

2013 Achievement & Accountability Report

The District 65 Board of Education student achievement goal is to improve academic achievement, over a three-year period of time, for all student subgroups in grades 3-8 as defined by grade level achievement and college and career readiness.

~ 2011-12 through 2013-14 Goals, Adopted August 22, 2011

Evanston/Skokie SD 65

Information Services
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Executive Summary

Highlights

- Data continue to show relatively high achievement outcomes for the district overall when compared to the state, both in proficiency and attainment (at and above grade level and college and career readiness).
- In general, the mathematics achievement continues to be higher than the reading achievement.
- The percentage of All Students scoring in the lowest quartile decreased from 2009 to 2013 based on both the state and national norms in reading and the national norms in mathematics.
- The district's mean scale scores for All Students were higher than the state's at each grade level in both reading and mathematics. The district's mean scale scores increased from 2009 to 2013 for grades 4 through 8 in reading and grades 3 through 5 and grade 7 in mathematics.
- The median scale score for All Students in District 65 is at or above the scales score representing CCRS on ISAT for grades 3, 5, and 8 in both reading and mathematics.

Background

The Achievement and Accountability Report is used to facilitate instructional planning and to document achievement regarding adequate yearly progress (AYP) targets and board goals.

The District 65 Board of Education student achievement goal is to improve academic achievement in reading and mathematics, over a three-year period of time, for all student subgroups in grades 3-8 as defined by grade level achievement and college and career readiness ([2011-12 through 2013-14 Goals](#), adopted August 22, 2011).

The assessments used to evaluate academic achievement are the Illinois Standards Achievement Test (ISAT), Illinois Alternative Assessment (IAA), Measures of Academic Progress (MAP), and Explore. Students in grades 3 through 8 are tested in reading and math on ISAT and MAP. As determined by the IEP, students with the most significant cognitive disabilities are administered the IAA in place of ISAT. Explore is administered to eighth graders.

Only data for those students enrolled in the district prior to May 1 of the previous school year for that year's assessments are included. Data are reported for all accountability subgroups. Additional subgroups, gender and IEP without speech only, were included for some analyses. Other analyses looked at students longitudinally and/or by program (ACC, ESL, and TWI).

The Illinois State Board of Education (ISBE) raised the ISAT performance expectations for 2013 to better align with the new learning standards that are focused on college and career readiness. **The content of the assessment was changed in 2013 so that twenty percent of the questions in both content areas were aligned to the common core state standards. In addition, changes were made in the cut scores used to determine the performance levels.** These changes should be noted when making comparisons across years. To facilitate the comparison of achievement by performance level across years, the new 2013 performance cut scores were applied to the 2011 and 2012 data. For all other analyses, five years of data are presented.

Accountability

The AYP targets, as defined under the No Child Left Behind (NCLB) Act, increase each year. The conditions required for making AYP in 2013 were:

- At least 95 percent of the students in every student group (“All” and subgroups with more than 45 students) tested in reading and mathematics.
- At least 92.5 percent meeting and exceeding standards in reading and mathematics for each group. For any group that was less than 92.5 percent meeting and exceeding, a 95 percent confidence interval was applied. Subgroups may meet this condition through safe harbor by reducing the percentage of students not meeting standards in the previous year by 10 percent. The state applied the 2013 cut scores to the 2012 data when calculating safe harbor. For those subgroups that do not meet their safe harbor targets, a 75 percent confidence interval was applied.
- At least a 92 percent attendance rate for elementary and middle schools.

The assessments used in the state and federal accountability systems include the Illinois Standards Achievement Test (ISAT) and the Illinois Alternate Assessment (IAA). While all students in grades 3-8 must be tested each year, only students who were enrolled in the district prior to May 1 of the previous school year are included in the accountability system. For accountability purposes only, the LEP subgroup includes not only active English learners but also former English learners who were reclassified within the previous two years.

The following tables contain AYP data by group for 2011 through 2013. The 2011 and 2012 performance levels were recalculated using the 2013 performance cut scores so comparisons can be made across years.

- For 2013, District 65 did not make AYP in reading or mathematics.

District 65 AYP Subgroups on ISAT and IAA: Reading

Percent Meeting/Exceeding Standards For AYP Using New Cut Scores 2011-2013									
Year	All Students	White	Black	Hispanic	Asian	Multi-racial	LEP	IEP	FRL
2011	73.8	92.7	51.8	57.3	87.8	80.5	34.5	33.0	50.8
2012	73.7	93.4	49.6	58.6	80.7	81.6	34.6	28.7	50.3
2013	73.5	92.7	51.4	54.7	82.0	79.9	24.6	28.7	49.5

AYP minimum target: 2013- 92.5%; 2012 & 2011- 85.0%

District 65 AYP Subgroups on ISAT and IAA: Math

Percent Meeting/Exceeding Standards For AYP Using New Cut Scores 2011-2013									
Year	All Students	White	Black	Hispanic	Asian	Multi-racial	LEP	IEP	FRL
2011	76.0	93.9	53.3	62.3	89.8	84.3	45.5	36.3	54.2
2012	75.5	93.4	51.9	64.1	83.7	81.6	44.2	32.2	53.1
2013	75.7	93.4	51.8	63.0	87.8	80.2	40.1	36.4	53.6

AYP minimum target: 2013- 92.5%; 2012 & 2011- 85.0%

For more information regarding the district's and schools' accountability status, please access the [new state school report card](#).

Performance Levels

The following analyses are based on ISAT and IAA performance levels: academic warning, below standards, meets standards, and exceeds standards. Data for students in grades 3-8 was combined for the following analyses. Data for the past three years are presented.

Meets and Exceeds Standards on ISAT

The new performance cut scores were applied to the 2011 and 2012 data for comparison purposes.

The information in the following table shows:

- A relatively high level of achievement for All District 65 students in both reading and mathematics that is stable across years.
- A higher percentage of District 65 students meet and exceed standards in both reading and mathematics when compared to their peers statewide.

Year	Reading		Mathematics	
	District	State	District	State
2011	73.8	57.1	76.0	58.7
2012	73.8	58.9	75.5	59.6
2013	73.8	59.0	75.9	58.8

Similar patterns are seen when comparing subgroups, see Appendix A, Figures A & B (pg. 37-38).

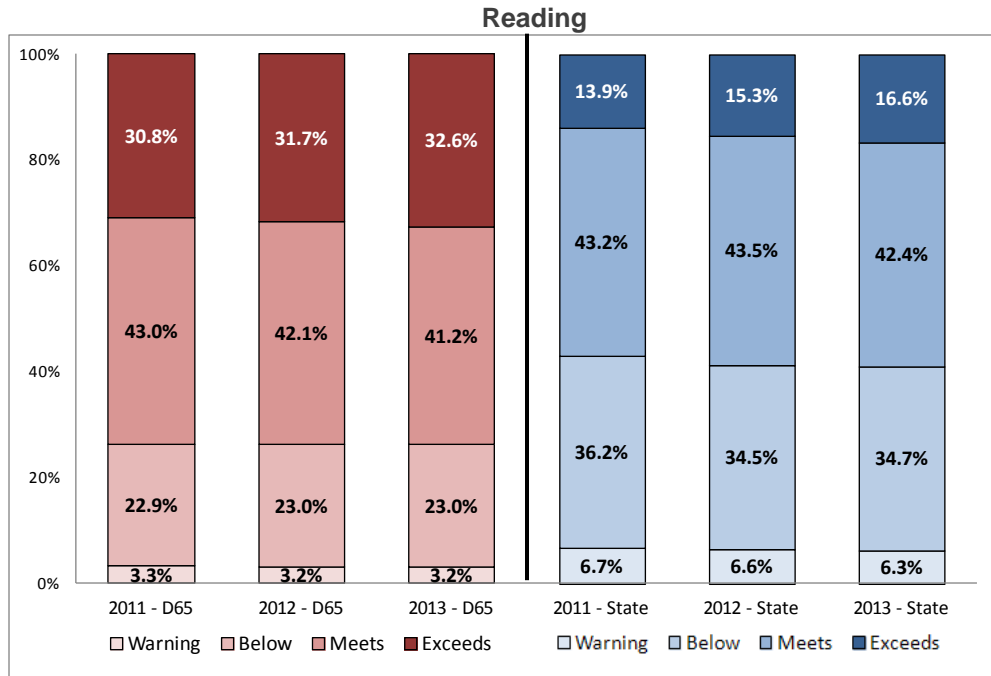
Four Performance Levels on ISAT

The new performance cut scores were applied to the 2011 and 2012 data for comparison purposes.

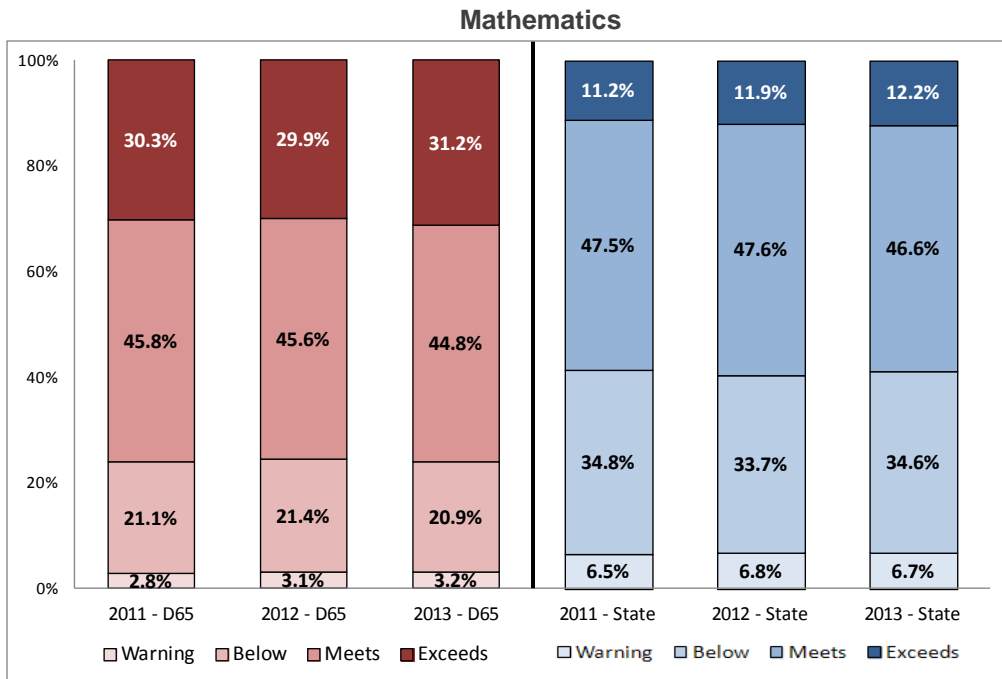
The graphs found on the next page illustrate the following:

- In reading, approximately 33 percent of District 65 students exceeded standards in 2013 compared to 17 percent of the students statewide. A similar pattern is seen for all three years.
- In mathematics, approximately 31 percent of District 65 students exceeded standards in 2013 compared to 12 percent of the students statewide. A similar pattern is seen for all three years.
- The percentage of District 65 students exceeding standards in reading and mathematics has increased over the last two years

Percentage of Students by Performance Level for District 65 (red) and the State (blue):



Percentage of Students by Performance Level for District 65 (red) and the State (blue):



Student Academic Growth by Performance Level - ISAT

Student academic growth is based on the number of students changing performance levels from one year to the next on ISAT. For growth purposes, each of the four performance levels was sub-divided, creating eight performance levels ranging from 1A to 4B. The following link is to a document that contains the [scale score ranges for the eight performance levels](#) on ISAT.

The vertical axis represents Year 1 (2012) performance and the horizontal axis represents Year 2 (2013) performance. Only students who had both 2012 and 2013 ISAT results were included. The grey cells, on the diagonal axis, indicate the number of students who were at the same performance level both years. Green indicates the number of students who achieved a higher performance level in 2013. Pink indicates the number of students who dropped to a lower performance level in 2013. For example, the reading table below indicates that 201 students moved from Meets Standards 3B in 2012 to Exceeds Standards 4A in 2013.

An analysis of the counts of students in District 65 who moved from one performance level in 2012 to another performance level in 2013 shows:

- In reading, 28 percent of the students demonstrated growth by achieving a higher performance level in 2013; 42 percent remained at the same performance level; and 30 percent dropped to a lower performance level.

Count of Students by Performance Level on ISAT: Reading

		Students' Performance Levels in 2013									
		Academic Warning		Below Standards		Meets Standards		Exceeds Standards			
		1A	1B	2A	2B	3A	3B	4A	4B		
Students' Performance Levels in 2012	Academic Warning	1A	3	8	6				↓		
		1B	8	36	37	9			↓		
	Below Standards	2A	1	40	103	83	15	2			
		2B	3	4	91	281	161	36	7	1	
	Meets Standards	3A	2		14	150	278	150	68	5	
		3B	→			2	33	194	306	201	59
	Exceeds Standards	4A				1	1	47	168	218	122
		4B						5	94	206	234

- In mathematics, 30 percent of the students achieved a higher performance level in 2013; 47 percent remained at the same performance level; and 23 percent dropped to a lower performance level.

Count of Students by Performance Level on ISAT: Mathematics

			Students' Performance Levels in 2013							
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards	
			1A	1B	2A	2B	3A	3B	4A	4B
Students' Performance Levels in 2012	Academic Warning	1A	2	5	4					
		1B	3	37	60	14				
	Below Standards	2A	2	44	129	82	20	7		
		2B	2	11	108	178	161	24	1	1
	Meets Standards	3A		4	23	106	382	210	33	1
		3B		1	2	3	149	417	215	51
	Exceeds Standards	4A			1	1	11	145	289	169
		4B					1	28	142	208

Meets and Exceeds Standards on IAA

The Illinois Alternative Assessment (IAA) is administered to students with significant cognitive disabilities for whom ISAT is inappropriate, even with accommodations. The IAA is a performance based assessment that is administered individually using on-demand tasks. For AYP purposes, the number of students for whom their IAA scores are included cannot exceed 1.0 percent of all students enrolled in the district at the time of testing in grades 3-8, unless the district applies for and is granted an exemption. ISBE modified all items on the 2012 IAA so comparisons cannot be made to prior results.

The following table includes data for both the district and the state. District data included 62 students in 2012 and 63 students in 2013. Due to the small number of students, subgroup comparisons are not included.

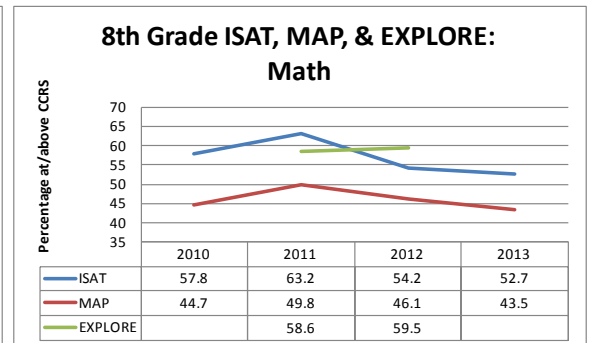
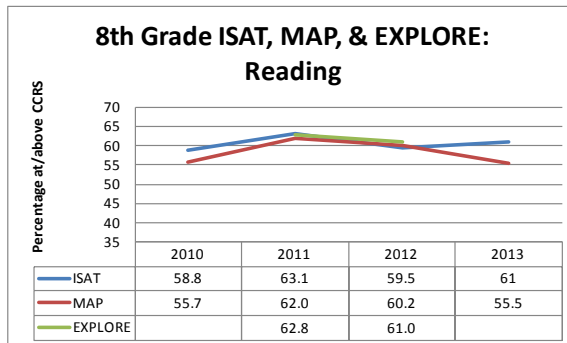
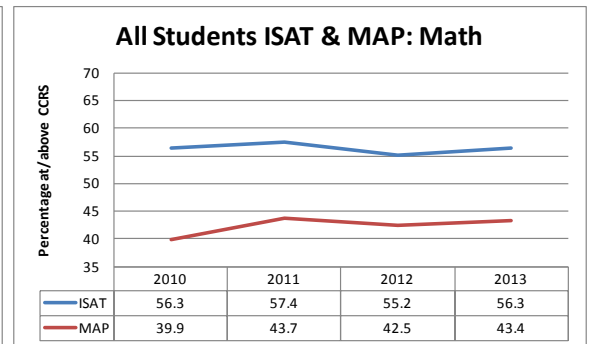
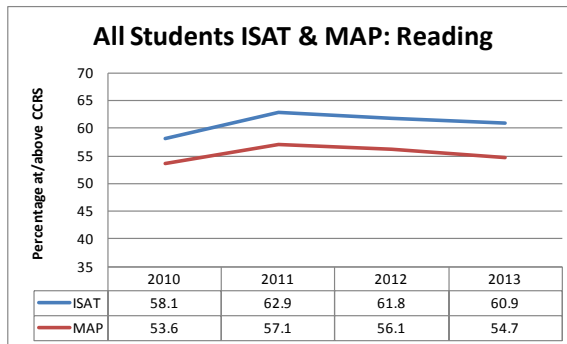
- In 2013, approximately 53 percent of District 65 students met and exceeded standards in reading and 58 percent in mathematics. The 2013 achievement is substantially lower than the 2012 achievement. In 2012, a higher percentage of District 65 students met and exceeded on IAA compared to the state.

Year	Reading		Mathematics	
	District	State	District	State
2012	63.8	60.9	70.8	69.2
2013	52.5	61.5	57.6	69.2

College and Career Readiness

When looking at the percentage of students at or above the college and career readiness standards (CCRS) on ISAT and MAP, similar achievement patterns are noted. This indicates that the assessments are aligned with one another in that they appear to be both testing the same constructs. Only 2011 and 2012 are charted for Explore, due to the renorming for 2011 and the December 2013 testing date.

The difference between assessments in the percentage of students at and above CCRS may be due in part to the differences in samples used by the researchers to determine college and career readiness benchmarks for ISAT and MAP. The ISAT sample included five years of state and district data and the MAP sample included data from three states which included both large and small districts. Both studies used the ACT benchmarks for college and career readiness and a regression analysis to determine benchmarks for grades 3-8. The college and career readiness criteria for ISAT and MAP are more closely aligned for reading than mathematics.



For the following analyses, data are combined for students in grades 3 through 8 unless otherwise stated.

CCRS on ISAT by Demographics

The Illinois 60th percentile is used as the college and career readiness benchmark for reading and Illinois 68th percentile for mathematics.

- Approximately 61 percent of All Students were at and above CCRS in reading and 56 percent in mathematics.
- When comparing the 2012 to 2013 results, increases are seen for both Black students and students with IEPs (non-speech only) in reading, whereas the mathematics results show increases for All Students and most subgroups.

Percentage of Students at and above CCRS on ISAT: Reading

	2009	2010	2011	2012	2013
All Students	60.4	58.1	62.9	61.8	60.9
Black	35.4	30.8	34.6	31.8	32.1
Hispanic	32.5	33.8	42.6	42.3	40.1
White	86.8	84.6	86.8	85.9	84.3
Asian	75.8	73.4	79.6	74.6	71.8
Multi-racial	72.0	61.0	70.6	71.3	66.9
LEP	5.3	7.9	7.0	12.6	7.1
IEP	25.1	17.8	19.3	16.1	16.1
IEP (Non-Speech Only)	15.3	11.4	15.5	11.5	12.3
FRL	30.1	27.8	33.7	32.4	32.4
Female	64.1	61.4	66.9	67.0	66.2
Male	56.7	55.0	58.8	56.7	55.7

Percentage of Students at and above CCRS on ISAT: Mathematics

	2009	2010	2011	2012	2013
All Students	56.9	56.3	57.4	55.2	56.3
Black	28.4	28.0	23.9	22.5	24.1
Hispanic	33.6	34.7	39.5	36.4	36.2
White	84.0	82.5	83.3	80.5	81.1
Asian	74.7	75.1	75.2	72.9	74.7
Multi-racial	71.2	56.8	65.8	63.2	61.9
LEP	9.0	13.2	9.2	11.6	10.2
IEP	25.0	16.5	13.9	13.8	17.2
IEP (Non-Speech Only)	16.1	8.7	10.3	11.5	13.6
FRL	26.8	27.9	26.2	24.9	26.7
Female	57.6	61.4	58.3	57.2	58.2
Male	56.2	55.2	56.4	53.1	54.5

CCRS on ISAT by Grade

The following graphs illustrate the percentage of students at and above CCRS for All Students in grades 3, 5, and 8 on ISAT.

- There was an increase in the percentage of 8th graders at and above the CCRS from 2012 to 2013 in reading; however there were decreases for grades 3 and 5.

Percentage of Students at/above CCRS by Grade: Reading

	2009	2010	2011	2012	2013
Grade 3	60.5	60.8	62.2	63.7	58.1
Grade 5	62.3	46.5	62.9	60.8	60.0
Grade 8	60.9	58.8	63.1	59.5	61.0

- There was an increase in the percentage of 5th graders at and above the CCRS from 2012 to 2013 in mathematics, however there were decreases for grades 3 and 8.

Percentage of Students at/above CCRS by Grade: Mathematics

	2009	2010	2011	2012	2013
Grade 3	51.5	52.0	54.3	55.1	50.6
Grade 5	57.6	54.6	59.3	55.8	62.6
Grade 8	60.9	57.8	63.2	54.2	52.7

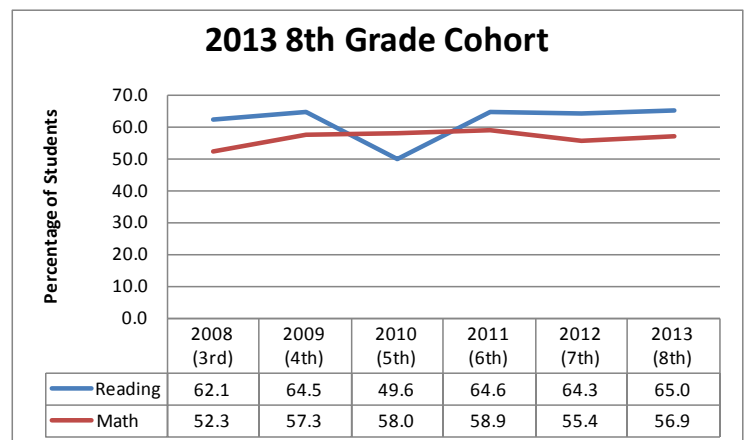
Grade level results by demographic subgroups are available in Appendix A, Tables 1-6 (pg. 39-40).

CCRS on ISAT for the 8th Grade Cohort

The graph below shows the percentage of students in the 2013 eighth grade cohort who were at and above CCRS in grades three through eight. There were 510 students with scores for each grade level who were included.

- There was an increase in the percentage of students at and above CCRS from 3rd to 8th grade for both reading and mathematics.

Tables 7 and 8, Appendix A, shows results for the 2013 8th grade cohort analysis by subgroups (pg. 41).



CCRS on ISAT by Grade & Number of Years in the District

The following tables show the percentage of students at and above CCRS based on grade and the number of years the students have been in the district.

- For grades 3-6 and 8, there was a higher percentage of students at and above CCRS who had been in the district since kindergarten. The exception is 7th grade where there was a higher percentage of students at and above CCRS who entered the district in 2nd grade. The pattern of achievement is the same for both reading and mathematics.

Percentage of Students at/above CCRS by Grade & Number of Years in the District: Reading

ISAT CCRS by Grade and Years in District: Reading								
GRADE	2	3	4	5	6	7	8	9
	3	37.0	53.4	73.1				
4	52.2	61.9	62.3	74.6				
5	35.6	55.6	63.0	68.9	71.5			
6	55.9	42.9	58.1	46.4	55.3	75.6		
7	40.0	50.0	66.7	61.1*	78.3	48.4	67.9	
8	55.2	50.0	53.8	43.8*	54.3	50.0	59.3	72.4

*There are greater than 10 but less than 20 students in the subgroup.

Percentage of Students at/above CCRS by the Number of Years in the District: Mathematics

ISAT CCRS by Grade and Years in District: Mathematics								
GRADE	2	3	4	5	6	7	8	9
	3	28.3	37.9	63.8				
4	40.4	54.8	63.5	73.1				
5	40.0	41.7	65.4	67.4	75.3			
6	38.2	25.9	32.3	32.1	55.3	68.0		
7	40.0	28.9	58.6	55.6*	69.6	59.3	65.4	
8	41.4	41.2	50.0	31.3*	42.9	50.0	48.1	65.0

*There are greater than 10 but less than 20 students in the subgroup.

CCRS on MAP by Demographics

Because MAP was not administered to all 3rd and 4th graders until the 2009-10 school year, data are presented for 2010 through 2013.

- Approximately 55 percent of All Students were at and above CCRS in reading and 43 percent in mathematics.
- When comparing the 2010 to 2013 results, increases are seen for All Students and some subgroups in reading and All Students and most subgroups in mathematics.

Percentage of Students at and above CCRS on MAP: Reading

	2010	2011	2012	2013
All Students	53.6	57.1	56.1	54.7
Black	27.5	29.3	26.5	25.4
Hispanic	25.9	35.1	35.8	31.8
White	79.8	81.5	80.8	79.7
Asian	64.7	69.8	63.7	64.1
Multi-racial	57.9	63.4	64.1	58.1
LEP	5.8	2.9	7.3	6.7
IEP	18.2	14.6	15.5	14.9
IEP (Non-Speech Only)	12.1	12.0	13.3	13.1
FRL	23.0	27.1	25.9	24.4

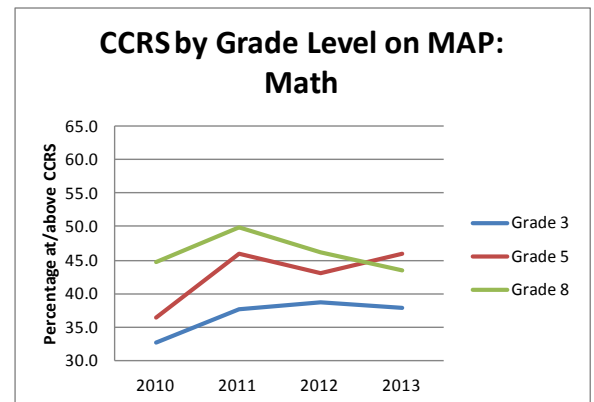
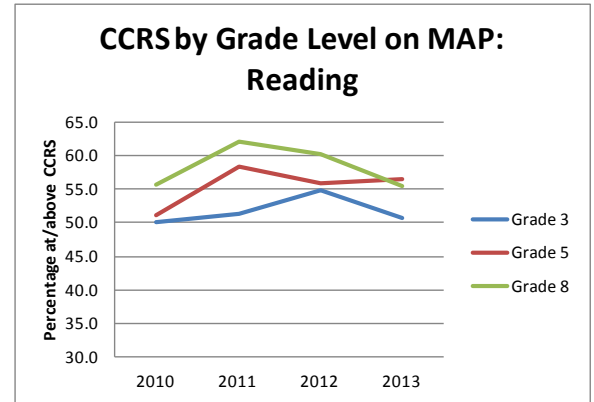
Percentage of Students at and above CCRS on MAP: Mathematics

	2010	2011	2012	2013
All Students	39.9	43.7	42.5	43.4
Black	14.5	14.3	13.7	13.6
Hispanic	15.5	23.5	23.2	20.7
White	64.7	68.3	66.4	67.8
Asian	53.9	60.1	56.2	61.2
Multi-racial	44.0	48.7	45.7	46.8
LEP	5.3	4.3	5.3	3.6
IEP	11.5	12.9	10.9	12.5
IEP (Non-Speech Only)	5.3	10.2	8.8	10.8
FRL	13.2	13.3	14.9	14.5

CCRS on MAP by Grade

The following graphs illustrate the percentage of students at and above CCRS for All Students in grades 3, 5, and 8 on MAP.

- There was an increase in the percentage of 5th graders at and above the CCRS from 2012 to 2013 in reading; however, there were decreases for grades 3 and 8.
- There was an increase in the percentage of 5th graders at and above the CCRS from 2012 to 2013 in mathematics; however, there were decreases for grades 3 and 8.



CCRS on Explore by Demographics

A score of 15 or above in reading and 17 or above in mathematics are used as the college and career readiness benchmarks. ACT conducted a norming study for the Explore test and published new norms in 2011. This must be considered when looking at data from years prior to 2011.

The 2012 Explore test was administered to eighth graders in early December 2012.

- Sixty-one percent of All Students were at or above CCRS in reading and approximately 60 percent in mathematics.
- In reading, there was an increase from 2011 to 2012 in the percentage of White students and students with IEPs at and above CCRS.
- In mathematics, there was an increase from 2011 to 2012 in the percentage of All Students at CCRS and most subgroups. The exceptions are Asian and Hispanic students.

Percentage of Students at and above CCRS on Explore: Reading

	2009	2010	2011	2012
All Students	60.0	66.0	62.8	61.0
Black	34.9	41.1	35.8	33.7
Hispanic	36.5	40.2	50.5	41.3
White	86.4	87.9	87.0	88.7
Asian	63.6	91.7	75.0	73.7
Multi-racial	76.7	70.8	69.8	66.7
LEP	0.0	0.0	4.3	3.6
IEP	23.2	19.0	22.5	23.5
FRL	34.8	34.3	37.4	33.9

Percentage of Students at and above CCRS on Explore: Mathematics

	2009	2010	2011	2012
All Students	63.7	64.3	58.6	59.5
Black	37.9	34.4	30.1	35.8
Hispanic	42.3	42.0	50.5	40.4
White	89.3	89.0	82.6	83.5
Asian	81.8	91.7	79.2	78.9
Multi-racial	76.7	54.2	58.1	66.7
LEP	4.8	0.0	0.0	17.9
IEP	13.8	23.8	15.5	19.1
FRL	36.2	31.4	32.6	35.1

At and Above Grade Level (50th Percentile)

Grade Level on ISAT by Demographics

The Illinois 50th percentile is used as the grade level benchmark.

- Approximately 68 percent of All Students were at and above grade level in reading and 71 percent in mathematics.
- When comparing the 2012 to 2013 mathematics results, increases are seen for All Students and most subgroups.

Percentage of Students at and above Grade Level on ISAT: Reading

	2009	2010	2011	2012	2013
All Students	67.8	68.3	70.1	69.6	68.3
Black	45.7	44.5	44.4	42.9	42.2
Hispanic	41.6	45.1	52.5	51.6	47.6
White	91.6	91.7	91.8	91.5	90.0
Asian	82.0	82.7	84.0	79.3	78.8
Multi-racial	77.6	72.9	76.2	78.7	75.2
LEP	8.6	14.0	10.7	17.0	11.1
IEP	29.7	24.0	23.8	22.0	20.5
IEP (Non-Speech Only)	18.9	16.3	19.3	17.5	16.4
FRL	39.4	41.8	44.0	43.0	40.9

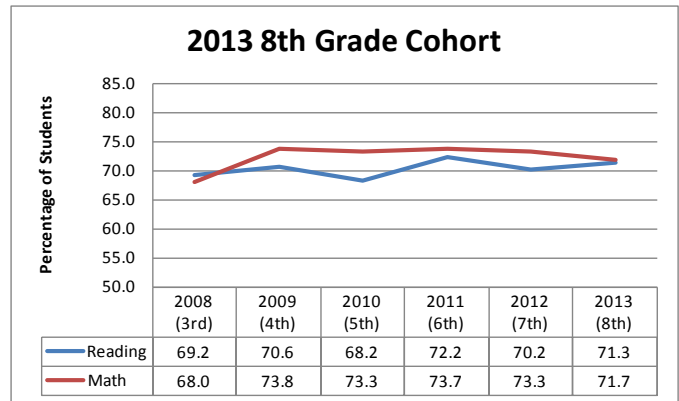
Percentage of Students at and above Grade Level on ISAT: Mathematics

	2009	2010	2011	2012	2013
All Students	71.5	70.5	71.1	69.7	70.5
Black	49.0	46.4	43.6	41.6	42.6
Hispanic	53.2	53.0	56.4	55.5	55.4
White	92.8	92.2	91.9	91.0	91.5
Asian	84.8	85.5	87.3	79.4	81.8
Multi-racial	84.8	75.6	80.5	78.3	75.2
LEP	22.0	25.1	21.2	25.3	23.2
IEP	34.5	30.0	24.2	22.3	28.1
IEP (Non-Speech Only)	24.4	23.5	19.8	19.2	23.6
FRL	46.9	45.5	45.1	44.1	44.7

Grade Level on ISAT for the 8th Grade Cohort

The graph below shows the percentage of students in the 2013 eighth grade cohort who were at and above the 50th percentile in grades three through eight. There were 510 students with scores for each grade level who were included.

- There was an increase in the percentage of students at and above grade level from 3rd to 8th grade. The increase is more notable for mathematics.



Tables 9 and 10, Appendix A, show the results for the 2013 8th grade cohort analysis by subgroups (pg. 42).

Grade Level on ISAT by Pre-K Experience

An analysis of third grade performance for students with and without prior Pre-K experience is presented below. The results suggest that early childhood education experience has a positive impact on student performance in both reading and mathematics.

- Of the students with prior Pre-K experience, 66 percent were at and above grade level in reading at third grade compared to 31 percent of the students with no Pre-K experience. Similarly, 69 percent of the students with Pre-K experience were at or above grade level in mathematics, compared to 39 percent for those with no prior Pre-K experience.
- The achievement of students who participated in home day care is more similar to those with no prior Pre-K experience.

Percentage of 3rd Grade Students at/above Grade Level on ISAT by Pre-K Experience

	Reading				Mathematics			
	2012		2013		2012		2013	
	%	Total N	%	Total N	%	Total N	%	Total N
No Prior Pre-K Experience	52.1	48	30.8	39	55.1	49	38.5	39
With Prior Pre-K Experience*	73.3	690	66.3	677	72.2	690	68.9	676
Home Day Care	52.0	25	42.1	19	40.0	25	42.1	19
Day Care Center	67.9	106	70.3	74	69.8	106	74.3	74
Full Day Preschool or Head Start	71.8	227	60.6	218	69.6	227	62.8	218
Half Day Preschool or Head Start	77.7	332	70.2	366	77.1	332	72.9	365

* Includes students that attended home and center-based daycare as well as preschool and Head Start programs.

Grade Level on ISAT within and between Group Comparisons

The table below shows the difference in the percentage of students at and above grade level from 2009 to 2013.

- There was an increase in the percentage of All Students, Hispanics, LEP, and low income students at and above the 50th percentile from 2009 to 2013 in reading. The most notable rate of change was for the LEP subgroup.
- Hispanic and LEP students demonstrated an increase in the percentage of students at and above the 50th percentile in reading and mathematics.

Percentage of Students at and above the 50th Percentile on ISAT

	2009- ISAT 50th		2013- ISAT 50th		Difference Between 2009 & 2013		Percent Change	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
All Students	67.8	71.5	68.3	70.5	0.5	-1.0	0.7	-1.4
Black	45.7	49.0	42.2	42.6	-3.5	-6.4	-7.7	-13.1
Hispanic	41.6	53.2	47.6	55.4	6.0	2.2	14.4	4.1
White	91.6	92.8	90.0	91.5	-1.6	-1.3	-1.7	-1.4
LEP	8.6	22.0	11.1	23.2	2.5	1.2	29.1	5.5
IEP	29.7	34.5	20.5	28.1	-9.2	-6.4	-31.0	-18.6
FRL	39.4	46.9	40.9	44.7	1.5	-2.2	3.8	-4.7

Between subgroups differences are shown below based on the percentage of students at and above the 50th percentile from 2009 to 2013.

- The differences between the White-Hispanic and LEP-Non LEP subgroups decreased between 2009 and 2013 for both reading and mathematics.
- There was a decrease in the difference between 2009 and 2013 for the FRL-Non FRL subgroups in reading only.

Percentage of Students at and above the 50th Percentile on ISAT

GAP Analysis	2009 Percentage Point Difference		2013 Percentage Point Difference		Percent Change in Difference Between 2009 & 2013	
	Reading	Math	Reading	Math	Reading	Math
White-Black	45.9	43.8	47.8	48.9	4.1	11.6
White-Hispanic	50.0	39.6	42.4	36.1	-15.2	-8.8
LEP-Non LEP	63.4	53.0	60.9	50.4	-3.9	-4.9
IEP-Non IEP	44.2	42.9	54.0	47.9	22.2	11.7
FRL-Non FRL	46.8	40.5	44.9	42.3	-4.1	4.4

Table 11, Appendix A, shows the percentage of students by ethnicity and demographic subgroup (pg. 43).

Grade Level on MAP by Demographics

Because MAP was not administered to all 3rd and 4th graders until the 2009-10 school year, data are presented for 2010 through 2013. Data are combined for students in grades 3 through 8 unless otherwise stated.

The national 50th percentile was used as the grade level benchmark for the following analyses.

- Approximately 71 percent of All Students were at and above the 50th percentile in reading and 73 percent in mathematics.
- When comparing the 2012 to 2013 results, decreases are seen for All Students and most subgroups for both reading and mathematics.

Percentage of Students at and above the 50th Percentile on MAP: Reading

	Spring 2010	Spring 2011	Spring 2012	Spring 2013
All Students	71.6	74.1	73.4	71.3
Black	50.9	53.3	49.2	46.6
Hispanic	48.6	54.3	56.4	51.8
White	92.4	93.1	93.8	91.5
Asian	81.8	84.6	81.0	84.7
Multi-racial	76.0	80.6	78.5	76.6
LEP	15.6	13.9	22.4	18.6
IEP	30.3	28.9	30.8	28.2
FRL	46.3	48.8	48.2	44.4

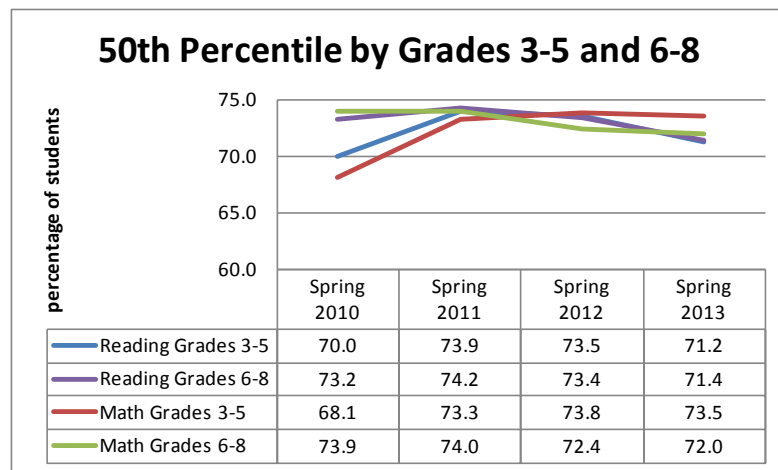
Percentage of Students at and above the 50th Percentile on MAP: Mathematics

	Spring 2010	Spring 2011	Spring 2012	Spring 2013
All Students	71.0	73.6	73.1	72.8
Black	47.8	48.3	47.1	48.0
Hispanic	53.3	58.3	57.7	55.4
White	91.9	93.5	93.1	92.6
Asian	84.4	87.7	84.0	85.9
Multi-racial	75.0	80.5	81.0	77.3
LEP	28.9	23.9	31.6	25.4
IEP	32.1	33.4	34.5	35.6
FRL	46.4	48.8	48.8	47.6

Grade Level on MAP by Grades 3-5 and 6-8

The following graph illustrates the percentage of students at and above the 50th percentile for All Students in grades 3-5 and grades 6-8 for both reading and mathematics.

- There was an increase in the percentage of elementary students at and above the 50th percentile from 2010 to 2013 in reading and mathematics.
- The same pattern is not evident for middle school students.



Grade Level on Explore by Demographics

The national 50th percentile is used as the grade level benchmark for 8th grade.

- Approximately 73 percent of All Students were at and above the national 50th percentile in reading and 80 percent in mathematics.
- When comparing the 2012 to 2013 reading results, increases are seen for All Students and most subgroups.
- The overall achievement on Explore is higher in mathematics than in reading.

Percentage of Students at and above Grade Level on Explore: Reading

	2009	2010	2011	2012
All Students	77.2	83.6	72.2	72.8
Black	60.8	69.9	50.3	49.2
Hispanic	61.5	70.5	59.8	60.6
White	93.4	95.7	92.3	93.5
Asian	86.4	95.8	87.5	89.5
Multi-racial	93.3	83.3	74.4	82.1
LEP	19.0	17.6	8.7	14.3
IEP	37.5	46.0	31.0	32.4
IEP (Non- Speech Only)	34.0	41.4	28.4	29.5
FRL	59.7	62.5	51.6	51.7

Percentage of Students at and above Grade Level on Explore: Mathematics

	2009	2010	2011	2012
All Students	82.0	82.8	82.2	80.4
Black	64.7	65.6	63.2	66.8
Hispanic	73.2	68.8	77.6	67.9
White	96.7	96.8	96.8	96.0
Asian	95.5	100.0	91.7	89.5
Multi-racial	90.0	83.3	88.4	79.5
LEP	23.8	23.5	17.4	32.1
IEP	31.0	42.9	40.8	41.2
IEP (Non-Speech Only)	29.1	37.9	37.3	37.7
FRL	66.4	62.4	65.6	64.6

Lowest Quartile

At and Below the Lowest State and National Quartile on ISAT

The Illinois percentile ranks on ISAT were used to compare District 65 student achievement against the achievement of other students in the state. The national percentiles are based on the thirty test items taken from the Stanford Achievement Test (SAT 10) to allow a comparison of District 65 student achievement against national norms. **Subgroups are compared to All Students tested in both the state and national norm group.**

Reading:

- Approximately 14 percent of All Students are at and below the 25th percentile in reading based on state norms, compared to three percent when using national norms.
- When comparing the 2012 to 2013 reading results using the state norms, decreases in the percentage of students at and below the 25th percentile are seen for All Students and most subgroups. This pattern is not seen when looking at the national norms.

Percentage of Students at and below the Lowest Quartile on ISAT: IL Norms for Reading

	2009	2010	2011	2012	2013
All Students	14.7	14.3	13.7	14.5	13.8
Black	25.4	25.0	26.7	28.8	27.0
Hispanic	31.0	28.8	23.2	24.7	25.9
White	2.7	2.7	2.9	2.6	2.3
Asian	6.2	9.2	6.8	11.2	10.6
Multi-racial	4.0	9.6	7.8	8.8	8.4
LEP	60.4	64.9	59.5	57.9	60.1
IEP	49.1	53.3	57.6	59.1	56.1
FRL	29.6	28.0	27.2	29.2	28.8

Percentage of Students at and below the Lowest Quartile on ISAT: National Norms for Reading

	2009	2010	2011	2012	2013
All Students	5.4	4.5	3.2	3.2	3.3
Black	9.5	8.2	6.5	5.7	6.1
Hispanic	10.8	8.2	5.2	6.5	6.3
White	0.9	0.7	0.7	0.7	1.0
Asian	2.8	3.5	2.5	0.6	1.8
Multi-racial	1.6	4.0	1.3	1.8	1.3
LEP	24.5	21.9	15.8	14.6	19.0
IEP	23.4	22.9	18.8	21.2	20.7
FRL	10.7	8.4	6.2	6.4	6.7

Mathematics:

- Approximately 14 percent of All Students are at and below the 25th percentile in mathematics based on state norms, compared to five percent when using national norms.
- When comparing the 2012 to 2013 mathematics results using the state norms, decreases in the percentage of students at and below the 25th percentile are seen for students with IEPs. A decrease is also seen for Asian and Multi-racial students when using the national norms.

Percentage of Students at and below the Lowest Quartile on ISAT: IL Norms for Mathematics

	2009	2010	2011	2012	2013
All Students	13.5	14.7	13.2	13.5	13.8
Black	26.0	29.3	27.7	28.9	29.5
Hispanic	23.7	22.2	21.5	20.9	21.2
White	2.0	2.2	2.0	2.2	2.6
Asian	5.1	9.2	5.5	5.3	7.1
Multi-racial	3.2	12.5	8.2	9.6	10.3
LEP	44.1	45.3	46.1	41.4	43.3
IEP	46.0	50.5	49.0	50.6	50.1
FRL	27.2	29.2	27.0	27.2	27.4

Percentage of Students at and below the Lowest Quartile on ISAT: National Norms for Mathematics

	2009	2010	2011	2012	2013
All Students	5.5	5.3	4.0	3.8	4.5
Black	11.7	10.4	8.3	8.0	10.4
Hispanic	8.2	7.7	6.5	5.4	6.1
White	0.4	1.1	0.7	0.9	0.9
Asian	1.8	1.8	0.6	1.2	0.0
Multi-racial	3.2	5.7	3.0	3.7	3.2
LEP	24.3	23.3	18.8	14.5	21.8
IEP	24.4	23.3	17.3	19.3	19.6
FRL	11.8	10.7	8.1	7.9	9.2

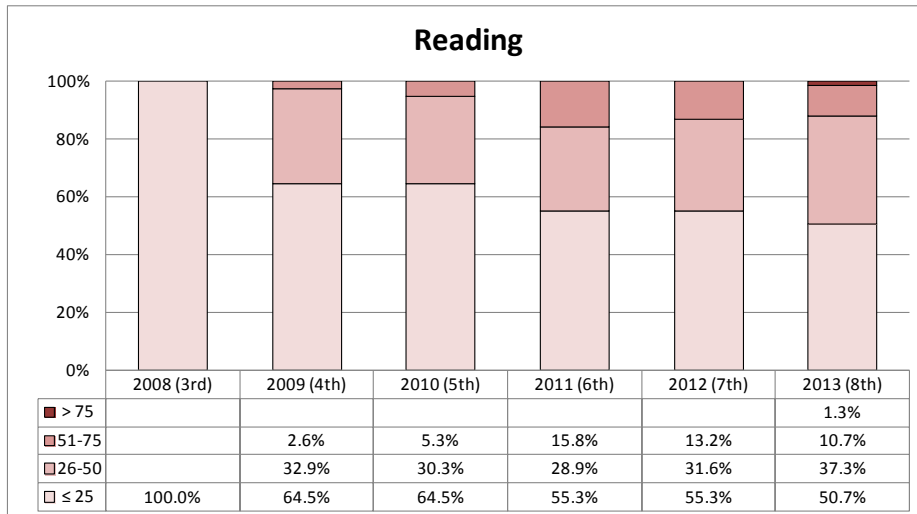
Cohort Analysis of Students at and below the Lowest Quartile

The following is a longitudinal analysis that focuses on the students from the 8th grade cohort who scored at or below the Illinois 25th percentile on their 3rd grade on ISAT. There were 75 students in the reading cohort and 62 students in the mathematics cohort. The table to the right shows the demographic information for grades 3 and 8.

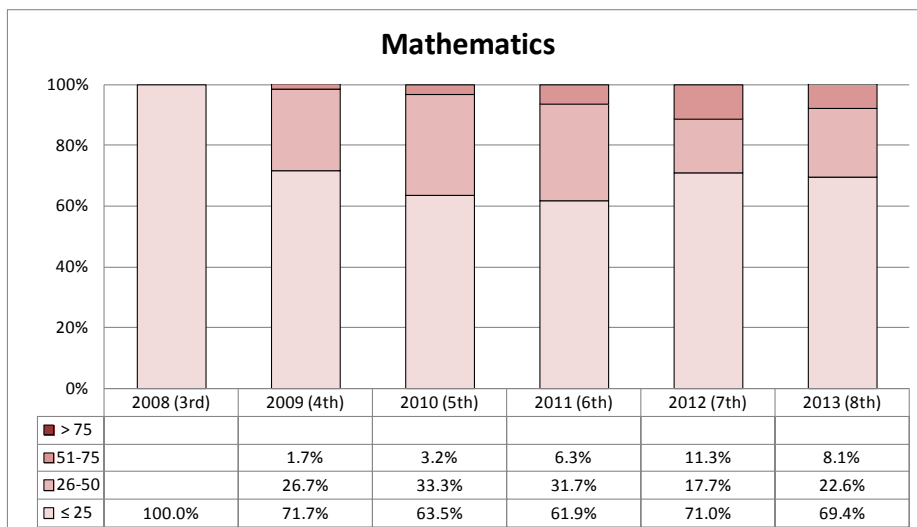
		Black	Hispanic	LEP	IEP	FRL
Reading	Grade 3	45%	43%	43%	37%	87%
	Grade 8			24%	48%	85%
Math	Grade 3	60%	30%	29%	34%	84%
	Grade 8			23%	47%	79%

- Of the students starting off at or below the 25th percentile on ISAT in grade 3, 12 percent are above the 50th percentile in 8th grade in reading and approximately 8 percent in mathematics.

Cohort Analysis of Students at and below the 25th Percentile in Grade 3 on ISAT: Reading



Cohort Analysis of Students at and below the Lowest Quartile in Grade 3 on ISAT: Mathematics



Stanine Analysis

ISAT Stanine Analysis

A stanine is a standard score derived from the percentile rank. Stanines range from a low of 1 to a high of 9. Stanine scores of 1-3 are below average; stanines of 4-6 are average, and stanines of 7-9 are above average. Illinois stanines indicate the district's relative standing when compared to the state population. **Subgroups are compared to All Students in the state distribution.**

Percentage of Students in Stanines 1-9 based on the 2013 ISAT: Reading

	Stanine 1	Stanine 2	Stanine 3	Stanine 4	Stanine 5	Stanine 6	Stanine 7	Stanine 8	Stanine 9
All Students	1.6	4.4	6.5	11.4	15.2	17.7	16.8	13.2	13.1
Black	3.6	8.6	12.1	20.9	22.6	16.1	9.7	4.1	2.2
Hispanic	2.2	9.0	12.4	18.6	17.7	17.6	11.0	7.5	4.1
White	0.4	0.8	1.1	3.6	9.9	17.7	23.0	21.1	22.5
LEP	7.5	24.9	24.1	25.3	11.1	4.3	2.8	0.0	0.0
IEP	10.5	23.2	20.5	18.0	11.7	6.5	5.4	3.1	1.0
FRL	3.2	9.4	13.5	21.1	20.5	16.5	9.1	4.1	2.8

Percentage of Students in Stanines 1-9 based on the 2013 ISAT: Mathematics

	Stanine 1	Stanine 2	Stanine 3	Stanine 4	Stanine 5	Stanine 6	Stanine 7	Stanine 8	Stanine 9
All Students	1.4	3.7	7.3	9.9	15.1	15.0	16.8	15.1	15.6
Black	3.5	8.0	15.4	19.3	22.2	16.5	8.5	4.6	2.0
Hispanic	1.8	5.8	12.1	14.5	21.7	16.3	12.3	8.1	7.3
White	0.3	0.7	0.9	3.5	8.3	13.5	23.2	23.4	26.3
LEP	3.9	15.4	22.0	23.6	21.3	8.7	3.5	0.8	0.8
IEP	7.8	18.2	21.6	17.4	14.0	7.1	7.1	3.8	2.9
FRL	2.7	7.8	14.8	18.5	22.9	15.7	9.9	4.7	3.0

Additional information regarding the stanine distributions by year and subgroup is available in Appendix A, Figures C through P (pg. 44-47). Grade level results by demographic subgroups are available in Appendix A, Tables 12-17 (pg. 48-49). Two years of data are included.

Scale Score Analysis

Mean (Average) Scale Score on ISAT by Grade

- The district's mean scale scores for All Students were higher than the state's at each grade level in both reading and mathematics.
- The district's mean scale scores increased from 2009 to 2013 for grades 4 through 8 in reading and grades 3 through 5 and grade 7 in mathematics.

Mean Scale Score on ISAT by Grade for All Students: Reading

	State					D65				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
3	206	208	207	210	209	220	221	219	226	220
4	218	219	219	220	220	231	233	235	234	235
5	230	231	231	232	233	243	243	245	245	246
6	239	240	241	241	241	249	251	252	254	252
7	243	244	245	244	243	254	259	258	253	255
8	249	250	250	251	251	259	259	262	260	260

Mean Scale Score on ISAT by Grade for All Students: Mathematics

	State					D65				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
3	216	217	218	218	217	230	231	232	233	231
4	229	230	230	232	231	244	245	248	250	252
5	241	243	243	243	243	260	258	265	264	266
6	253	255	255	256	256	274	274	272	275	272
7	262	264	265	266	264	280	285	284	281	281
8	272	274	275	276	275	291	292	296	291	289

The following tables show the Illinois percentile rank associated with the District's mean scale score by year and grade for both reading and mathematics.

	IL %ile Rank of D65 Mean SS: Reading					IL %ile Rank of D65 Mean SS: Math					
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	
3	64	65	60	70	60	3	67	69	66	68	67
4	68	67	70	66	68	4	70	72	75	75	76
5	70	66	69	69	71	5	75	69	77	76	79
6	63	69	68	71	66	6	77	76	72	74	72
7	66	72	66	60	67	7	72	76	74	69	70
8	67	68	71	64	67	8	76	76	77	72	70

Median Scale Score on ISAT by Grade

The median is the score that lies in the middle of the distribution. The average, or mean, may provide a skewed view of central tendency, since it includes the outlier scores on either end of the distribution.

- The median scale score for All Students in District 65 is at or above the scale scores representing CCRS on ISAT for grades 3, 5, and 8 in both reading (60th percentile) and mathematics (68th percentile).

Median Scale Score and Associated IL Percentile Rank on ISAT for All Students

	Reading			Mathematics		
	Grade 3	Grade 5	Grade 8	Grade 3	Grade 5	Grade 8
District 65 Median - All Students	224	245	261	232	267	289
IL Percentile Rank for Median SS	64	66	67	68	79	70

For more information regarding the median scale scores by demographics see Figures Q.1 through R.2 (pg. 50-53).

Programs & Services Analyses

Students with Disabilities (IEP)

Grade Level on ISAT for Students with IEPs

When looking at cohorts the students are not matched. Only students with an active IEP at the time of ISAT testing are included in that year's results. Therefore, changes in counts across years are impacted by the development of new IEPs for existing students, students who are new to the district who already have an IEP, and students who met their goals and no longer qualify for an IEP.

- In general, the mathematics achievement is higher than the reading achievement.

IEP Students at and above Grade Level on ISAT by Grade: Reading

	2009		2010		2011		2012		2013	
	%	Total N	%	Total N	%	Total N	%	Total N	%	Total N
3 IEP	33.7	95	24.1	54	27.4	62	27.7	83	18.2	99
IEP (Non-Speech Only)	15.6	45	19.4	31	29.3	41	9.1	44	6.0	67
4 IEP	38.3	81	33.3	90	26.9	52	16.9	65	24.3	74
IEP (Non-Speech Only)	19.6	46	19.2	52	22.2	36	14.9	47	23.4	47
5 IEP	29.9	97	22.7	98	26.7	86	16.4	73	23.2	69
IEP (Non-Speech Only)	18.3	71	14.1	64	19.1	68	15.5	58	22.0	59
6 IEP	26.3	80	22.4	85	24.0	75	25.9	85	22.5	71
IEP (Non-Speech Only)	16.7	66	17.6	74	18.5	65	22.5	71	19.3	57
7 IEP	23.5	85	23.5	85	20.0	75	23.8	80	17.4	86
IEP (Non-Speech Only)	16.7	72	16.2	74	17.6	68	20.5	73	15.4	78
8 IEP	25.4	71	15.9	69	18.6	70	19.8	86	19.0	79
IEP (Non-Speech Only)	25.8	66	13.6	66	14.1	64	18.3	82	16.0	75

IEP Students at and above Grade Level on ISAT by Grade: Mathematics

	2009		2010		2011		2012		2013	
	%	Total N	%	Total N	%	Total N	%	Total N	%	Total N
3 IEP	33.7	95	35.2	54	30.2	63	24.1	83	36.7	98
IEP (Non-Speech Only)	15.6	45	38.7	31	29.3	41	11.4	44	31.8	66
4 IEP	41.3	75	31.5	89	22.2	54	31.8	66	39.7	73
IEP (Non-Speech Only)	22.5	40	19.2	52	23.7	38	31.3	48	32.6	46
5 IEP	29.9	97	30.2	86	27.9	86	18.3	71	30.0	70
IEP (Non-Speech Only)	18.3	71	17.7	62	20.6	68	19.6	56	26.7	60
6 IEP	26.3	80	31.0	84	19.4	72	22.4	85	18.1	72
IEP (Non-Speech Only)	16.7	66	26.0	73	12.9	62	18.3	71	15.5	58
7 IEP	23.5	85	28.6	84	20.3	74	21.5	79	25.9	85
IEP (Non-Speech Only)	16.7	72	23.3	73	16.4	67	18.1	72	23.4	77
8 IEP	25.4	71	24.3	70	24.6	69	17.4	86	16.5	79
IEP (Non-Speech Only)	25.8	66	22.4	67	20.6	63	17.1	82	14.7	75

Demographic Information for Students with IEPs

The table below indicates the percentage of students with IEPs who qualify for free and reduced lunch and the percentage who are LEP.

Percentage of Students with IEPs Who Qualify for Free & Reduced Lunch and/or as LEP

		2009			2010			2011			2012			2013		
		Total N	% FRL	% LEP	Total N	% FRL	% LEP	Total N	% FRL	% LEP	Total N	% FRL	% LEP	Total N	% FRL	% LEP
3	IEP	95	46.3	22.1	56	69.6	32.1	63	66.7	25.4	83	59.0	21.7	99	57.6	25.3
	IEP (Non-Speech Only)	45	57.8	20.0	33	69.7	24.2	41	58.5	19.5	44	65.9	13.6	67	62.7	19.4
4	IEP	82	62.2	17.1	91	53.8	24.2	54	64.8	33.3	65	63.6	13.6	76	57.9	18.4
	IEP (Non-Speech Only)	47	74.5	12.8	53	62.3	22.6	38	65.8	28.9	47	56.3	10.4	49	57.4	12.2
5	IEP	97	58.8	9.3	88	63.6	17.0	86	55.8	19.8	73	71.2	24.7	71	62.0	9.9
	IEP (Non-Speech Only)	71	64.8	9.9	64	68.8	14.1	68	57.4	19.1	58	72.4	20.7	61	57.4	9.8
6	IEP	80	61.3	16.3	86	66.3	9.3	75	61.3	14.7	85	65.1	20.9	73	63.0	24.7
	IEP (Non-Speech Only)	66	66.7	16.7	75	68.0	10.7	65	66.2	13.8	71	69.4	22.2	59	66.1	23.7
7	IEP	85	57.6	11.8	85	60.0	8.2	77	63.6	9.1	80	66.3	16.3	86	59.3	19.8
	IEP (Non-Speech Only)	72	61.1	12.5	74	62.2	8.1	69	63.8	10.1	73	68.5	16.4	78	60.3	20.5
8	IEP	72	70.8	12.5	70	68.6	7.1	70	64.3	17.9	86	64.4	10.3	79	60.8	15.2
	IEP (Non-Speech Only)	67	68.7	13.4	67	70.1	7.5	64	67.2	15.9	82	62.7	10.8	75	61.3	14.7

Students with IEPs in grades 3-8 are identified by their primary disability in the table below.

Percentage of Students with IEPs by Primary Disability

Total N	Intellectual Disability	Orthopedic Impairment	Specific Learning Disability	Visual Impairment	Hearing Impairment	Speech or Language Impairment	Emotional Disability	Other Health Impairment	Multiple Disabilities	Developmental Delay†	Autism
484	*	*	44.0	*	*	20.8	10.6	10.6	*	6.3	5.1

*Categories with ≤10 students are not reported

†This disability applies only to students ages 3-9

Preschool Programs

The analysis of third grade performance for students with and without prior pre-k experience, presented on pg. 17, suggests that early childhood education experience has a positive impact on student performance in both reading and mathematics. The following table provides information for both students who participated in a District 65 preschool program and students participating in outside programs. Due to the small numbers and the demographics of the District 65 preschool population, data are reported only for the IEP, LEP, and FRL subgroups.

- The achievement profiles for students participating in early childhood programs outside of District 65 are stronger; more so for reading than for mathematics.

Percentage of 3rd Grade Students at and above Grade Level by Pre-K Experience

		Reading		Mathematics		Total N 2012	Total N 2013
		2012 %	2013 %	2012 %	2013 %		
With Prior Pre-K Experience*							
District 65	IEP	17.5%	13.6%	12.5%	36.4%	40	44
	LEP	22.2%	13.8%	35.6%	25.9%	45	58
	FRL	43.0%	28.8%	37.4%	36.5%	107	104
Outside of District 65	IEP	51.4%	23.4%	45.7%	39.1%	35	47
	LEP	40.6%	22.7%	46.9%	40.9%	32	22
	FRL	45.9%	38.5%	43.7%	42.5%	135	135

*Includes students that attended home and center-based day care, preschool, and Head Start.

African Centered Curriculum

ACC Enrollment by Grade Entering the Program

Students are selected for the ACC program through an application process similar to TWI and the magnet schools. Applications are made available starting in January and selections are made beginning in April. Because of the limited number of applications for ACC, the district continues to accept applications after the TWI and magnet school deadline. Many students are recruited in the weeks prior to the start of the school year from the late registrants. This results in a large number of homeless students in the program; there were 20 homeless ACC students in 2013. Students are accepted into the program in grades K-5 as long as the enrollment is not in conflict with the selection guidelines.

The following table shows the number of students enrolled in ACC for 2012-13 and the grade at which the students entered the program. All students are included whether or not they were enrolled prior to May 1 of the previous year.

ACC Enrollment by the Year Entering the Program

	3rd Grade		4th Grade		5th Grade	
	N	%	N	%	N	%
Enrollment	16	100	15	100	20	100
Entered in KG	11	68.8	6	40.0	12	60.0
Entered in 1st	0	0.0	1	6.7	0	0.0
Entered in 2nd	1	6.3	2	13.3	2	10.0
Entered in 3rd	4	36.4	0	0.0	0	0.0
Entered in 4th			6	40.0	3	15.0
Entered in 5th					3	15.0

Grade Level on ISAT for ACC Students in Grades 3-5

The following tables show the percentage of students at and above grade level (Illinois 50th percentile) on ISAT for ACC participants and non-participants districtwide. Based on the demographics of the students in the ACC program, only Black students on free and reduced lunch who do not have IEPs were included. When looking at cohorts by following the students across grades on the diagonal, the students are not matched.

- The results show a pattern in reading achievement where there is a decrease in the percentage of students at and above the 50th percentile as students progress through the grade levels. There are inconsistent results for mathematics.

Percentage of Students by Program and Grade at and above Grade Level on ISAT: Reading

	2010				2011				2012				2013			
	ACC		Non-ACC		ACC		Non-ACC		ACC		Non-ACC		ACC		Non-ACC	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
3rd	--	--	42.0	113	57.1	14	39.1	92	--	--	53.1	98	--	--	33.7	98
4th	41.7	12.0	46.2	104	27.3	11	50.5	111	42.9	14	42.1	95	--	--	48.0	102
5th	--	--	45.9	109	25.0	12	44.4	90	36.4	11	37.6	109	23.1	13	43.9	107

When comparing percentages for groups less than 20, a change of even one student can result in a large fluctuation. -- Too few students to report.

Percentage of Students by Program and Grade at and above Grade Level on ISAT: Mathematics

	2010				2011				2012				2013			
	ACC		Non-ACC		ACC		Non-ACC		ACC		Non-ACC		ACC		Non-ACC	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
3rd	--	--	30.1	113	50.0	14	35.9	92	--	--	42.9	98	--	--	36.7	98
4th	8.3	12.0	44.2	104	27.3	11	36.9	111	28.6	14	49.5	95	--	--	47.1	102
5th	--	--	49.5	109	25.0	12	50.0	90	27.3	11	38.5	109	46.2	13	47.7	107

When comparing percentages for groups less than 20, a change of even one student can result in a large fluctuation. -- Too few students to report.

Grade Level on ISAT for the 5th Grade ACC Cohort

The Board requested information regarding the 6th grade cohort. Of the 20 students who were enrolled in ACC as kindergarteners during the 2006-07 year, there were only 10 students with scores for grades 3-6. Because there are too few students to report, data for the 5th grade cohort is presented.

Of the 22 students who were enrolled in ACC as kindergarteners in 2007-08, there were 11 students with scores for grades 3-5. The table to the right shows the number of students at and above grade level on the 2013 ISAT.

		Reading		Math	
		Below	At/Above	Below	At/Above
		N	N	N	N
3rd	2011	6	5	7	4
4th	2012	7	4	7	4
5th	2013	7	4	5	6

Two-Way Immersion & ESL

Grade Level on ISAT for LEP Students in Grades 3-5

The following tables show the percentage of limited English proficient (LEP) students at and above grade level (Illinois 50th percentile) on ISAT by program (TWI-S & ESL). LEP students whose families waived services are also included. Data for All Students, TWI-English, and TWI-X (students who obtained proficiency in English) are included for comparison purposes.

- Approximately 12 percent of the Spanish speaking English language learners (TWI-S) in grades 3 through 5 are at and above grade level in reading compared to 50 percent of those students who obtained proficiency in English (TWI-X). A similar pattern is seen for mathematics, 24 percent of the TWI-S students are at and above grade level compared to 67 percent of those who obtained proficiency.
- Approximately 17 percent of the ESL students were at and above grade level in reading and 28 percent in mathematics.

Percentage of LEP Students in Grades 3-5 at and above Grade Level: Reading

	2009		2010		2011		2012		2013	
	%	Total N	%	Total N	%	Total N	%	Total N	%	Total N
All Students (3-5)	76.0	1850	68.2	1916	70.6	1959	70.0	2085	68.6	2192
TWI-E	87.5	128	89.0	146	87.3	157	90.4	166	91.4	163
TWI-X	59.1	44	42.3	52	73.7	57	57.4	61	50.0	72
ESL	11.8	17	9.4	32	22.7	22	33.3	33	17.2	29
TWI-S	11.7	111	13.6	103	7.6	92	12.4	89	11.5	96
Waived	18.2	11	33.3	30	25.0	24	32.4	37	21.1	38

Percentage of LEP Students in Grades 3-5 at and above Grade Level: Mathematics

	2009		2010		2011		2012		2013	
	%	Total N	%	Total N	%	Total N	%	Total N	%	Total N
All Students (3-5)	76.7	1847	68.8	1914	70.7	1964	70.2	2083	71.9	2192
TWI-E	88.3	128	87.7	146	89.1	156	90.4	167	90.8	163
TWI-X	70.5	44	63.5	52	70.2	57	60.7	61	67.1	76
ESL	41.2	17	25.0	32	41.7	24	33.3	33	27.6	29
TWI-S	22.5	111	23.1	104	18.3	93	22.2	90	24.0	96
Waived	27.3	11	33.3	30	29.2	24	43.2	37	40.5	37

Additional information is provided in the following table for the TWI Spanish dominant students by classification and grade. Please note that TWI-Spanish (TWI-S) students are limited English proficient and when they obtain proficiency in English they are moved into the TWI-Reclassified (TWI-X) category. Looking at counts across cohorts by following students on the diagonal (students are not matched) shows the movement of students from limited English proficiency to proficiency (TWI-S to TWI-X).

For example, when looking at the 2012 third grade cohort there were 41 limited English proficient (TWI-S) students and there were 10 or fewer students who had obtained proficiency. The following year, 2013, many more of these now 4th graders had obtained English proficiency (TWI-X) and 56 percent of those students were at and above grade level in reading and 79 percent for mathematics.

Percentage of TWI-S and TWI-X Students at and above Grade Level by Grade: Reading

	2009		2010		2011		2012		2013	
	%	Total N	%	Total N	%	Total N	%	Total N	%	Total N
3 TWI-S	20.8	53	15.6	45	4.8	42	14.6	41	14.3	56
3 TWI-X	*	*	*	*	91.7	12	*	*	*	*
All Students	67.5	631	69.6	645	67.7	656	72.0	750	64.2	744
4 TWI-S	5.3	38	20.0	29	12.5	32	15.4	26	0.0	23
4 TWI-X	47.6	21	55.0	20	80.0	15	51.9	27	56.0	25
All Students	68.0	603	70.5	651	74.0	645	70.1	666	72.4	760
5 TWI-S	0.0	20	3.6	28	5.6	18	4.5	22	17.6	17
5 TWI-X	70.0	20	30.0	30	63.3	30	50.0	24	39.5	38
All Students	68.7	616	64.4	620	70.4	658	67.7	669	69.2	688

*Groups of 10 or fewer students are not reported

Percentage of TWI-S and TWI-X Students at and above Grade Level by Grade: Mathematics

	2009		2010		2011		2012		2013	
	%	Total N	%	Total N	%	Total N	%	Total N	%	Total N
3 TWI-S	20.8	53	24.4	45	21.4	42	26.2	42	21.4	56
3 TWI-X	*	*	*	*	75.0	12	*	*	*	*
All Students	66.1	631	67.3	646	68.5	657	71.0	751	66.8	743
4 TWI-S	23.7	38	20.0	29	12.1	33	23.1	26	26.1	23
4 TWI-X	57.1	21	50.0	20	66.7	15	51.9	27	79.3	29
All Students	72.2	598	69.3	649	68.5	648	71.1	667	75.3	761
5 TWI-S	25.0	20	24.1	29	22.2	18	13.6	22	29.4	17
5 TWI-X	80.0	20	70.0	30	70.0	30	58.3	24	55.3	38
All Students	71.0	618	69.8	619	75.0	659	68.6	665	73.8	688

*Groups of 10 or fewer students are not reported

Demographic Information for TWI-S and TWI-X Students in Grades 3-5

The percentage of TWI-S and TWI-X students on free and reduced lunch and the percentage of students with IEPs are included in the table below.

Demographic Information for Participating TWI-S and TWI-X Students in Grades 3-5

		2009			2010			2011			2012			2013		
		Total N	% FRL	% IEP	Total N	% FRL	% IEP	Total N	% FRL	% IEP	Total N	% FRL	% IEP	Total N	% FRL	% IEP
3	TWI-S	53	94.3	30.2	45	93.3	22.2	42	100.0	19.0	42	95.2	26.2	56	89.3	25.0
	TWI-X	*	*	*	*	*	*	12	91.7	0.0	*	*	*	*	*	*
4	TWI-S	38	100.0	31.6	29	100.0	41.4	33	100.0	36.4	26	96.2	26.9	23	100.0	39.1
	TWI-X	21	100.0	9.5	20	85.0	0.0	15	73.3	0.0	27	100.0	11.1	29	82.8	3.4
5	TWI-S	20	100.0	20.0	30	100.0	40.0	18	100.0	61.1	22	100.0	45.5	17	94.1	35.3
	TWI-X	20	100.0	5.0	30	100.0	10.0	30	90	3.3	24	83.3	4.2	38	97.4	10.5

*Groups of 10 or fewer students are not reported

Grade Level on ISAT for LEP Students in Grades 6-8

The majority of TWI-S students become proficient in English prior to entering middle school. Those who did not become proficient are indicated as TBE (formerly TWI-S). Many of the TBE and ESL students are new to the district and in some cases this may be their first time enrolled in a school in the US.

The next set of tables show the percentage of limited English proficient (LEP) students at and above grade level (Illinois 50th percentile) on ISAT by program. LEP students whose families waived services are also included. Data for All Students and TWI-X (students who obtained proficiency in English) are included for comparison purposes.

Percentage of LEP Students in Grades 6-8 at and above Grade Level: Reading

	2009		2010		2011		2012		2013	
	%	Total N	%	Total N	%	Total N	%	Total N	%	Total N
All Students (6-8)	67.5	1841	68.4	1837	69.5	1850	69.2	1937	67.9	1969
TWI-X	49.1	53	61.0	41	48.5	101	53.3	107	46.0	113
TBE (formerly TWI-S)	0.0	59	2.7	37	5.7	35	2.9	34	5.3	38
TBE*	-		-		-		12.5	16	-	
ESL	0.0	18	33.3	12	27.3	11	20.0	20	0.0	17
Waived*	-		-		-		6.7	15	0.0	24

*Groups of 10 or fewer students are not reported

Percentage of LEP Students in Grades 6-8 at and above Grade Level: Mathematics

	2009		2010		2011		2012		2013	
	%	Total N	%	Total N	%	Total N	%	Total N	%	Total N
All Students (6-8)	73.3	1842	72.3	1832	71.6	1843	69.2	1939	68.8	1960
TWI-X	69.8	53	56.1	41	60.4	101	64.2	106	56.6	113
TBE (formerly TWI-S)	16.9	59	24.3	37	28.6	35	17.6	35	5.1	39
TBE*	-		-		-		6.3	16	-	
ESL	22.2	18	41.7	12	18.2	11	28.6	21	29.4	17
Waived*	-		-		-		13.3	15	4.2	24

*Groups of 10 or fewer students are not reported

Demographic Information for TWI-X, TBE, & ESL Students in Grades 6-8

The percentage of TWI-X, TBE (formerly TWI-S) and ESL students on free and reduced lunch and the percentage of students with IEPs are included in the table below.

Demographic Information for Participating TWI-X, TBE, & ESL Middle School Students

	Middle School Bilingual Program by Demographics														
	2009			2010			2011			2012			2013		
	Total N	% FRL	% IEP	Total N	% FRL	% IEP	Total N	% FRL	% IEP	Total N	% FRL	% IEP	Total N	% FRL	% IEP
TWI-X (Reclassified)	53	96.2	1.9	41	87.8	9.8	101	97.0	5.9	107	96.3	6.5	113	90.3	7.1
TBE (formerly TWI-S)	59	93.2	32.2	37	100.0	16.2	35	100.0	25.7	34	97.1	50.0	39	100.0	61.5
ESL	18	66.7	22.2	12	75.0	0.0	11	81.8	9.1	20	85.0	25.0	17	70.6	17.6

In addition to the IEP and lunch eligibility indicators, the number of years within District 65 was also examined. Approximately 52 percent of the ESL students had been in the district three or fewer years at the time of assessment in both 2012 and 2013. In 2012, approximately 38 percent of the TBE students who had never participated in TWI had been in the district three or fewer years at the time of assessment.

Future Directions

ISAT

ISBE continues to make adjustments to ISAT for the 2013-14 school year:

- The Stanford 10 items were removed from the reading, mathematics, and science assessment and national norms will no longer be provided.
- The reading and mathematics assessments now consist only of test items that were written based on the common core state standards.

ISBE will be replacing the reading and mathematics portion of ISAT with a new computer-based assessment for the 2014-15 school year. This new assessment, which the Partnership for Assessment of Readiness for College and Careers (PARCC) refers to as the End-of-Year Assessment, will be administered after 90 percent of instruction has taken place. There are two other required assessments through PARCC, a Performance-Based Assessment and a Speaking and Listening Assessment, and two optional assessments. For more information about these assessments, please click on the following link to read the ISBE publication [*PARCC Updates*](#).

IAA

Similar to the changes made to ISAT for the 2013-14 school year, the IAA on-demand items for reading and mathematics are now completely aligned to the common core essential elements.

In 2014-15, ISBE will replace IAA with the [*Dynamic Learning Maps \(DLM\)*](#) assessment system. This new assessment system will use items and tasks that are embedded in day-to-day instruction, thus allowing students with the most significant cognitive disabilities to demonstrate what they have learned throughout the year.

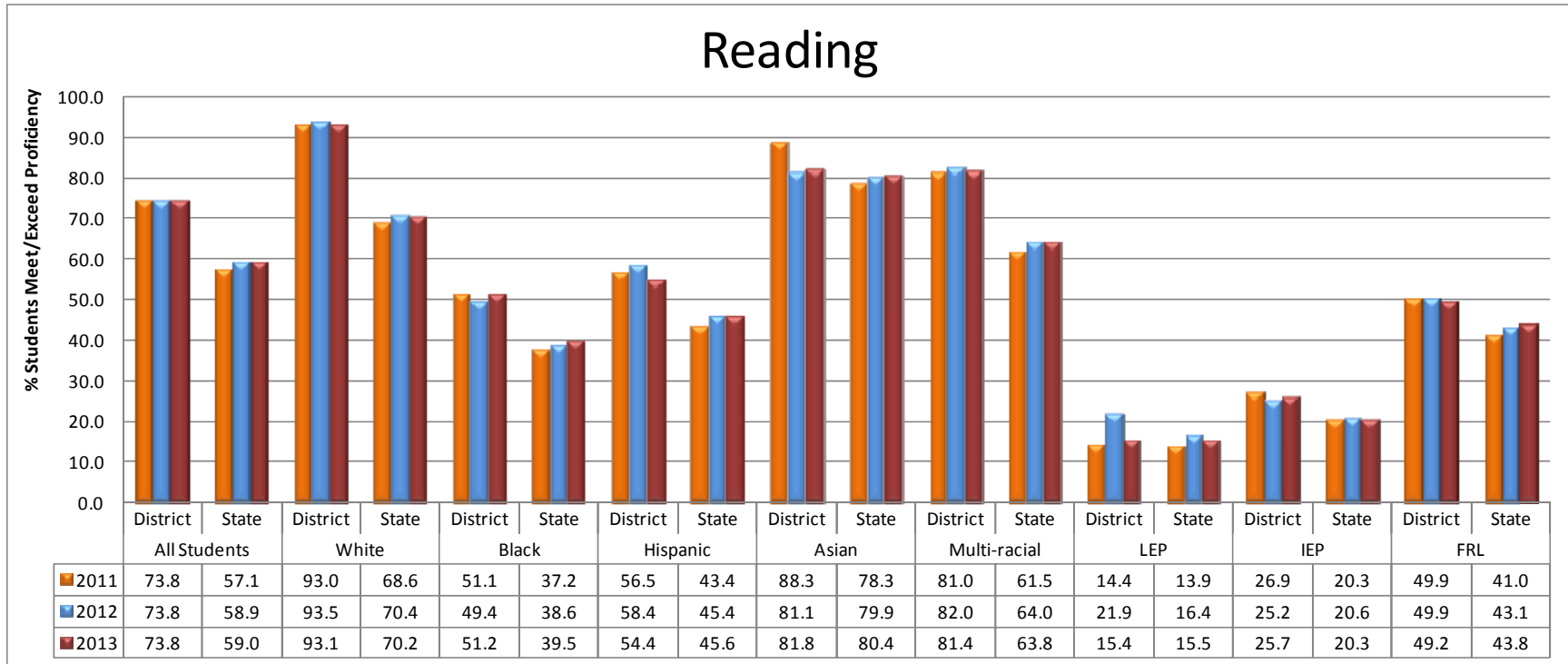
Explore

The 2013-14 school year is the last year that Explore will be administered as ACT is replacing both Explore and Plan with Aspire. Aspire will be available for administration in the fall. ISBE stopped supporting the administration of Explore in 8th grade last year and it is unclear at this time whether or not Aspire will be administered at grade 8 or 9 in the 2014-15 school year.

Appendix A

Figure A

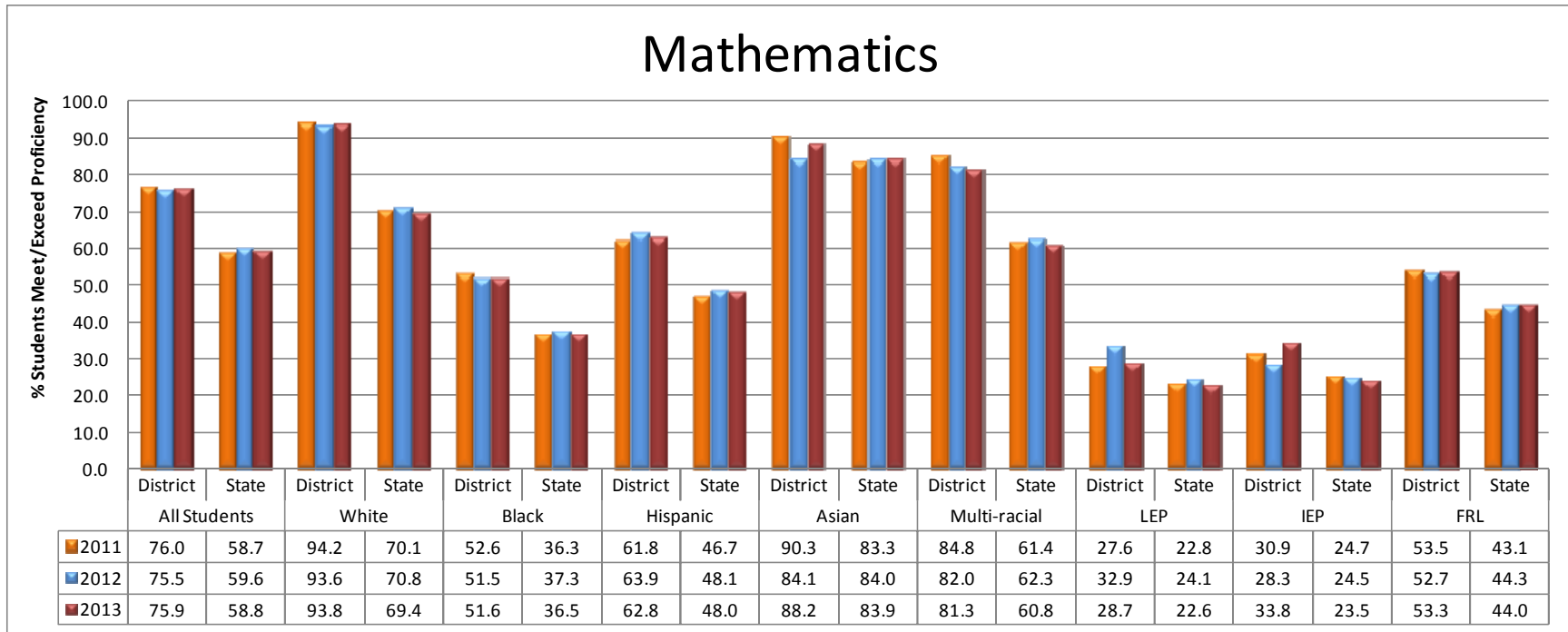
District 65 (May 1) & Statewide (All Scores) Percent Meet/Exceed on ISAT Reading



(Based on New Cut Scores: 2011-2013)

Figure B

District 65 (May 1) & Statewide (All Scores) Percent Meet/Exceed on ISAT Mathematics



(Based on New Cut Scores: 2011-2013)

Tables 1-3

Percentage of Students at and above CCRS in Reading for Grades 3, 5, & 8 (IL 60th Percentile)

	2009	2010	2011	2012	2013
All Students	60.5	60.8	62.2	63.7	58.1
Black	39.3	33.1	37.1	31.0	30.3
Hispanic	29.8	28.1	40.7	43.0	32.8
White	81.6	88.7	80.1	85.0	80.4
Asian	74.3	65.7	85.3	77.1	79.2
Multi-racial	67.9	48.6	73.9	63.6	63.2
LEP	13.5	11.4	7.9	19.0	2.6
IEP	29.5	14.8	24.2	24.1	20.3
FRL	29.6	26.8	34.3	30.8	35.5

	2009	2010	2011	2012	2013
All Students	62.3	46.5	62.9	60.8	60.0
Black	35.6	22.8	33.5	26.1	32.4
Hispanic	40.9	17.7	45.1	41.1	37.0
White	91.1	73.9	84.9	89.4	83.0
Asian	79.4	57.1	74.1	68.0	78.4
Multi-racial	73.7*	48.1	68.2	67.4	64.6
LEP	0.0	0.0	5.9	4.7	12.0
IEP	25.8	17.0	18.6	8.2	15.9
FRL	32.7	20.3	34.1	28.5	30.8

	2009	2010	2011	2012	2013
All Students	60.9	58.8	63.1	59.5	61.0
Black	33.3	30.7	38.4	31.0	36.4
Hispanic	37.5	38.8	36.2	45.8	40.7
White	88.8	86.5	86.9	85.5	86.4
Asian	83.3	72.7	91.7	80.0	76.2
Multi-racial	61.5*	75.0	60.0	65.9	79.5
LEP	0.0	9.1	0.0*	8.3	3.7
IEP	21.6	11.6	18.6	14.0	13.9
FRL	32.6	30.0	29.4	31.8	37.8

* There are greater than 10 but less than 20 students in the subgroup.

Tables 4-6

Percentage of Students at and above CCRS in Mathematics for Grades 3, 5, & 8 (IL 68th Percentile)

	2009	2010	2011	2012	2013
All Students	51.5	52.0	54.3	55.1	50.6
Black	18.6	18.8	21.3	17.9	16.9
Hispanic	26.6	22.9	33.1	35.7	27.7
White	77.4	80.3	76.3	76.7	74.4
Asian	65.7	71.4	80.0	74.3	66.7
Multi-racial	64.3	40.5	65.2	61.8	60.3
LEP	15.9	17.7	12.5	17.5	11.9
IEP	26.3	16.7	17.5	14.5	17.3
FRL	18.1	19.1	22.5	22.7	19.7

	2009	2010	2011	2012	2013
All Students	57.6	54.6	59.3	55.8	62.6
Black	26.5	30.9	22.5	19.7	30.4
Hispanic	47.7	30.9	44.2	37.1	41.0
White	86.7	79.5	83.6	84.1	86.7
Asian	70.6	61.9	75.0	64.0	81.1
Multi-racial	68.4	66.7	70.5	69.8	72.9
LEP	6.7	11.1	14.3	4.7	20.0
IEP	29.9	24.4	16.3	11.3	21.4
FRL	31.4*	30.0	26.7	23.5	32.2

	2009	2010	2011	2012	2013
All Students	60.9	57.8	63.2	54.2	52.7
Black	32.3	33.2	30.1	25.2	27.7
Hispanic	37.5	41.2	45.7	41.5	25.6
White	89.6	80.8	88.7	81.6	81.6
Asian	83.3	86.4	91.7	80.0	76.2
Multi-racial	71.4*	65.6	60.0	51.2	66.7
LEP	0.0	9.1	5.9*	4.2	3.7
IEP	20.0	5.7	15.9	12.8	8.9
FRL	30.5	35.8	30.8	26.3	27.4

* There are greater than 10 but less than 20 students in the subgroup.

Tables 7-8

Percentage of Students in the 2013 8th Grade Cohort at and above CCRS on ISAT

Table 7: 2013 8th Grade Cohort at and above CCRS on ISAT: Reading

	2008 (3rd)	2009 (4th)	2010 (5th)	2011 (6th)	2012 (7th)	2013 (8th)
Entire Cohort (510)	62.1	64.5	49.6	64.6	64.3	65.0
Black (148)	38.1	41.9	25.7	36.1	40.5	43.2
Hispanic (98)	32.0	38.8	22.4	42.9	40.8	43.9
White (221)	90.0	88.7	76.5	91.8	88.2	86.4
Asian (16)	62.5	75.0	50.0	62.5	75.0	75.0
Multi-racial (26)	76.9	80.8	61.5	80.8	80.8	84.6
LEP(17)	0.0	0.0	0.0	11.8	0.0	5.9
IEP (28)	10.7	10.7	10.7	14.3	14.3	14.3
IEP Non-Speech Only (24)	8.3	8.3	8.3	12.5	12.5	12.5
FRL (166)	25.5	30.7	14.5	32.5	35.5	37.3

Table 8: 2013 8th Grade Cohort at and above CCRS on ISAT: Mathematics

	2008 (3rd)	2009 (4th)	2010 (5th)	2011 (6th)	2012 (7th)	2013 (8th)
Entire Cohort (510)	52.3	57.3	58.0	58.9	55.4	56.9
Black (148)	27.9	33.1	33.1	35.2	27.0	33.1
Hispanic (98)	20.4	29.6	36.7	36.1	30.6	28.9
White (221)	81.7	84.2	82.8	84.2	84.1	82.6
Asian (16)	62.5	56.3	56.3	50.0	56.3	75.0
Multi-racial (26)	57.7	69.2	73.1	69.2	69.2	73.1
LEP(17)	0.0	0.0	0.0	5.9	0.0	5.9
IEP (28)	14.3	17.4	10.7	7.4	7.1	7.1
IEP Non-Speech Only (24)	12.5	15.8	8.3	4.3	4.2	4.2
FRL (166)	18.1	24.2	28.3	30.1	24.1	29.1

Tables 9-10

Percentage of Students in the 2013 8th Grade Cohort at and above Grade Level on ISAT

Table 9: 2013 8th Grade Cohort at and above Grade Level on ISAT: Reading

	2008 (3rd)	2009 (4th)	2010 (5th)	2011 (6th)	2012 (7th)	2013 (8th)
All Students (510)	69.2	70.6	68.2	72.2	70.2	71.3
Black (148)	49.0	50.7	50.7	49.0	50.7	50.7
Hispanic (98)	45.4	42.9	64.3	52.0	45.9	50.0
White (221)	92.7	93.7	91.9	95.5	91.9	91.4
Asian (16)	62.5	87.5	75.0	75.0	81.3	93.8
Multi-racial (26)	80.8	84.6	88.5	84.6	84.6	88.5
LEP(17)	0.0	0.0	0.0	11.8	0.0	5.9
IEP (28)	14.3	14.3	10.7	17.9	17.9	17.9
IEP Non-Speech Only (24)	12.5	12.5	8.3	16.7	16.7	12.5
FRL (166)	37.0	38.6	34.3	42.2	42.2	43.4

Table 10: 2013 8th Grade Cohort at and above Grade Level on ISAT: Mathematics

	2008 (3rd)	2009 (4th)	2010 (5th)	2011 (6th)	2012 (7th)	2013 (8th)
All Students (510)	68.0	73.8	73.3	73.7	73.3	71.7
Black (148)	50.3	57.0	52.7	56.6	52.7	50.0
Hispanic (98)	33.7	52.0	57.1	53.6	56.1	53.6
White (221)	92.7	93.7	92.8	92.8	94.5	92.2
Asian (16)	87.5	75.0	81.3	75.0	68.8	93.8
Multi-racial (26)	80.8	80.8	84.6	84.6	80.8	80.8
LEP(17)	0.0	0.0	0.0	5.9	11.8	11.8
IEP (28)	14.3	26.1	17.9	11.1	21.4	21.4
IEP Non-Speech Only (24)	12.5	26.3	16.7	8.7	20.8	20.8
FRL (166)	34.9	47.8	46.4	49.1	48.2	46.1

Table 11

Percentage of Students by Ethnicity and Demographic Subgroups Who Took ISAT in 2013

Table 11: Percentage of Students by Ethnicity and Demographic Subgroups

	Female	Male	Homeless	LEP	IEP	FRL
Black (1105)	48.1	51.9	9.0	2.8	17.4	77.1
Hispanic (744)	48.1	51.9	2.4*	25.4	16.9	70.3
White (1852)	49.2	50.8	--	0.8*	6.6	6.3
Asian (171)	54.4	45.6	--	8.8*	10.5*	30.4
Multi-racial (311)	54.0	46.0	--	--	10.0	29.3
-- Too few students to report	*Greater than 10 but less than 20 students					

Figures C - I

Percentage of Students in Each Stanine of the Illinois Distribution for ISAT by Subgroup: Reading

Figure C: All Students

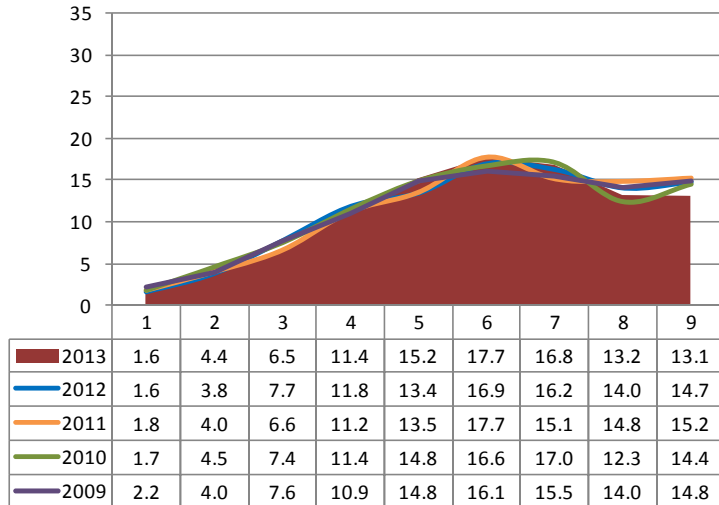


Figure D: Black Students

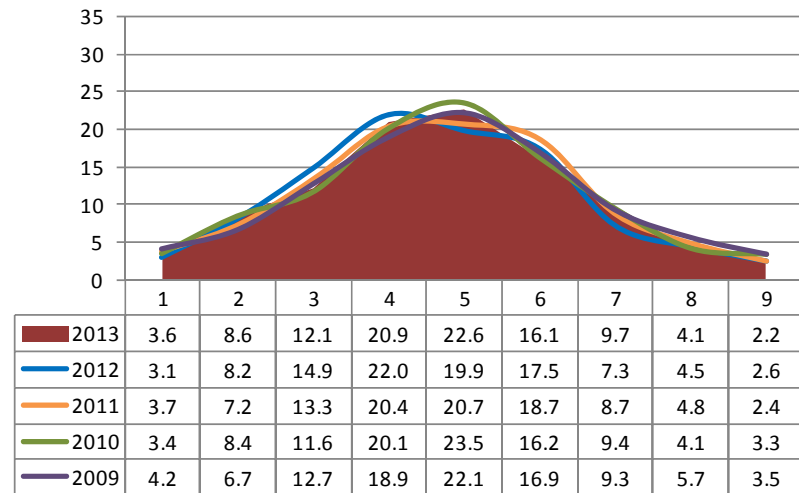


Figure E: Hispanic Students

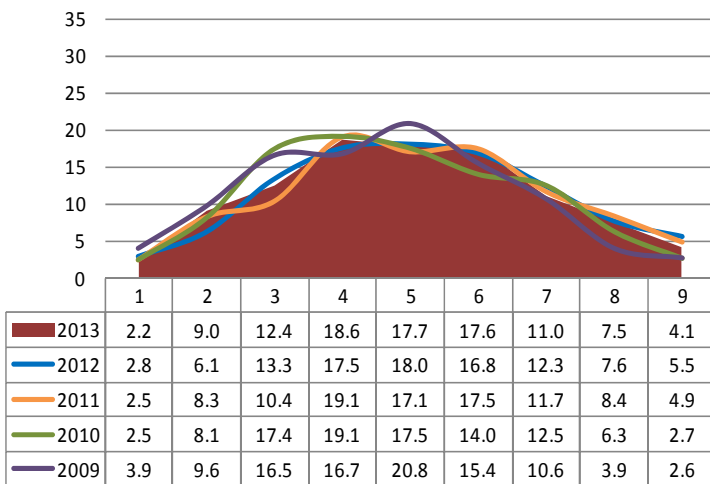


Figure F: White Students

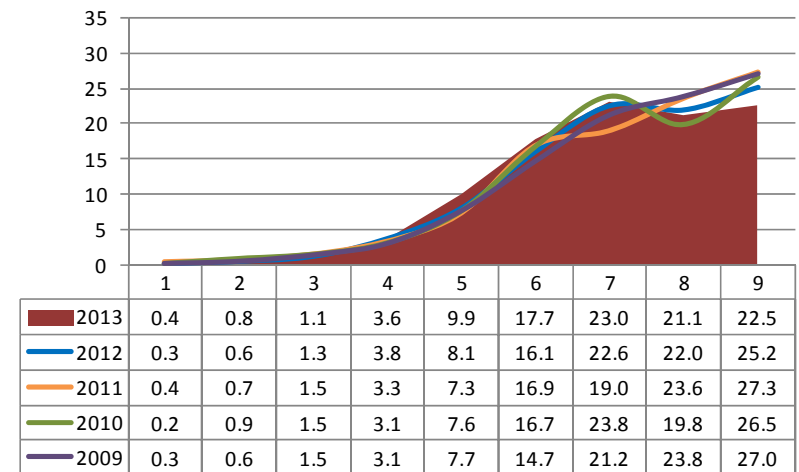


Figure G: LEP Students

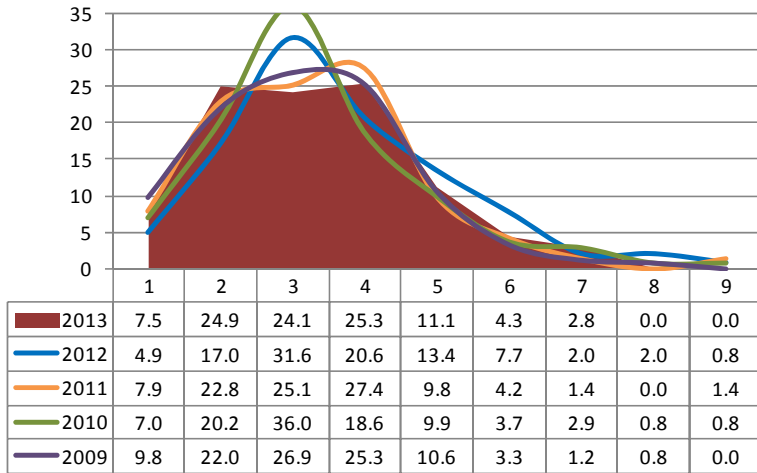


Figure H: IEP Students

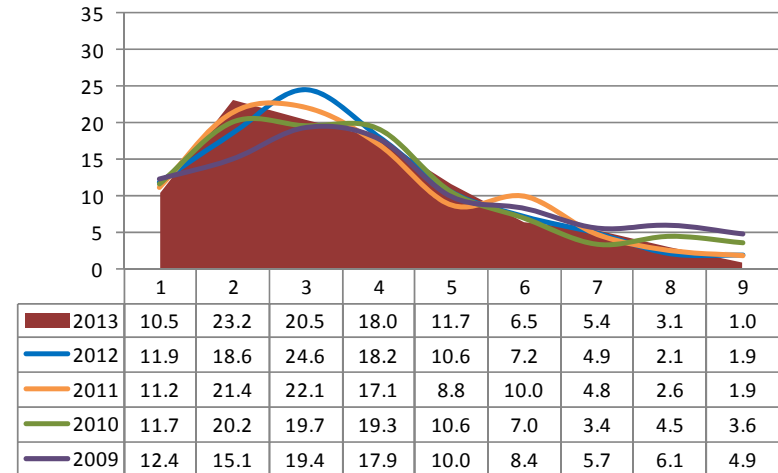
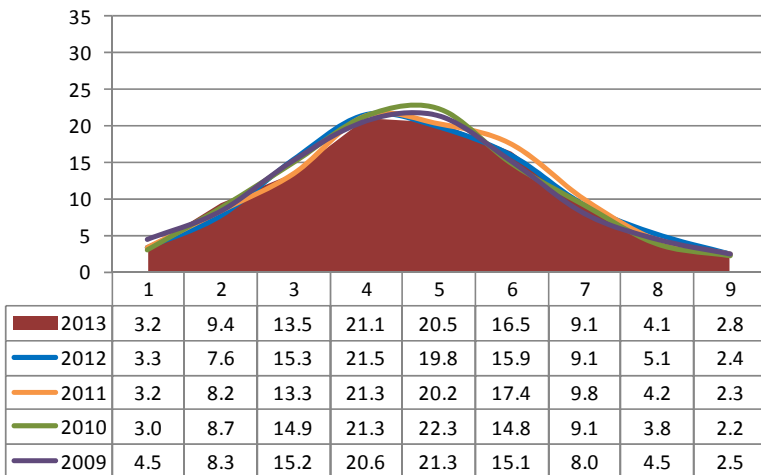


Figure I: FRL Students



Figures J - P

Percentage of Students in Each Stanine of the Illinois Distribution for ISAT by Subgroup: Mathematics

Figure J: All Students

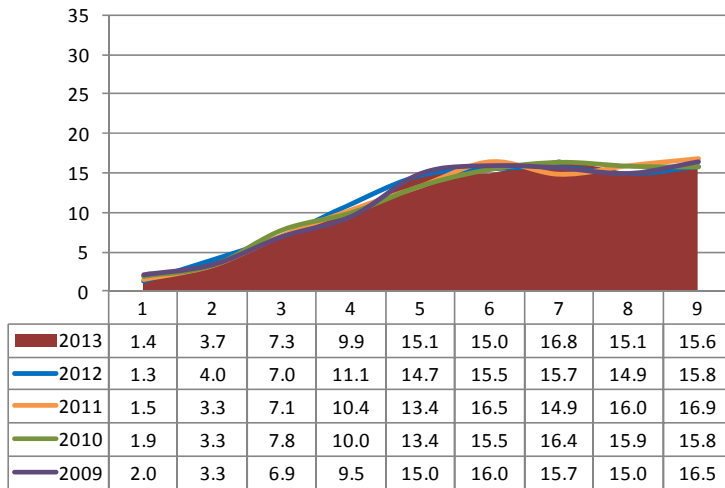


Figure K: Black Students

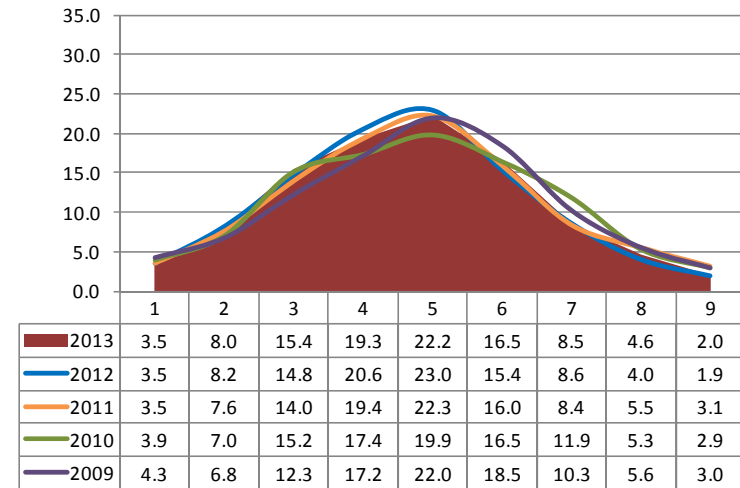


Figure L: Hispanic Students

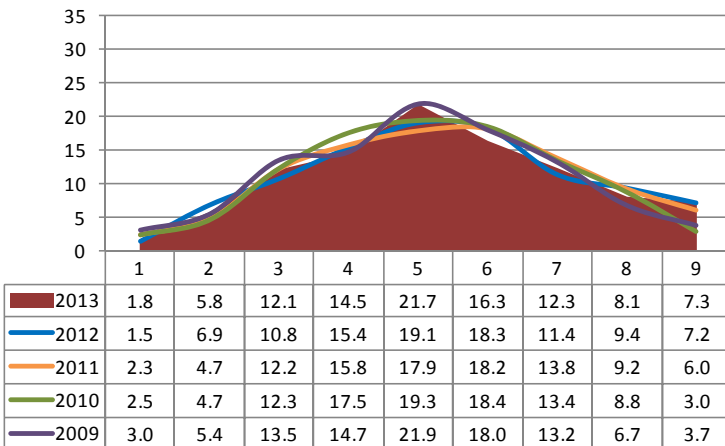


Figure M: White Students

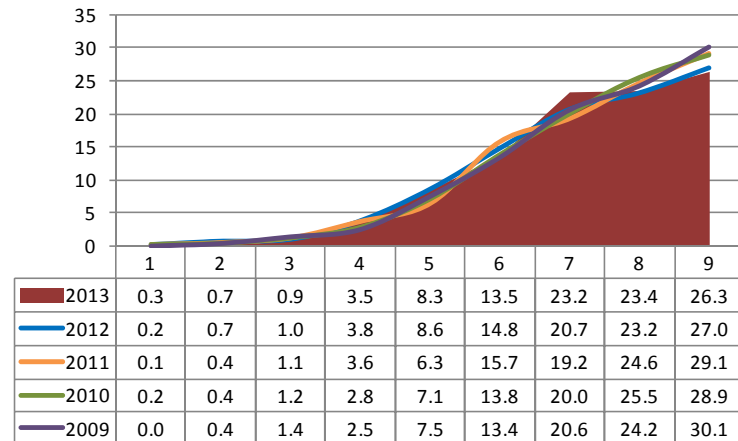


Figure N: LEP Students

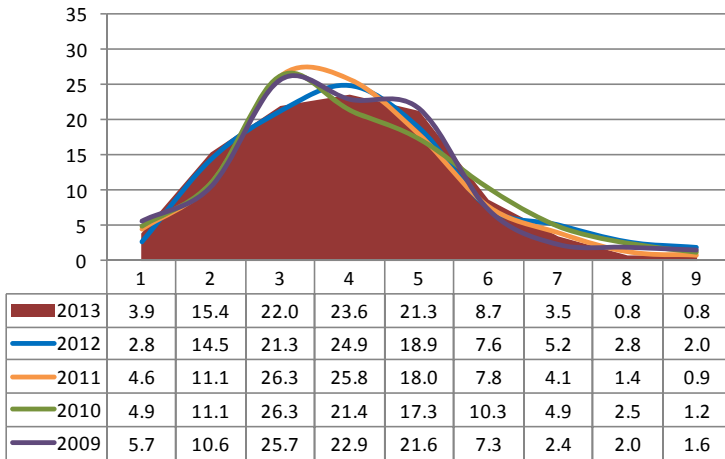


Figure O: IEP Students

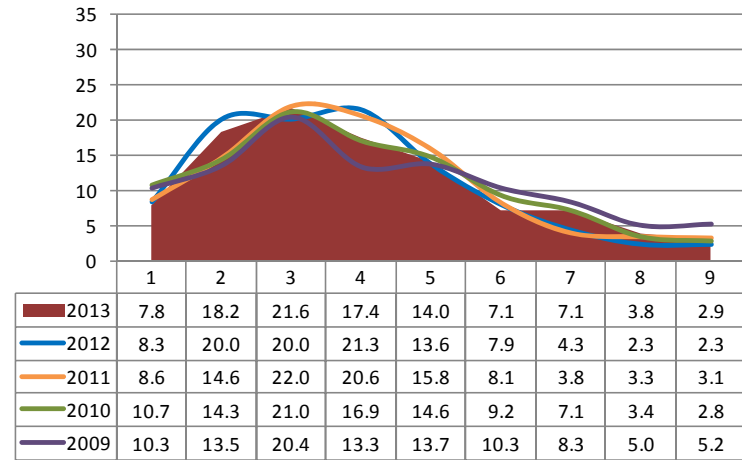
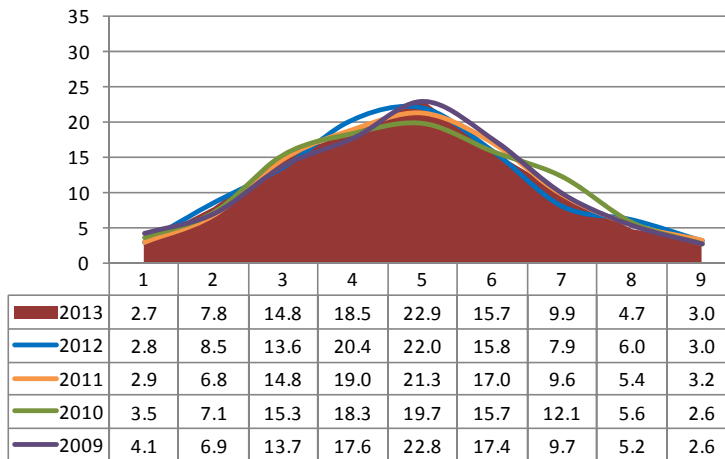


Figure P: FRL Students



Tables 12-14

Percentage of Students in Grades 3, 5, and 8 by Stanines 1-9 on ISAT: Reading

Table 12: A Two Year Comparison of the Percentage of 3rd Grade Students in Stanines 1-9 on ISAT (Reading)

	1		2		3		4		5		6		7		8		9	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
All Students (750/744)	1.3	2.0	3.6	5.8	6.5	5.8	10.3	13.4	14.5	14.9	17.5	20.0	16.0	16.1	13.5	10.2	16.8	11.7
Black (168/178)	2.4	3.9	7.7	9.6	10.1	10.7	19.0	28.1	29.8	17.4	18.5	20.8	7.1	5.1	3.0	2.8	2.4	1.7
Hispanic (128/137)	2.3	4.4	6.3	13.1	13.3	10.9	18.0	19.0	17.2	19.7	17.2	15.3	10.9	8.8	7.8	4.4	7.0	4.4
White (361/336)	0.6	0.6	1.1	2.4	1.7	0.9	4.7	4.2	6.9	11.6	16.6	19.9	20.2	24.4	20.8	16.7	27.4	19.3
LEP (79/101)	2.5	6.9	12.7	19.8	20.3	15.8	22.8	25.7	22.8	20.8	10.1	6.9	3.8	4.0	5.1	0.0	0.0	0.0
IEP (83/99)	10.8	9.1	20.5	27.3	20.5	19.2	15.7	16.2	8.4	12.1	12.0	10.1	4.8	3.0	1.2	2.0	6.0	1.0
FRL (263/280)	2.7	4.3	8.0	11.4	12.5	11.1	20.5	27.5	25.5	16.8	14.1	18.6	9.1	6.4	4.9	2.9	2.7	1.1

Table 13: A Two Year Comparison of the Percentage of 5th Grade Students in Stanines 1-9 on ISAT (Reading)

	1		2		3		4		5		6		7		8		9	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
All Students (669/688)	1.2	1.7	3.6	3.2	8.5	8.0	12.7	9.6	13.2	17.4	12.7	15.3	19.7	17.4	12.3	13.1	16.1	14.2
Black (184/182)	2.7	3.3	7.1	8.8	18.5	15.9	23.9	17.6	21.7	22.0	13.0	16.5	8.2	8.2	2.7	4.9	2.2	2.7
Hispanic (124/119)	0.8	1.7	8.1	3.4	15.3	16.0	16.9	16.8	17.7	25.2	13.7	12.6	13.7	11.8	4.8	7.6	8.9	5.0
White (292/300)	0.7	0.3	0.0	0.0	0.3	1.3	3.8	3.0	5.8	12.3	11.6	15.0	29.8	24.3	19.9	21.0	28.1	22.7
LEP (43/25)	2.3	16.0	16.3	20.0	46.5	36.0	23.3	8.0	7.0	8.0	2.3	4.0	2.3	8.0	0.0	0.0	0.0	0.0
IEP (73/69)	11.0	14.5	15.1	18.8	30.1	18.8	20.5	17.4	15.1	14.5	1.4	2.9	4.1	4.3	1.4	7.2	1.4	1.4
FRL (274/276)	2.2	3.3	7.7	6.9	19.0	17.4	22.3	17.4	20.4	24.3	10.9	14.5	10.2	9.1	4.7	4.3	2.6	2.9

Table 14: A Two Year Comparison of the Percentage of 8th Grade Students in Stanines 1-9 on ISAT (Reading)

	1		2		3		4		5		6		7		8		9	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
All Students (642/644)	2.2	1.4	4.5	5.1	9.0	7.3	11.1	10.4	13.7	14.8	18.5	16.3	12.0	18.5	13.4	13.5	15.6	12.7
Black (203/206)	3.4	3.4	8.4	9.2	18.7	13.1	18.7	17.5	19.7	20.4	18.2	16.0	6.4	14.6	3.0	3.9	3.4	1.9
Hispanic (118/118)	5.9	0.8	5.9	9.3	11.0	12.7	13.6	16.1	17.8	20.3	19.5	22.0	11.0	12.7	8.5	4.2	6.8	1.7
White (249/258)	0.0	0.0	1.6	0.0	1.2	0.8	3.2	3.5	8.4	9.3	17.7	13.2	17.7	22.9	22.9	25.2	27.3	25.2
LEP (24/27)	16.7	0.0	29.2	37.0	25.0	29.6	12.5	22.2	8.3	7.4	8.3	3.7	0.0	0.0	0.0	0.0	0.0	0.0
IEP (86/79)	12.8	10.1	19.8	32.9	26.0	17.7	18.6	15.2	8.1	10.1	5.8	5.1	5.8	3.8	1.2	2.5	1.2	2.5
FRL (286/286)	4.5	2.8	7.3	10.1	16.4	12.6	19.9	17.5	19.9	19.2	18.2	19.6	5.9	12.9	5.2	2.4	2.4	2.8

Tables 15-17

Percentage of Students in Grades 3, 5, and 8 in Stanines 1-9 on ISAT: Mathematics

Table 15: A Two Year Comparison of the Percentage of 3rd Grade Students in Stanines 1-9 on ISAT (Math)

	1		2		3		4		5		6		7		8		9	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
All Students (751/743)	0.9	1.2	4.3	5.7	7.1	7.3	10.1	11.7	17.6	17.9	16.1	14.9	12.8	16.3	15.4	11.7	15.7	13.3
Black (168/177)	2.4	1.7	8.9	13.0	15.5	16.4	22.0	20.9	28.6	24.9	11.9	13.0	4.2	5.1	3.6	2.3	3.0	2.8
Hispanic (129/137)	1.6	2.9	9.3	8.8	14.7	13.1	14.0	18.2	18.6	24.1	17.1	9.5	8.5	11.7	9.3	5.8	7.0	5.8
White (361/336)	0.3	0.0	1.1	1.8	0.8	0.9	3.0	6.0	13.0	11	17.5	17.3	17.5	22.9	22.4	18.8	24.4	21.4
LEP (80/101)	1.3	4.0	13.8	14.9	17.5	15.8	21.3	20.8	20.0	27.7	10.0	9.9	8.8	4.0	5.0	2.0	2.5	1.0
IEP (83/98)	6.0	3.1	20.5	24.5	18.1	15.3	24.1	15.3	13.3	20.4	16.8	6.1	3.6	9.2	2.4	3.1	6.0	3.1
FRL (264/279)	2.3	3.2	9.5	11.5	16.7	16.1	20.5	19.4	24.2	26.2	11.7	12.2	6.4	6.1	6.4	3.2	2.3	2.2

Table 16: A Two Year Comparison of the Percentage of 5th Grade Students in Stanines 1-9 on ISAT (Math)

	1		2		3		4		5		6		7		8		9	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
All Students (665/688)	1.2	1.9	3.9	1.6	6.9	6.5	13.2	9.0	13.4	13.4	13.5	11.6	14.1	19.8	13.8	15.3	19.8	20.9
Black (183/184)	3.3	5.4	9.8	4.9	13.1	14.1	24.6	21.7	24.0	17.4	15.3	15.2	6.0	10.9	2.7	8.2	1.1	2.2
Hispanic (124/117)	1.6	0.0	2.4	0.0	13.7	9.4	16.9	12.0	18.5	29.1	15.3	14.5	15.3	13.7	9.7	8.5	6.5	12.8
White (289/300)	0.0	0.7	1.4	0.3	0.3	0.7	4.2	2.3	5.9	5.3	12.1	10.0	18.0	27.3	21.1	19.7	37.0	33.7
LEP (43/25)	4.7	0.0	2.3	0.0	30.2	36.0	34.9	12.0	18.6	28.0	7.0	12.0	2.3	8.0	0.0	0.0	0.0	4.0
IEP (71/70)	5.6	14.3	19.7	7.1	12.7	18.6	32.4	17.1	15.5	20.0	7.0	4.3	4.2	10.0	1.4	4.3	1.4	4.3
FRL (272/276)	2.6	3.3	8.5	3.3	14.0	13.0	25.4	18.5	20.6	22.5	12.9	16.3	7.7	13.8	4.8	5.4	3.7	4.0

Table 17: A Two Year Comparison of the Percentage of 8th Grade Students in Stanines 1-9 on ISAT (Math)

	1		2		3		4		5		6		7		8		9	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
All Students (642/641)	2.3	2.5	4.2	4.5	7.0	8.9	9.8	9.7	17.0	14.7	13.2	15.3	18.4	16.7	15.9	16.4	12.1	11.4
Black (202/206)	5.0	5.3	7.4	7.8	15.8	15.5	18.8	14.1	22.8	21.4	15.3	17.5	9.4	10.2	4.0	5.8	1.5	2.4
Hispanic (118/117)	1.7	3.4	7.6	6.8	6.8	14.5	11.9	15.4	22.9	23.1	15.3	19.7	17.8	9.4	9.3	5.1	6.8	2.6
White (250/256)	0.8	0.4	0.8	0.4	0.8	2.0	3.6	3.9	8.8	7.0	10.8	10.9	24.8	23.4	27.6	29.3	22.0	22.7
LEP (24/27)	8.3	7.4	33.3	22.2	20.8	22.2	8.3	29.6	25.0	14.8	0.0	3.7	4.2	0.0	0.0	0.0	0.0	0.0
IEP (86/79)	15.1	12.7	20.9	25.3	20.9	27.8	17.4	15.2	11.6	6.3	8.1	3.8	3.5	3.8	1.2	5.1	1.2	0.0
FRL (285/285)	3.5	4.2	8.4	7.7	12.3	15.8	17.5	15.1	25.3	22.8	16.1	16.5	9.5	8.8	6.3	6.0	1.1	3.2

Figures Q.1 – Q.2

Comparison of the Median Scale Scores for District 65 and the State on ISAT: Reading

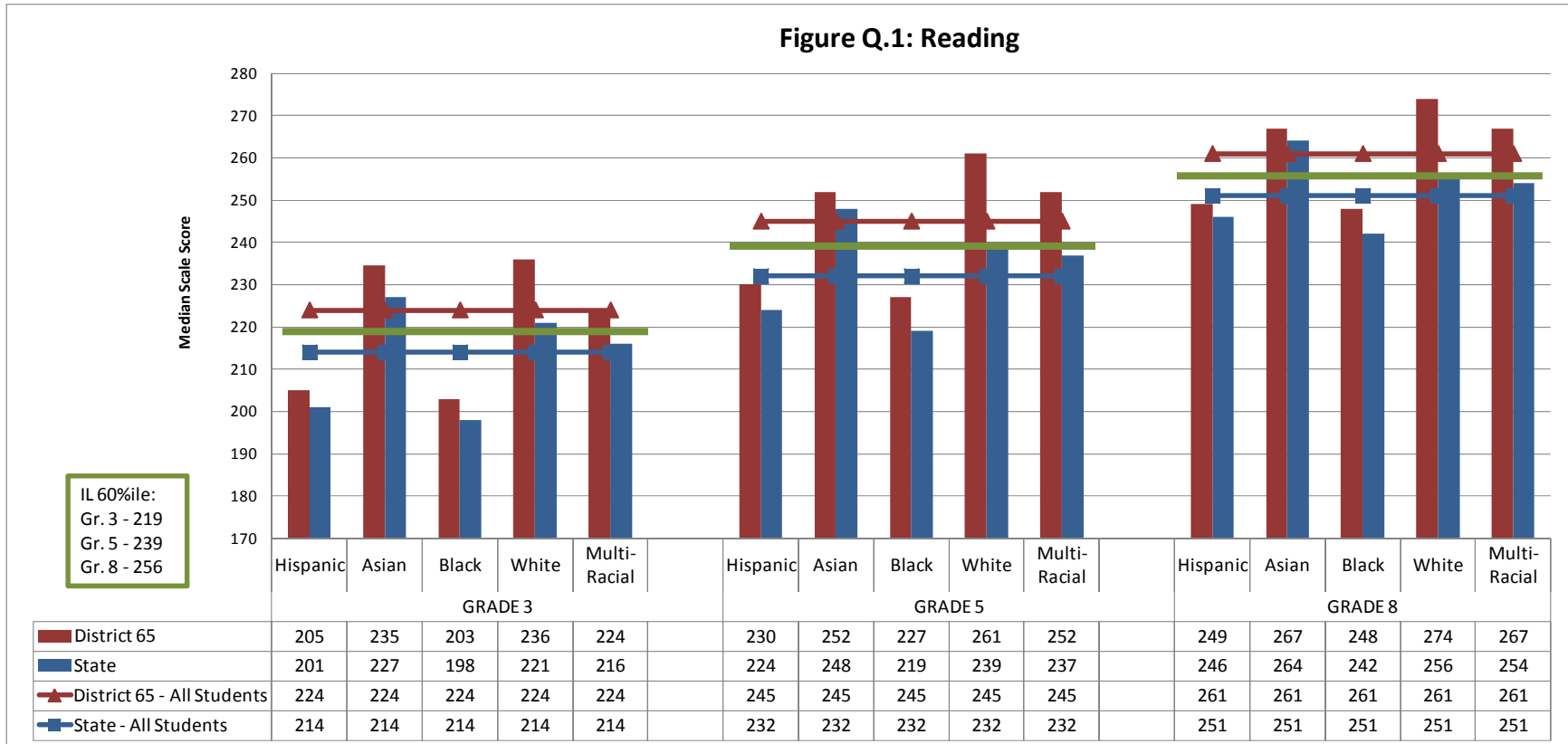
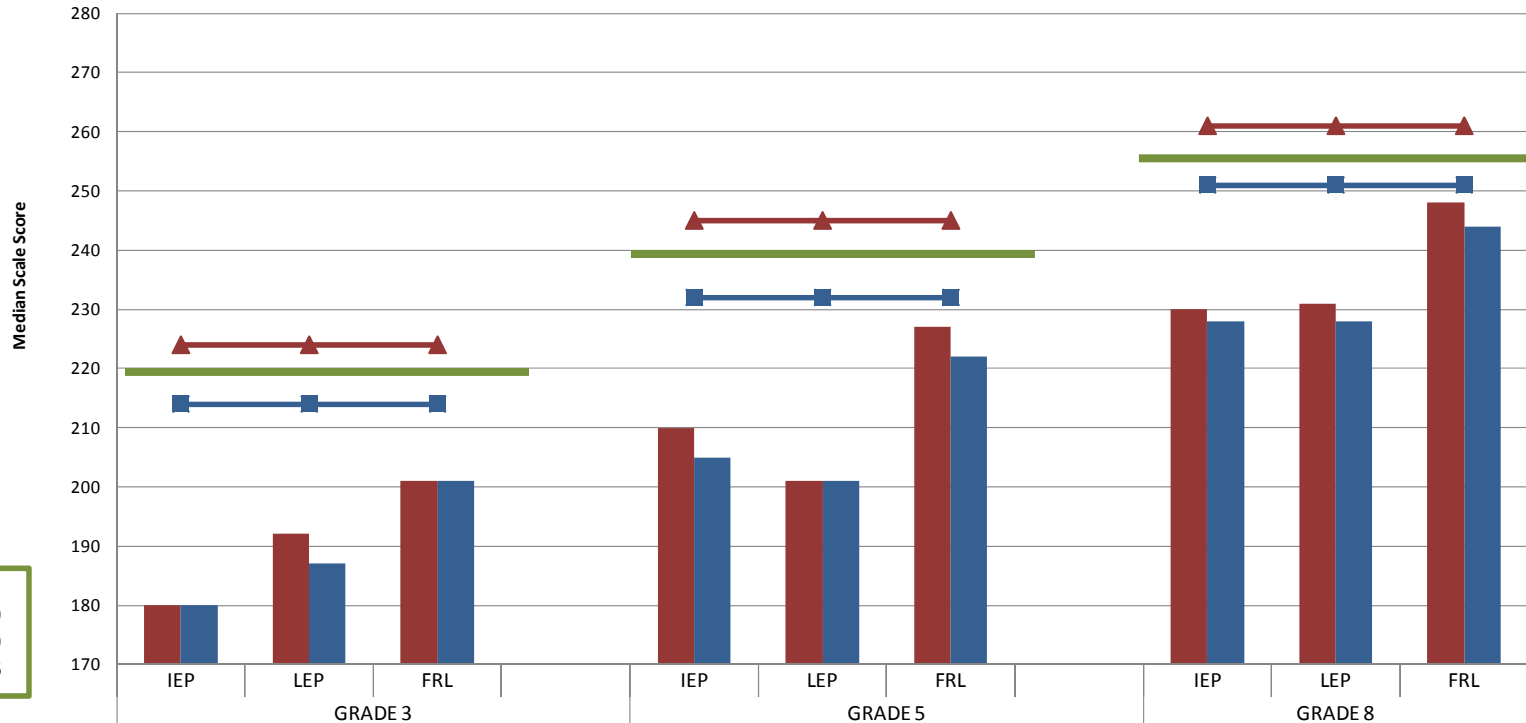


Figure Q.2: Reading



IL 60%ile:
Gr. 3 - 219
Gr. 5 - 239
Gr. 8 - 256

	GRADE 3			GRADE 5			GRADE 8		
District 65	180	192	201	210	201	227	230	231	248
State	180	187	201	205	201	222	228	228	244
District 65 - All Students	224	224	224	245	245	245	261	261	261
State - All Students	214	214	214	232	232	232	251	251	251

Figures R.1 – R.2

Comparison of the Median Scale Scores for District 65 and the State on ISAT: Mathematics

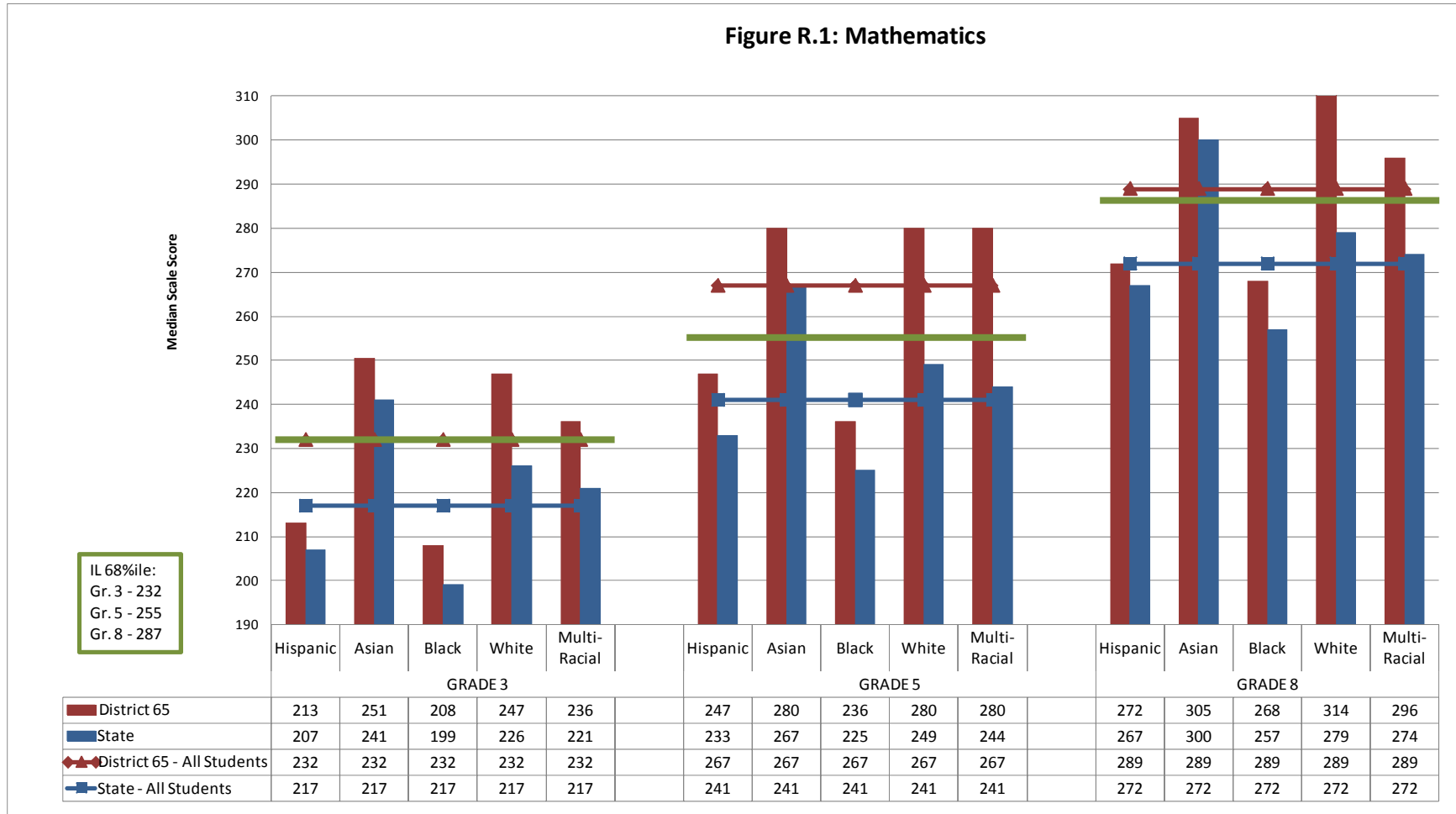
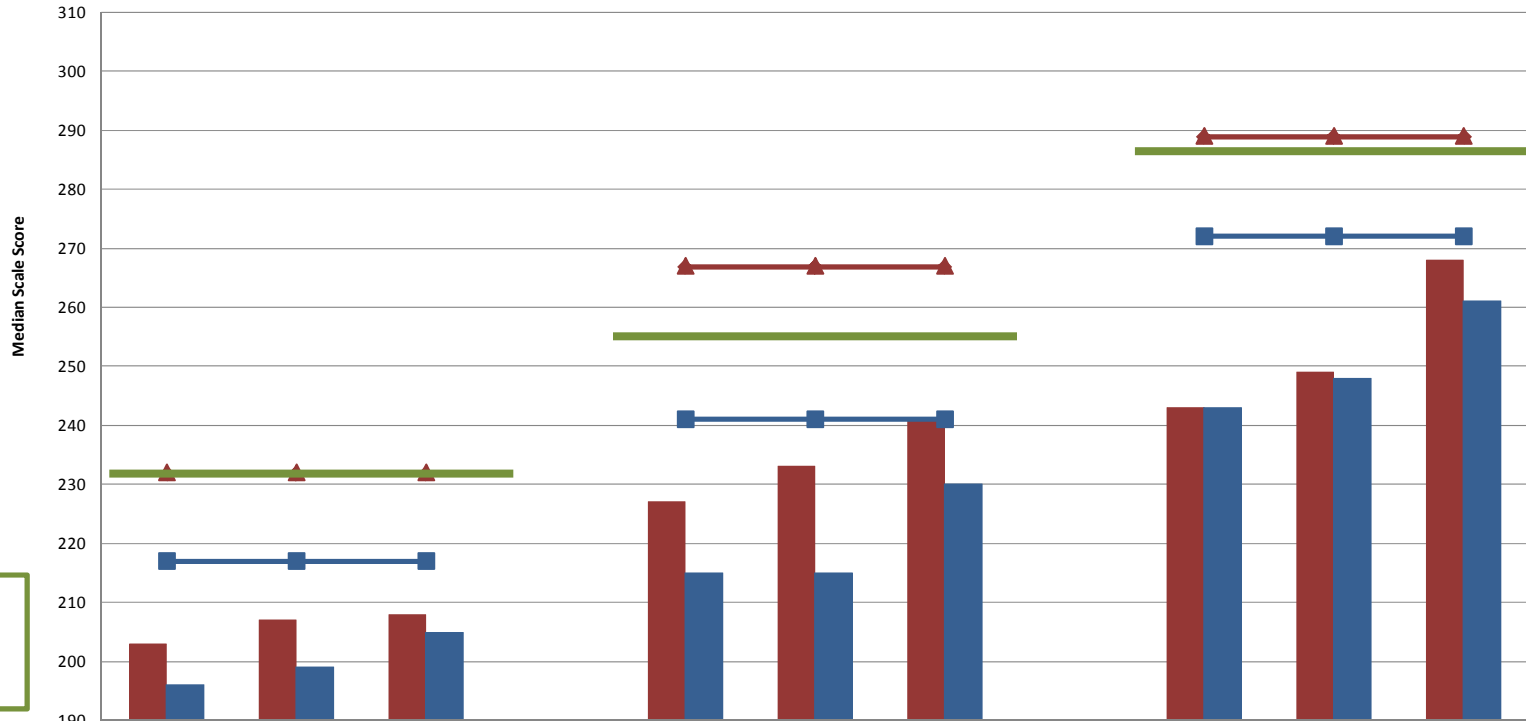


Figure R.2: Mathematics



	GRADE 3			GRADE 5			GRADE 8		
District 65	203	207	208	227	233	241	243	249	268
State	196	199	205	215	215	230	243	248	261
District 65 - All Students	232	232	232	267	267	267	289	289	289
State - All Students	217	217	217	241	241	241	272	272	272