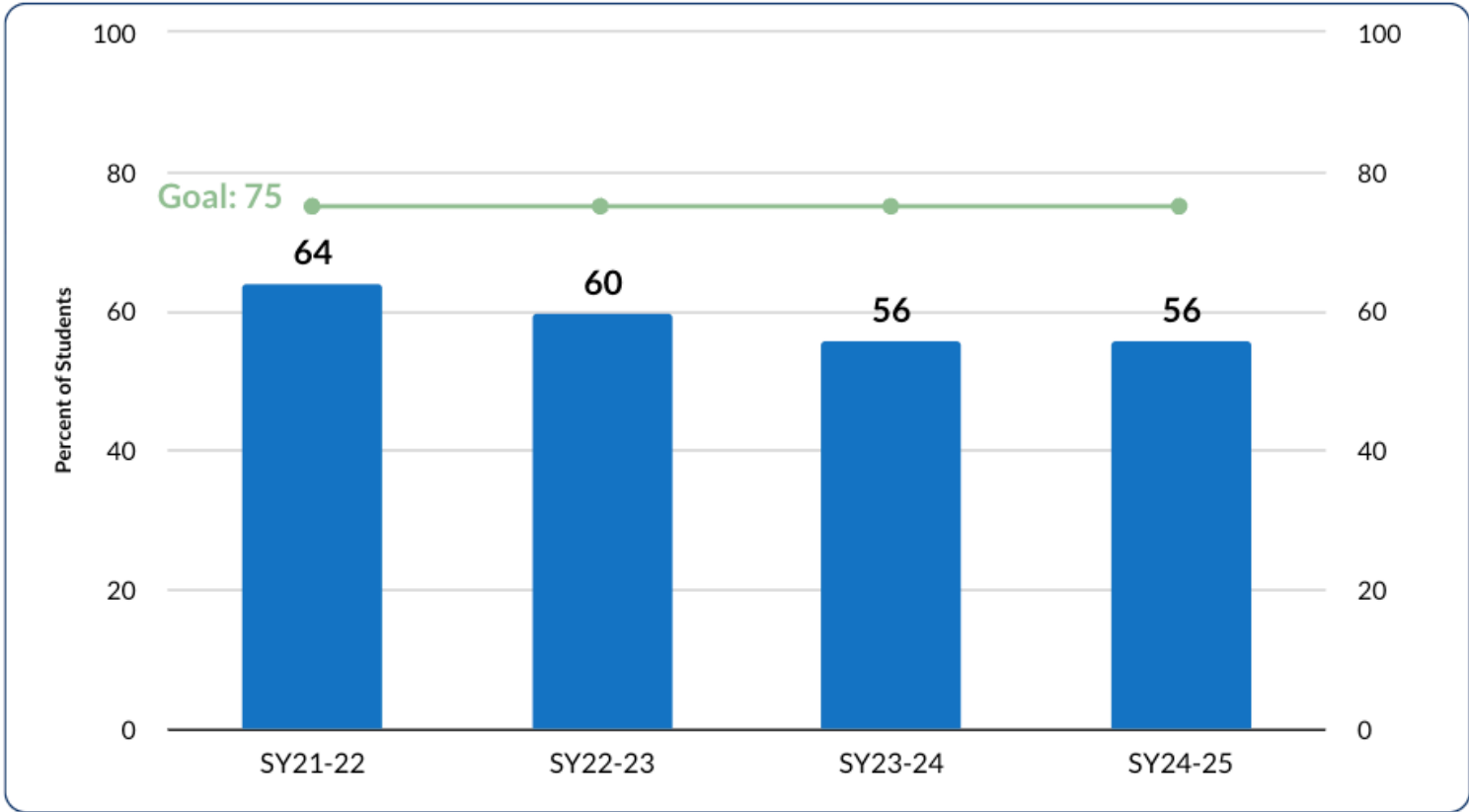


Student Learning

NWEA MAP: Percent Meeting Expected Growth (Spring to Spring)- Language Arts



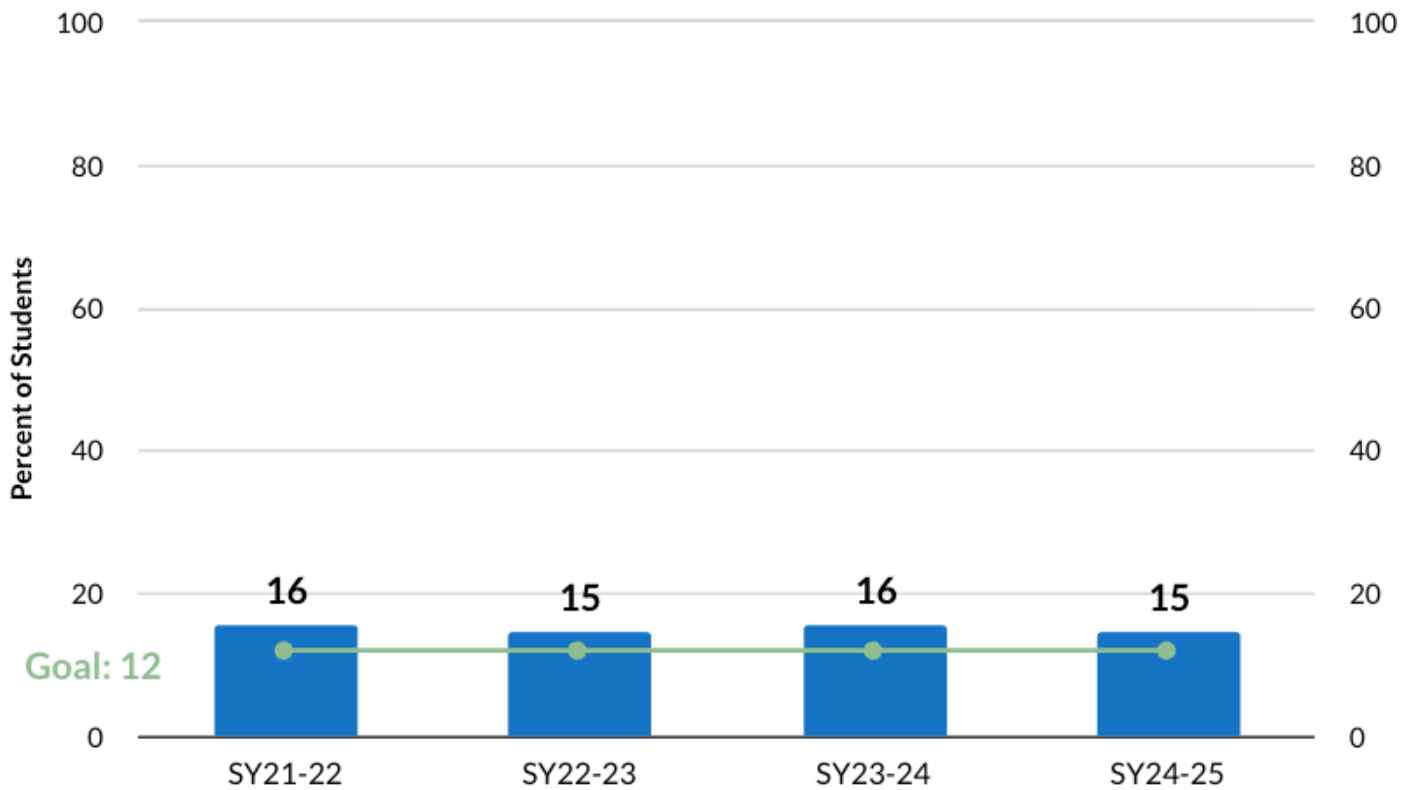
NWEA MAP: Percent Meeting Expected Growth (Spring to Spring)- Math



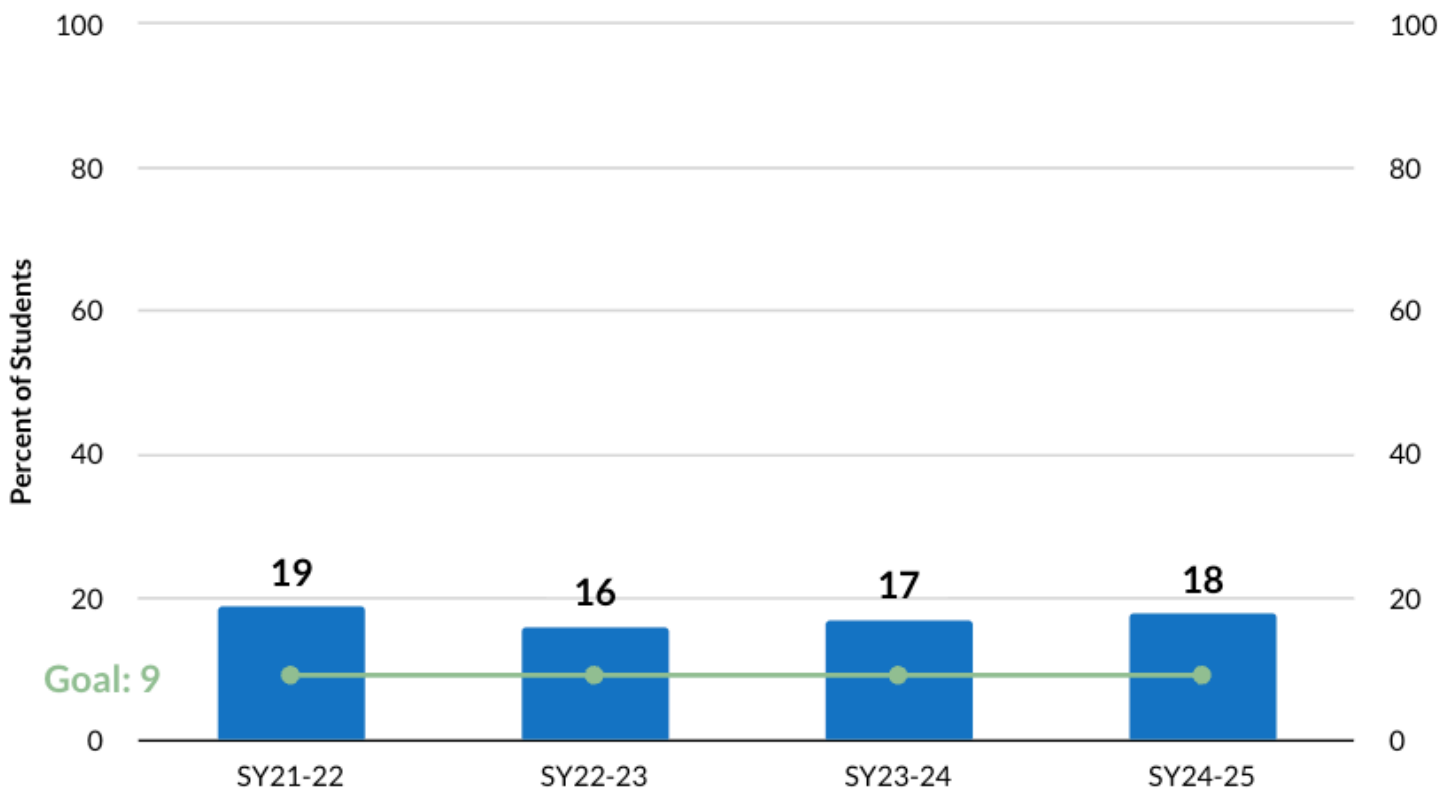
“Meeting Expected Growth” means that a student met or exceeded their individual growth target, which is based on the “typical growth” similar students (same grade and starting score) make over a school year. It's a measure of academic progress rather than proficiency.

Student *Learning*

NWEA MAP: Percent At/Below 25th Percentile- Language Arts

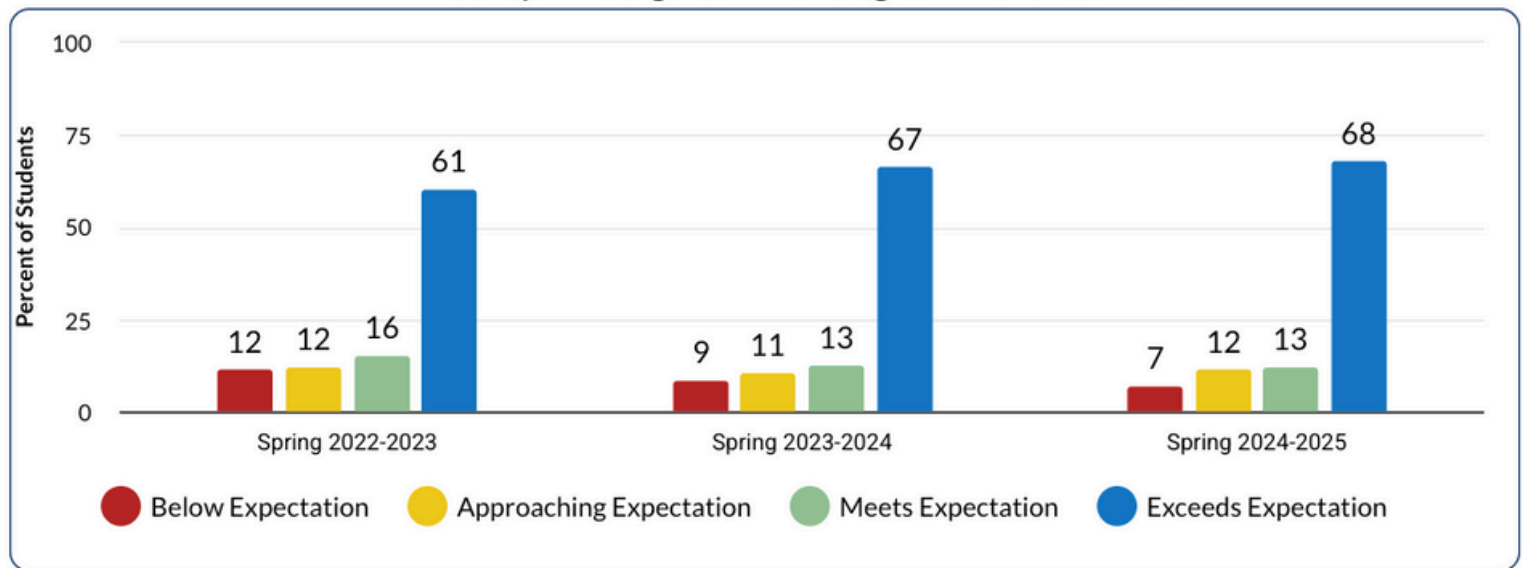


NWEA MAP: Percent At/Below 25th Percentile- Math

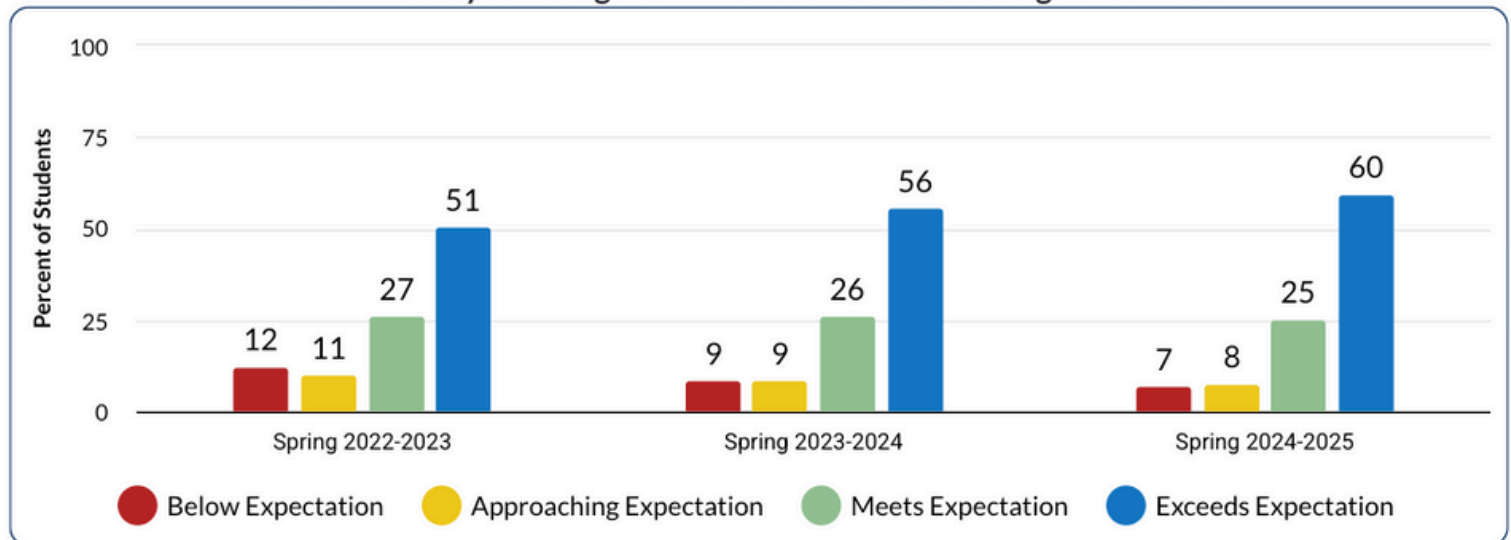


Student Learning

MAP Fluency: Kindergarten Phonological Awareness-ENG

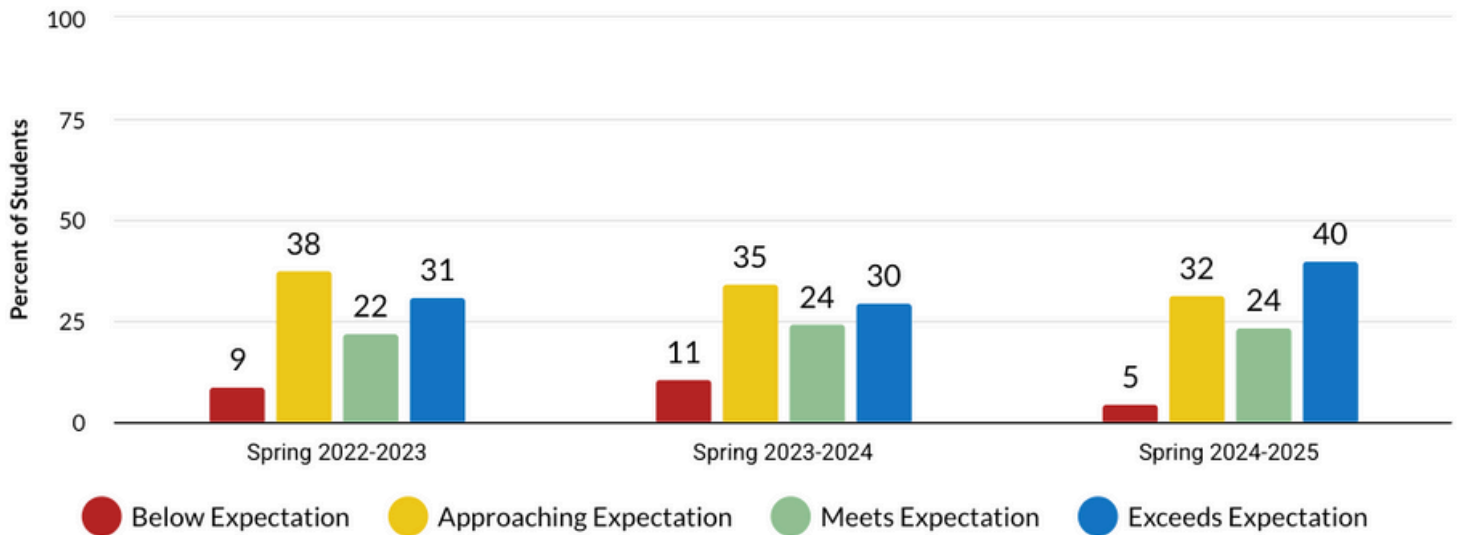


MAP Fluency: Kindergarten Phonics and Word Recognition-ENG

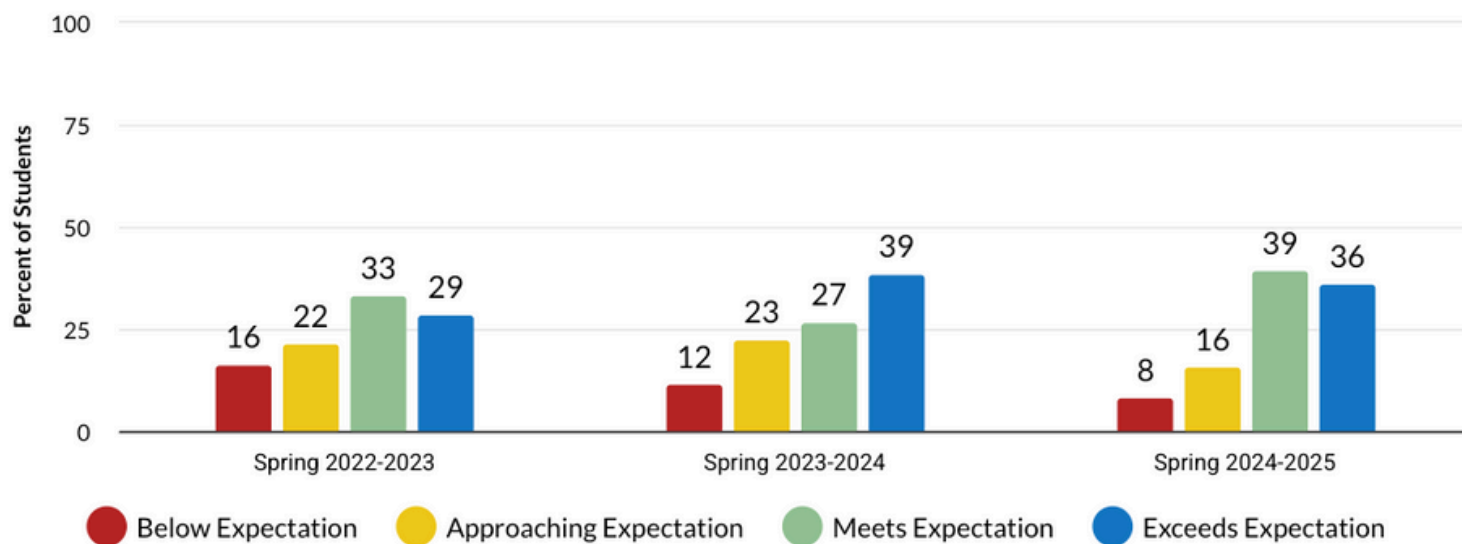


Student Learning

MAP Fluency: Kindergarten Phonological Awareness-SPN

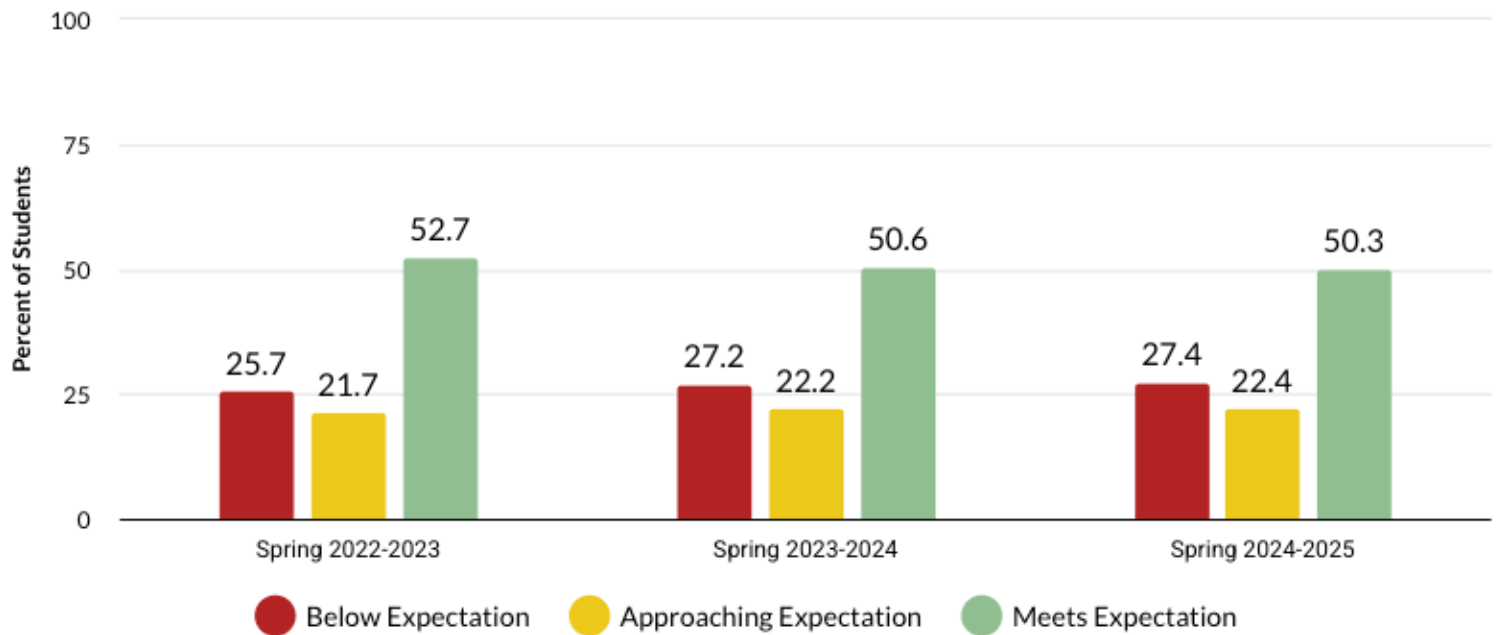


MAP Fluency: Kindergarten Phonics and Word Recognition-SPN

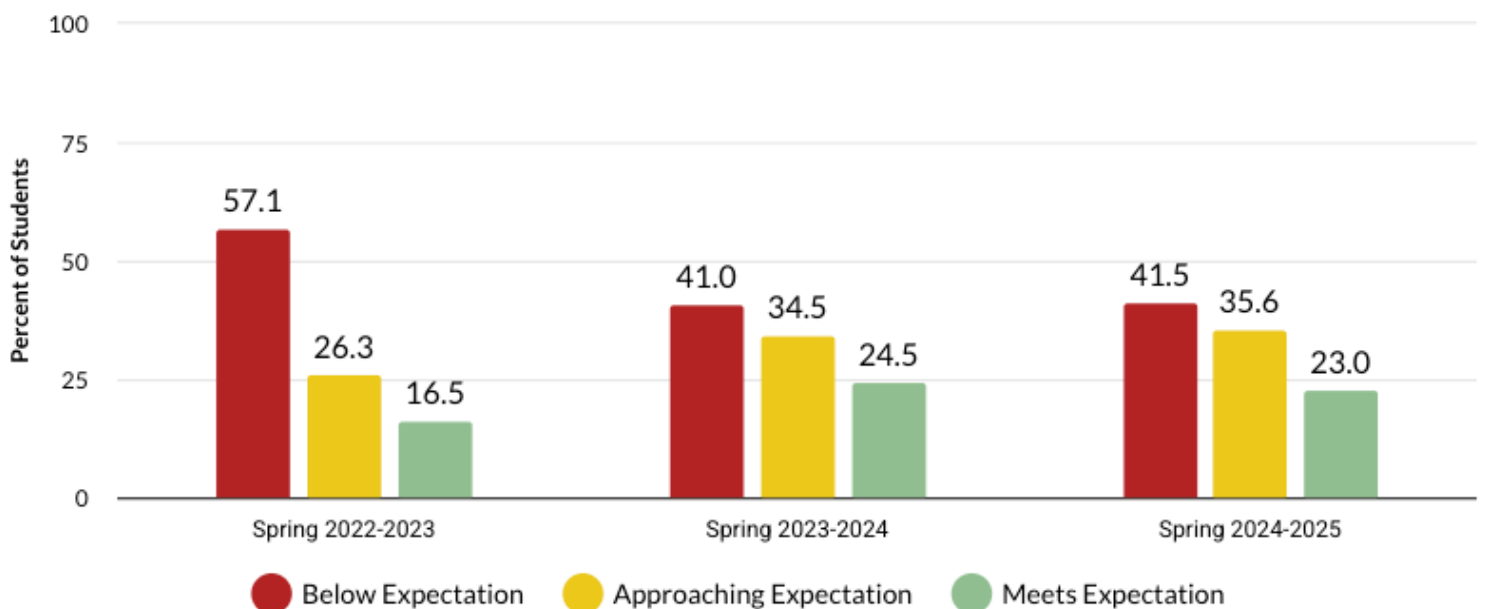


Student *Learning*

MAP Fluency: First Grade Sentence Reading Fluency-ENG

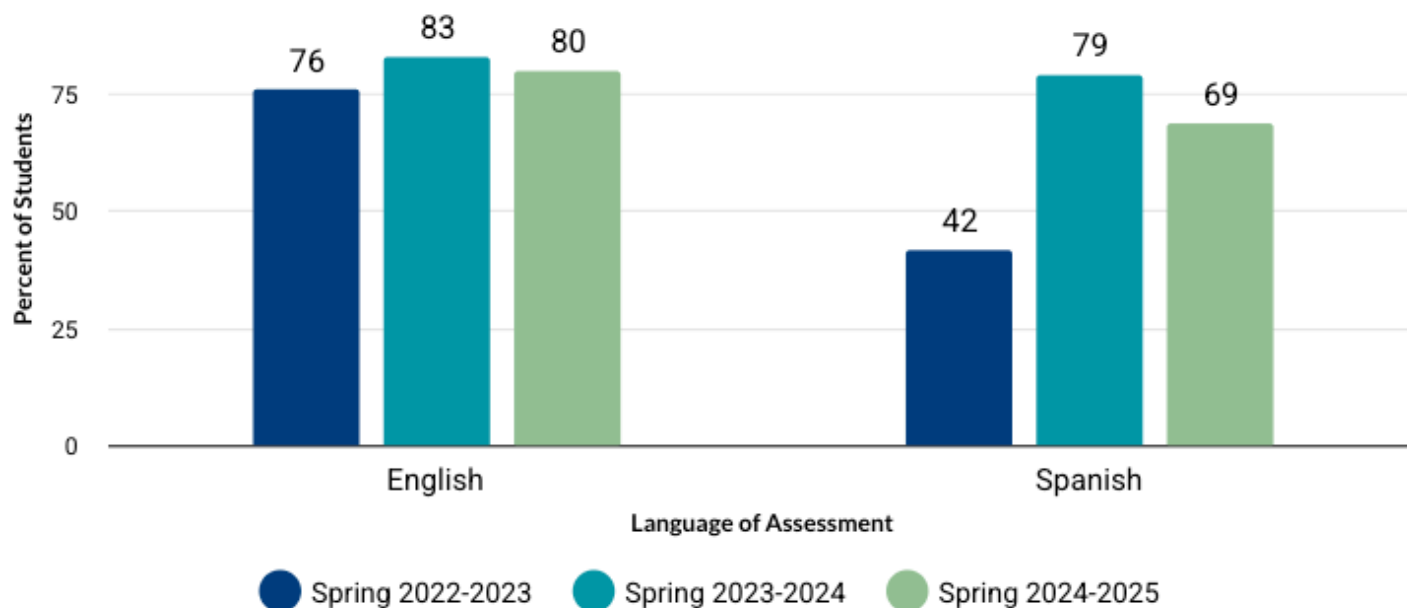


MAP Fluency: First Grade Sentence Reading Fluency-SPN

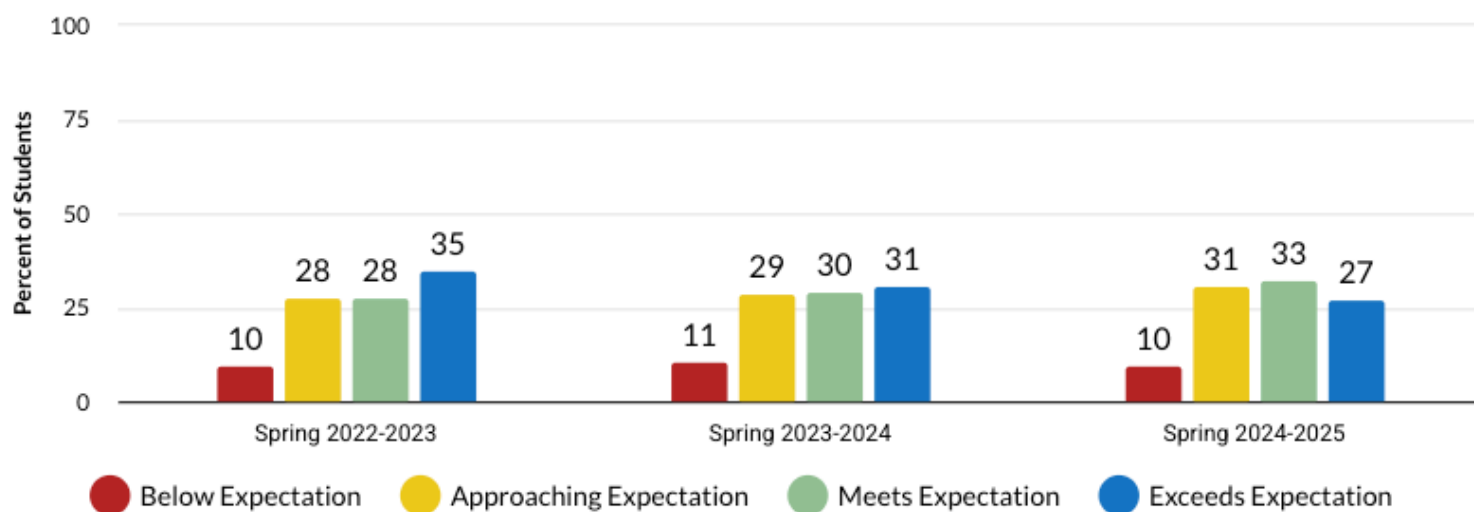


Student Learning

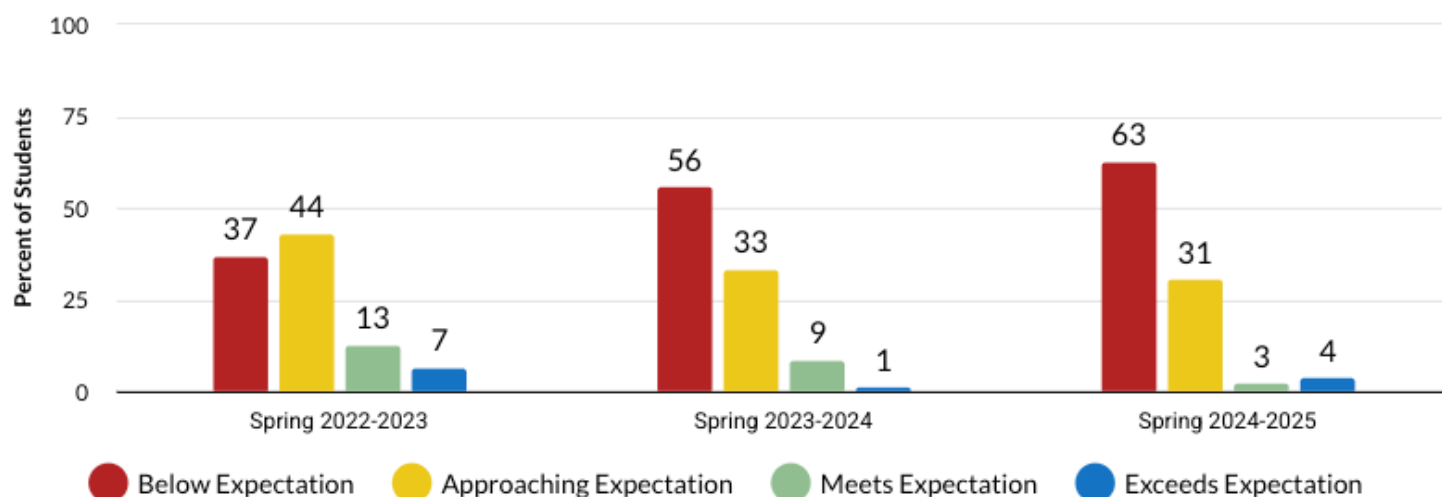
MAP Fluency: Second Grade: Percent of Students with Adaptive Oral Reading Scores



MAP Fluency: Second Grade: Oral Reading Rate(WCPM)- ENG

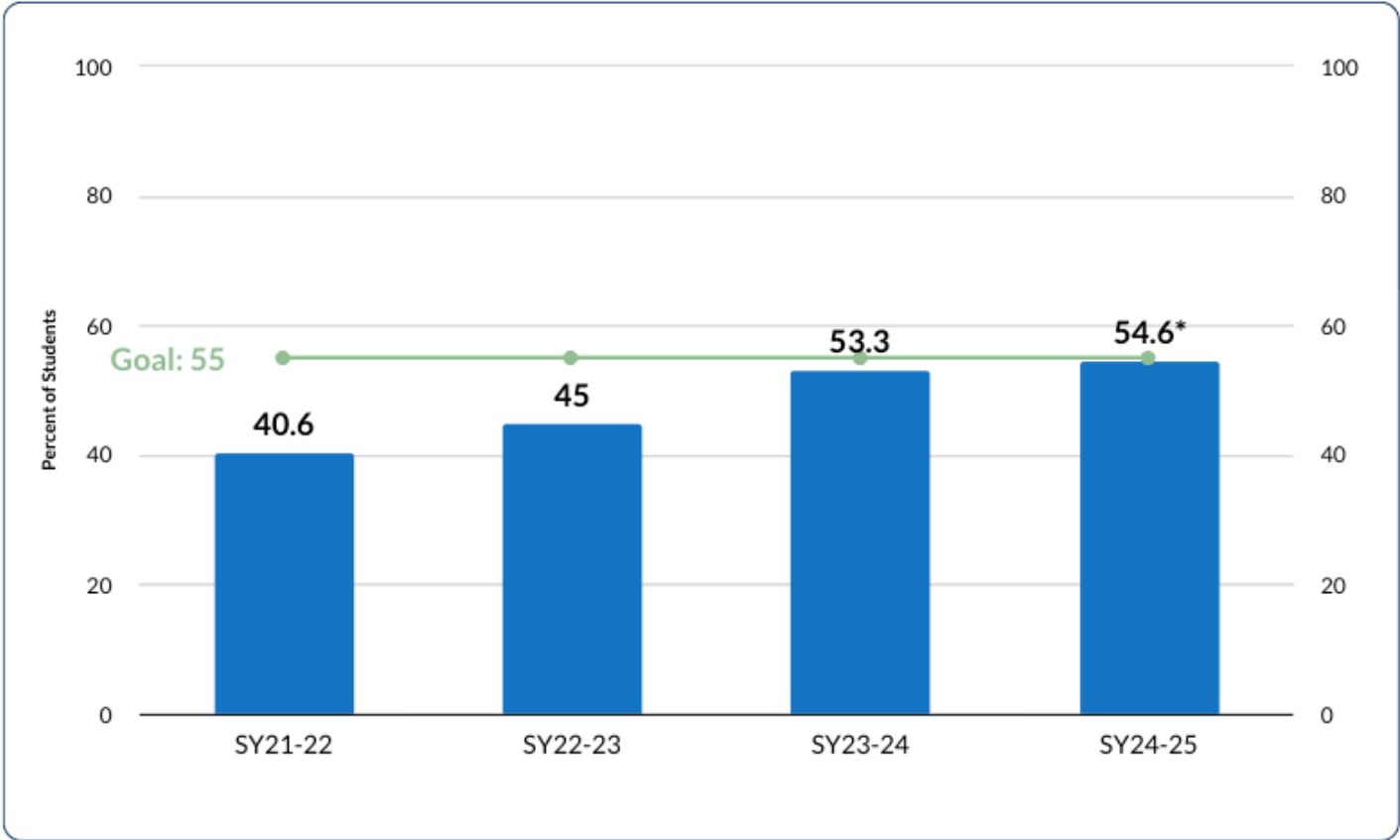


MAP Fluency: Second Grade: Oral Reading Rate(WCPM)- SPN

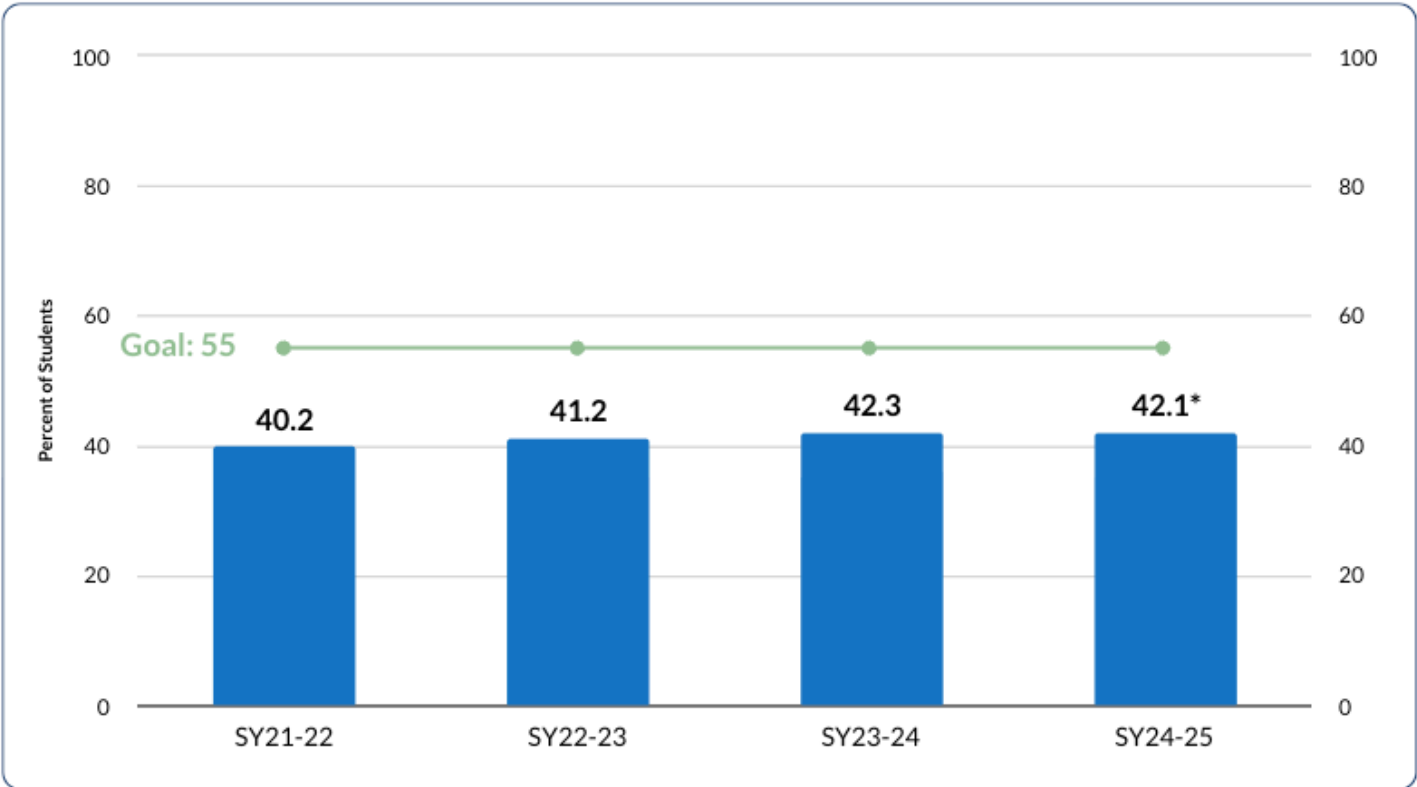


Student Learning

IAR: Percent Met(4) or Exceeded(5) Expectations in Language Arts
Original Cut-Scores and Performance Levels



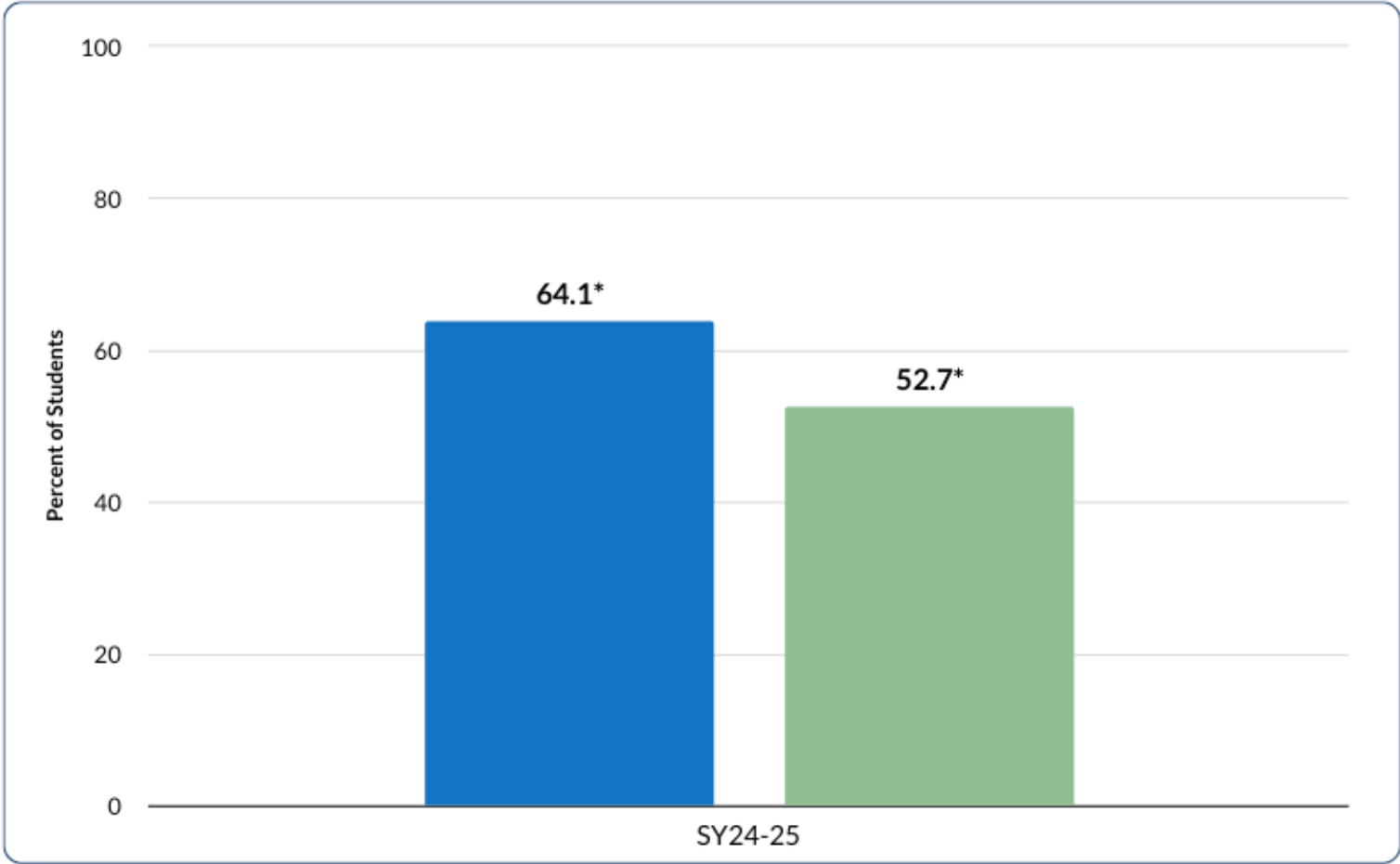
IAR: Percent Met(4) or Exceeded(5) Expectations in Math
Original Cut-Scores and Performance Levels



In the summer of 2025, ISBE revised its performance level descriptors and the subsequent cut-scores. The charts above represent the percent of students who are “Meeting(4)/Exceeding(5) Expectations” according to the cut-scores and performance descriptors used prior to 2025.

*Data is preliminary. Official scores will be released later in September

IAR: Percent of Students At(3) or Above Proficient(4)
New Cut-Scores and Performance Levels

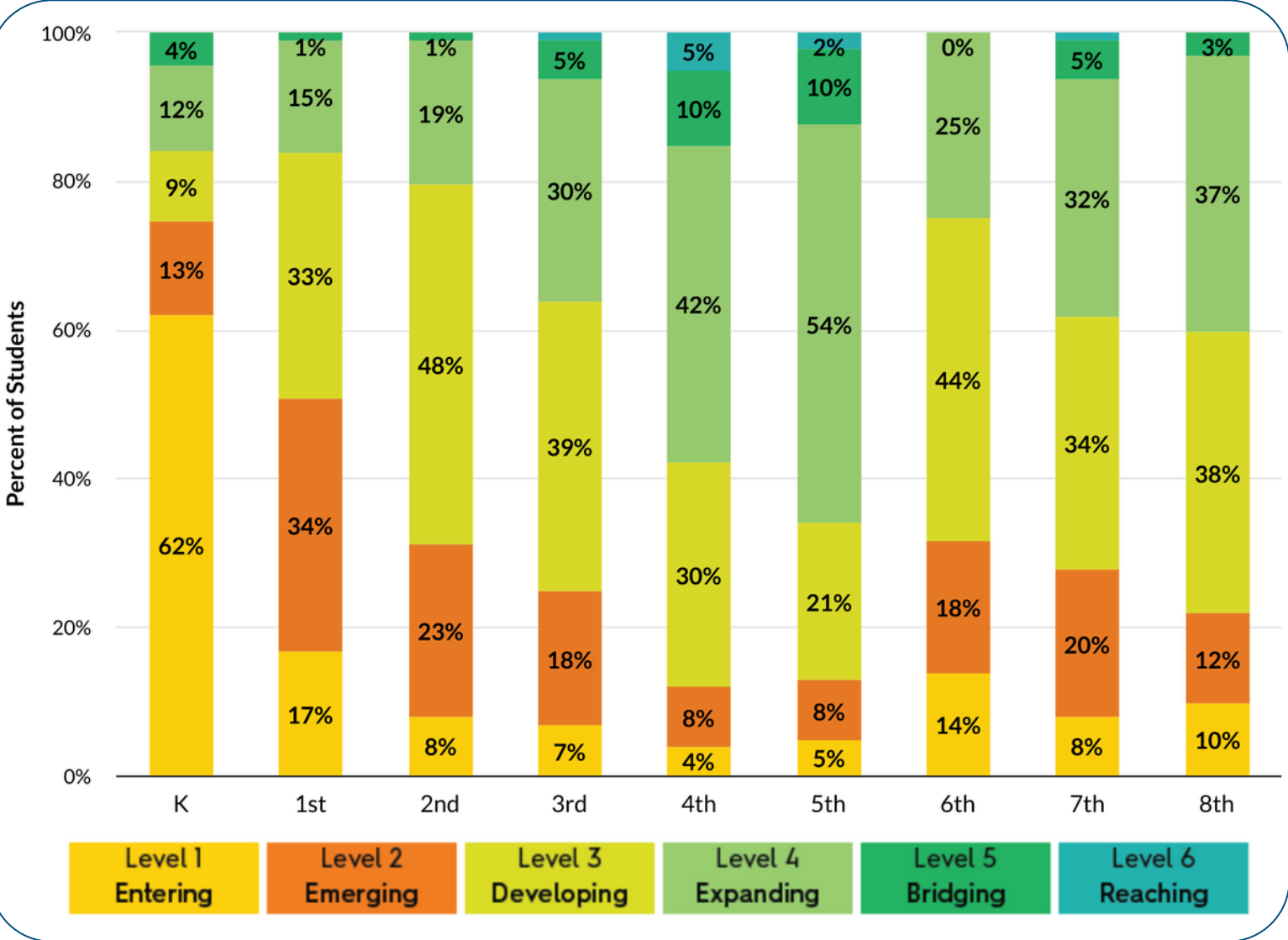


In the summer of 2025, ISBE revised its performance level descriptors and the subsequent cut-scores. The charts above represent the percent of students who are “At Proficient(3)/Above Proficient(4)” according to the revised cut-scores. The final IAR scores for SY24-25 will be reported using the revised cut-scores and performance levels.

**Data is preliminary. Official scores will be released later in September*

Student Learning

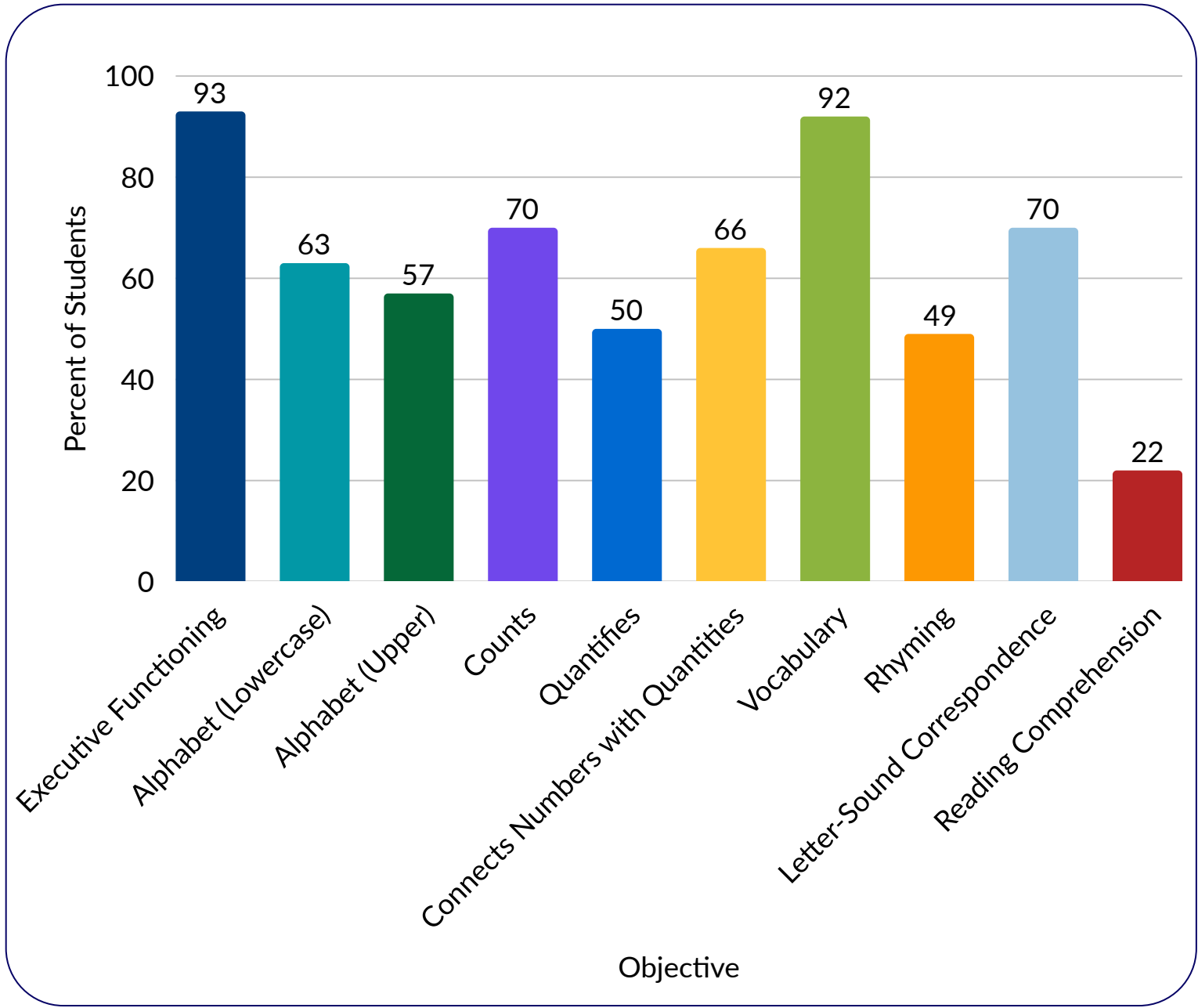
ACCESS for ELLs: Percent of Students in each English-Language Proficiency Level by Grade



ACCESS: Average Scale Score for each Domain by Grade-Level				
Grade Level	Listening	Speaking	Reading	Writing
Kinder	262	266	170	187
1st Grade	315	249	292	250
2nd Grade	312	269	326	281
3rd Grade	341	288	339	314
4th Grade	409	336	355	329
5th Grade	418	339	360	342
6th Grade	387	323	345	316
7th Grade	410	326	361	332
8th Grade	415	329	374	337

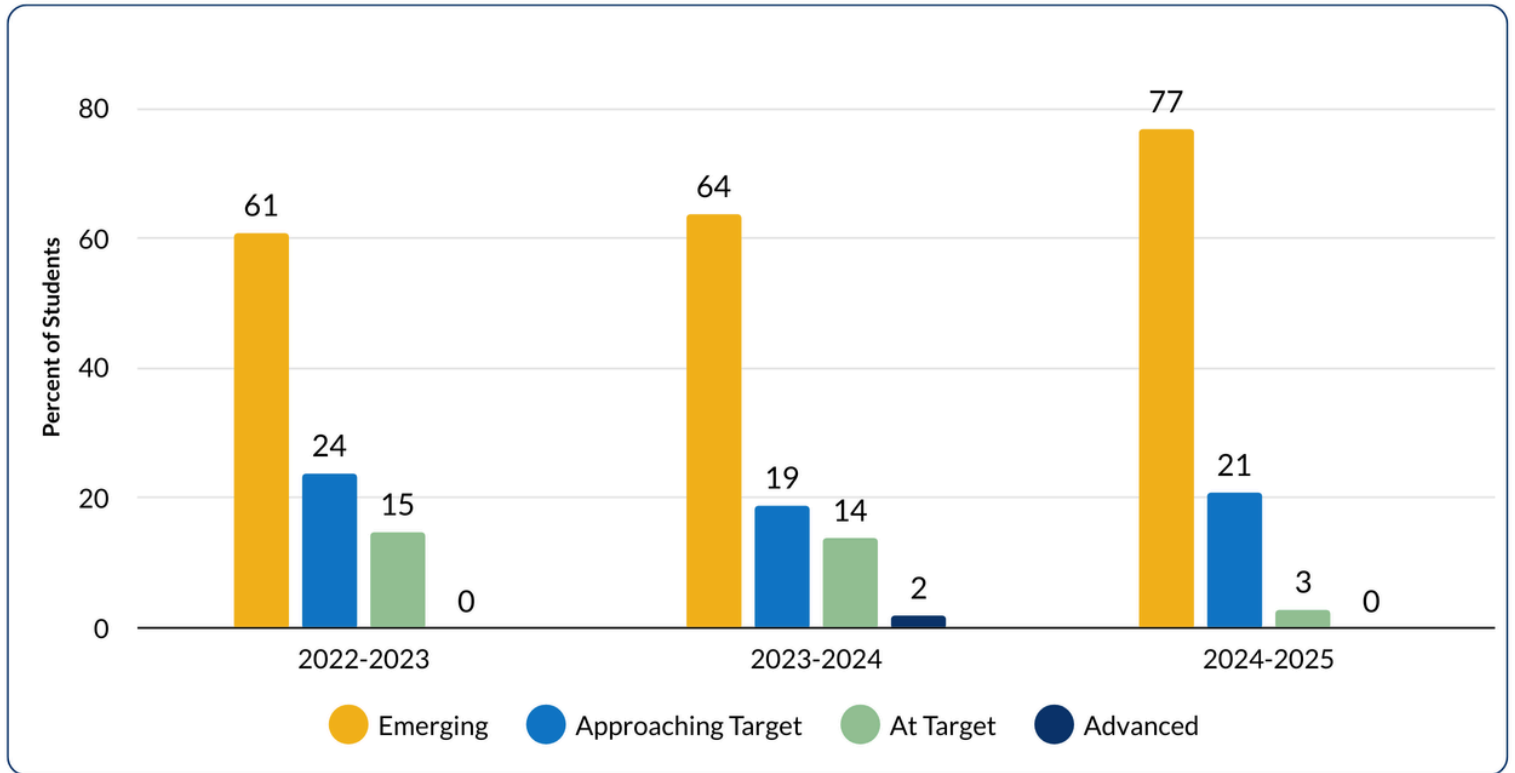
Student Learning

Cognitive ToyBox: Percent of Students Meeting/Exceeding Age-Level Expectations
Early Childhood (Ages 3-5)

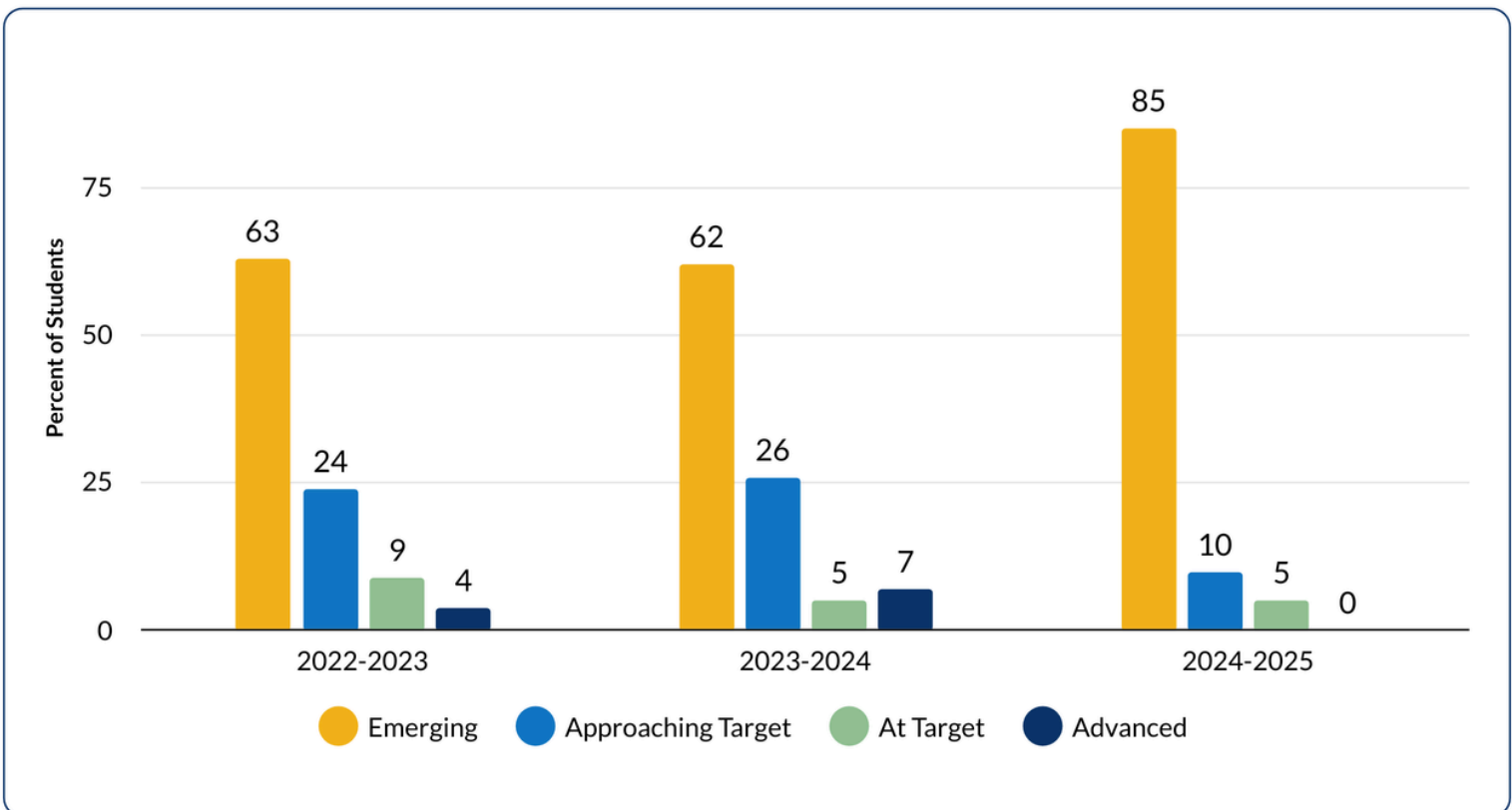


Student Learning

Dynamic Learning Maps (DLM): Percent of Students in each Performance Level- ELA



Dynamic Learning Maps (DLM): Percent of Students in each Performance Level- Math



Student Learning: Scorecard

NWEA MAP Scorecard

	NWEA MAP Outcome Indicator	2021-2022	2022-2023	2023-2024	2024-2025	Change from Baseline (3 Year Change)	Change from 2023-2024 (1 year change)
Academic Outcomes All Students	Percent Meeting CRB(SAT) in Language Arts	72	72	74	75	3	1
	Percent Meeting CRB(ACT) in Language Arts	60	60	61	62	2	1
	Percent Meeting CRB(SAT) in Math	45	48	49	51	6	2
	Percent Meeting CRB(ACT) in Math	43	46	47	49	6	2
	Percent at/Below 25th percentile in Language Arts	16	15	16	15	-1	-1
	Percent at/Below 25th percentile in Math	19	16	17	18	-1	1
	Percent Meeting Expected Growth in Language Arts	62	57	56	59	-3	3
	Percent Meeting Expected Growth in Math	64	60	56	56	-8	0
Achievement Gap	Percent Meeting CRB(ACT) in Language Arts						
	Asian	75	71	72	69	-6	-3
	Black or African American	31	32	32	33	2	1
	Hispanic/Latino	39	38	42	45	6	3
	Multi-Racial	71	78	74	74	3	0
	White	82	83	82	82	0	0
	Students with IEPs	24	18	18	21	-3	3
	EL students	8	11	12	16	8	4
	Students who qualify for FRL	30	31	31	34	4	3
	Percent Meeting CRB(ACT) in Math						
	Asian	58	57	67	60	2	-7
	Black or African American	12	16	15	15	3	0
	Hispanic/Latino	20	20	29	32	12	3
	Multi-Racial	55	60	57	63	8	6
	White	68	69	70	73	5	3
	Students with IEPs	13	9	10	11	-2	1
	EL students	5	4	7	11	6	4
	Students who qualify for FRL	14	17	17	19	5	2
	Percent Meeting Expected Growth in Language Arts						
	Asian	66	65	56	60	-6	4
	Black or African American	53	52	50	53	0	3
	Hispanic/Latino	58	52	53	59	1	6
	Multi-Racial	68	61	55	60	-8	5
	White	66	61	60	61	-5	1
	Students with IEPs	45	47	49	50	5	1
	EL students	55	45	44	53	-2	9
	Students who qualify for FRL	55	51	52	54	-1	2
	Percent Meeting Expected Growth in Math						
	Asian	62	67	60	65	3	5
	Black or African American	51	56	46	46	-5	0
	Hispanic/Latino	57	55	53	52	-5	-1
	Multi-Racial	67	59	57	60	-7	3
	White	72	63	61	60	-12	-1
	Students with IEPs	48	52	49	44	-4	-5
	EL students	48	54	47	50	2	3
	Students who qualify for FRL	54	56	48	49	-5	1

Student Learning: Scorecard

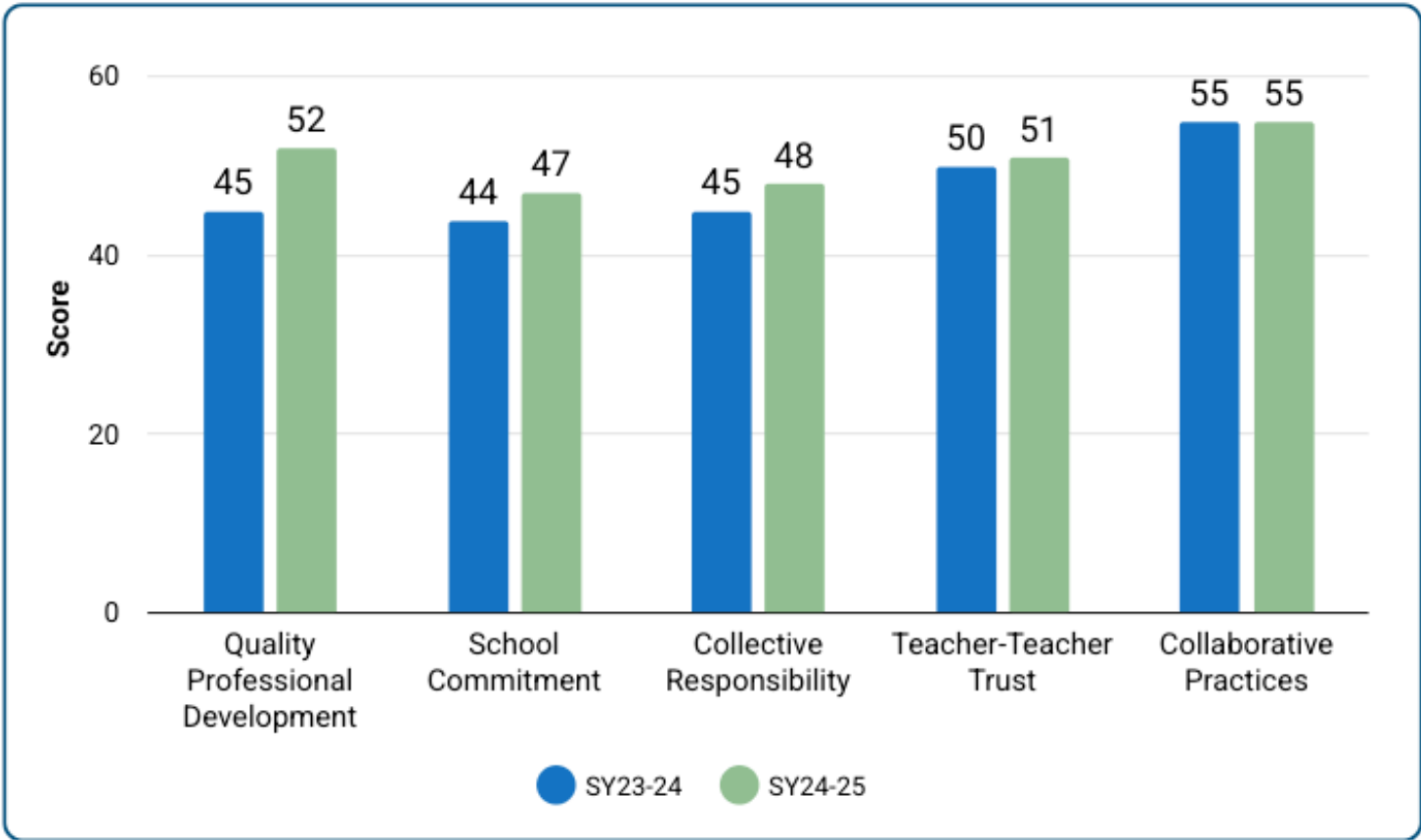
Illinois Assessment of Readiness (IAR) Scorecard

	Illinois Assessment of Readiness (IAR) Outcome Indicator	2021-2022	2022-2023	2023-2024	2024-2025* Preliminary	Change from Baseline * (3 Year Change)	Change from 2023-2024* (1 year change)
Academic Outcomes All Students	Percent Meeting/Exceeding in Language Arts	40.6	45.0	53.3	54.6	14.0	1.3
	Percent Meeting/Exceeding in Math	40.2	41.2	42.3	42.1	1.8	-0.2
Achievement Gap	Percent Meeting/Exceeding on IAR in Language Arts						
	Asian	55.6	51.7	60.6	65.8	10.2	5.2
	Black or African American	15.9	18.6	27.6	27.0	11.1	-0.6
	Hispanic/Latino	22.0	28.3	38.3	40.9	18.9	2.6
	Multi-Racial	52.2	61.7	67.6	72.3	20.1	4.7
	White	59.1	63.8	72.0	71.7	12.6	-0.3
	Students with IEPs	10.6	9.2	14.7	15.2	4.6	0.5
	EL students	6.9	9.9	13.7	14.7	7.8	1.0
	Students who qualify for FRL	14.9	19.0	27.9	30.2	15.3	2.3
	Percent Meeting/Exceeding on IAR in Math						
	Asian	58.7	55.8	56.8	56.9	-1.8	0.1
	Black or African American	10.1	11.8	13.7	11.8	1.7	-1.9
	Hispanic/Latino	20.9	22.1	27.5	26.0	5.1	-1.5
	Multi-Racial	51.3	52.9	51.7	53.6	2.3	1.9
	White	61.8	63.3	64.0	63.1	1.3	-0.9
	Students with IEPs	11.6	10.2	12.4	13.3	1.7	0.9
	EL students	10.0	11.0	11.3	9.4	-0.6	-1.9
	Students who qualify for FRL	12.9	14.5	16.5	15.7	2.8	-0.8

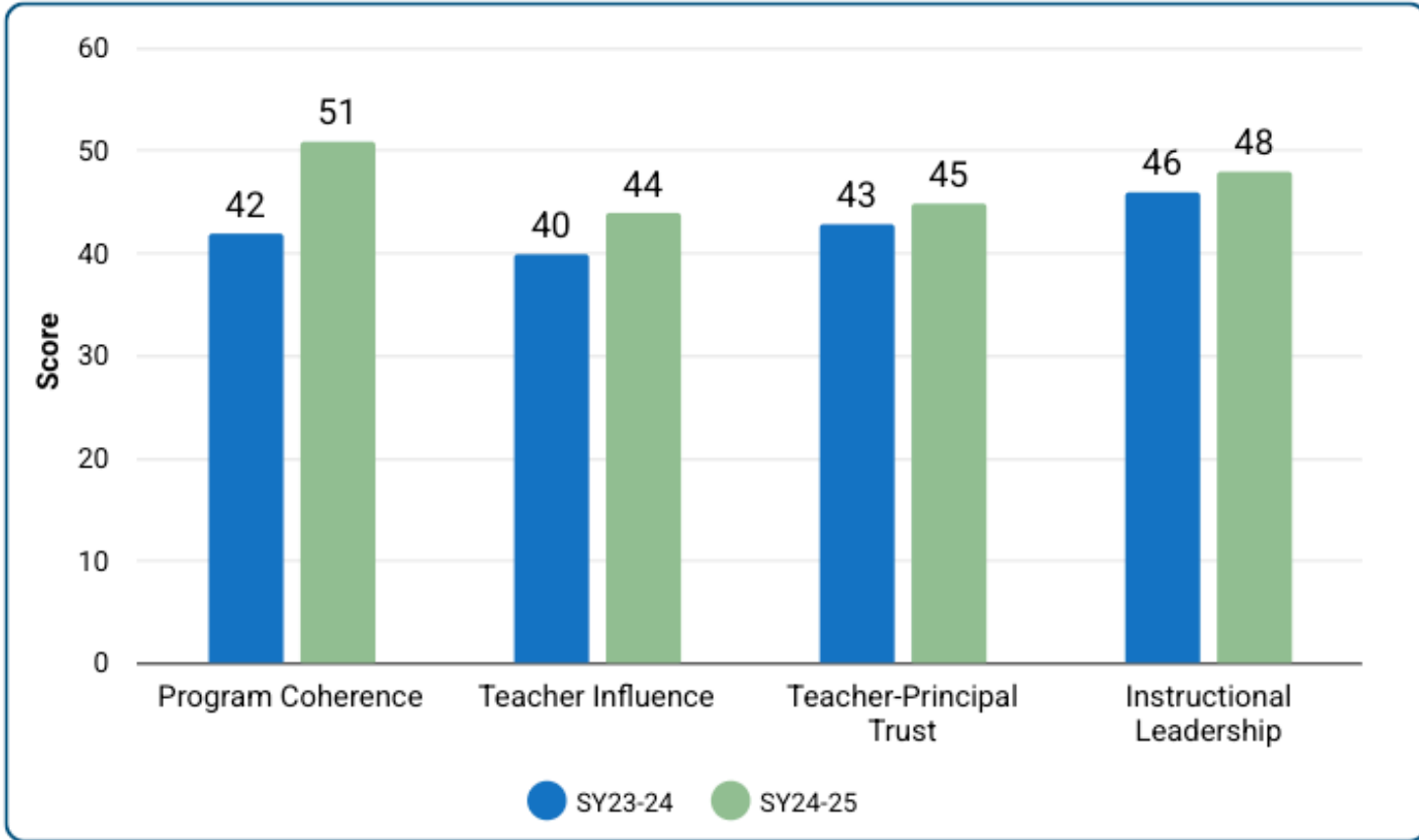
*Results from SY2024-2025 are preliminary. The final scores and the updated performance levels are projected to be released in September. Once released, an updated scorecard and analysis will be added as an addendum to this report.

Elevating *Educators*

5 Essentials: "Collaborative Teachers" Measures



5 Essentials: "Effective Leaders" Measures



Appendix *and Technical Notes*

- [SY25 District 65 5Essentials Report-Full](#)
- [NWEA MAP Linking Study_\(SAT\)](#)
- [NWEA MAP Linking Study_\(ACT\)](#)
- [About MAP Fluency Test Types](#)
- [ACCESS for ELs Interpretive Guide for Score Reports](#)
- [ACCESS for ELs Scale Score to Proficiency Levels](#)
- [Dynamic Learning Maps\(DLM\) Parent Guide to Reports \(ENG\)](#)
- [Dynamic Learning Maps\(DLM\) Parent Guide to Reports \(SPN\)](#)



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