



MEMORANDUM

TO: Board of Education

CC: Dr. Angel Turner, Superintendent

FROM: Donna Cross, Executive Director of Research, Assessment, Accountability, and Data and Cindy Gonzalez, Performance Management and Assessment Analyst

DATE: October 27, 2025

RE: 2025 IAR Performance Level Summary

Background

The Illinois Assessment of Readiness (IAR) is the state's official assessment and accountability measure for students in grades 3–8. It evaluates student knowledge and skills in English Language Arts (ELA) and mathematics, providing educators with essential data to enhance teaching, learning, and overall school accountability. For the purpose of this summary, results are presented based on the school in which the student is enrolled and accountable for testing purposes.

The IAR results are utilized to summarize overall student achievement, evaluate performance in relation to state learning standards, and inform strategic planning for continuous improvement. These data play a critical role in guiding instructional decision-making and ensuring equitable access to high-quality learning opportunities for all students. Participation in the IAR is required for all eligible students, with a target participation rate of at least 95%.

In 2025, the Illinois State Board of Education (ISBE) adopted new, research-based and right-sized assessment performance levels to provide students, families, and educators with more accurate and meaningful information about academic achievement and college readiness. These unified levels address long-standing misalignments between Illinois' state assessments and nationally recognized college and career readiness benchmarks. Each performance level reflects the degree to which a student has met grade-level expectations. Student results are now reported using the following four unified performance levels:

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

Students scoring at levels 3 and 4 (Proficient and Above Proficient) are considered prepared for the next grade level and are likely on track for future success in college and careers. The table below shows the percentage of students at each school achieving these updated higher performance levels.

IAR 2025				
Overall Percentage of Students Achieving Performance Level 3 (Proficient) or 4 (Above Proficient)				
By School				
ELA 2025			MATH 2025	
School	Percent Proficient/Above Proficient		School	Percent Proficient/Above Proficient
Chute	67.4		Chute	40.3
Haven	68.2		Haven	53.7
Nichols	70.9		Nichols	56.6
Dawes	67.1		Dawes	58.1
Dewey	73.2		Dewey	72.6
Lincoln	60.8		Lincoln	54.7
Lincolnwood	61.6		Lincolnwood	55.0
Oakton	51.9		Oakton	48.7
Orrington	75.0		Orrington	75.0
Walker	65.2		Walker	54.7
Washington	58.3		Washington	47.5
Willard	63.4		Willard	65.5
King Arts	59.3		King Arts	45.5
Kingsley	64.5		Kingsley	56.4
Rhodes	29.0		Rhodes	22.3
Rice	0.0		Rice	0.0

District Overall Percentage of Students Achieving Level 3 (Proficient) and Level 4 (Above Proficient)

- English Language Arts: **64.7%**
- Mathematics: **53.1%**

Due to the transition from five to four performance levels, the 2025 results have been recalibrated to align with the former five-level system to ensure comparability with prior years' reporting. This summary examines the percentage of students at each school achieving higher performance levels and includes a disaggregated review of results by race to identify trends over the past three years. The intent of this report is to highlight areas of growth and identify opportunities for targeted support and continuous improvement within each school.

District Overall

English Language Arts (ELA)

SY25 Recalibrated to 5 Performance Levels

ELA 2023		ELA 2024		ELA 2025		ELA Delta	
School	Percent Meets/Exceeds	School	Percent Meets/Exceeds	School	Percent Meets/Exceeds	School	Delta 25-23
Chute	41.8	Chute	59.0	Chute	59.9	Chute	18.1
Haven	45.1	Haven	61.0	Haven	60.9	Haven	15.8
Nichols	48.5	Nichols	58.7	Nichols	66.3	Nichols	17.8
Dawes	40.7	Dawes	53.1	Dawes	58.7	Dawes	18.0
Dewey	55.3	Dewey	51.5	Dewey	60.8	Dewey	5.5
Lincoln	48.0	Lincoln	52.9	Lincoln	47.0	Lincoln	-1.1
Lincolnwood	56.8	Lincolnwood	54.7	Lincolnwood	47.7	Lincolnwood	-9.1
Oakton	31.1	Oakton	37.9	Oakton	38.0	Oakton	6.9
Orrington	59.9	Orrington	57.0	Orrington	62.1	Orrington	2.2
Walker	50.3	Walker	48.5	Walker	51.4	Walker	1.1
Washington	45.6	Washington	46.2	Washington	47.5	Washington	1.9
Willard	44.7	Willard	48.4	Willard	44.3	Willard	-0.4
King Arts	42.4	King Arts	49.0	King Arts	50.7	King Arts	8.3
Kingsley	47.4	Kingsley	53.6	Kingsley	53.6	Kingsley	6.2
Rhodes	23.2	Rhodes	30.4	Rhodes	18.4	Rhodes	-4.8
Rice	0.0	Rice	0.0	Rice	0.0	Rice	0

Improved	Declined	Same
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From 2023 to 2025, English Language Arts performance across schools showed strong overall improvement, with eleven schools increasing the percentage of students meeting or exceeding expectations. Chute (+18.1 points), Dawes (+18.0), Nichols (+17.8) showed the largest gains, reflecting substantial improvement in literacy outcomes over the three years. Haven (+15.8 pts) also demonstrated strong growth, maintaining consistently high performance levels.

Moderate increases were also seen at Oakton, Kingsley, and King Arts, while Dewey and Orrington maintained stable or slightly improving results. Willard (-0.4 pts) remained largely unchanged from 2023 to 2025. Declines at Lincolnwood, Rhodes, and Lincoln highlight areas for targeted support. Overall, the district's ELA results reflect meaningful progress in many schools and continued opportunities to strengthen consistency across all sites.

Math

SY25 Recalibrated to 5 Performance Levels

MATH 2023		MATH 2024		MATH 2025		Math Delta	
School	Percent Meets/Exceeds	School	Percent Meets/Exceeds	School	Percent Meets/Exceeds	School	Delta 25-23
Chute	26.7	Chute	31.1	Chute	34.9	Chute	8.2
Haven	40.9	Haven	46.1	Haven	46.0	Haven	5.1
Nichols	44.4	Nichols	47.2	Nichols	49.9	Nichols	5.5
Dawes	31.7	Dawes	43.1	Dawes	45.1	Dawes	13.4
Dewey	56.4	Dewey	54.4	Dewey	55.5	Dewey	-0.9
Lincoln	51.0	Lincoln	48.4	Lincoln	40.6	Lincoln	-10.4
Lincolnwood	52.9	Lincolnwood	57.7	Lincolnwood	51.7	Lincolnwood	-1.2
Oakton	28.5	Oakton	27.6	Oakton	30.5	Oakton	2.0
Orrington	62.7	Orrington	54.1	Orrington	56.5	Orrington	-6.2
Walker	55.2	Walker	48.8	Walker	39.2	Walker	-16.0
Washington	45.4	Washington	45.1	Washington	35.4	Washington	-10.0
Willard	50.8	Willard	46.8	Willard	50.0	Willard	-0.8
King Arts	30.2	King Arts	33.5	King Arts	33.5	King Arts	3.3
Kingsley	55.2	Kingsley	55.0	Kingsley	48.5	Kingsley	-6.7
Rhodes	15.7	Rhodes	19.6	Rhodes	15.2	Rhodes	-0.5
Rice	0.0	Rice	0.0	Rice	0.0	Rice	0.0

Improved	Declined	Same
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From 2023 to 2025, math performance across schools showed mixed trends, with several schools demonstrating growth while others experienced declines. Dawes (+13.4 points), Chute (+8.2), and Nichols (+5.5) made the most notable gains, reflecting steady improvement in proficiency. Haven, Oakton, and King Arts also showed moderate increases. In contrast, Walker (-16.0), Lincoln (-10.4), and Washington (-10.0) experienced significant declines, while Willard and Rhodes remained relatively stable.

Overall, middle schools generally demonstrated upward trends suggesting progress in math instruction at this level. Two elementary schools (Dewey, Willard) show relative stability or modest gains, while others like Lincoln, Walker, and Washington indicate declines that may warrant targeted support. Variability across schools highlights the need for continued monitoring and differentiated instructional interventions to sustain and expand math growth districtwide.

Results by School and Race

ELA

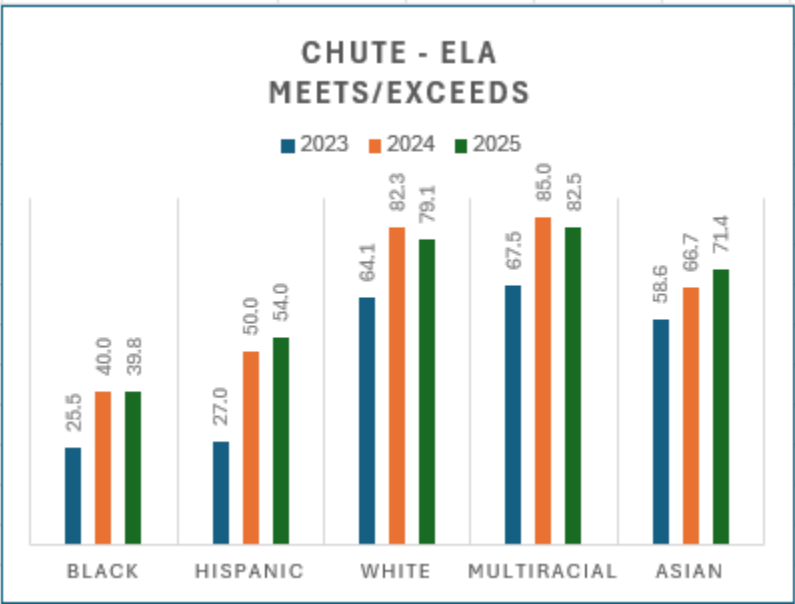
NOTE: SY25 performance levels were recalibrated to align with prior years, ensuring comparability of trends over three years..

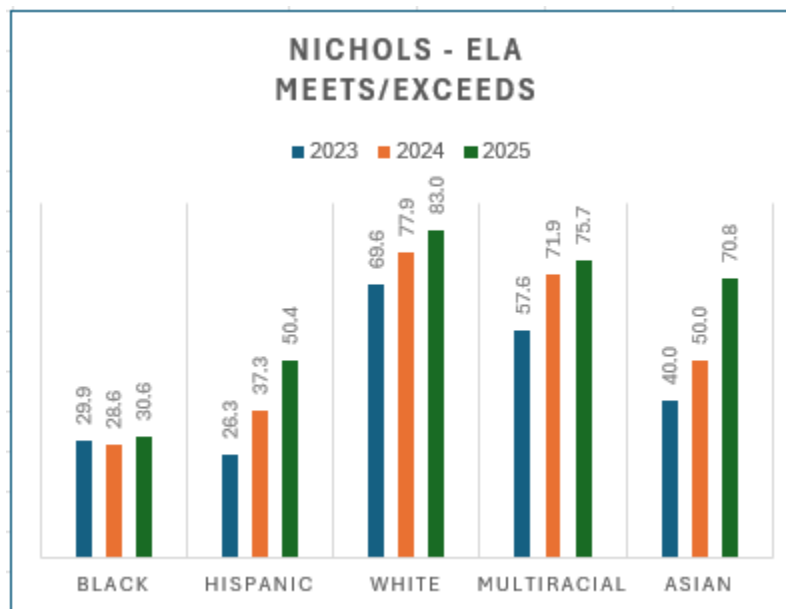
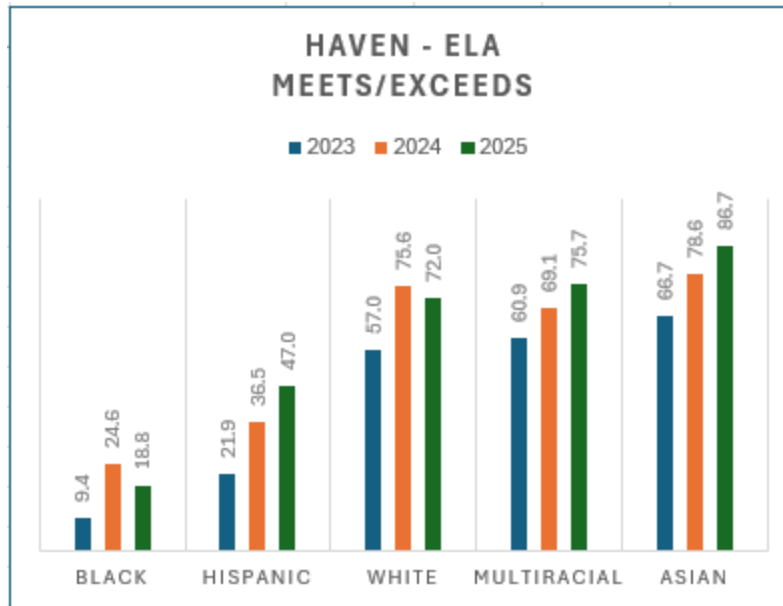
The percentage of Black students achieving performance levels 4 or 5 increased in eleven schools, while Multi-Racial students showed gains in thirteen schools. Notably, in eight of those thirteen schools, Multi-Racial students outperformed White students.

Similarly, Hispanic students demonstrated improvements in eleven schools, with Chute (27.0%), Haven (25.1%), and Nichols (24.1%) showing particularly strong growth. Chute, Haven, Nichols, Dawes, and Dewey exhibited improvement across all racial categories.

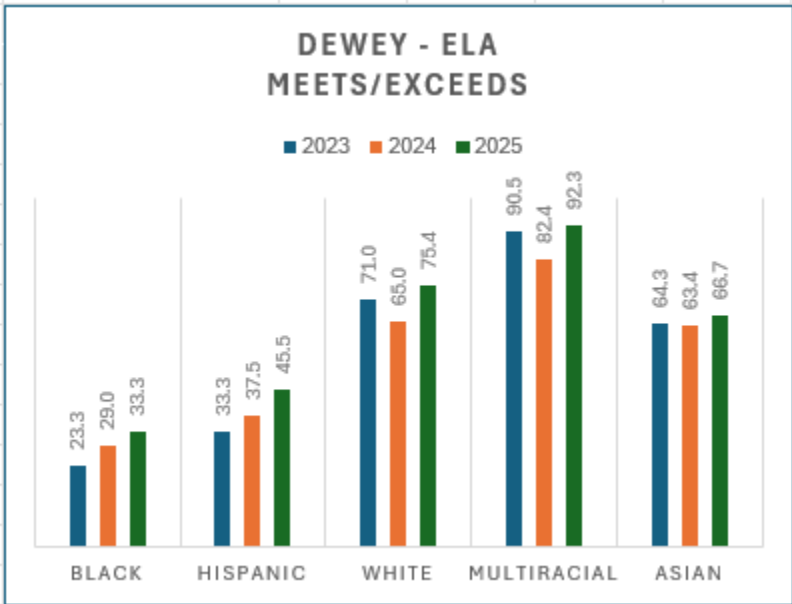
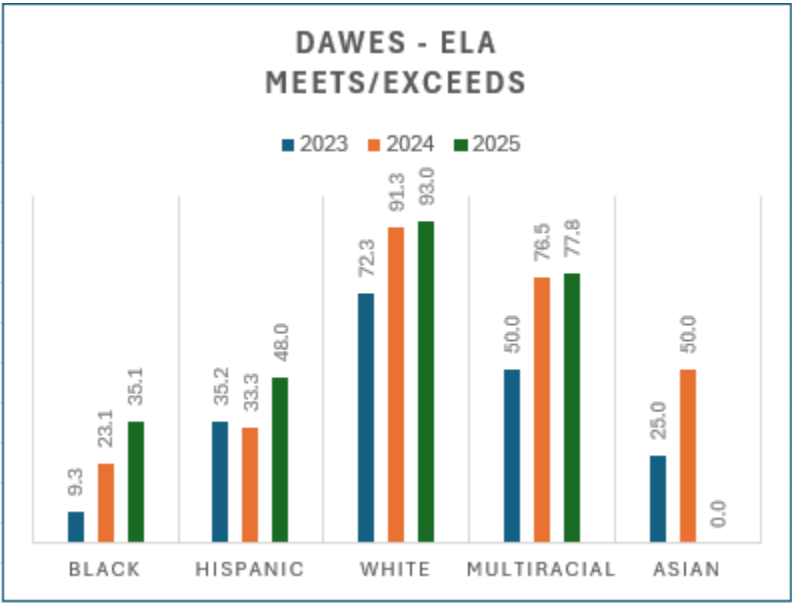
Despite these positive trends, disparities in academic performance persist across racial groups. These patterns underscore the continued need to prioritize equity and provide targeted supports that sustain and build upon emerging areas of progress.

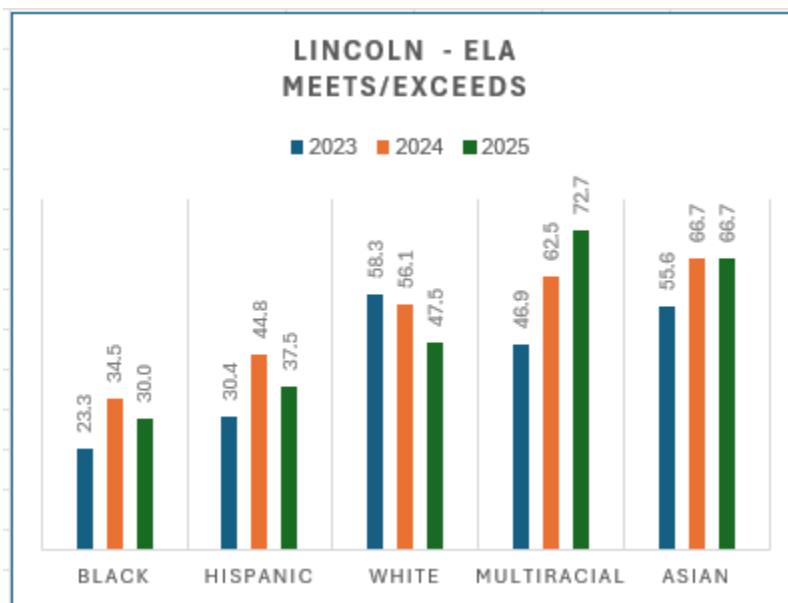
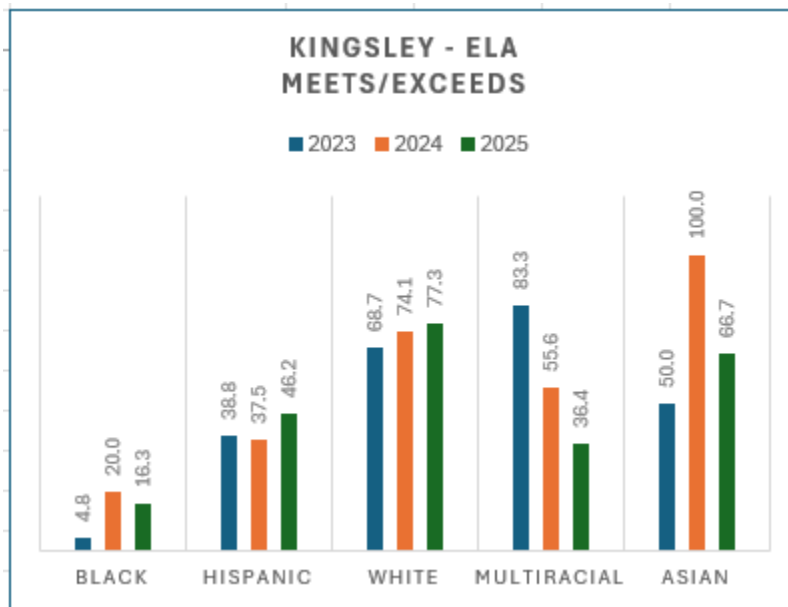
Middle Schools

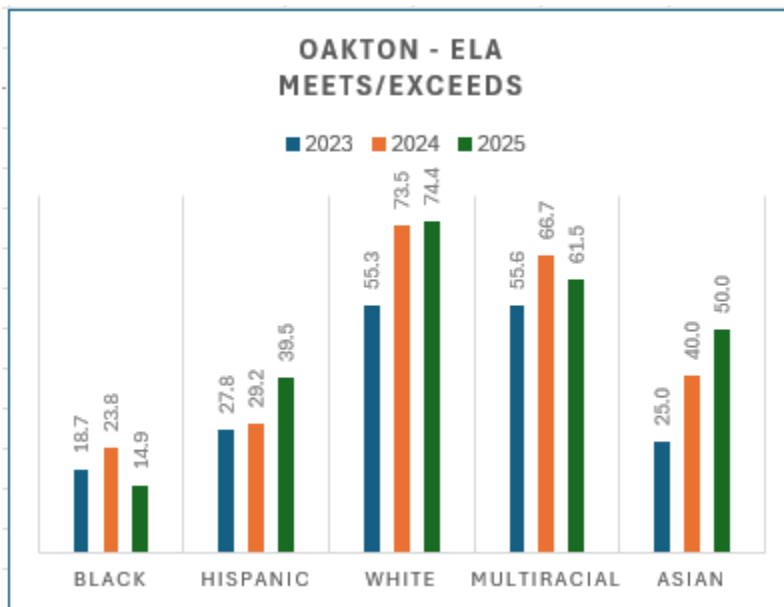
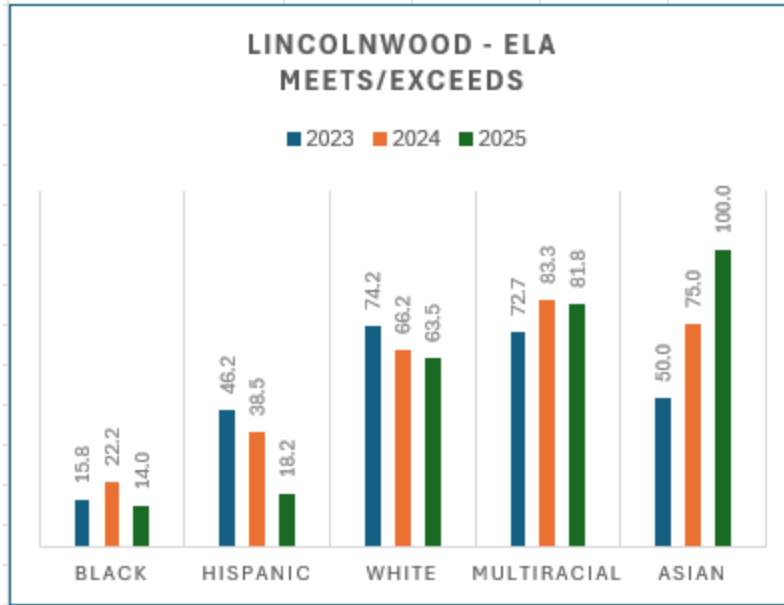


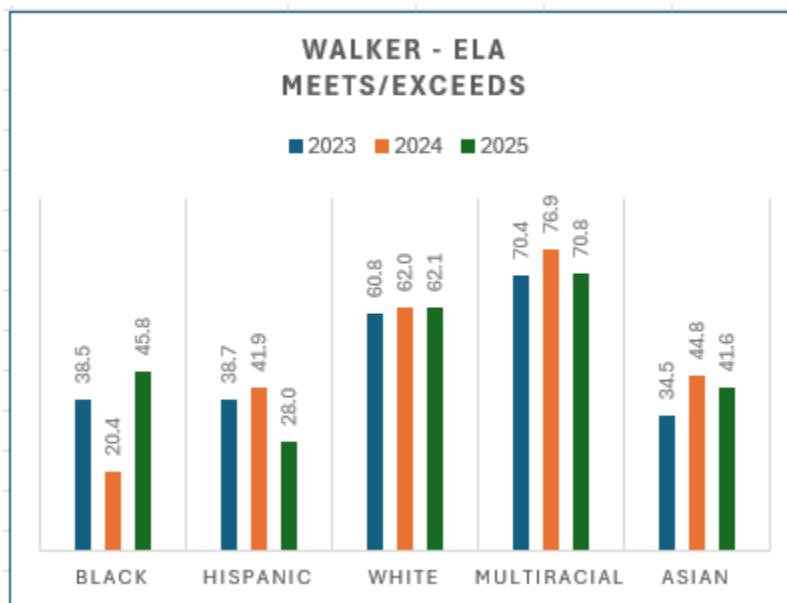
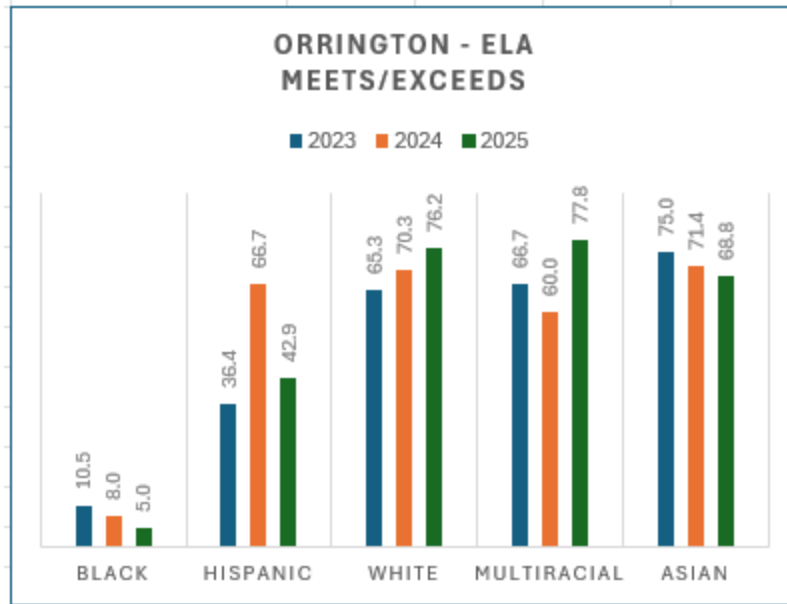


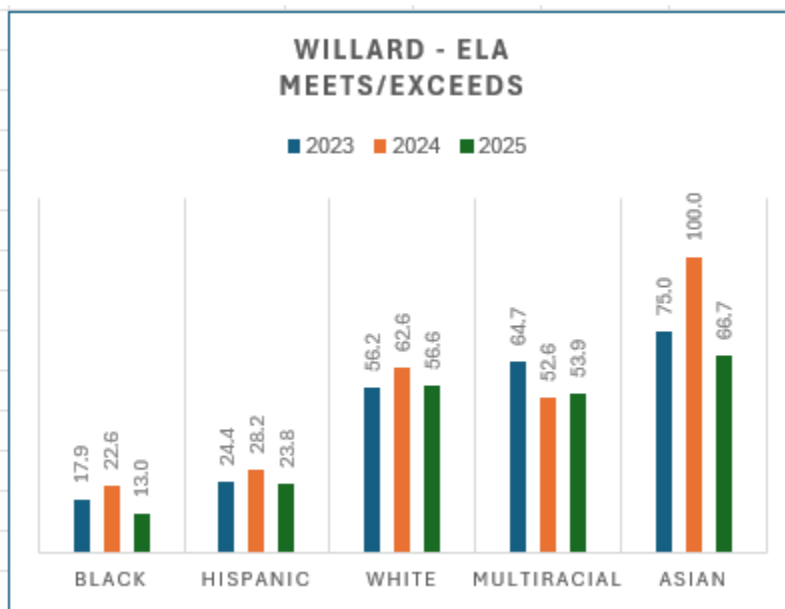
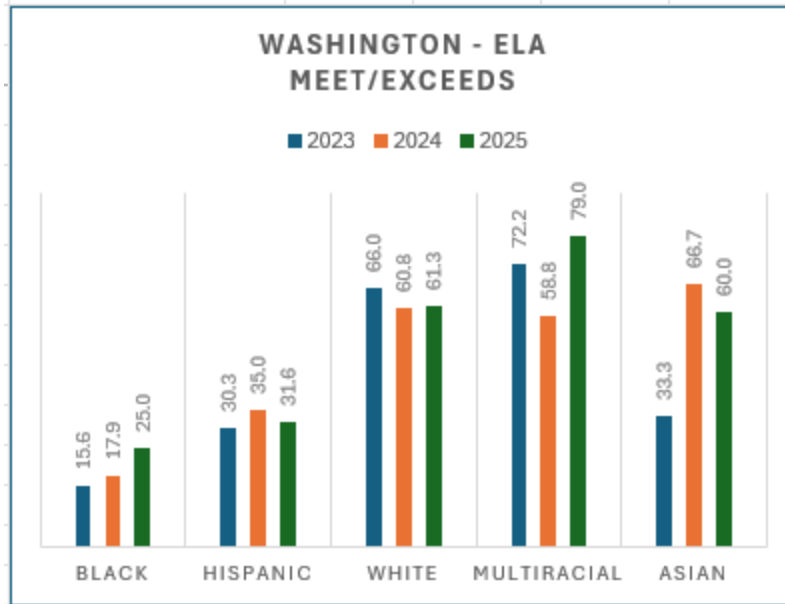
Elementary Schools



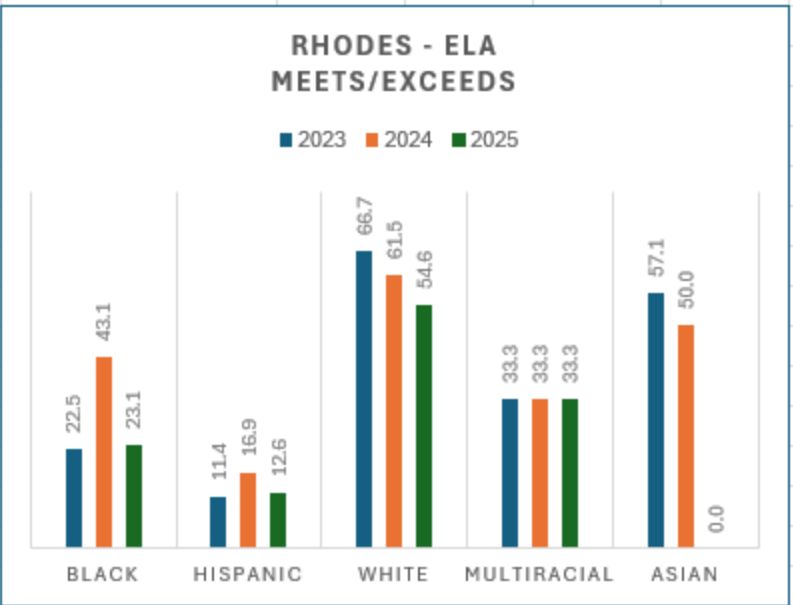
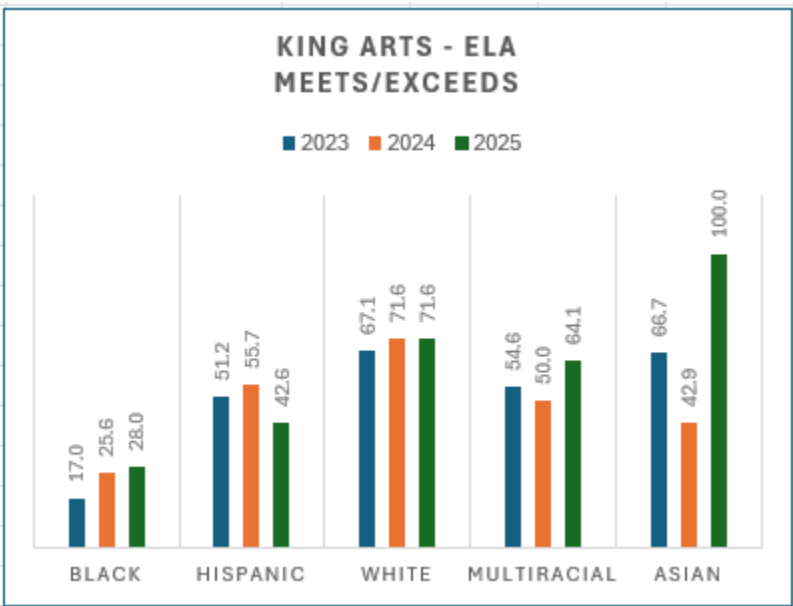








Magnet Schools



Math

NOTE: SY25 performance levels were recalibrated to align with prior years, ensuring comparability of trends over three years..

Among Black students in six schools (Haven, Nichols, Dawes, Dewey, King Arts, and Oakton) there is a positive upward trend in the percentage achieving performance levels 4 or 5 since 2023, despite relatively low overall percentages. This pattern reflects steady, though gradual, progress within this demographic.

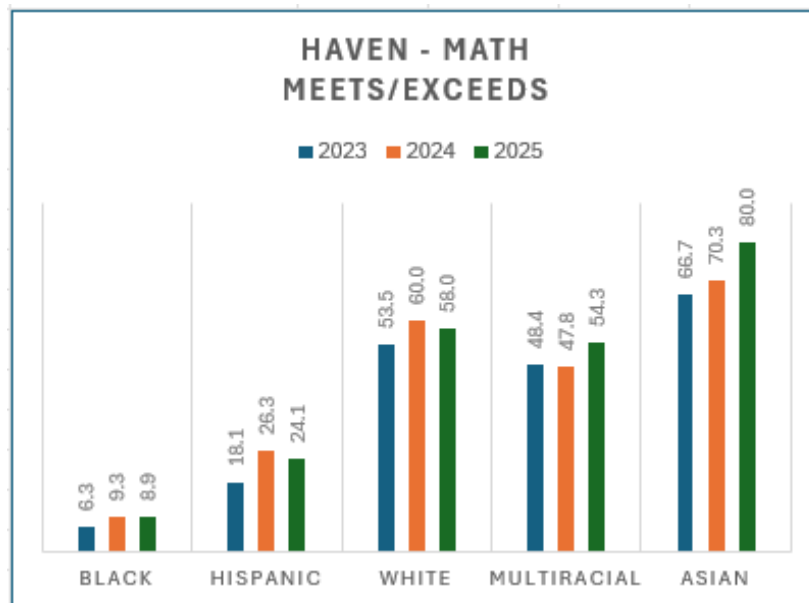
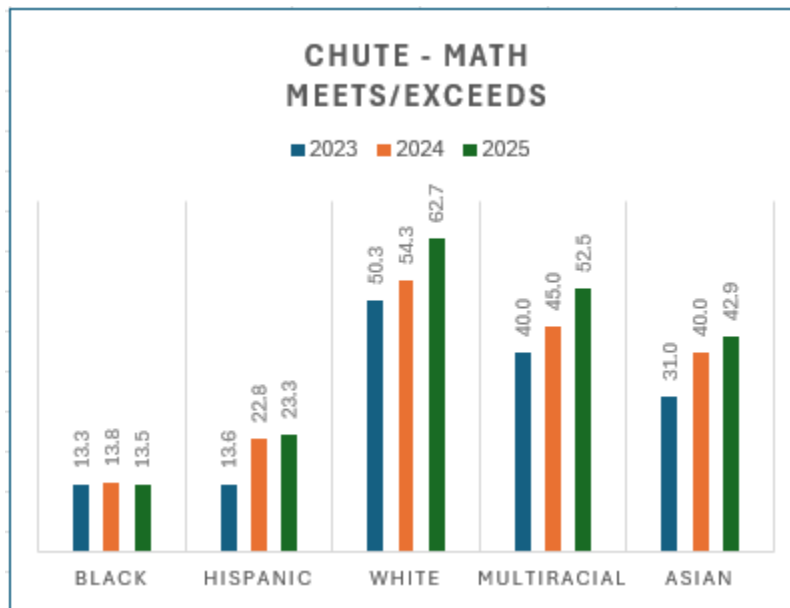
Hispanic students across ten schools showed increases in the percentage performing at “Meets or Exceeds.” Notable gains were observed at Dawes (+19.2 points), Kingsley (+14.6), Willard (+11.0), and Chute (+9.7). However, Dewey and Walker showed minimal movement over the past three years, while King Arts, Lincoln, and Lincolnwood experienced declines in the percentage of Hispanic students reaching higher performance levels.

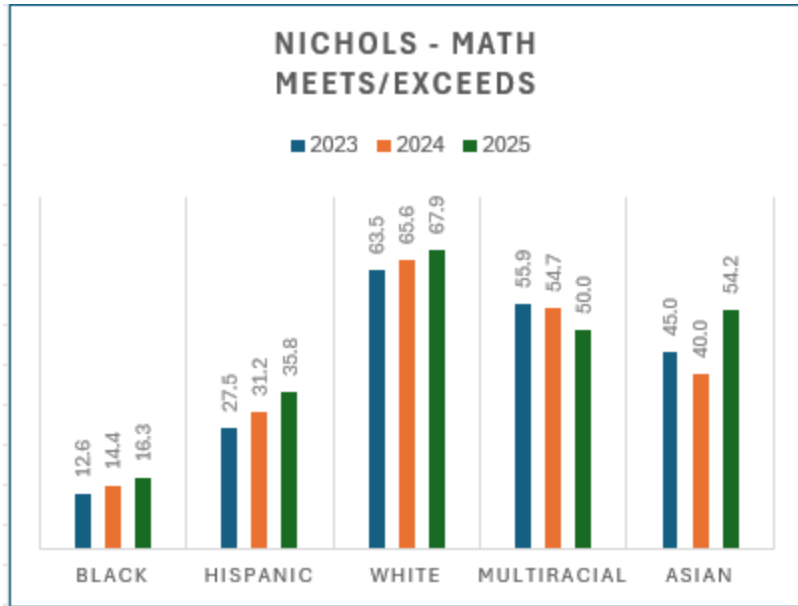
Multi-Racial students demonstrated strong growth in seven schools (Chute, Haven, Dawes, Lincoln, Lincolnwood, Oakton, and King Arts). Significant increases were recorded at Dawes (+22.3) and Chute (+12.5). At Lincolnwood, Multi-Racial students exceeded the performance of White students.

While White students continue to outperform other racial groups overall, seven schools saw declines in the percentage performing at higher levels compared to SY23, and six schools remained relatively flat. In contrast, Chute (+12.4), Haven (+4.5), and Dawes (+17.6) reported improvements.

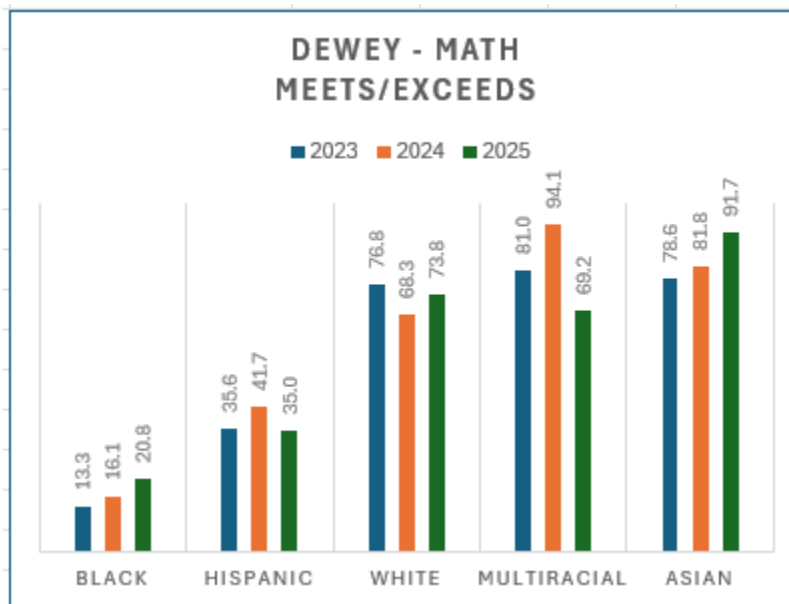
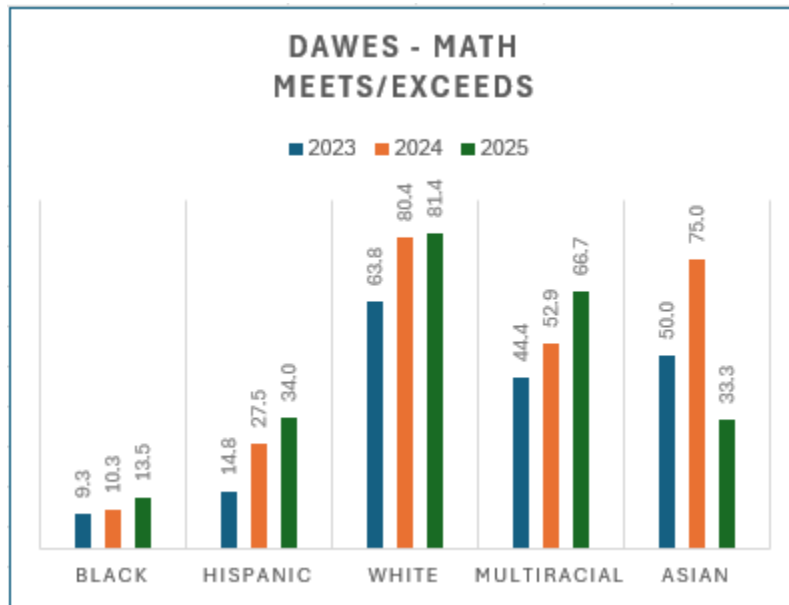
In summary, Math performance did not reflect the same level of gains observed in ELA. Although several student groups have demonstrated encouraging gains, disparities persist. These results highlight the continued need for targeted interventions and sustained focus on equity in educational outcomes across all student demographics.

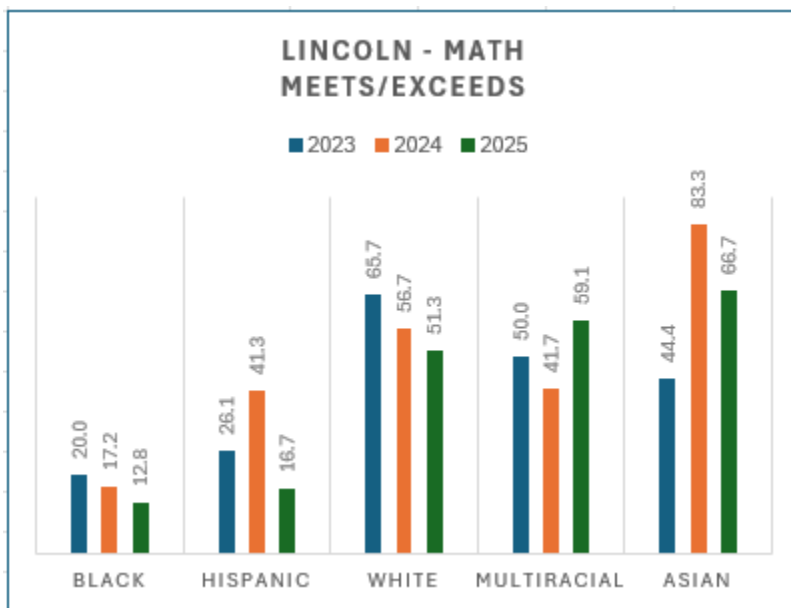
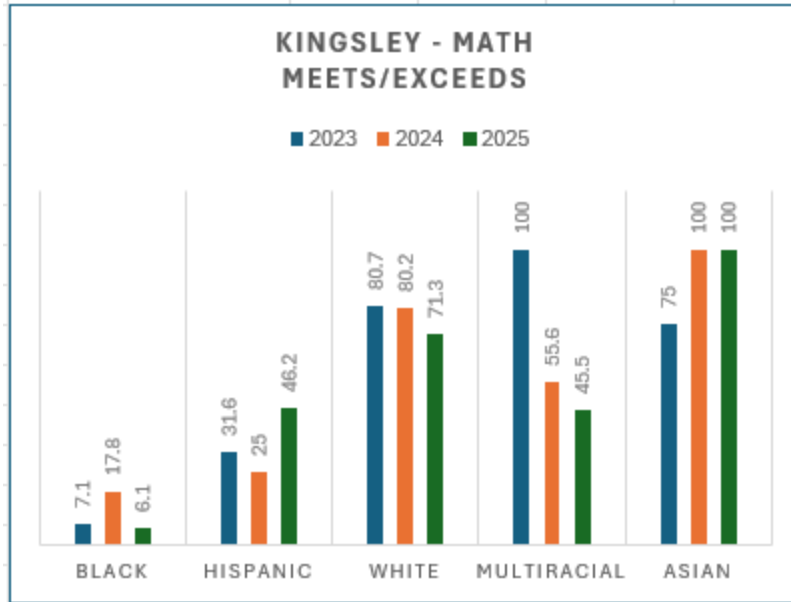
Middle Schools

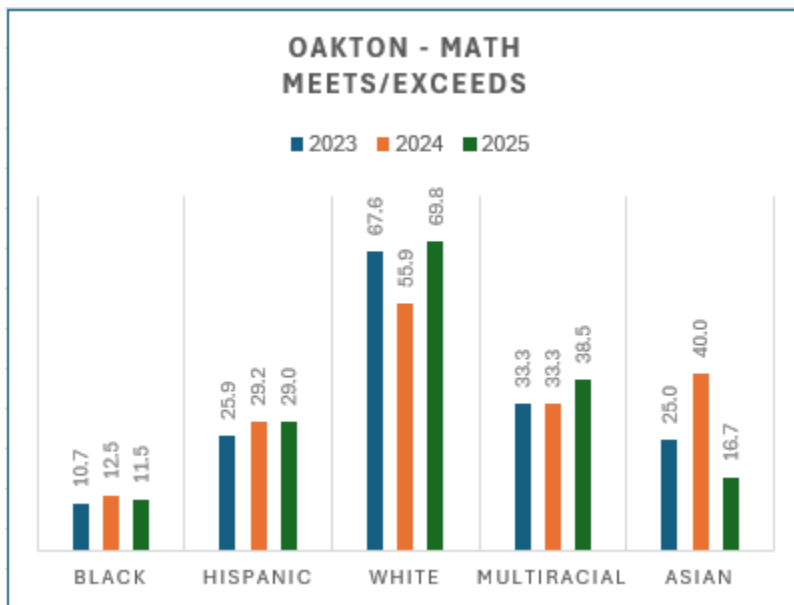
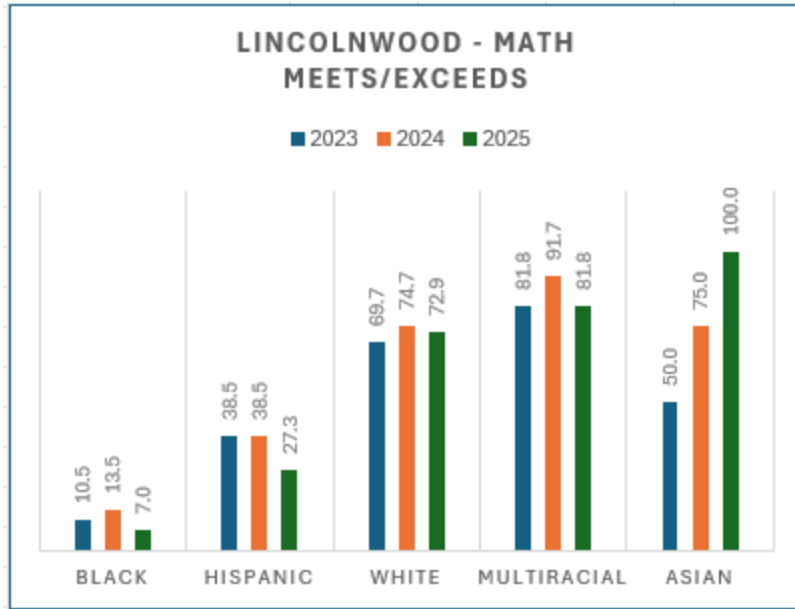


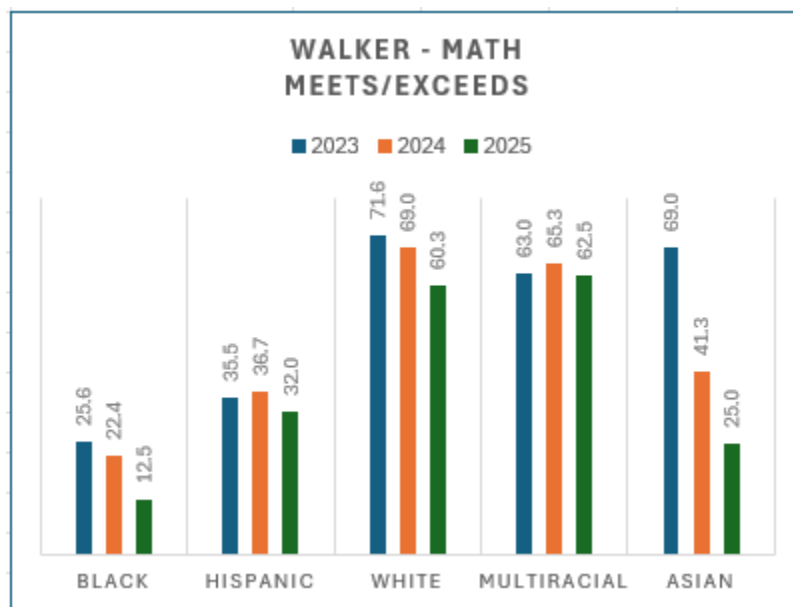
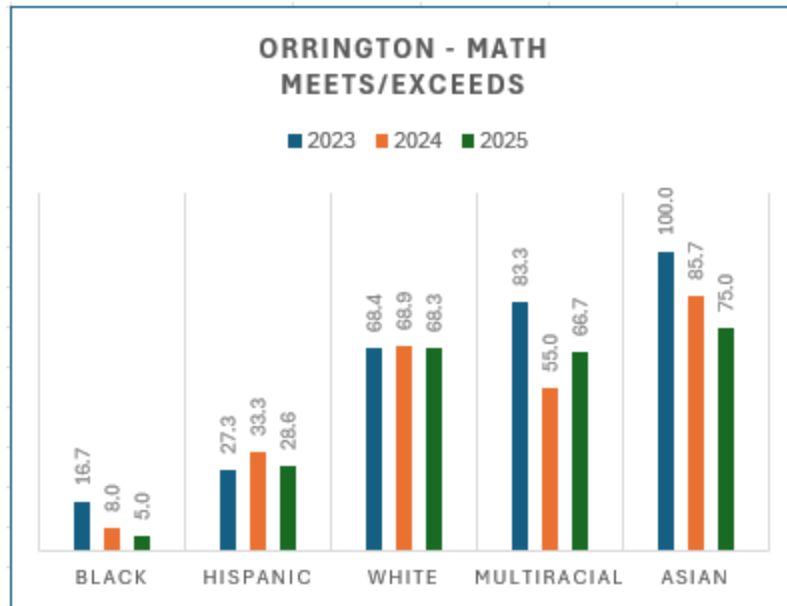


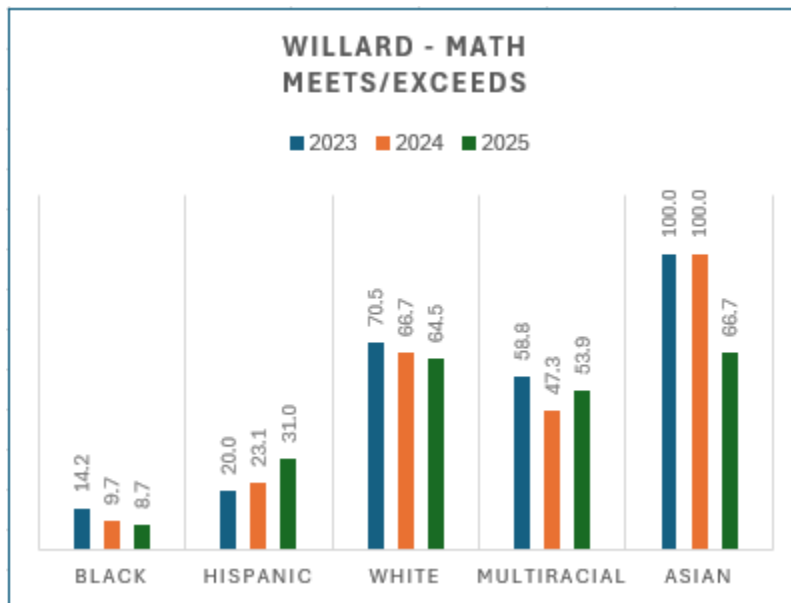
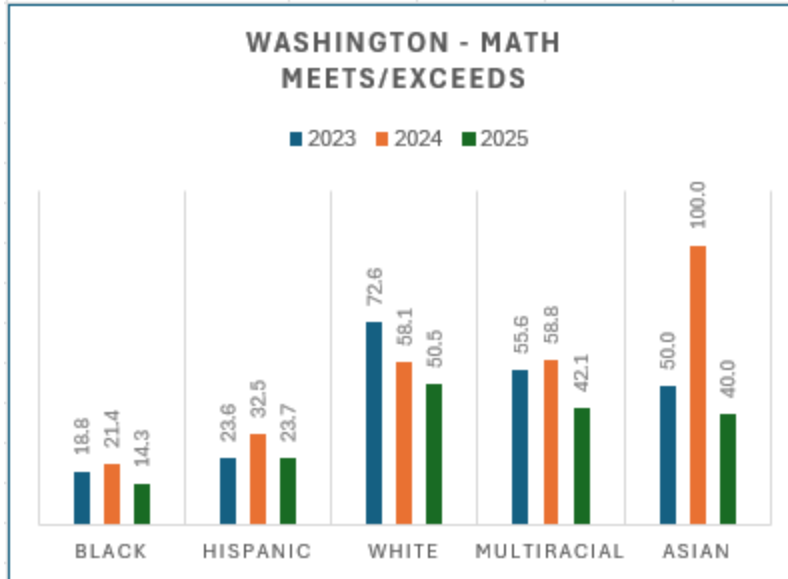
Elementary Schools



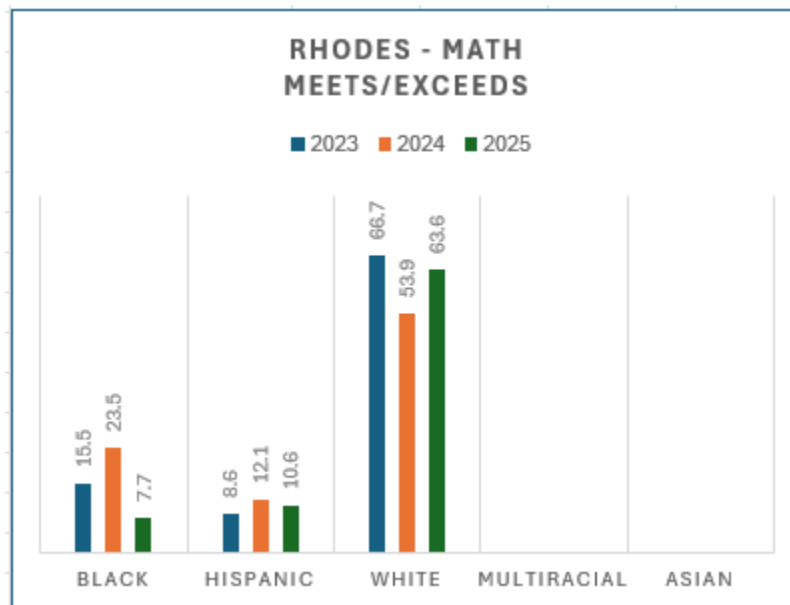
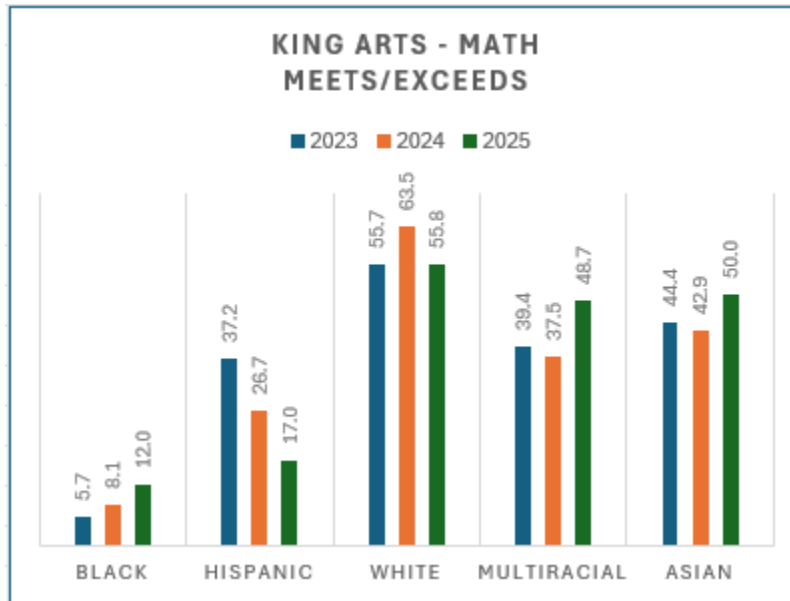








Magnet Schools



This report highlights both the positive trends and ongoing challenges in student performance over the past three years. Considerable gains have been observed in English Language Arts (ELA), with eleven schools demonstrating improvement. Of the four schools that showed declines, two (Lincoln and Willard) have remained relatively flat over the three-year period, with minimal change in their trend lines.

Math improvements were more modest, with only six schools reporting gains, down from ten in SY24. Nine schools experienced declines in math performance; however, four of these—Dewey, Lincolnwood, Rhodes, and Willard—showed relatively little change, with trend lines remaining fairly flat.

Overall, there is reason to celebrate, as most of our schools are performing above the state averages. In SY25, 53.1% of Illinois students reached higher proficiency levels in ELA and 38.5% in Math, compared with the district's 64.7% in ELA and 53.1% in Math.

Demographically, Black, Hispanic and Multi-racial students have made some strides in ELA but their proficiency levels are still below those of white students. White students experienced some double-digit declines at three schools. Overall, math performance gains were not as encouraging as the level of gains observed in ELA. Although Black, Hispanic and multi-racial students showed positive increases the results are more varied, with some schools showing both gains and losses, highlighting that challenges persist across racial groups.

Demographically, Black, Hispanic, and Multi-Racial students have shown measurable progress in ELA, though their proficiency levels continue to lag behind those of White students. At three schools (Lincoln, Lincolnwood, Rhodes) White students experienced double-digit declines. Overall, gains in math were more modest compared with those observed in ELA. While Black, Hispanic, and Multi-Racial students showed positive increases in some schools, results were mixed, with certain schools experiencing both gains and declines. These patterns underscore that challenges in academic achievement persist across racial groups and highlight the continued need for targeted support.

Best practices emphasize the importance of utilizing data from multiple assessments to identify student strengths and areas in need of support. Data-driven support for struggling students is key to closing learning gaps and providing every learner with an equal opportunity to succeed.