PHSD 128
State of the District
November 2025

What is making the difference in D128?

Amazing Students

PERSEVERANCE

CITIZENSHIP

COMMUNICATION

PORTRAIT OF A LEARNER

INNOVATION

WELLNESS

PALOS HEIGHTS SCHOOL DISTRICT 128

Supportive Community

Dedicated Staff

District 128 Demographic Profile

	2025	2024	2023	2022	2021
TOTAL ENROLLMENT	**821**	**783**	**767**	**726**	**669**
Attendance Rate	94%	94%	93%	94%	94%
Chronic Absenteeism	13%	16%	21%	13%	16%
Mobility Rate	7%	3%	4%	4%	10%

District 128 Demographic Profile

TOTAL ENROLLMENT	2025 % to Total	2024 % to Total	2023 % to Total	2022 % to Total	2021 % to Total
Low Income Students	13%	15% 125	18% 135	11% 108	11% 78
Students with IEPs	16%	15%	15%	15%	13%
English Learners	8% 72	9% 73	8% 59	7% 51	6% 46
Racial Diversity	26%	24%	25%	24%	23%

District 128 Snapshot

Student Learning

Whole Child

Climate & Culture
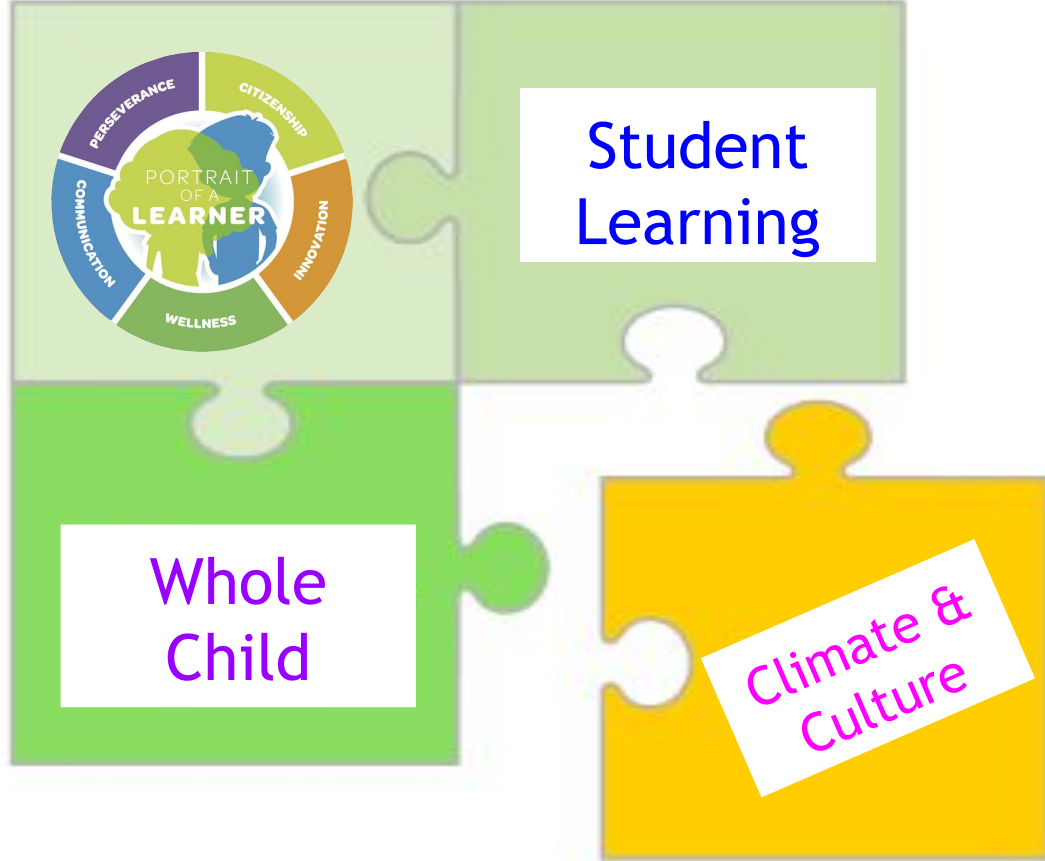
5 Essentials Summary Data

Reporting Groups

- **Family Engagement -** Teachers
- **Collaboration -** Teachers
- **Leadership -** Teachers
- **Environment -** Students
- **Academic Pressure -** Students
- **Personalization -** Students

PALOS HEIGHTS SCHOOL DISTRICT 128:
CULTURE & CLIMATE DATA 2025

Data Source: 5 Essentials Survey 2025

STRENGTHS

1. STRONG FAMILY ENGAGEMENT

Foundational commitment to partnering with families.

Parent Influence (71% High)
Teacher to Parent Trust (71% High)

2. EFFECTIVE INSTRUCTIONAL COLLABORATION

Collabrative Practices (68% – UP)
Program Coherence (65% – UP)
Teacher Influence (65% – UP)
Instructional Leadership (63% - UP)

3. POSITIVE SUPPORTIVE SUPPORTIVE ENVIRONMENT

Students Feel Safe (59% - UP)
Student to Teacher Trust (61% High)
Peer Support in Class (66% -UP)

GROWTH OPPORTUNITIES

1. ACADEMIC PRESSURE

Students report classes could be more challenging.

Academic Pressure (45% - Low)
Challenged All the Time (16% - Low)

Opportunity: Increase rigor in daily assignments.

2. ACADEMIC PERSONALIZATION

Students report the need for more targeted instruction to match needs for struggling and advanced learners.
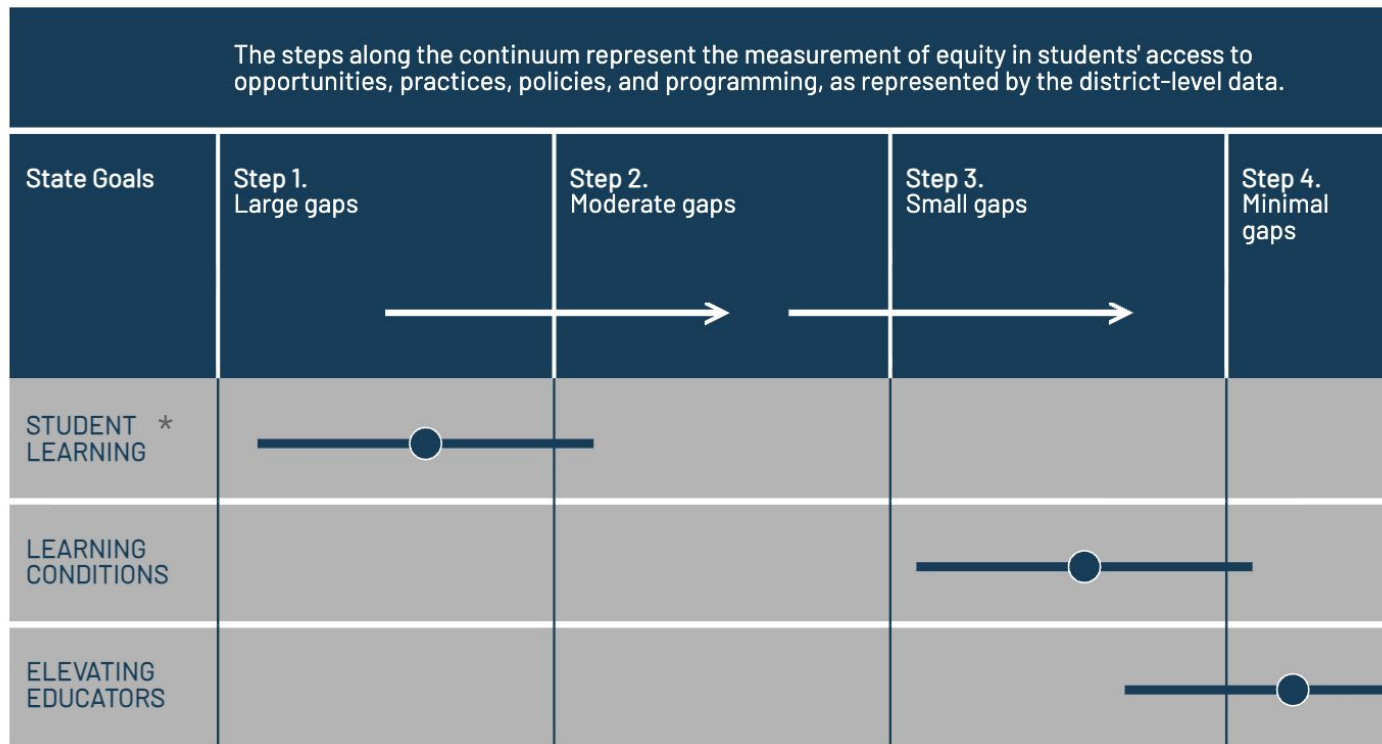
Academic Personalism (53% - DOWN)

Opportunity: Strengthen supports through the MTSS system to foster continuous improvement.

SUMMARY OF STRENGTHS:

Strong Family - Teacher Foundations
Positive Student - Teacher Relatiopships
Professional Development

SUMMARY OF GROWTH AREAS:

- Increasing academic rigor and challenge
- Strentehing personalized supports

Equity Journey Continuum (Data is pulled from the 2023-2024 School Year)

The steps along the continuum represent the measurement of equity in students' access to opportunities, practices, policies, and programming, as represented by the district-level data.

| State Goals	Step 1. Large gaps	Step 2. Moderate gaps	Step 3. Small gaps	Step 4. Minimal gaps
STUDENT * LEARNING	●—————			
LEARNING CONDITIONS			———●———	
ELEVATING EDUCATORS				——●——

*With our growing enrollment, this metric reads low. It is likely impacted by kindergarten students who may not have attended our preschool or have had limited preschool experiences, as one of the data points for this indicator is kindergarten readiness measured the first month of the school year.
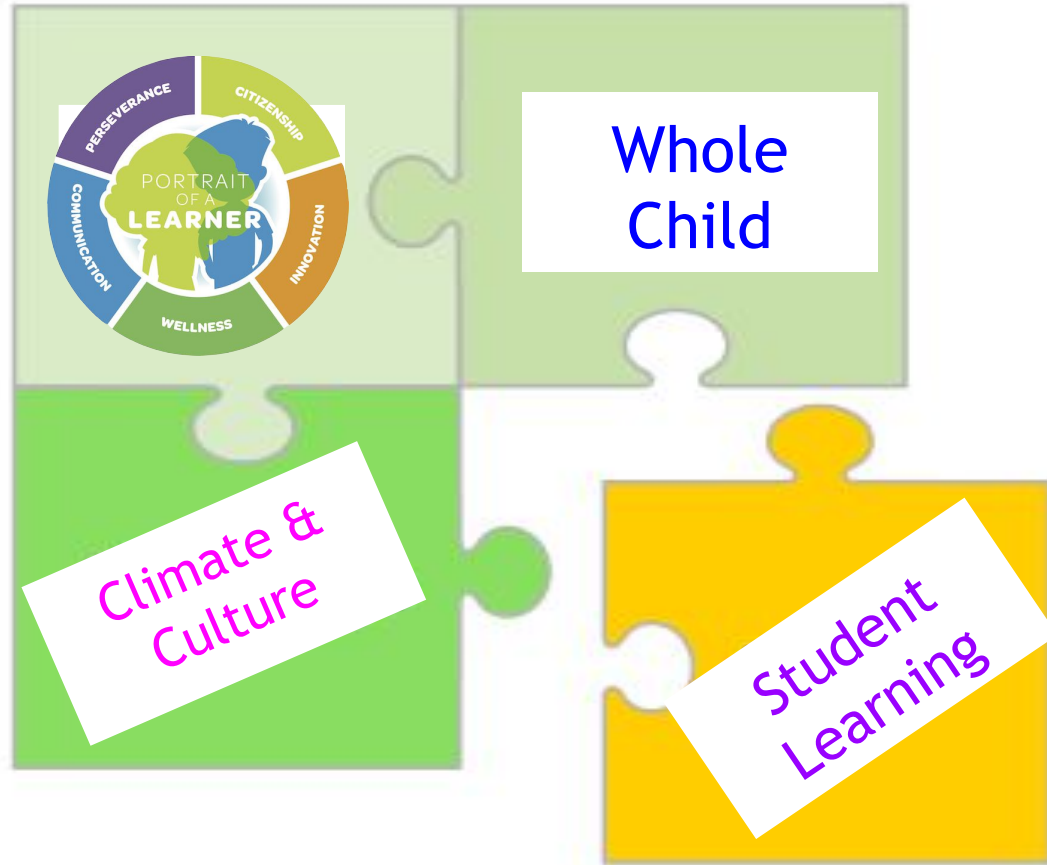
Shepard High School Performance Data

Student Placements	Honors	Core	IEP
English	67%	23%	10%
Math	40% Up 10% from previous year	48%	12%
Science	60%	40%	NA

Data represents Freshman Class 2025-2026

Note: Steady placement trends with slight increases in English, Math and Social Studies honors level participation.

Transition to High School

NWEA MAP Assessment Overview

Status

How does our students' average score compare to the average score of students in other schools?

Growth

Are our students growing more or less than students in other schools?

- Growth: >50th percentile = *above average*

- Status: >75th percentile is top performing quartile

- The higher the RIT score the lower the growth target

Assessment

MAP Performance Bands

Percentile Band	Level of Performance
75th percentile & above	Well above average
55th - 74th percentile	Above average
40th - 54th percentile	Average **(Note: 50th percentile is expected national target MAP Norm)**
25th - 39th percentile	Low Average
25th percentile & below	At Risk

Status Percentile Band Performance

14

MAP Performance - Mathematics

ACHIEVEMENT	Spring 2023	Spring 2024	Spring 2025
All Grades			69
Grade 2	69	76	66
Grade 3	85	84	80
Grade 4	35	92	75
Grade 5	47	37	59
Grade 6	68	67	59
Grade 7	49	73	73
Grade 8	52	76	69

GROWTH	Spring 2023	Spring 2024	Spring 2025
All Grades			85
Grade 2	57	92	79
Grade 3	60	99	95
Grade 4	2	99	87
Grade 5	4	60	64
Grade 6	51	99	85
Grade 7	12	95	88
Grade 8	71	99	89

MAP Performance - Mathematics

ACHIEVEMENT %tile	
TOP QUARTILE **(75th %tile and above)** Grade 3 Grade 4	**3rd QUARTILE** **(51st to 74th %tile)** Grade 2 Grade 5 Grade 6 Grade 7 Grade 8
2nd QUARTILE **(26th - 50th %tile)**	**BOTTOM QUARTILE** **(26th %tile and below)**

GROWTH %tile	
TOP QUARTILE **(75th %tile and above)** Grade 2 Grade 3 Grade 4 Grade 6 Grade 7 Grade 8	**3rd QUARTILE** **(51st to 74th %tile)** Grade 5
2nd QUARTILE **(26th - 50th %tile)**	**BOTTOM QUARTILE** **(26th %tile and below)**

16

MAP Performance - Reading

ACHIEVEMENT	Spring 2023	Spring 2024	Spring 2025
All Grades			62
Grade 2	64	59	45
Grade 3	63	63	57
Grade 4	30	57	60
Grade 5	68	28	55
Grade 6	83	86	61
Grade 7	55	86	70
Grade 8	63	78	75

GROWTH	Spring 2023	Spring 2024	Spring 2025
All Grades			59
Grade 2	63	72	57
Grade 3	28	74	65
Grade 4	4	63	56
Grade 5	32	36	44
Grade 6	97	98	75
Grade 7	40	93	54
Grade 8	53	99	71

MAP Performance - Reading

ACHIEVEMENT %tile

TOP QUARTILE (75th %tile and above) Grade 8	3rd QUARTILE (51st to 74th %tile) Grade 3 Grade 4 Grade 5 Grade 6 Grade 7
2nd QUARTILE (26th - 50th %tile) Grade 2	BOTTOM QUARTILE (26th %tile and below)

GROWTH %tile

TOP QUARTILE (75th %tile and above) Grade 6	3rd QUARTILE (51st to 74th %tile) Grade 2 Grade 3 Grade 4 Grade 8
2nd QUARTILE (26th - 50th %tile) Grade 5 Grade 7	BOTTOM QUARTILE (26th %tile and below)

18

School Report Card Designations

Elementary & Middle Schools

Academic Indicators

75%

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5%
6. English Learner Progress to Proficiency: 5%

School Quality & Student Success Indicators

25%

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
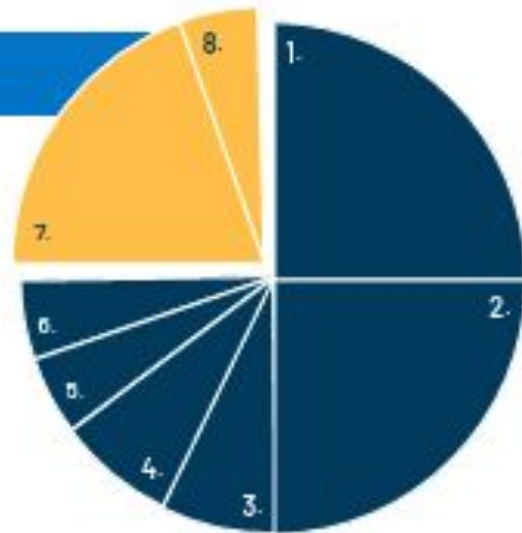
School Report Card Designations

A subgroup count of 20 students in a given school will trigger a calculated metric.

Exemplary	• 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	• 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	• 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 A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.
Comprehensive Support	• 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 A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.
Intensive Support	• 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 An Intensive Support designation initiates intensive school improvement status and the school begins a four-year cycle of school improvement.

STUDENT GROUPS

Demographics
• American Indian or Alaska Native
• Asian
• Black or African American

• Hispanic or Latino
• Native Hawaiian or Other Pacific Islander
• Two or More Races
• White

Programs
• Children with disabilities
• Economically disadvantaged students
• English Learners
• Former English Learners

Explaining the Student Growth Percentile Metric

What's the difference between proficiency and growth?

Proficiency shows whether or not students have mastered a common, high standard; it's a yes or no question. Growth is responsive to changes in classroom structures and practices; whereas proficiency correlates strongly with family income and education levels. Growth recognizes progress toward and beyond the standard, no matter where each student started. Demographics do not predict growth. Data show that students of all races, income levels, languages, and disability statutes demonstrate growth across the full range.

Proficiency and Growth: Correlation with Income
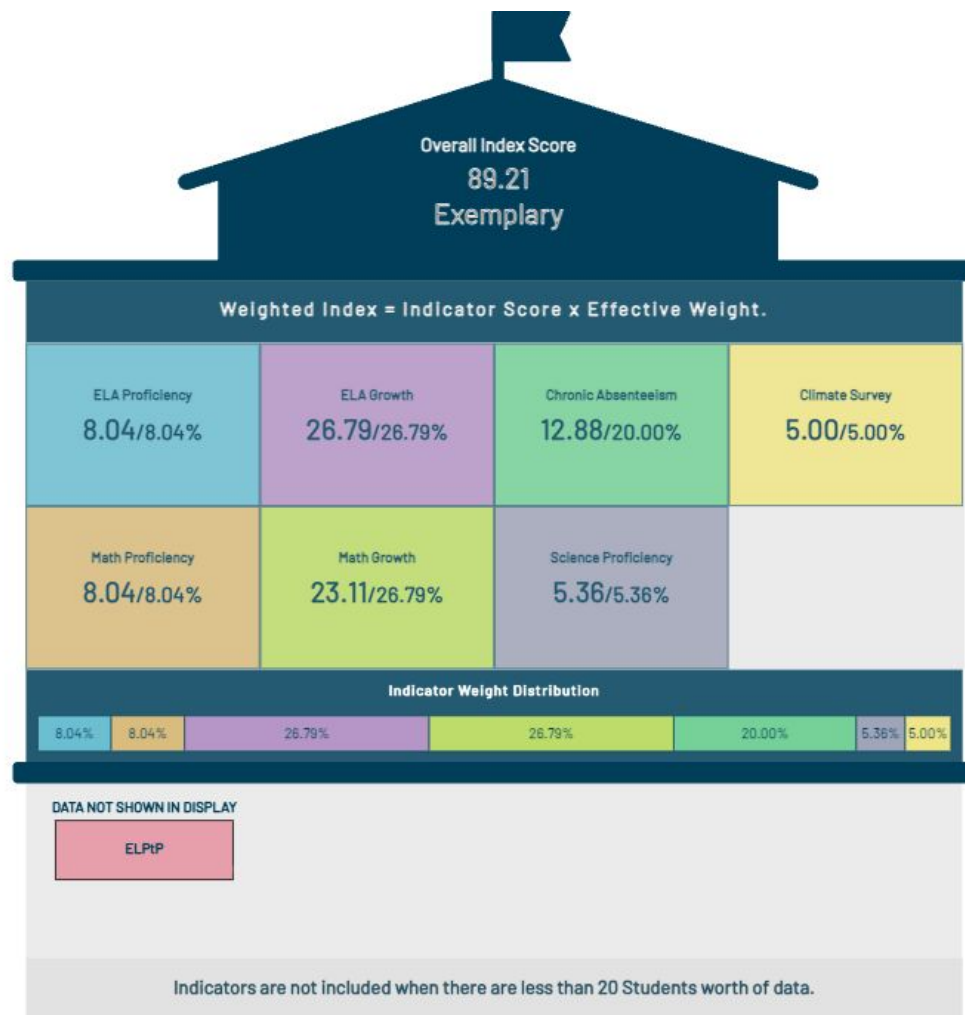
School Report Card Designations 2025

School	Designation
Independence Jr. High	**EXEMPLARY**
Navajo	Commendable
Chippewa	Commendable

Summative Designation Breakdown

Independence Jr. High

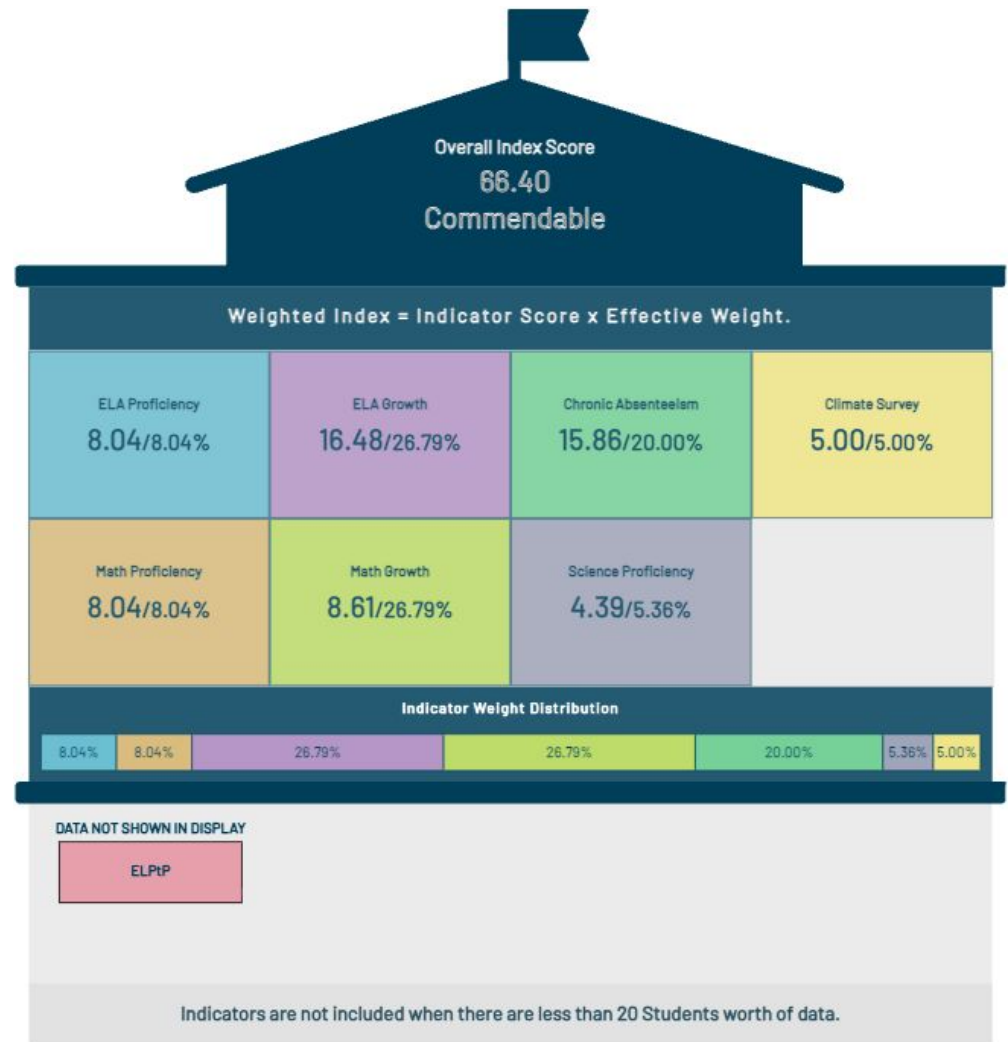## **Performed in the Top 3% in IL**

Exemplary Cut: 81.99

Overall Index Score
89.21
Exemplary

Weighted Index = Indicator Score x Effective Weight.

ELA Proficiency	ELA Growth	Chronic Absenteeism	Climate Survey
8.04/8.04%	26.79/26.79%	12.88/20.00%	5.00/5.00%

Math Proficiency	Math Growth	Science Proficiency	
8.04/8.04%	23.11/26.79%	5.36/5.36%	

Indicator Weight Distribution

| 8.04% | 8.04% | 26.79% | 26.79% | 20.00% | 5.36% | 5.00% |

DATA NOT SHOWN IN DISPLAY

ELPtP

Indicators are not included when there are less than 20 Students worth of data.

Exemplary Ranking 2025

School #4 of 456 Grade 5-8 or 6-8 Schools	Exemplary Score Cut = 81.92 (Top 10%)
Independence Jr. High	**89.21**
Palos South Middle School D118, Palos Park, IL	83.52
Conrady Jr. High D117, Hickory Hills, IL	84.03
Old Quarry D113A, Lemont, IL	89.11
Hickory Creek Middle School D157C, Frankfort, IL	86.67
Hauser Jr. High D96, Riverside, IL	86.24
Hadley Jr. High D41, Glen Ellyn, IL	82.99
Bryan Middle School D205, Elmhurst, IL	82.82

Summative Designation Breakdown

Navajo Heights Elementary

Note: Growth data compares FY25 IJHS Grade 6 to FY 24 Navajo Grade 5, along with FY 25 Grade 5 to FY 24 Grade 4.

Overall Index Score
66.40
Commendable

Weighted Index = Indicator Score x Effective Weight.

ELA Proficiency	ELA Growth	Chronic Absenteeism	Climate Survey
8.04/8.04%	16.48/26.79%	15.86/20.00%	5.00/5.00%

Math Proficiency	Math Growth	Science Proficiency	
8.04/8.04%	8.61/26.79%	4.39/5.36%	

Indicator Weight Distribution

8.04%	8.04%	26.79%	26.79%	20.00%	5.36%	5.00%

DATA NOT SHOWN IN DISPLAY

ELPtP

Indicators are not included when there are less than 20 Students worth of data.

Summative Designation Breakdown

Chippewa Elementary

Note: Growth data compares FY25 Navajo Grade 4 to FY 24 Chippewa Grade 3
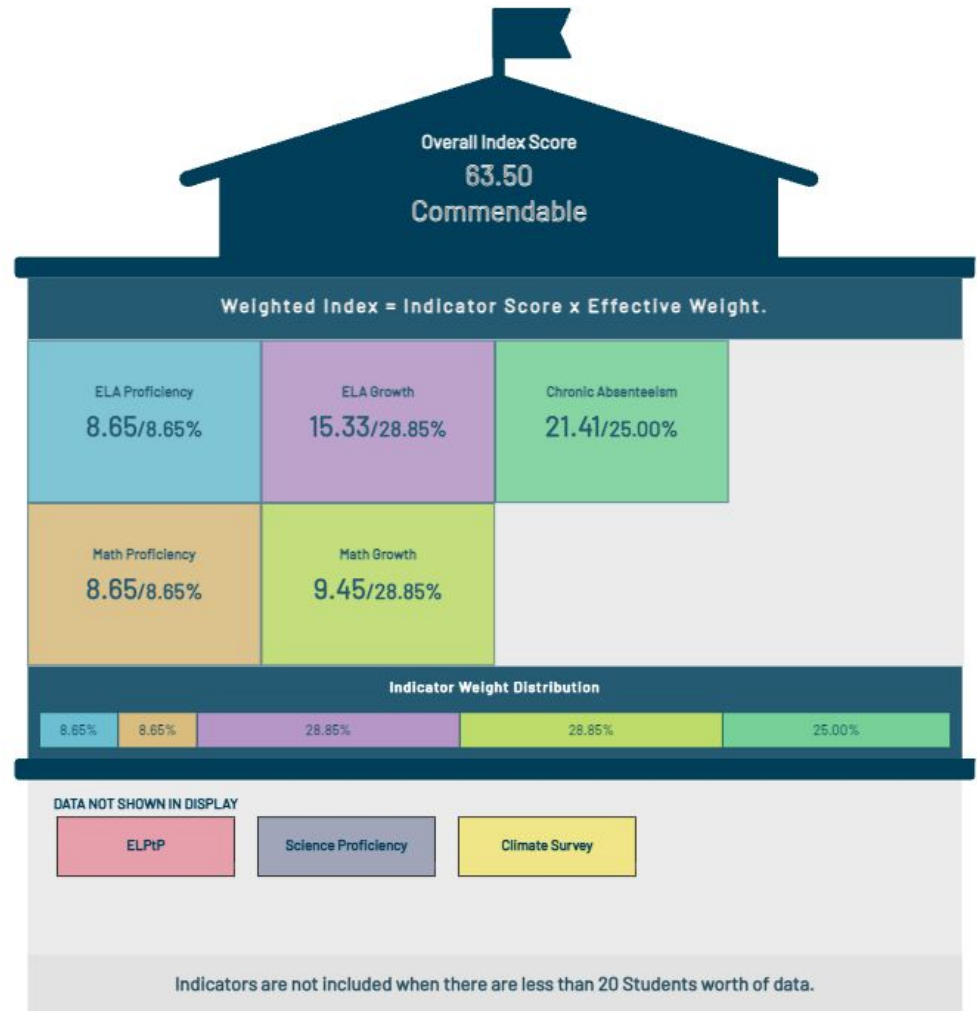
DISTRICT DATA

HIGHLIGHTS

PORTRAIT OF A LEARNER

PERSEVERANCE
CITIZENSHIP
INNOVATION
WELLNESS
COMMUNICATION

PALOS HEIGHTS SCHOOL DISTRICT 128

PALOS HEIGHTS SCHOOL DISTRICT 128

IL State Assessment of Readiness Data New Proficiency Cut Scores 2025

ELA	PHSD 128	STATE
2025	78%	53%

MATH	PHSD 128	STATE
2025	54%	38%

ELA Subgroup Gap	PHSD 128	STATE
Low Income/ Non Low Income	81%/58%	68%/37%
White/Hispanic	80%/62%	64%/40%

Math Subgroup Gap	PHSD 128	STATE
Low Income/ Non Low Income	55%/38%	54%/22%
White/Hispanic	NA	NA
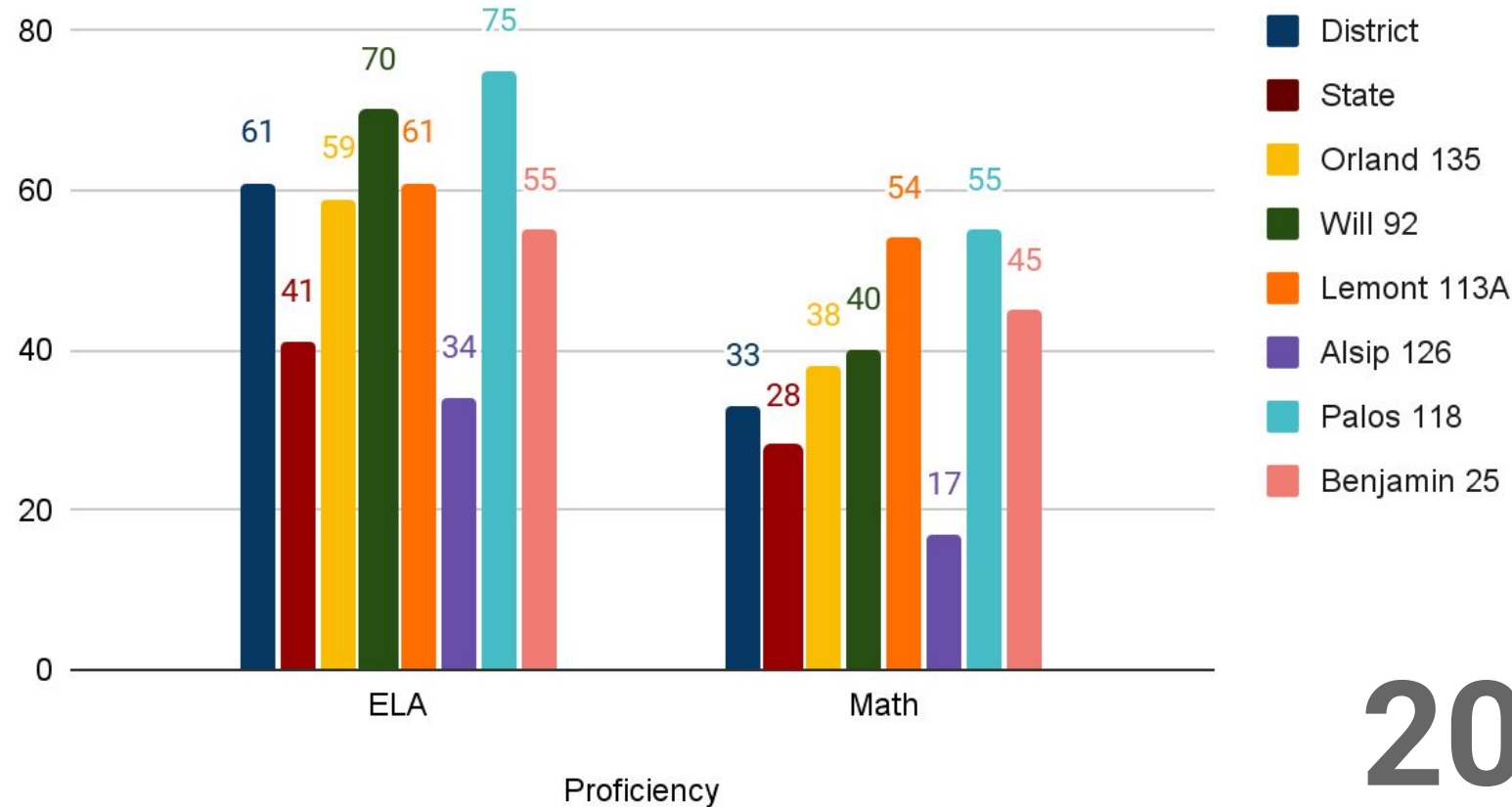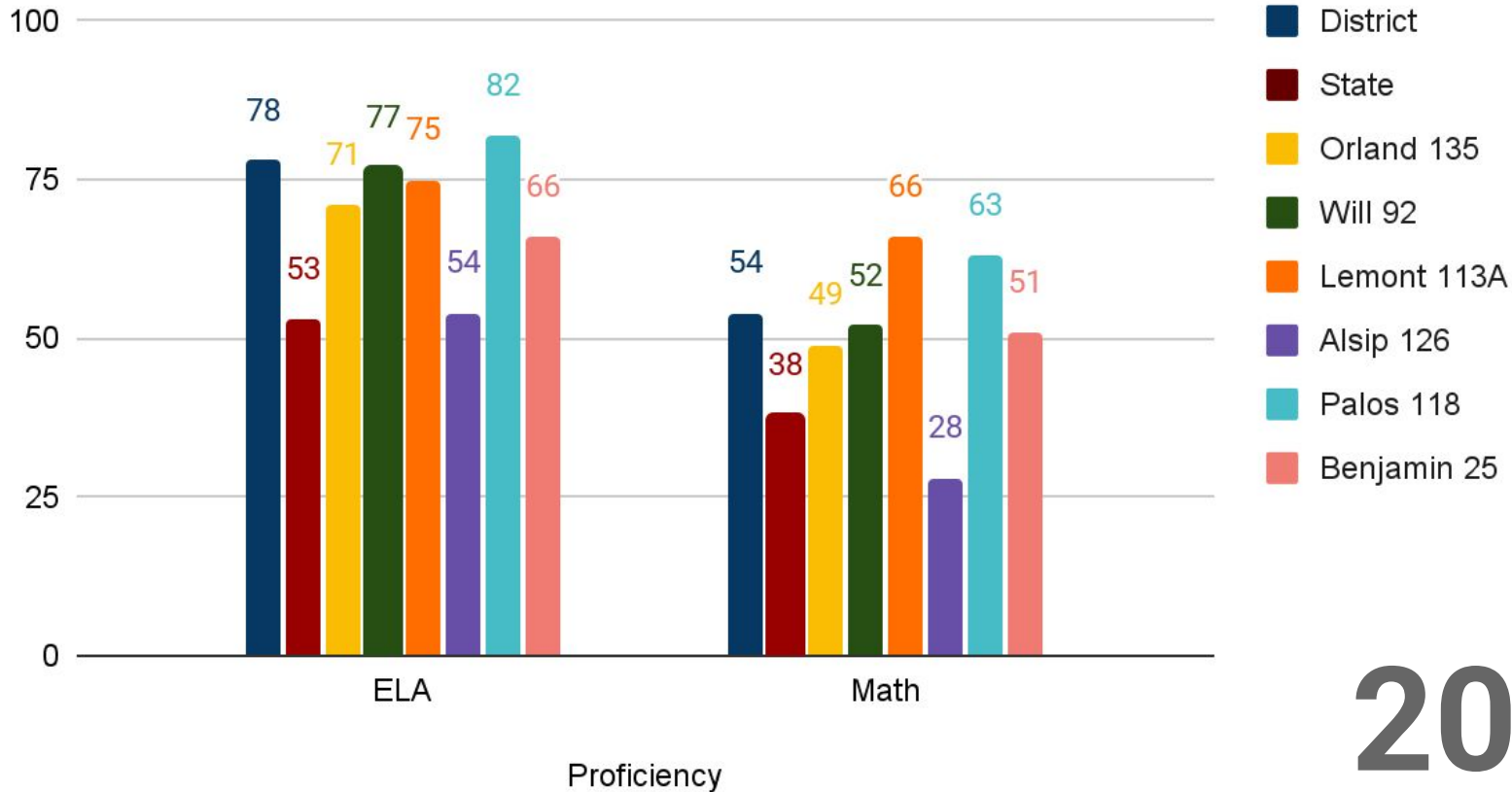
ELA IAR Achievement

Every grade level cohort demonstrated higher percentage of students meeting and exceeding from 2023 to 2025

ELA	DIST (3-8) 2023	DIST (3-8) 2024	DIST (3-8) 2025 APPLES to APPLES	DIST (3-8) 2025 NEW CUT SCORES
ALL	57%	61%	67%	78%
Gr 3*	44%	43%	65%	78%
Gr 4	39%	54%	44%	61%
Gr 5	54%	47%	55%	73%
Gr 6	69%	81%	78%	87%
Gr 7	57%	74%	81%	87%
Gr 8	78%	82%	87%	89%

MATH IAR Achievement

MATH	DIST (3-8) 2023	DIST (3-8) 2024	DIST (3-8) 2025 APPLES to APPLES	DIST (3-8) 2025 NEW CUT SCORES
ALL	33%	33%	41%	54%
Gr 3	45%	43%	63%	85%
Gr 4	32%	47%	31%	46%
Gr 5	25%	21%	35%	45%
Gr 6	31%	19%	27%	39%
Gr 7	24%	34%	43%	64%
Gr 8	34%	33%	46%	51%

Explaining the Student Growth Percentile Metric

What is the Student Growth Percentile (SGP)?
The Student Growth Percentile (SGP) describes how much a student grew compared to their academic peers who started at the same level. A student in the 99th percentile grew much more than their peers; a student in the 1st percentile grew much less. A school's mean SGP is the average of its individual students' SGPs.
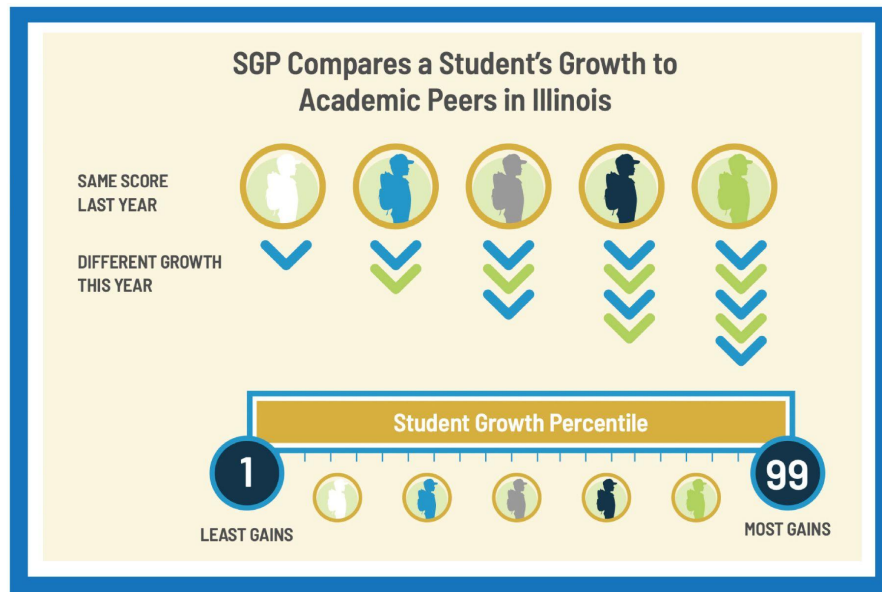
IL State Assessment of Readiness Data Growth Percentile Rankings 2025

ELA	PHSD 128	STATE
2025	61.3%	50%

ELA Subgroup	PHSD 128	STATE
Low Income	57.8%	47.4%
Hispanic	71%	48.4%
English Learners	57.5%	48.7%

MATH	PHSD 128	STATE
2025	54.4%	50%

MATH Subgroup	PHSD 128	STATE
Low Income	52.6%	47.8%
Hispanic	57.7%	49.4%
English Learners	38.3%	48.8%

ELA and MATH Growth Scores
2025
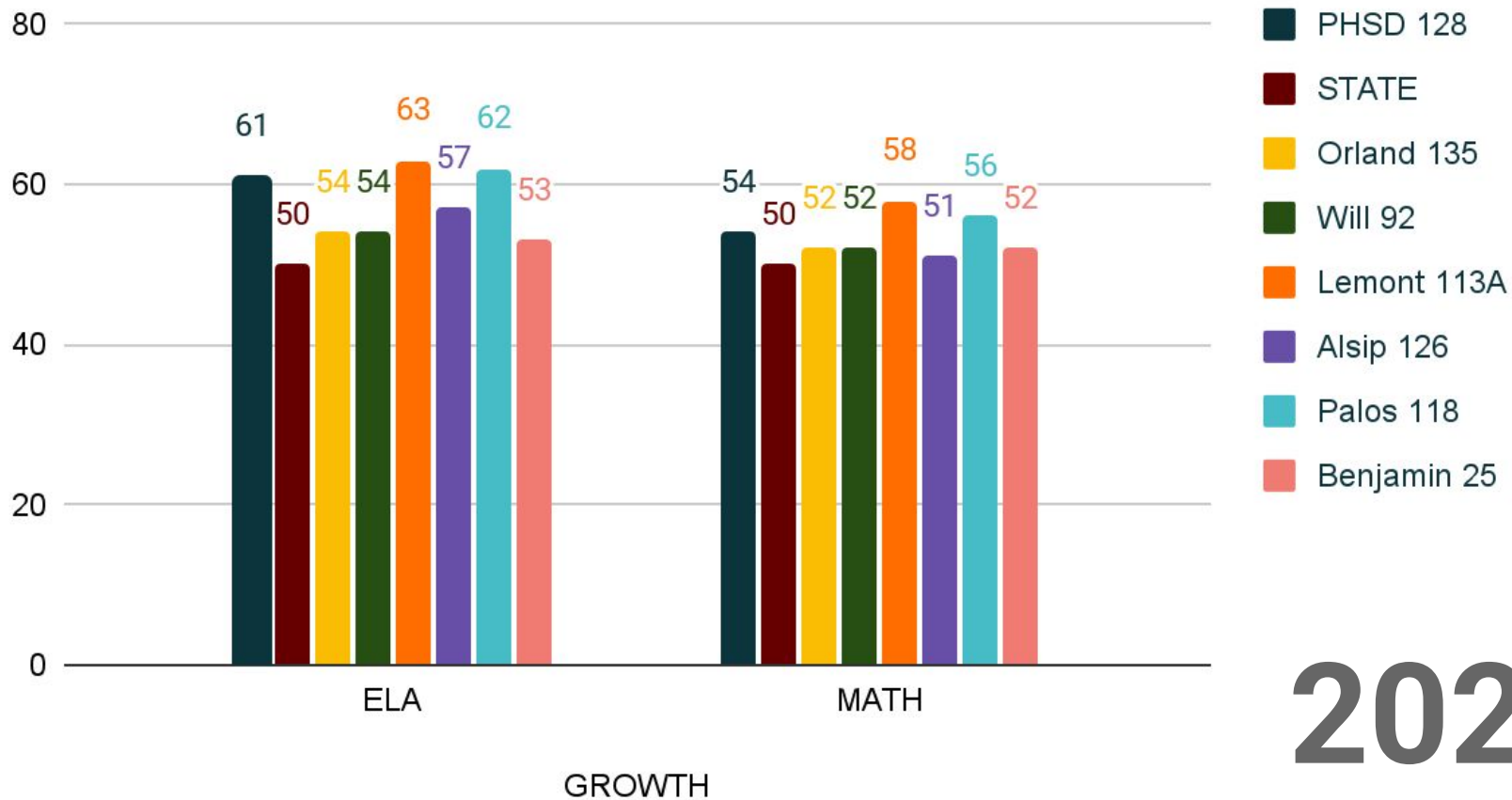
Illinois Science Assessment

IL Science Assessment Grades 5 & 8 Combined
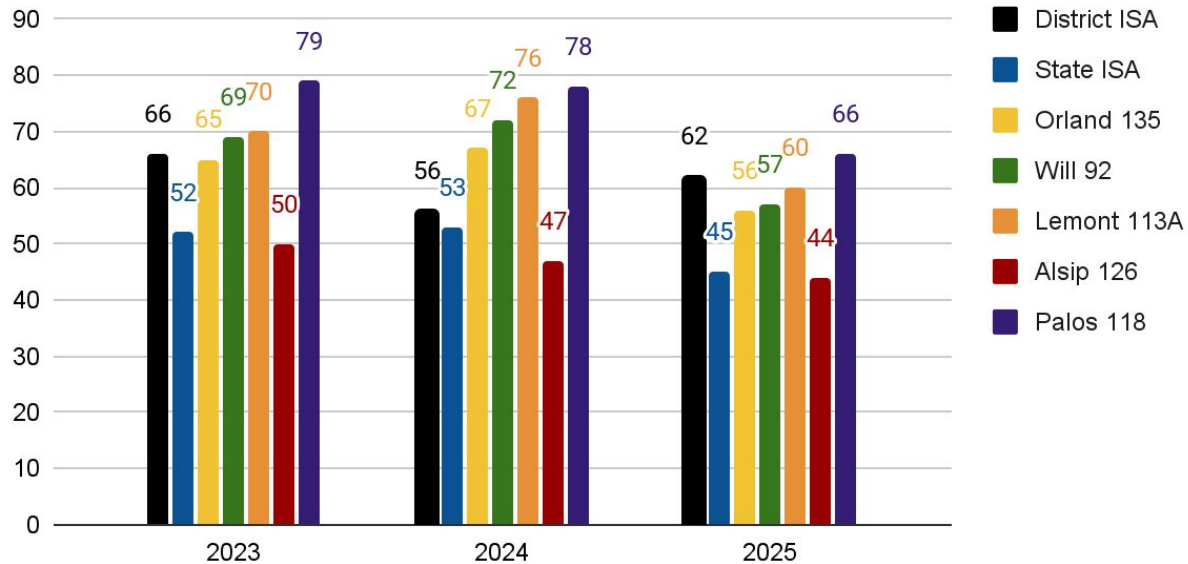
2025 Cut Scores Increased Dropping Proficiency at the State Level by 8%

District 128 Snapshot
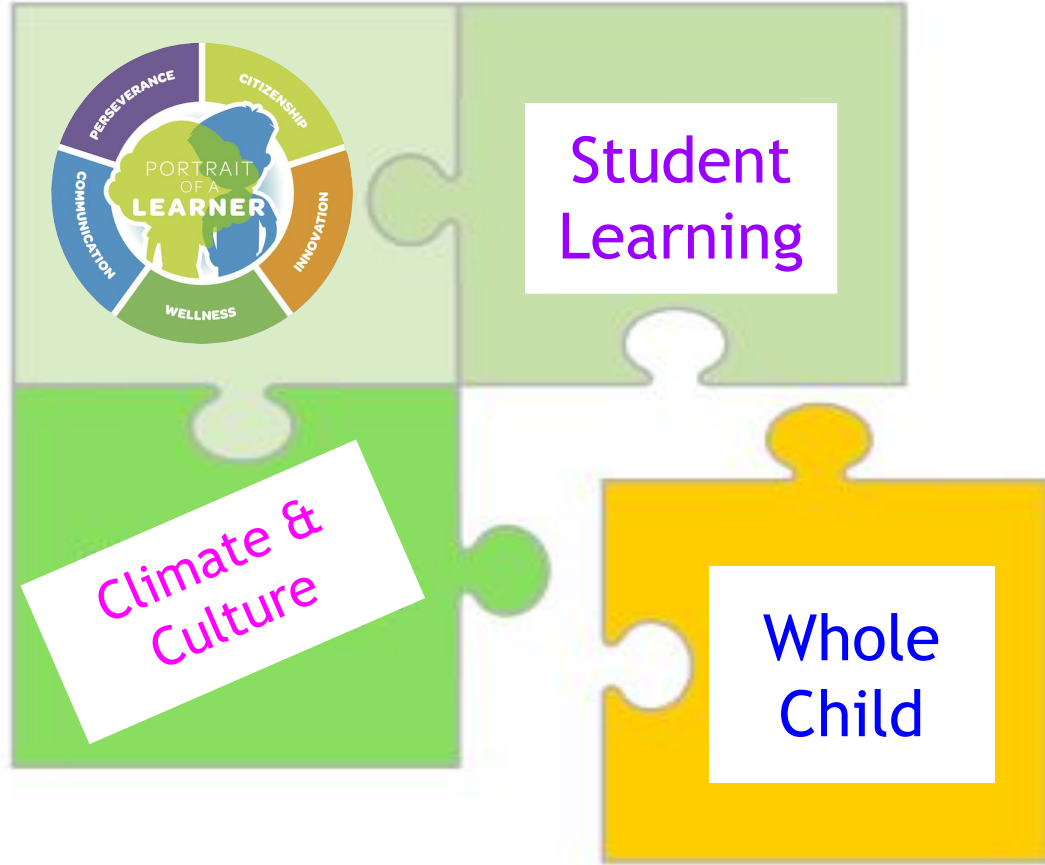
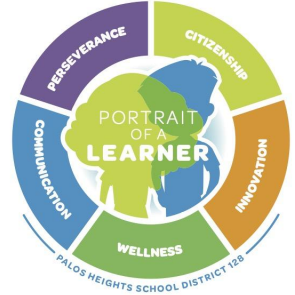Student Learning

Climate & Culture

Whole Child

Indian Hill

School Highlights

SCHOOL IMPROVEMENT PLANNING

The Indian Hill and Chippewa Non Negotiable & Rationale:
To empower lifelong learning utilizing innovation, perseverance and respectful collaboration so that students grow to make a positive difference in our world.

EARLY CHILDHOOD ACADEMIC FOCUS GOALS
Perseverance, Communication, Innovation

SHORT TERM GOAL
Preschool students will demonstrate number sense by accurately counting to 10 and comparing sets to determine if they are equal or which has more.

Strategies:

- Use daily counting routines (e.g., counting children at circle time, snacks, steps).
- Provide hands-on activities with manipulatives such as counters, blocks, or natural items.
  Incorporate math-focused read-alouds and songs that reinforce number sense.
- Embed counting and comparing opportunities within play and transitions.

SCHOOL IMPROVEMENT PLANNING

The Indian Hill and Chippewa Non Negotiable & Rationale:
To empower lifelong learning utilizing innovation, perseverance and respectful collaboration so that students grow to make a positive difference in our world.

ACADEMIC FOCUS:
Perseverance, Communication, Innovation
ENGLISH LANGUAGE ARTS SHORT TERM GOAL:

- 80% of students will achieve grade-level proficiency on unit tests for identifying lowercase letters, with all students demonstrating growth towards proficiency.
- 80% of students will achieve grade-level proficiency on unit tests for producing letter sounds, with all students demonstrating growth towards proficiency.

STRATEGIES

- Small group tiered instruction
- Re-teaching focused skill
- Repetition
- Structured/scaffolded instruction
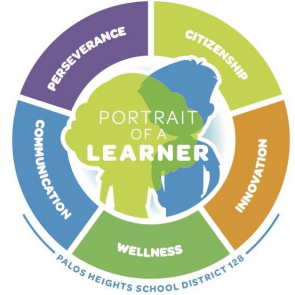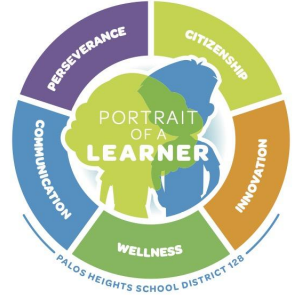- Visuals/manipulatives

Indian Hill

School Highlights

SCHOOL IMPROVEMENT PLANNING

The Indian Hill and Chippewa Non Negotiable & Rationale:
To empower lifelong learning utilizing innovation, perseverance and respectful collaboration so that students grow to make a positive difference in our world.

ACADEMIC FOCUS:

Perseverance, Communication, Innovation

MATH SHORT TERM GOAL:

- 80% of students will achieve a proficiency goal of counting to 100 by the end of the school year, with all students demonstrating growth towards the goal

STRATEGIES

- Small group tiered instruction
- Re-teaching focused skill
- Repetition
- Structured/scaffolded instruction
- Visuals/manipulatives

SCHOOL IMPROVEMENT PLANNING

Indian Hill

School Highlights

The Indian Hill and Chippewa Non Negotiable & Rationale:
To empower lifelong learning utilizing innovation, perseverance and respectful collaboration so that students grow to make a positive difference in our world.

ACADEMIC FOCUS:
Perseverance, Communication, Innovation

PBIS SHORT TERM GOAL:
- By the end of the year, the PBIS committee will establish a clear foundation for implementation by developing a school-wide expectations.

STRATEGIES
- Trimester 1: Students will be able to identify what it means to Be Kind, Be Ready, and Be Safe
- Trimester 2: Students will begin to demonstrate the 3 Be Rules
- Trimester 3: Students will be able to master the 3 Be Rules

SCHOOL IMPROVEMENT PLANNING

The Indian Hill and Chippewa Non Negotiable & Rationale:
To empower lifelong learning utilizing innovation, perseverance and respectful collaboration so that students grow to make a positive difference in our world.

Chippewa
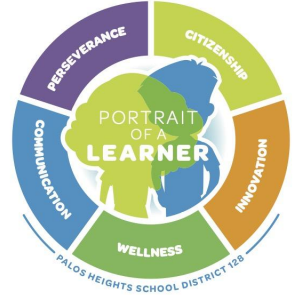
School Highlights

SCHOOL IMPROVEMENT PLANNING

Navajo

School Highlights

NAVAJO NON NEGOTIABLE & RATIONALE

Together we will create an inclusive, collaborative community where all students feel safe, valued, and encouraged to be themselves, take risks, and reach their highest potential learning potential, so that students will gain a sense of empowerment to be accepting, open-minded leaders in a greater community.

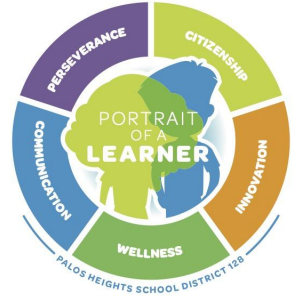# SCHOOL IMPROVEMENT PLANNING

The Independence Junior High School Non Negotiable & Rationale:
We provide an engaging, quality education in a safe and welcoming learning environment so that all students are prepared social emotionally and academically for an ever-changing world.

Independence

School Highlights

Summary

- **Successes**
    - Exemplary status at the middle school level
    - Large increases in overall proficiency and growth data in ELA and Mathematics
    - Continued subgroup improvement for Hispanic and Low Income students
    - Decreasing numbers of Tier 3 students requiring intensive intervention
    - Strong family engagement
    - Supportive school environments

- **Opportunities**

    - Focusing on small group instruction for high performing students to improve growth metric performance

    - Focused support for the English Learner subgroup to improve proficiency and growth performance in ELA and Mathematics. We have tripled the number of students receiving services over the last several years
        - Note: 4-8 EL Teacher was out on FMLA the majority of the 2024-2025 school year

QUESTIONS?