

School Report Card 2025



November 18, 2025

Illinois School Report Card: Historical Perspective

Timeline	Focus
2004-2017	No Child Left Behind (NCLB) <ul style="list-style-type: none">• Various assessments (ACT, PARCC, ISAT) primarily focused upon proficiency• District designation
2018-2019	Implementation of Every Student Succeeds Act (ESSA) <ul style="list-style-type: none">• School designations• Weighted scores
2020-2021	Waiver Years <ul style="list-style-type: none">• Assessments taken, but no formal designations
2022	Implementation of Every Student Succeeds Act (ESSA) <ul style="list-style-type: none">• Return to summative designations

What is an Annual Summative Designation?

- **Multiple measures** index of academic achievement and student success
- Given **annually*** and based on the prior year's performance
- Designed to **identify schools** for support by placing them in **school improvement status**, including schools with student groups needing support in otherwise reasonably performing schools.
 - Illinois has five annual summative designations: Exemplary, Commendable, Targets Support, Comprehensive Support, and Intensive Support.
 - A school that receives a designation of Targeted Support or Comprehensive Support for the first time enters school improvement status and receives technical assistance as well as a four-year grant funded by Title 1, Part A, Section 1003.
 - The first year of the grant supports the school in conducting the required school-level needs assessment and developing its School Improvement Plan (SIP), the remaining three grant years support the implementation of that SIP.
 - A school in **school improvement status remains in status** for 4 years, regardless of changes to its annual summative designation during those years in order to encourage sustainability of progress

Illinois School Report Card

High School

75%

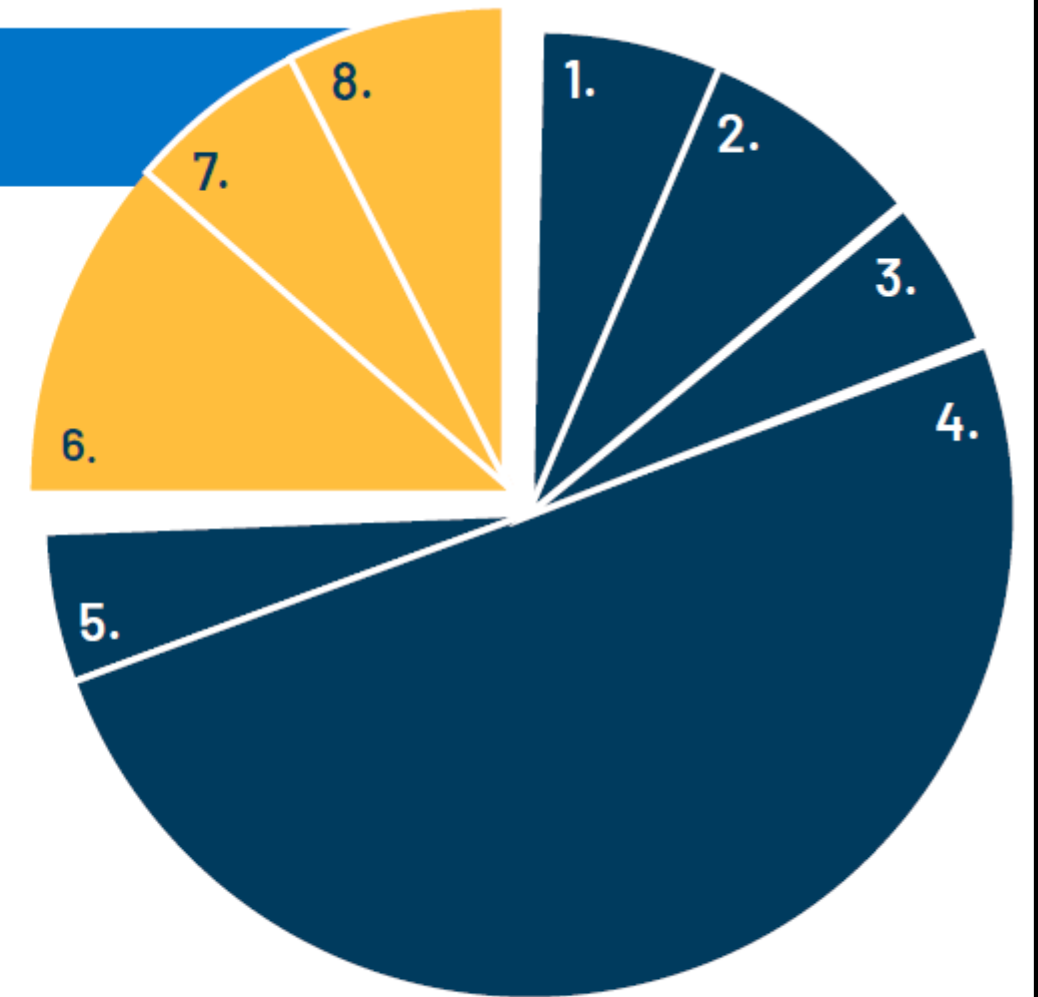
Academic Indicators

1. English Language Arts Proficiency: 7.5%
2. Math Proficiency: 7.5%
3. Science Proficiency: 5%
4. Graduation (composite 4-, 5-, and 6-year graduation rate): 50%
5. English Learner Progress to Proficiency: 5%

25%

School Quality & Student Success Indicators

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%



Five Annual Summative Designations

Exemplary	<ul style="list-style-type: none">• Overall performance in the top 10 percent of all schools• Must have no underperforming student groups at or below the “all students” group of the lowest-performing 5 percent of schools• High schools must have a graduation rate higher than 67 percent
Commendable	<ul style="list-style-type: none">• Overall performance not in the top 10 percent of all schools• Must have no underperforming student groups at or below the “all students” group of the lowest-performing 5 percent of schools• High schools must have a graduation rate higher than 67 percent
Targeted Support	<ul style="list-style-type: none">• One or more student groups performing at or below the “all students” group of the lowest-performing 5 percent of schools; groups must have at least 20 students in at least five of eight indicators, one of which must be non-academic <p>A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.</p>
Comprehensive Support	<ul style="list-style-type: none">• Overall performance in the bottom 5 percent of Title I-eligible schools statewide• All high schools with a graduation rate of 67 percent or below• Schools that have completed a full Targeted Support school improvement cycle, where the performance of one or more of the originally Targeted student groups remains at or below the level of the “all students” group in the lowest-performing 5 percent of Title I-eligible schools at the end of the four-year improvement cycle <p>A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.</p>
Intensive Support	<ul style="list-style-type: none">• A school that has completed a full Comprehensive Support school improvement cycle, but whose performance remains in the lowest-performing 5 percent of Title I-eligible schools statewide or is a high school with a graduation rate of 67 percent or below at the end of the four-year improvement cycle <p>An Intensive Support designation initiates intensive school improvement status and the school begins a four-year cycle of school improvement.</p>

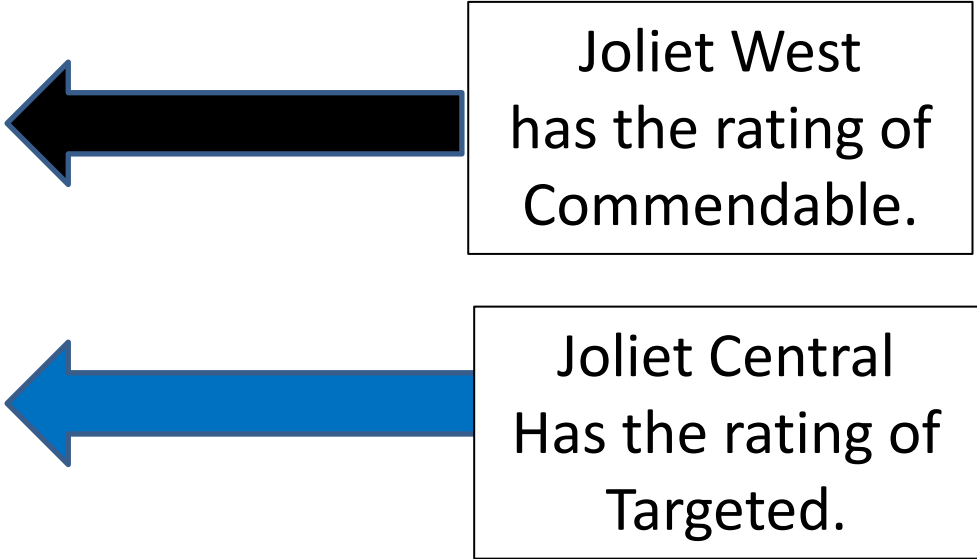
STUDENT GROUPS
Demographics

- American Indian or Alaska Native
- Asian
- Black or African American

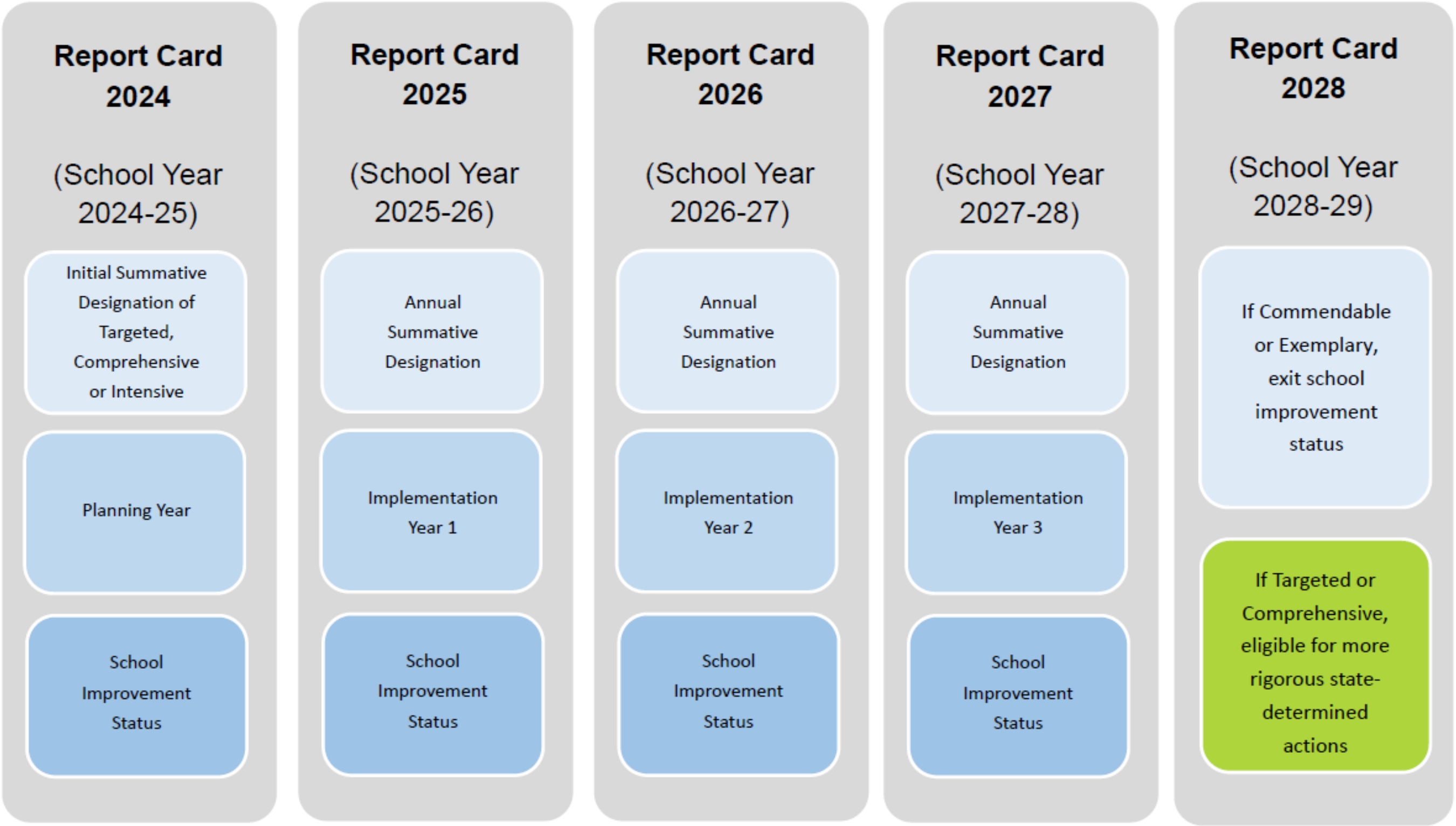
- Hispanic or Latino
- Middle Eastern and Northern African (MENA)
- Native Hawaiian or Other Pacific Islander

- Two or More Races
 - White
- Programs**
- Children with disabilities
 - Economically disadvantaged students

- English Learners
- Former English Learners



Report Card 2024 Designated Schools in Improvement Status



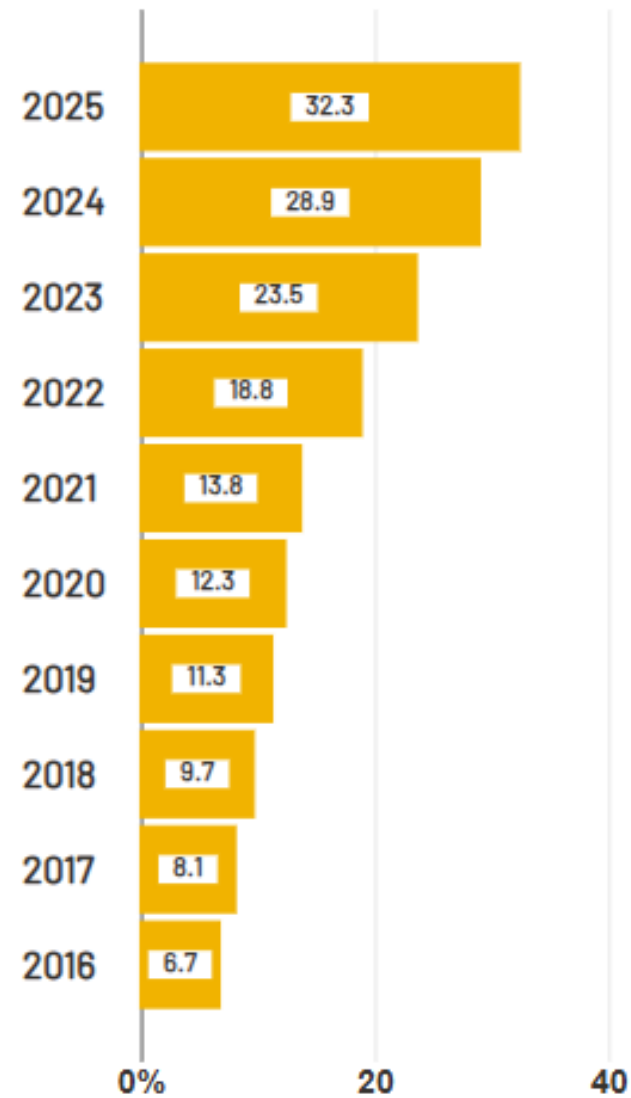
Section 1003 School Improvement Funds

	FY 2025 (2024-25)	FY 2026 (2025-26)	FY 2027 (2026-27)	FY 2028 (2027-28)
REPORT CARD 2024	Planning	Implementation Year 1	Implementation Year 2	Implementation Year 3
TARGETED	\$10,000	\$20,000	\$15,000	\$10,000

- AVID Summer Institute 2025
- Planning for the expansion of the Consult Model
- Instructional resources and supplies

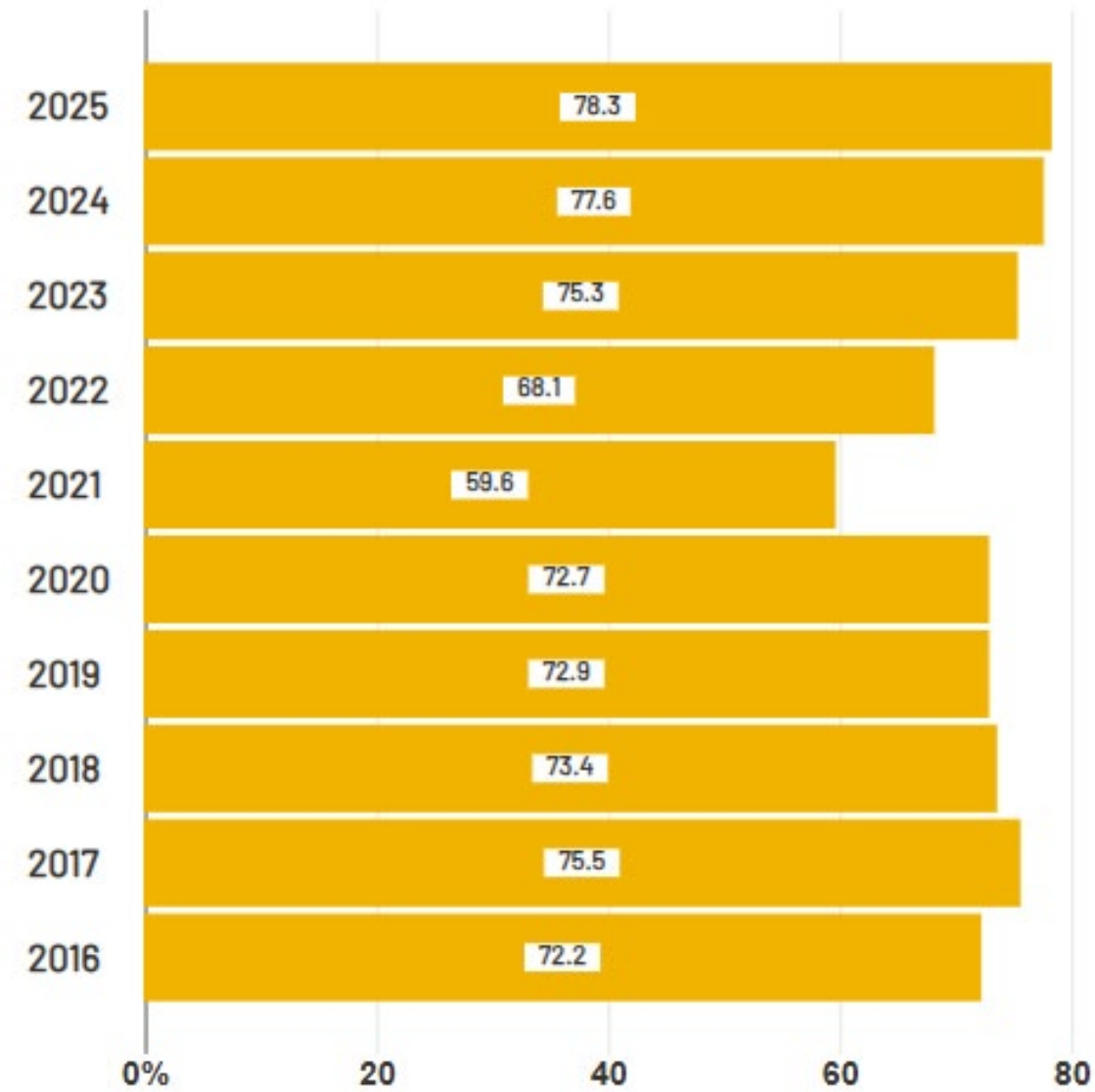
Joliet Central

English Learners



State average in
2025 was 17.5%

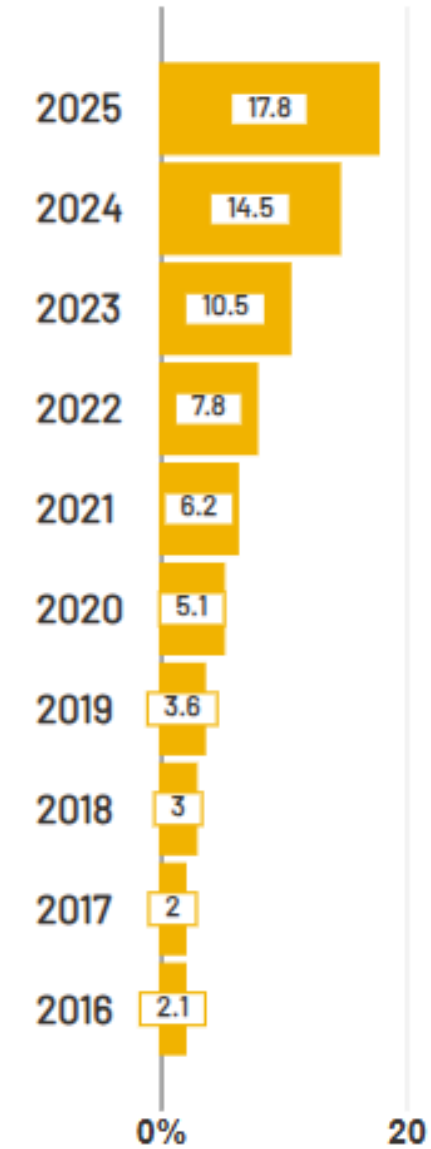
Low Income Students



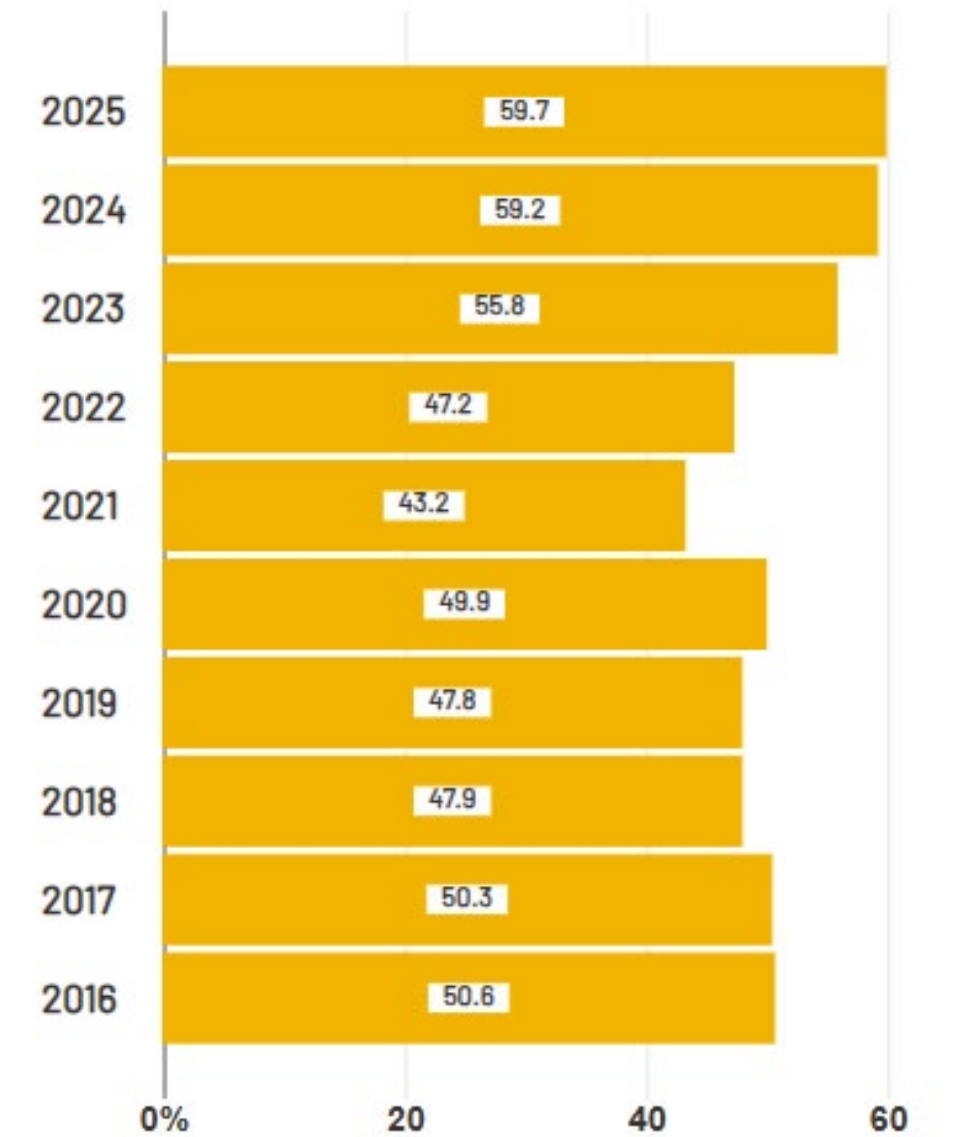
State average in
2025 was 49.7%

Joliet West

English Learners

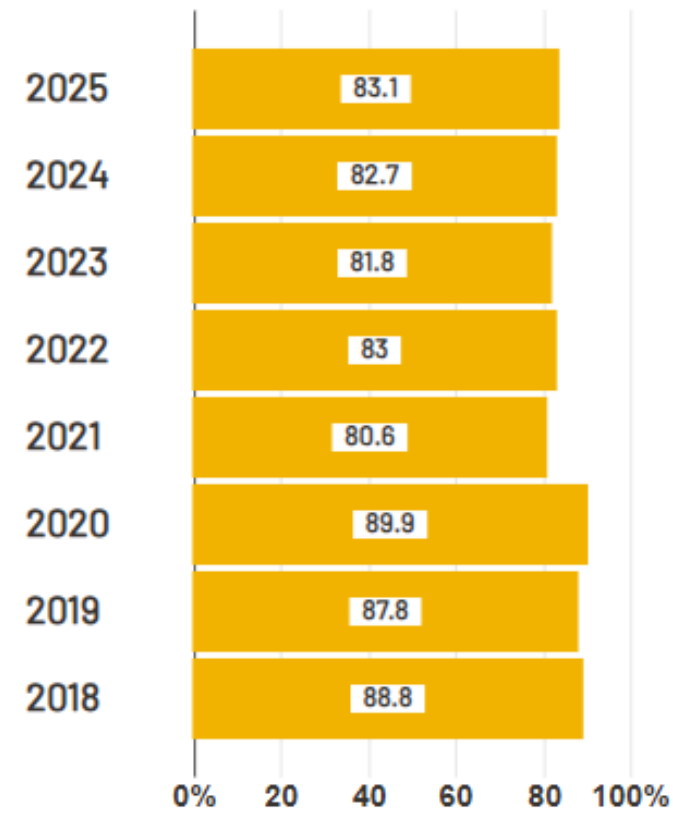


Low Income Students

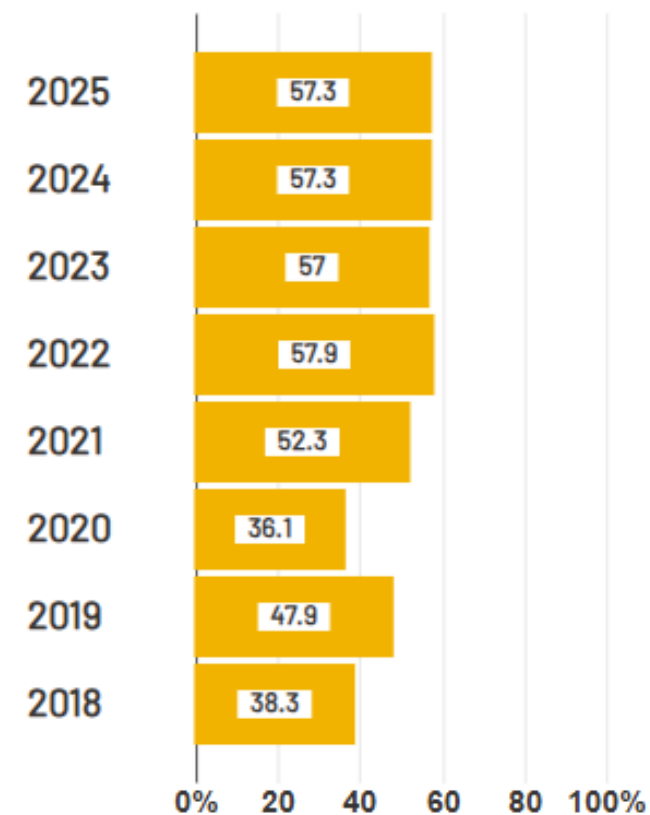


Joliet Central

Average Daily Attendance

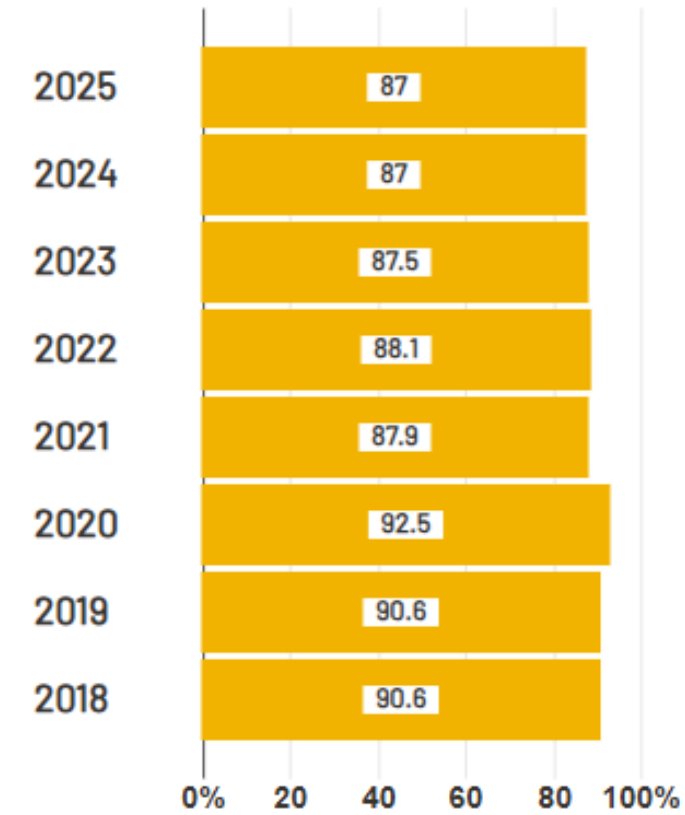


Chronic Absenteeism



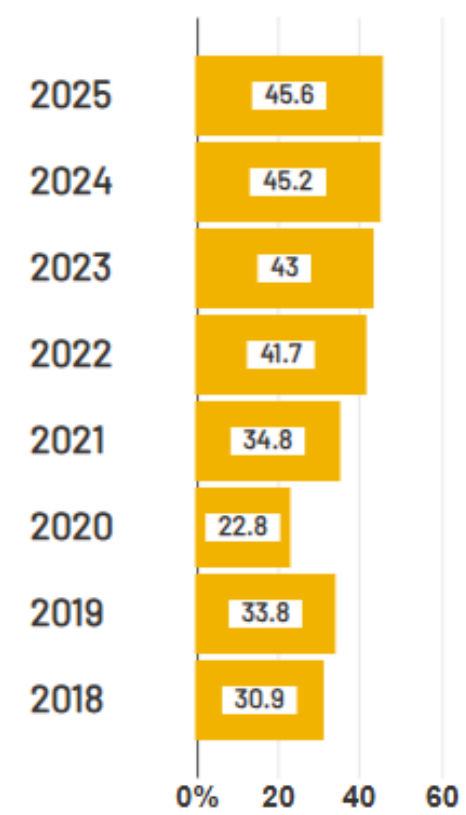
Joliet West

Average Daily Attendance



State average in
2025 was 91.8%

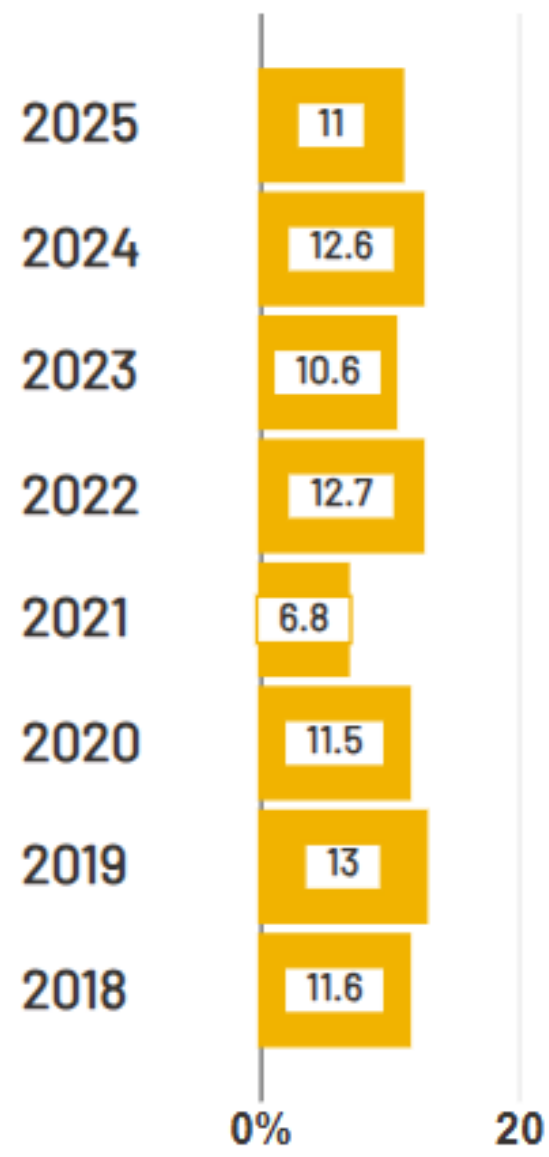
Chronic Absenteeism



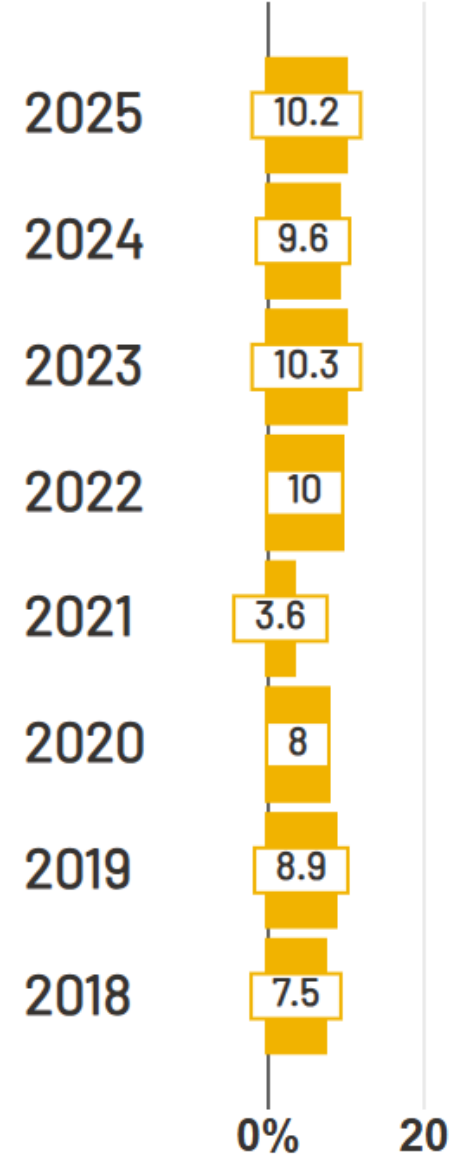
State average in 2025
was 25.4%

School Report Card – Mobility Rate

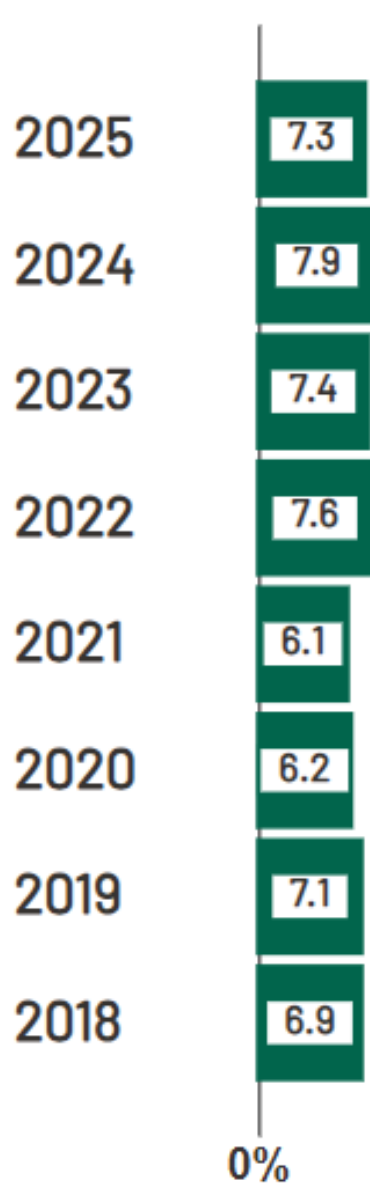
Joliet Central



Joliet West



State of Illinois



Strategic Plan Alignment with Indicators

✓ **Graduation Rate**

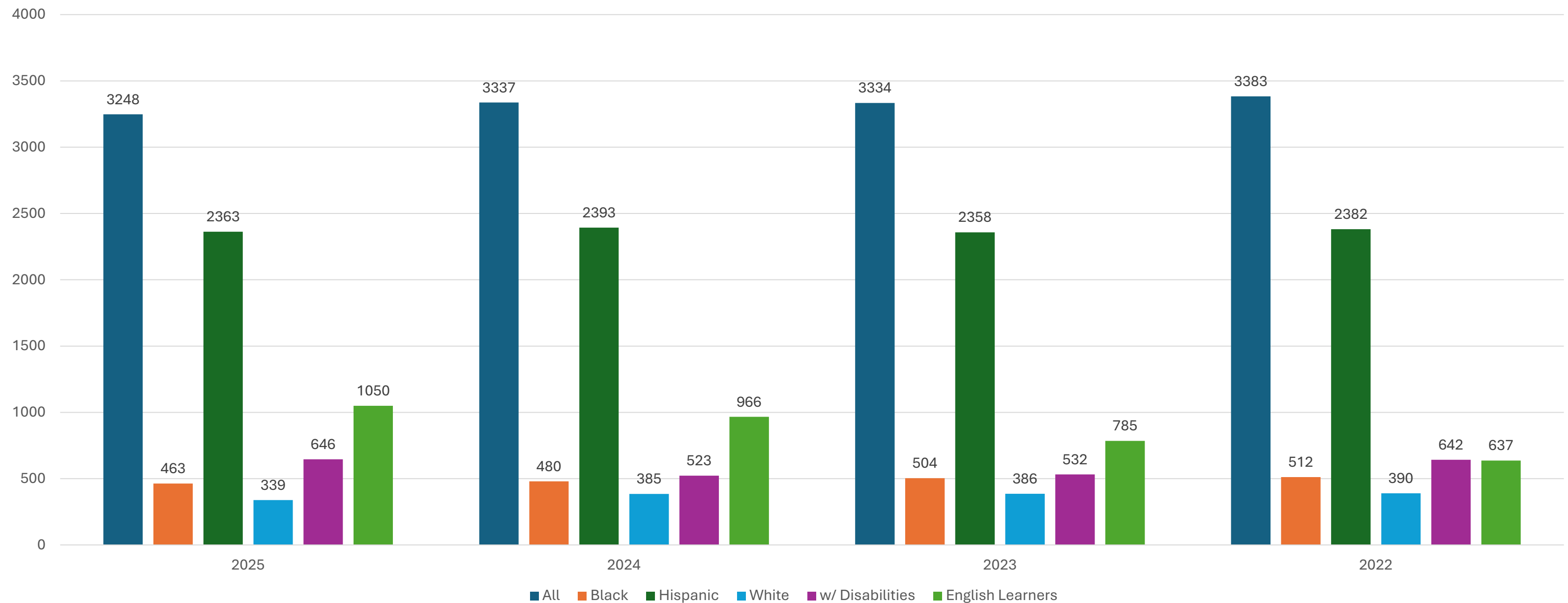
✓ **Proficiency**

✓ **Chronic
Absenteeism**

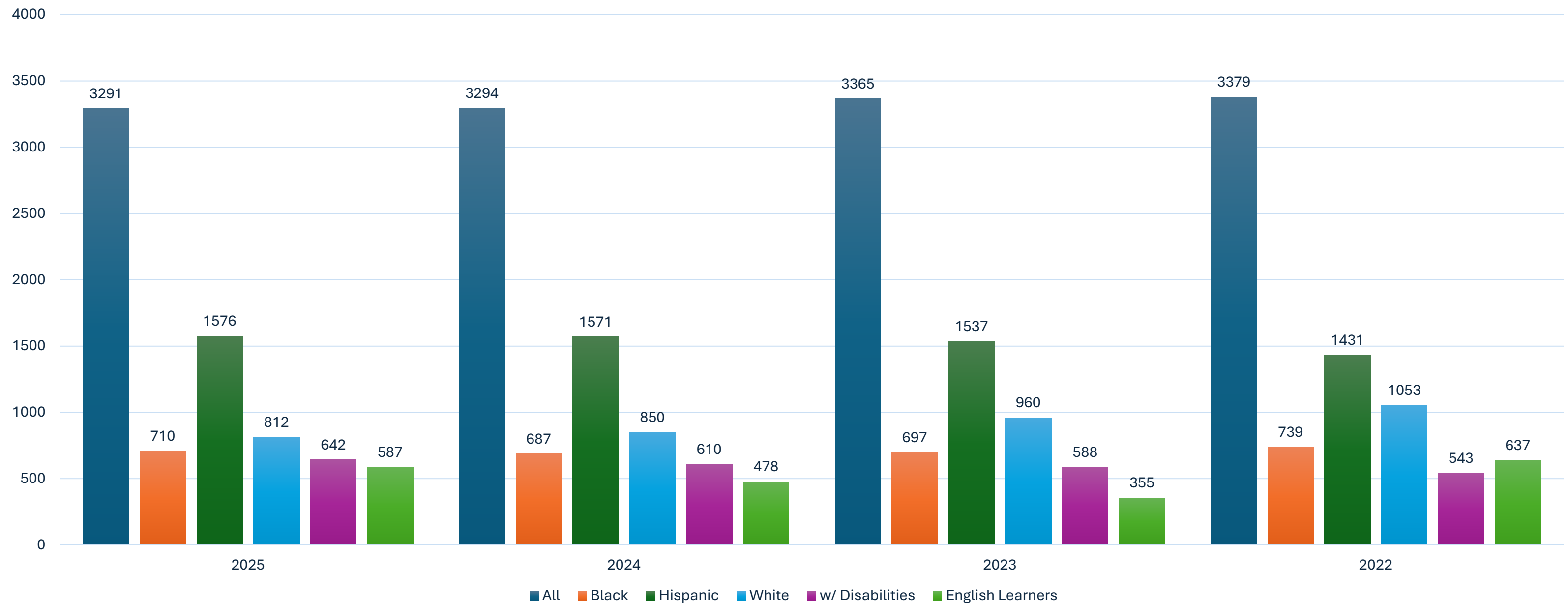
✓ **9th Grade on Track**

Action Plan 1.2	Establish organizational procedures which are inclusive of all stakeholder groups and work to address current practices which result in disproportionate negative outcomes based on the race and culture of the student.
Action Plan 1.5	Implement a holistic and inclusive approach to restorative justice practices in student discipline in order to minimize the impact of staff bias and behavior outcomes on student achievement.
Action Plan 2.2	Provide supportive programming that improves the success of all student subgroups to increase the graduation rate and post-secondary success
Action Plan 2.4	Build social-emotional (SEL), behavioral, and academic support systems for successful transition to JTHS.
Action Plan 3.1	Strengthen students' academic and developmental college and career readiness skills through the completion of a personalized, student-centered Post-Secondary Plan.
Action Plan 3.2	Increase the attendance rate to 90% or greater by implementing proactive, positive and collaborative approaches and programs.
Action Plan 4.1	Expand programming to address the ever-changing needs and interests of our students and staff.

Central Enrollment– Subgroup Trends



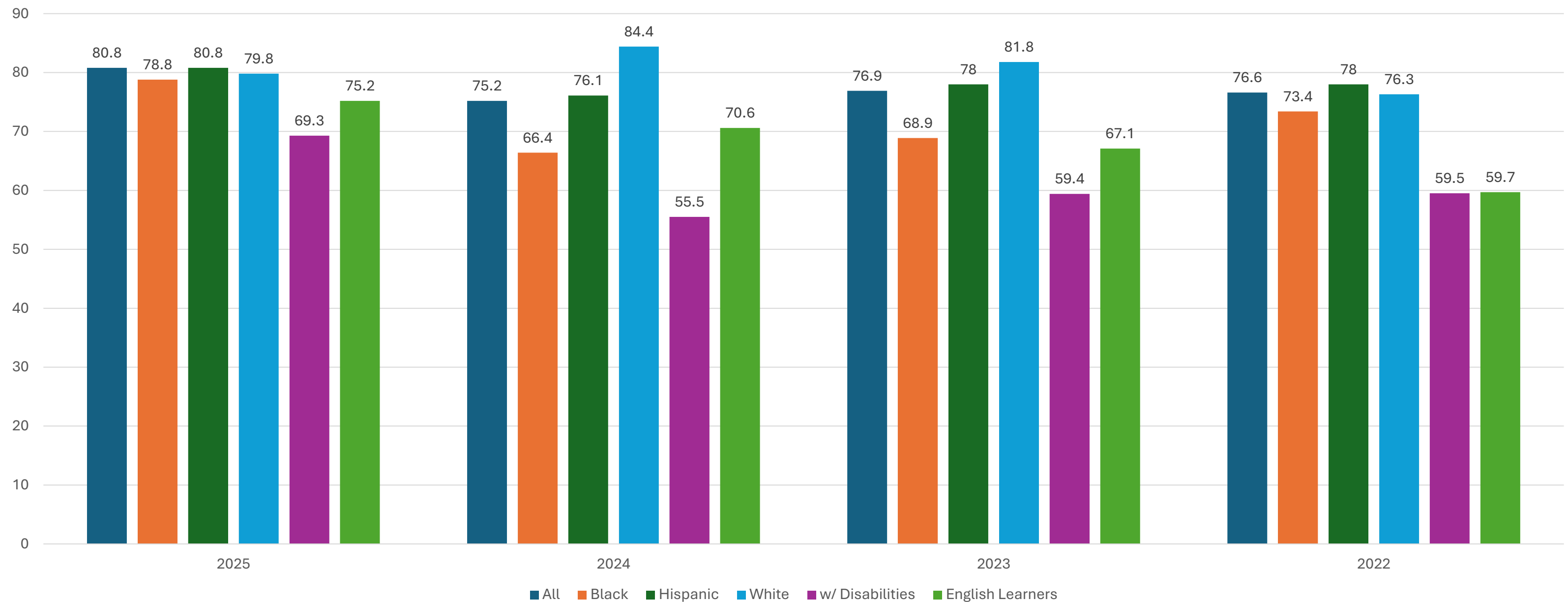
West Enrollment– Subgroup Trends



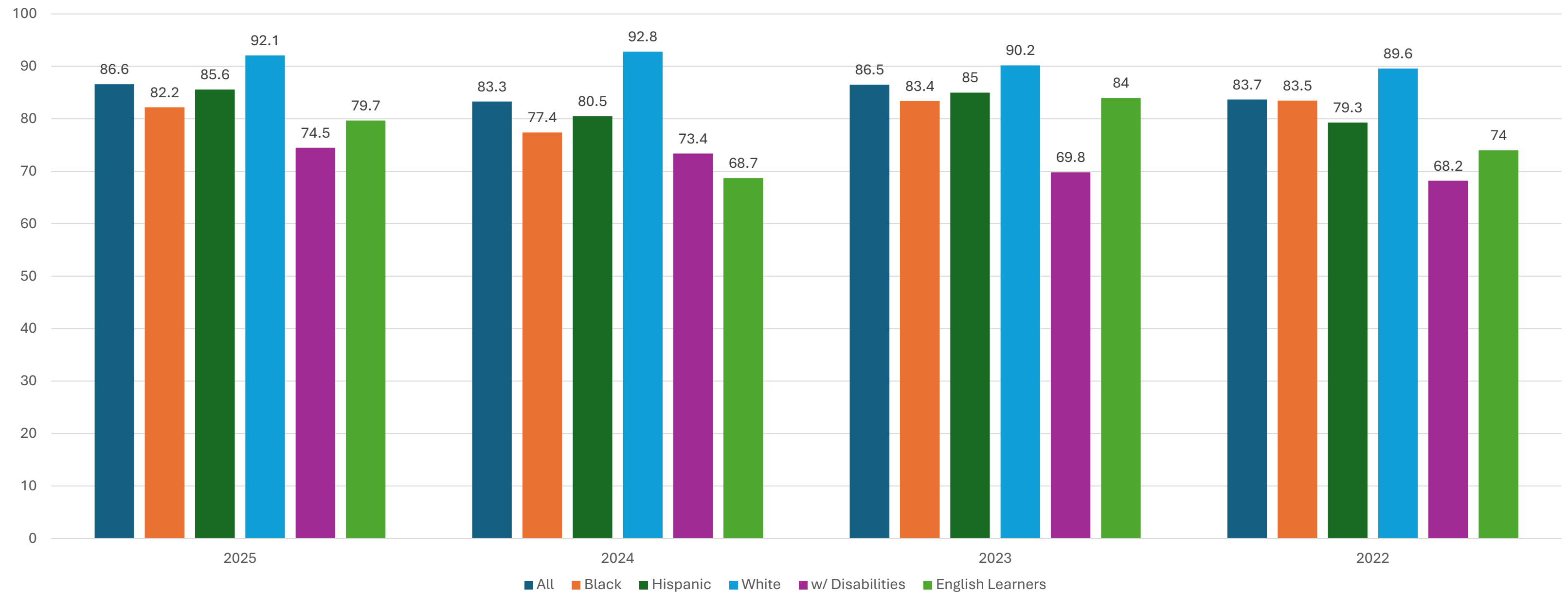
Graduation Rate (Academic Indicator: 50%)

Campus	4 Year Graduation Rate	5 Year Graduation Rate	6 Year Graduation Rate
Joliet Central 2024-2025 (Students Entered 2021-2022)	80.8%	78.8%	80.1%
Students Entered 2020-2021	75.2%	79.9%	79.2%
Students Entered 2019-2020	76.9%	79.0%	75.2%
Students Entered 2018-2019	76.6%	79.0%	79.2%
Students Entered 2017-2018	71.6%	74.6%	75.2%
Students Entered 2016-2017	73.1%	74.2%	75.4%
Students Entered 2015-2016	73.8%	75.7%	75.2%
Joliet West 2024-2025 (Students Entered 2021-2022)	86.6%	86.6%	88.3%
Students Entered 2020-2021	83.3%	88.0%	85.9%
Students Entered 2019-2020	86.5%	85.9%	82.5%
Students Entered 2018-2019	83.7%	85.9%	85.9%
Students Entered 2017-2018	81.3%	82.2%	82.5%
Students Entered 2016-2017	85.3%	87.5%	87.7%
Students Entered 2015-2016	80.2%	81.7%	83.7%

Central Graduation Rate – Subgroup Trends



West Graduation Rate – Subgroup Trends



Class of 2025 Graduates

(Central-714 West-800)

Programs and Initiatives that support multiple measures of the School Report Card:

- Director of Multilingual Services
- Director of Equity and Strategic Partnerships
- EL/Bilingual Instructional Coaches
- EL/Bilingual Social Workers
- Cool Down Room
- Catalyst Program
- College and Career Specialists
- AVID Electives
- Instructional Philosophy, Norms, and Playbook
- Assistant Principal for Teaching and Learning
- Substance Abuse Clinician
- Restorative Practices Professional Development
- Math Interventionists
- Online Tutoring
- MTSS
- Gateway to Graduation 1.0
- Gateway to Graduation 2.0
- Golden Grads Summer Program



Central Class of 2025 Non-Graduates (170 Students)

	Number of Students	% of Non-graduates
Continuing at Transition Center	9	5.3%
Continuing at Outside Placement	6	3.53%
Under 12 Credits <ul style="list-style-type: none"> Chronically Absent Three or more high school enrollments Fewer than two years at Central 	90 86 3 38	52.9%
Over 20 Credits <ul style="list-style-type: none"> Chronically Absent Three or more high school enrollments Fewer than two years at Central 	33 23 2 7	19.4%
Chronically Absent (22-23 and/or 23-24)	152	89.4%
Transferred In	18	10.6%
Three or more high school enrollments	8	4.7%
Fewer than two years at Central	59	34.7%

West Class of 2025 Non-Graduates (124 Students)

	Number of Students	% of Non-graduates
Continuing at Transition Center	8	6.5%
Continuing at Outside Placement	10	8.1%
Under 12 Credits	42	33.9%
<ul style="list-style-type: none"> Chronically Absent Three or more high school enrollments Fewer than two years at West 	36 5 42	
Over 20 Credits	30	24.2%
<ul style="list-style-type: none"> Chronically Absent Three or more high school enrollments Fewer than two years at West 	20 2 27	
Chronically Absent (21-22 and/or 22-23)	102	82.3%
Transferred In	30	24.2%
Three or more high school enrollments	15	12.1%
Fewer than two years at West	51	41.1%



Graduation Rate

New for 2025-2026

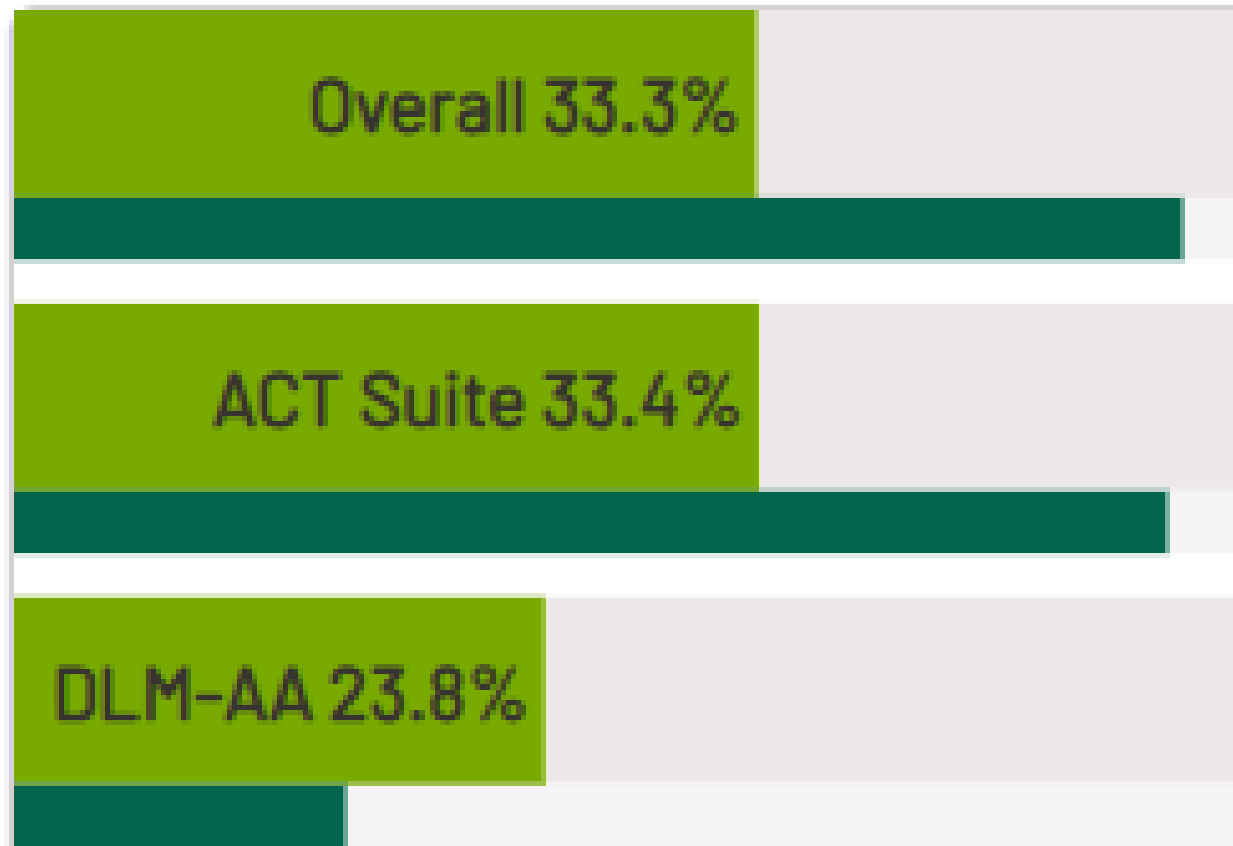
- MTSS Structure
 - Added EL Staff member to grade 9 teams
 - Added EL Staff member to grade 10 (Central)
- Learning Labs (Math & ELA)
 - Automatic enrollment of 9th grade students
- AVID Elective
 - Offering AVID Elective 11
- Summer School Advancement
 - US History Online Offering
- Implementation of Schoolinks and post-secondary planning
 - Freshman On Track curriculum

Proficiency

Academic Indicators

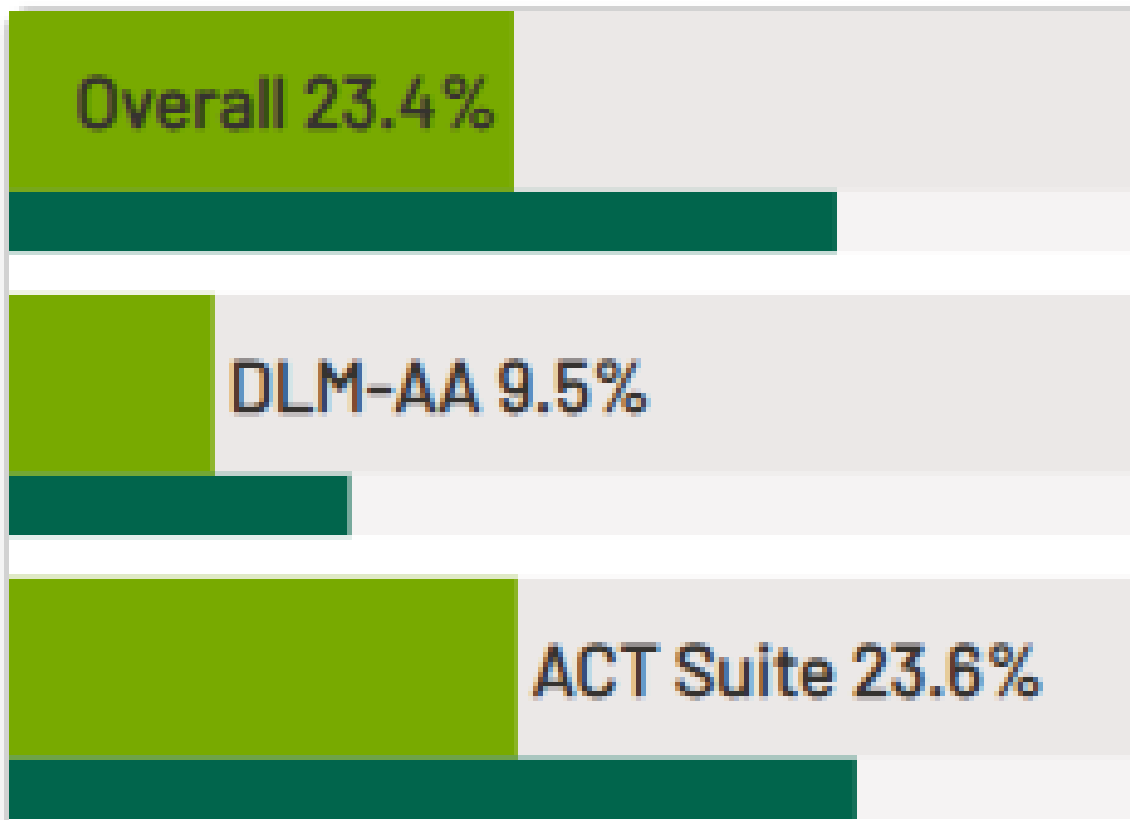
- 1. English Language Arts Proficiency: 7.5%
- 2. Math Proficiency: 7.5%
- 3. Science Proficiency: 5%

District State



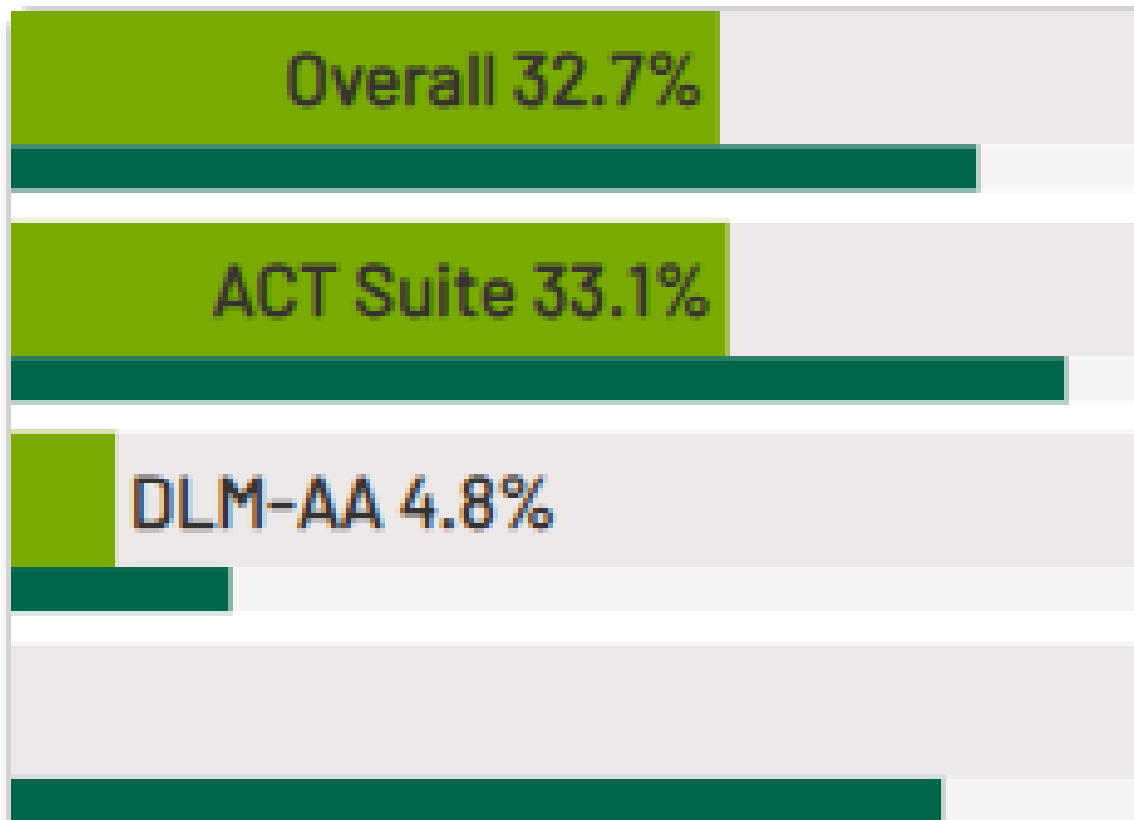
ELA Proficiency

District State



Math Proficiency

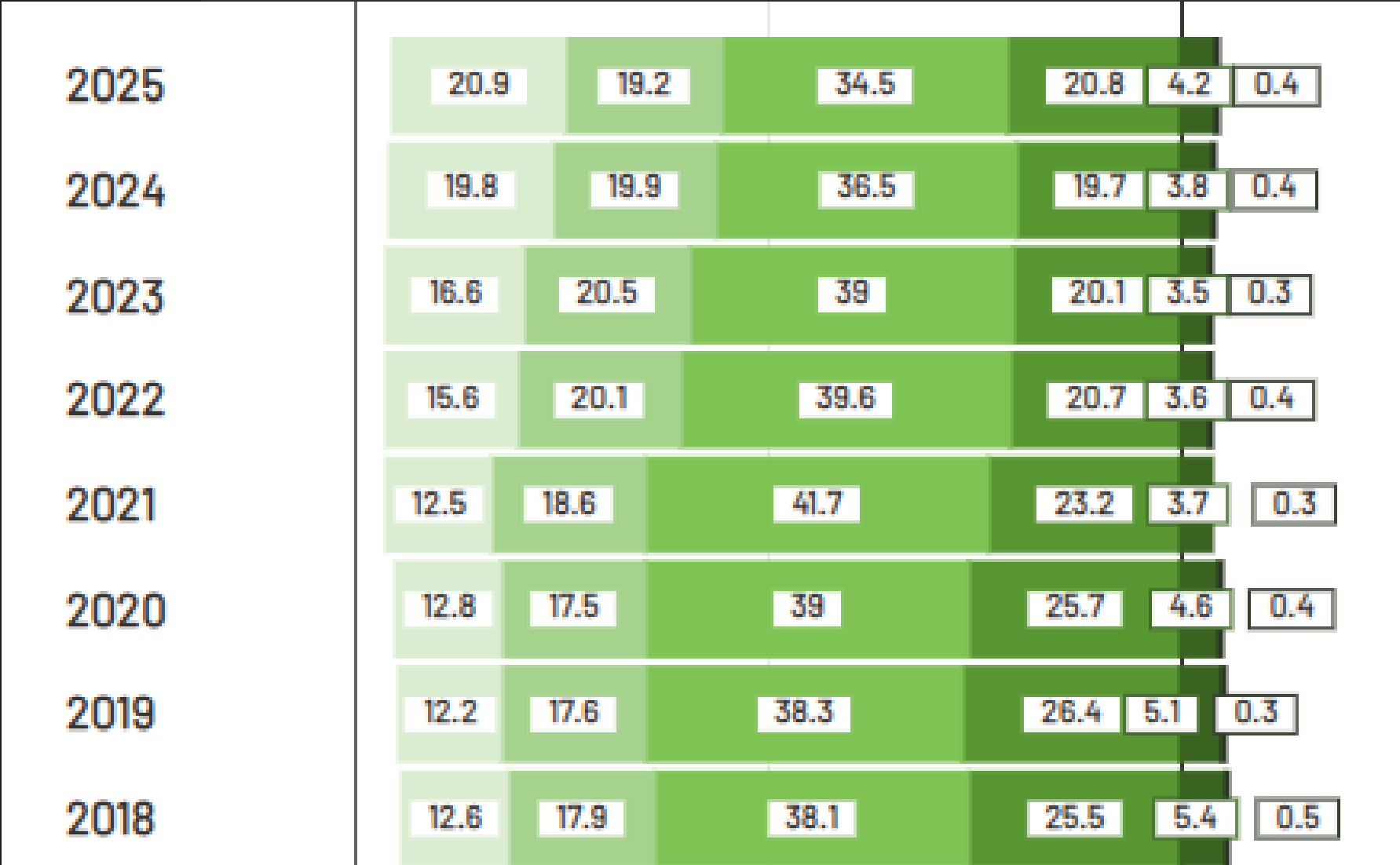
District State



Science Proficiency

English Language Learner Progress to Proficiency: 5%

Entering Beginning Developing Expanding Bridging Reaching



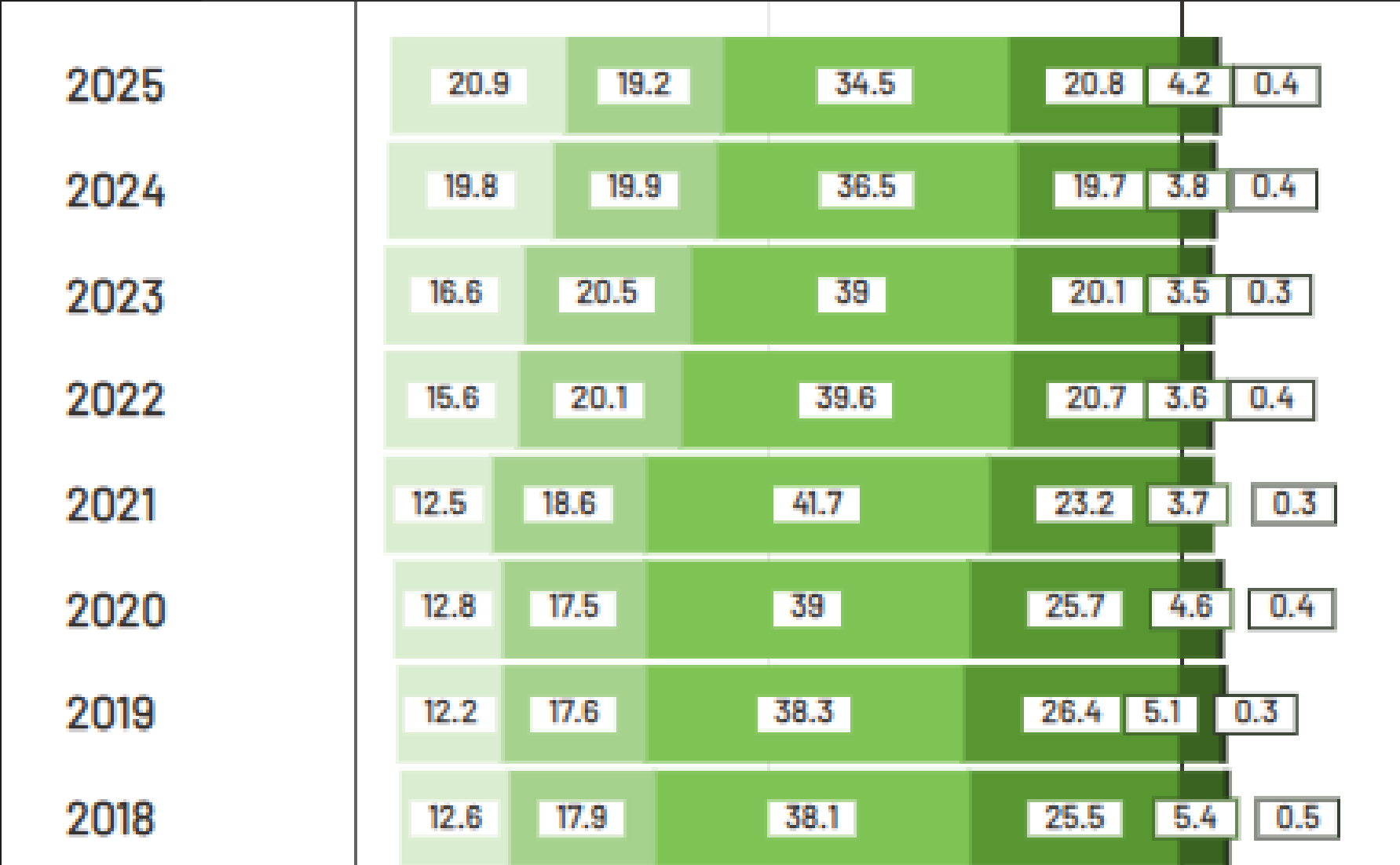
Illinois



Joliet Central (893)

English Language Learner Progress to Proficiency: 5%

Entering Beginning Developing Expanding Bridging Reaching



Illinois



Joliet West (546)



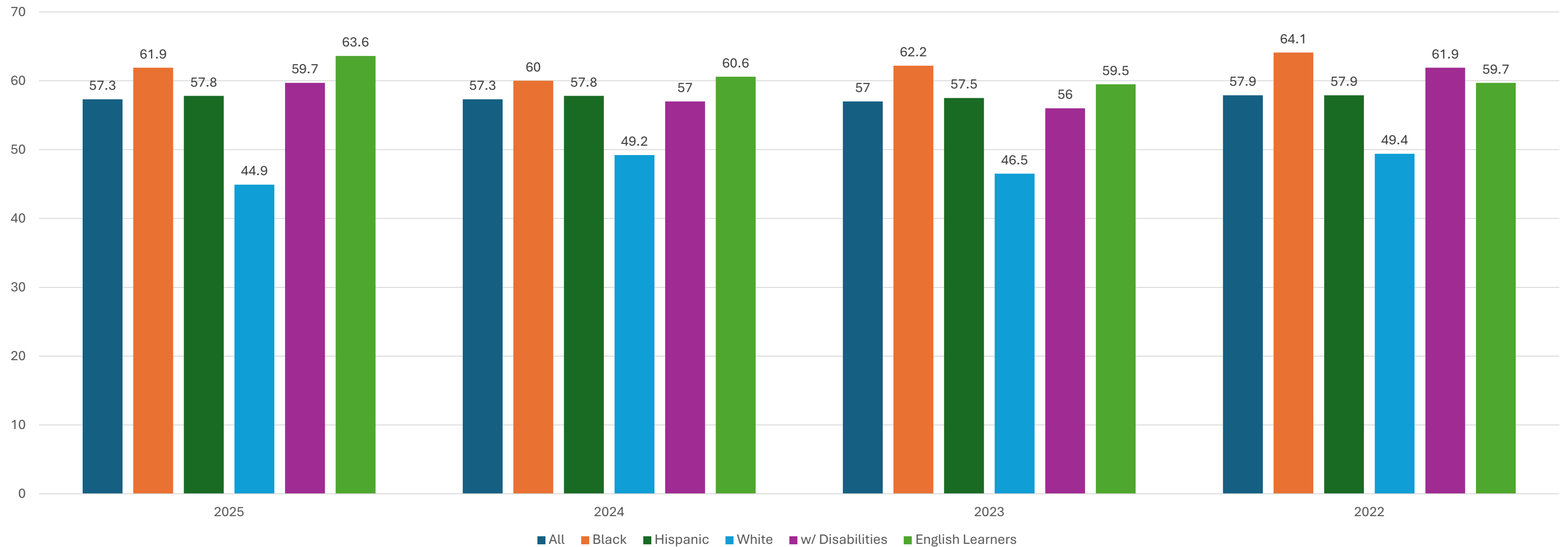
Proficiency

New for 2025-2026

- MTSS Structure
 - Added EL Staff member to grade 9 teams
 - Added EL Staff member to grade 10 (Central)
- AVID Implementation
 - AVID Elective 11 offering
- College Board Pre-AP Curriculum
 - Pre-AP Biology offering
- Multilingual Services
 - Instructional Coach for EL at West Campus
 - Newcomer and CTE blocked class
- Special Education
 - Consult Model for Grade 10 Students

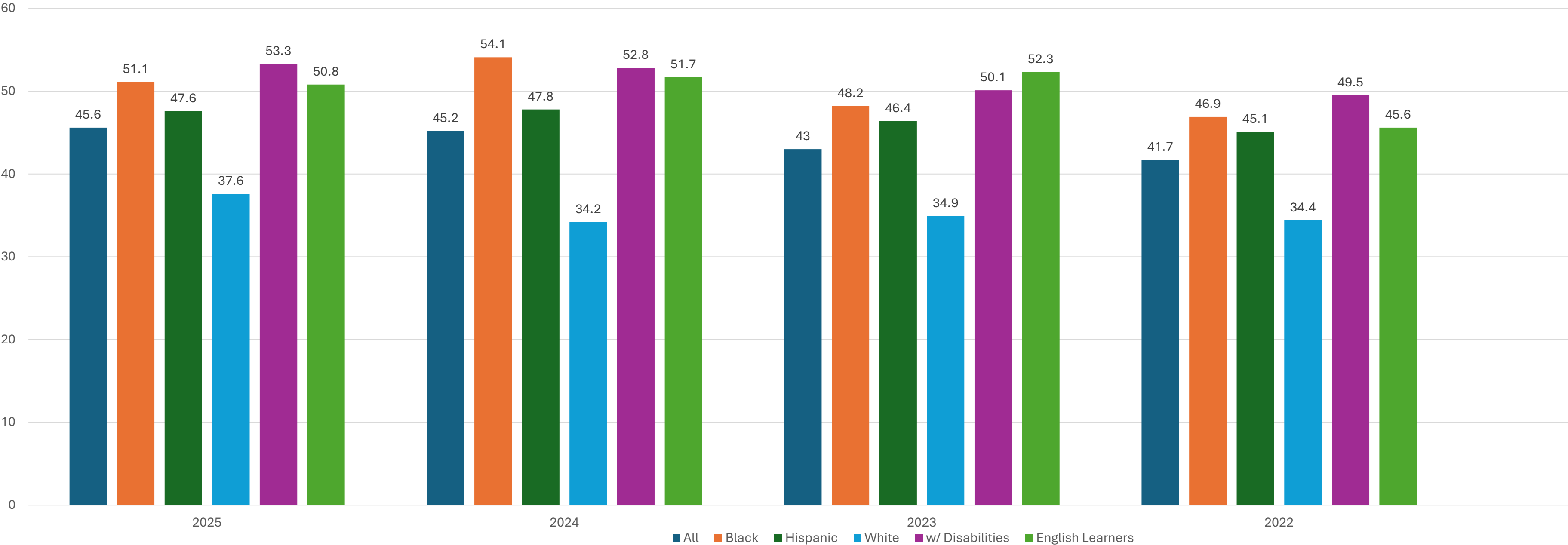
Central Chronic Absenteeism – Subgroup Trends

% of Students who miss 10% or more of school days per year



West Chronic Absenteeism – Subgroup Trends

% of Students who miss 10% or more of school days per year





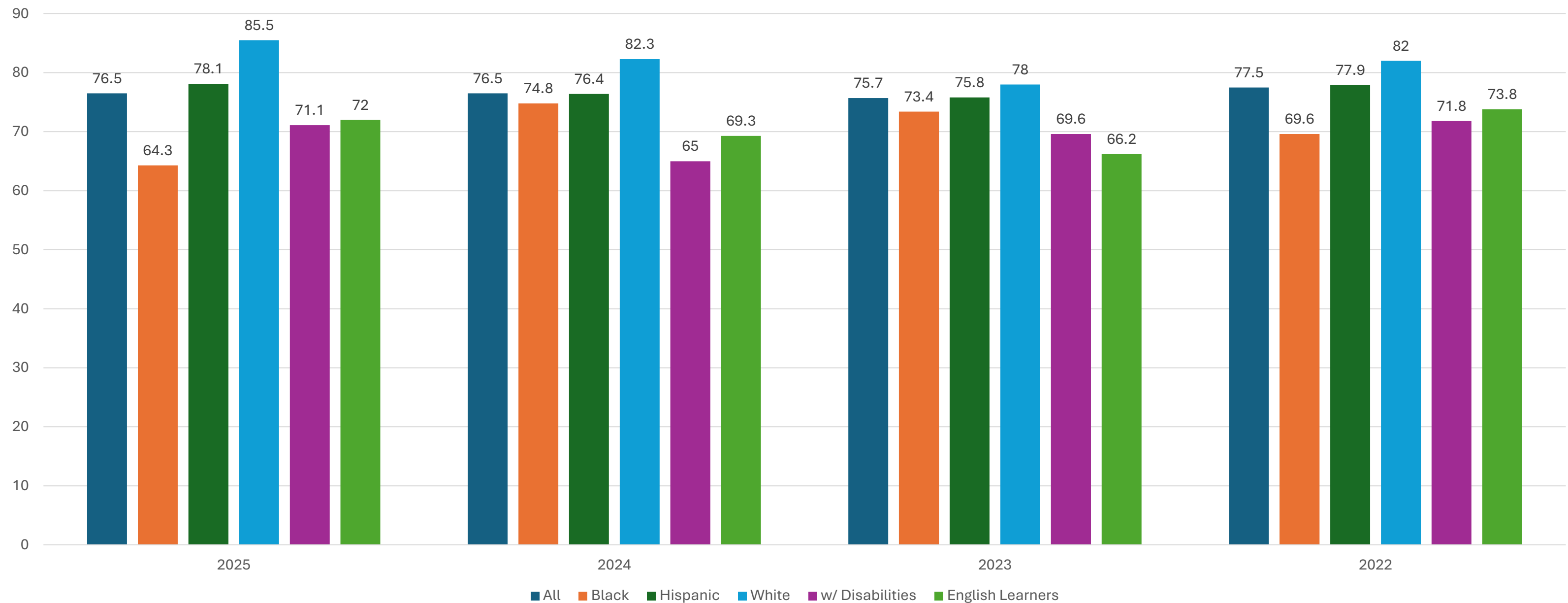
Chronic Absenteeism

New for 2025-2026

- Student Support Table at each campus
- Tardy sweeps (West Campus)
- Check and Connect System for targeted students (Central)
- ALOP Program

9th grade students who have earned at least five full-year course credits and have earned no more than one semester “F” in a core course

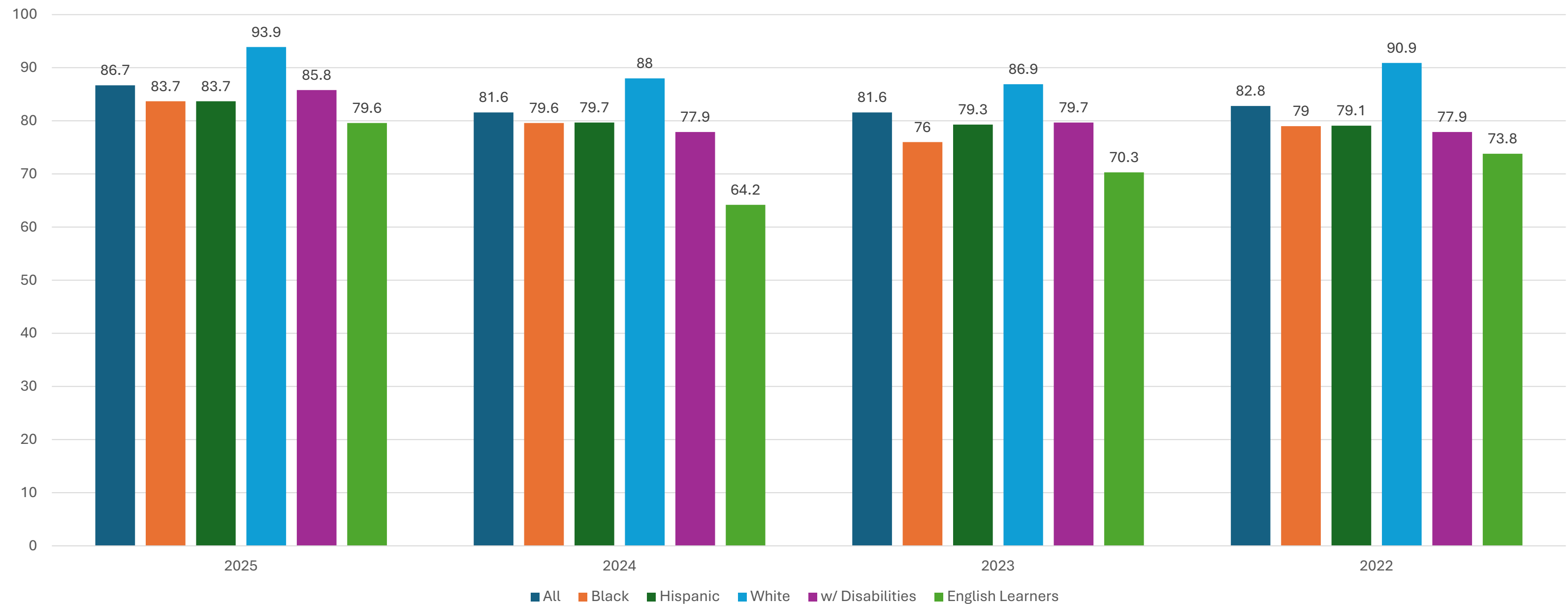
Central 9th Grade on Track – Subgroup Trends



State average 9th grade on track for all students in 2024 was 89.3%

9th grade students who have earned at least five full-year course credits and have earned no more than one semester “F” in a core course

West 9th Grade on Track – Subgroup Trends



State average 9th grade on track for all students in 2025 was 89.3%



9th Grade on Track

New for 2025-2026

- JTHS Instructional Playbook
- Academic Acceleration Advisory
- 9th grade MTSS Team
 - Additional staff member to MTSS team with focus upon multilingual students

Upcoming Board Meetings

Action Plan Recommendations

Action Plan 1.2	Establish organizational procedures which are inclusive of all stakeholder groups and work to address current practices which result in disproportionate negative outcomes based on the race and culture of the student.
Action Plan 1.5	Implement a holistic and inclusive approach to restorative justice practices in student discipline in order to minimize the impact of staff bias and behavior outcomes on student achievement.
Action Plan 2.2	Provide supportive programming that improves the success of all student subgroups to increase the graduation rate and post-secondary success
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