



# FALL ACADEMIC REPORT

NOVEMBER 18, 2025



**Dr. Ghantel Perkins**

Assistant Superintendent, Office of Teaching and Learning

**Dr. Kara Coglianesi**

Superintendent

**CM 201-U MISSION**

To engage and empower our students to positively impact their community and future.





## TAKEAWAYS

- Our Story
- Growth
- Systems
- Going Forward





- Who are we serving in CM 201-U?
- What is the State of Illinois School Report Card?
- How did CM 201-U schools perform in 2024-2025?
- What are CM 201-U's ongoing School Improvement Plans?
- What are our indicators of success?





**ALL  
MEANS  
ALL**

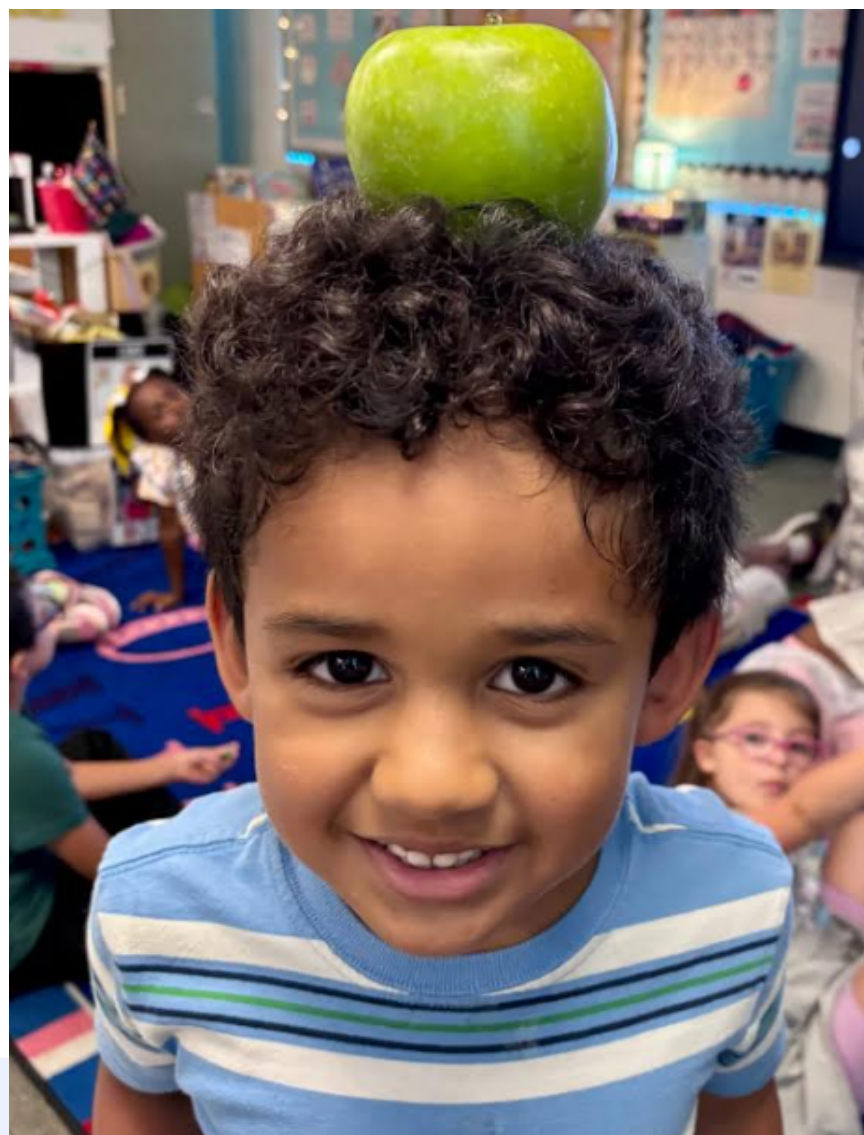




## SECTION ONE

### WHO ARE WE SERVING?

An overview of the students CM 201-U served in the 2024-2025 school year.





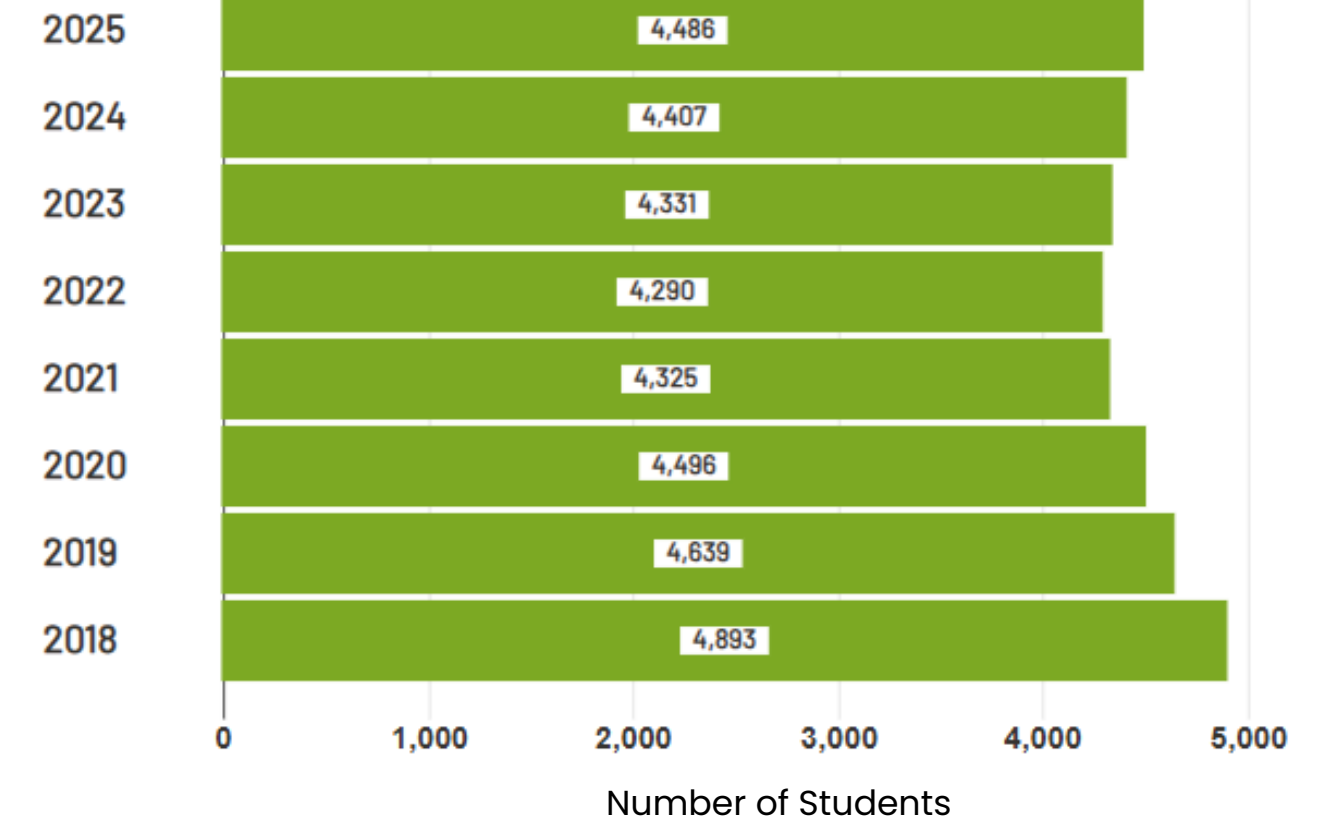
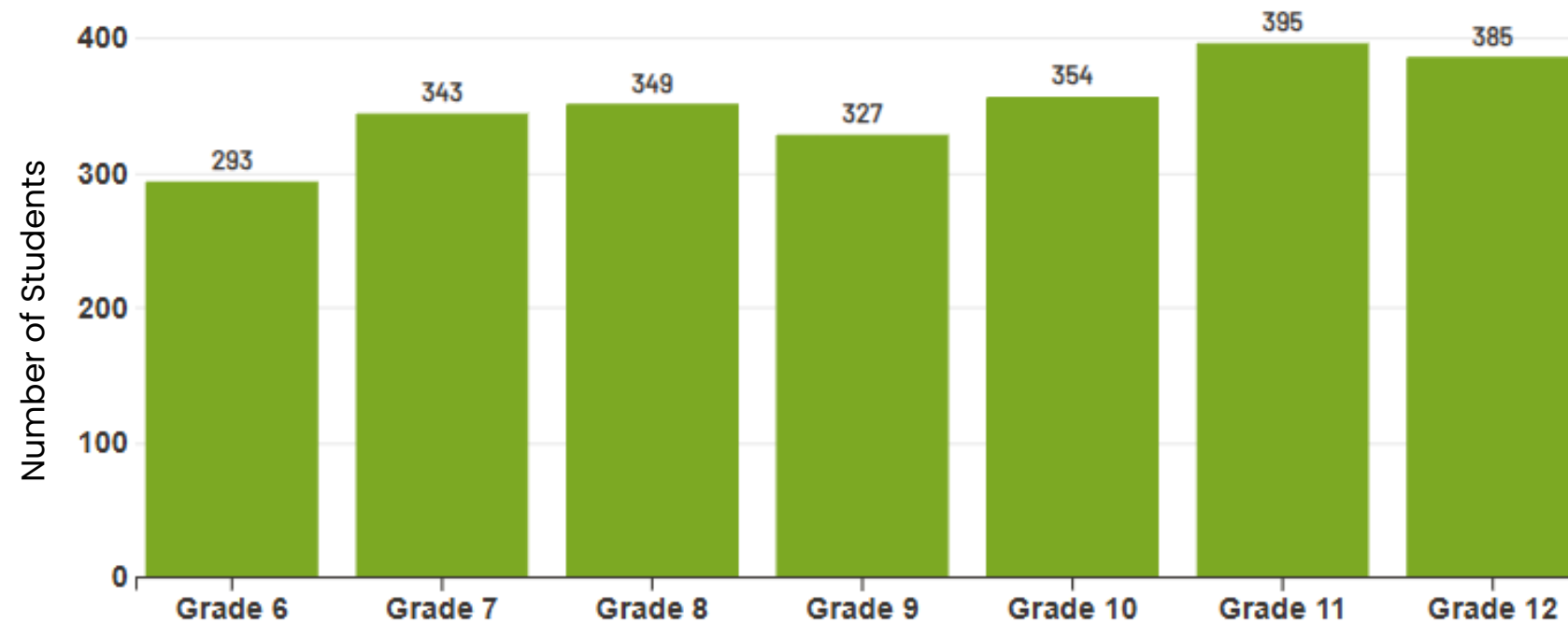
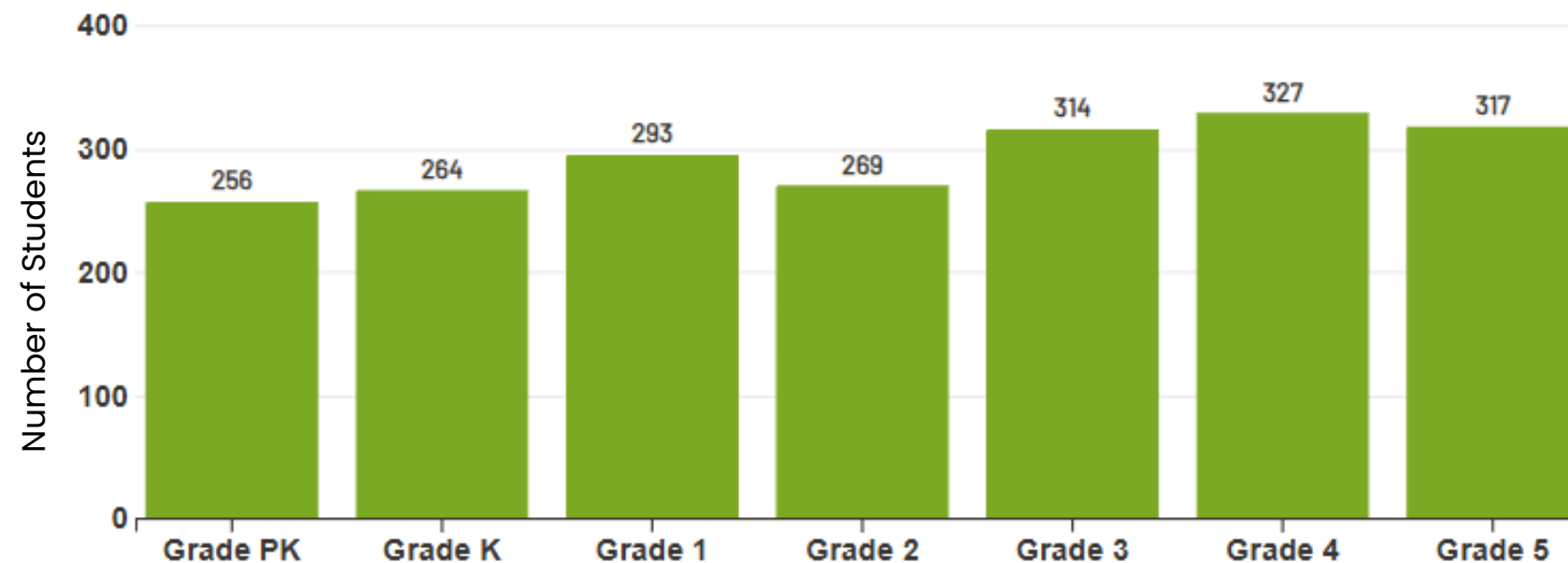


## CM 201-U AT A GLANCE

This data show our overall enrollment for 2024–2025 school year, along with enrollment trends and cohort sizes.

4,486

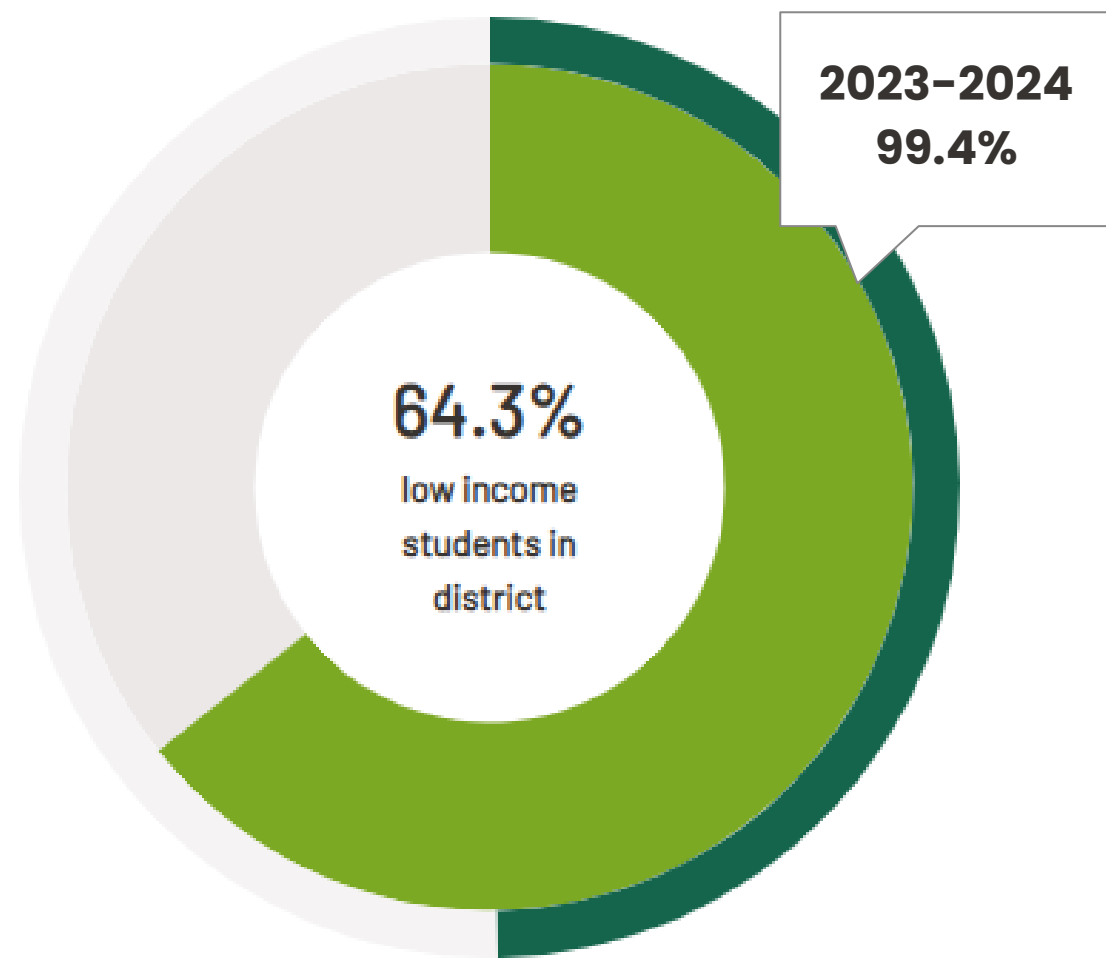
Enrollment





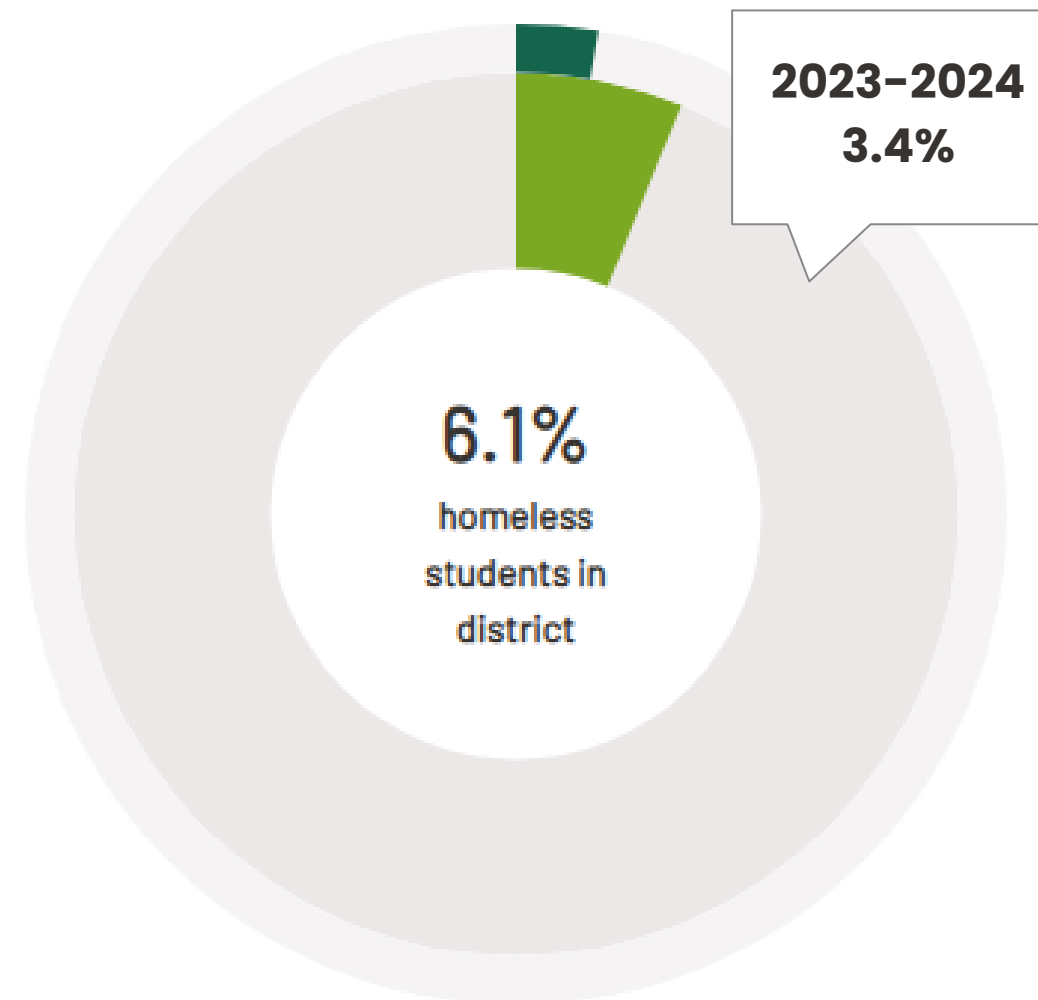


## CM 201-U AT A GLANCE



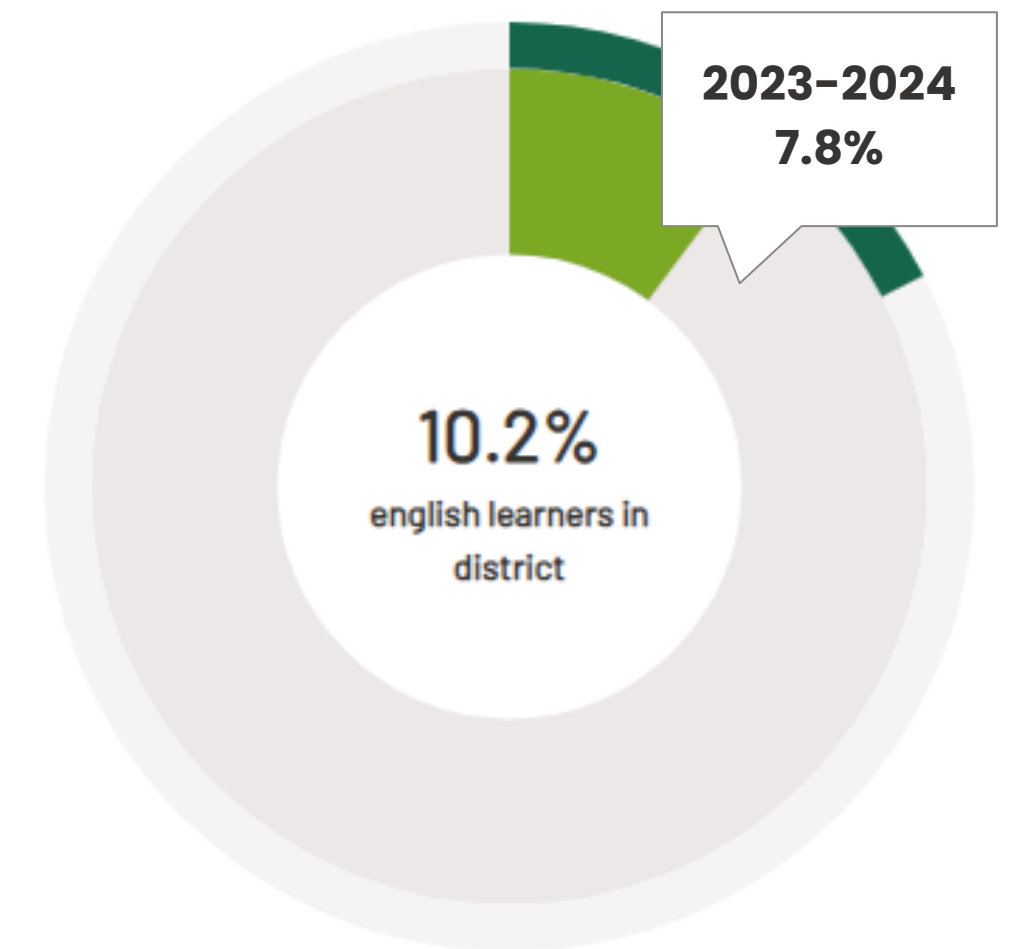
	<b>DISTRICT</b>	64.3%
	<b>STATE</b>	49.7%

The percentage of students at this school, eligible to receive free or reduced-price lunches, live in substitute care, or whose families receive public aid.



	<b>DISTRICT</b>	6.1%
	<b>STATE</b>	2.7%

The percentage of students at this school who do not have permanent or adequate homes.



	<b>DISTRICT</b>	10.2%
	<b>STATE</b>	17.5%

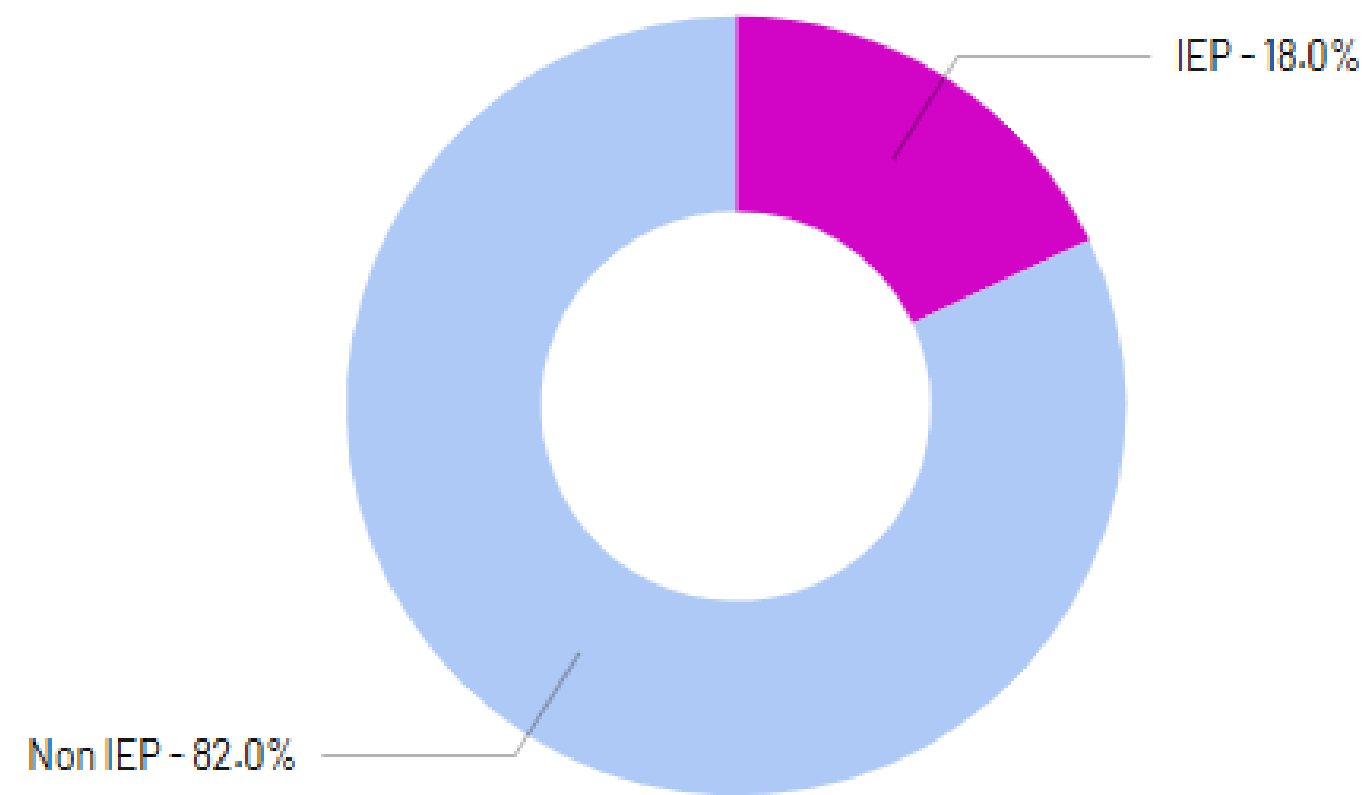
The percentage of students whose primary language is not English.



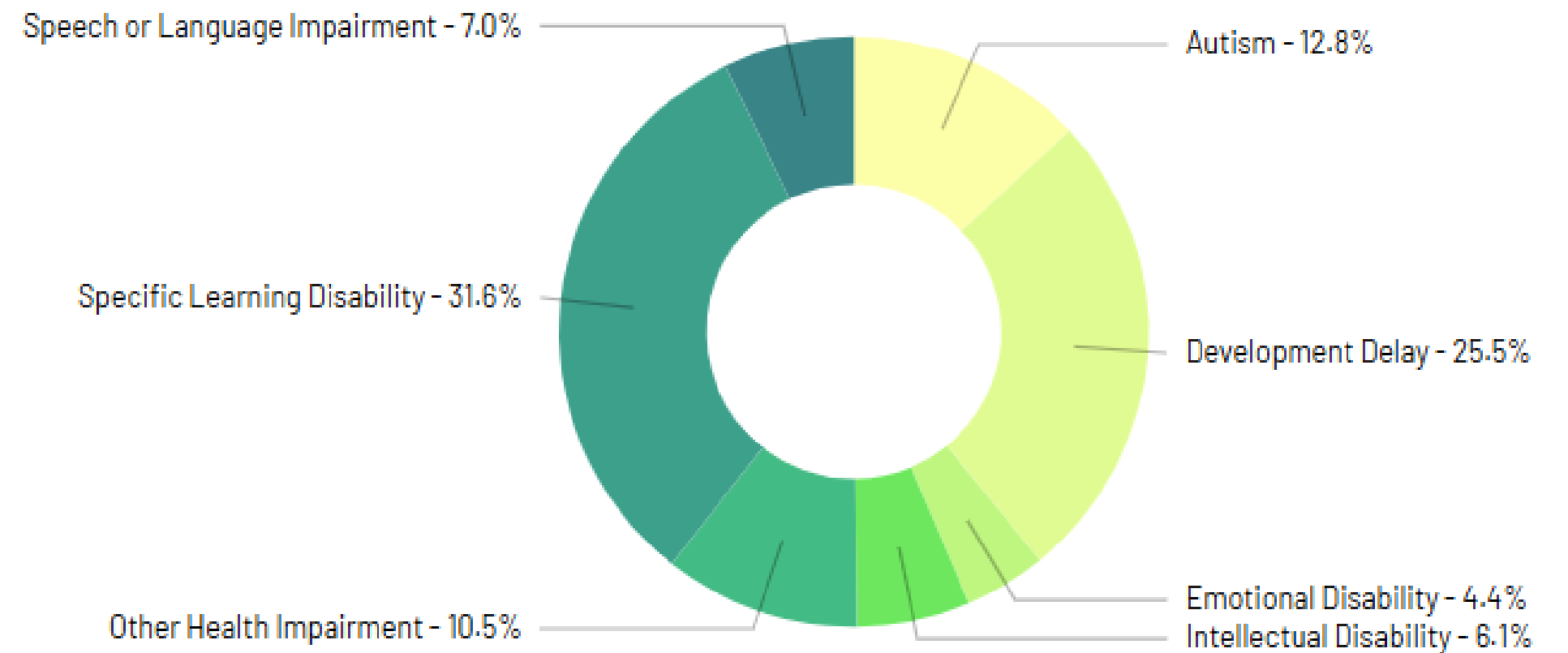
# CM 201-U AT A GLANCE

## INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) – 2024–2025 NEW DATA POINT

% Students with IEPs - 2025



	<b>DISTRICT</b>	18.0%
	<b>STATE</b>	16.3%

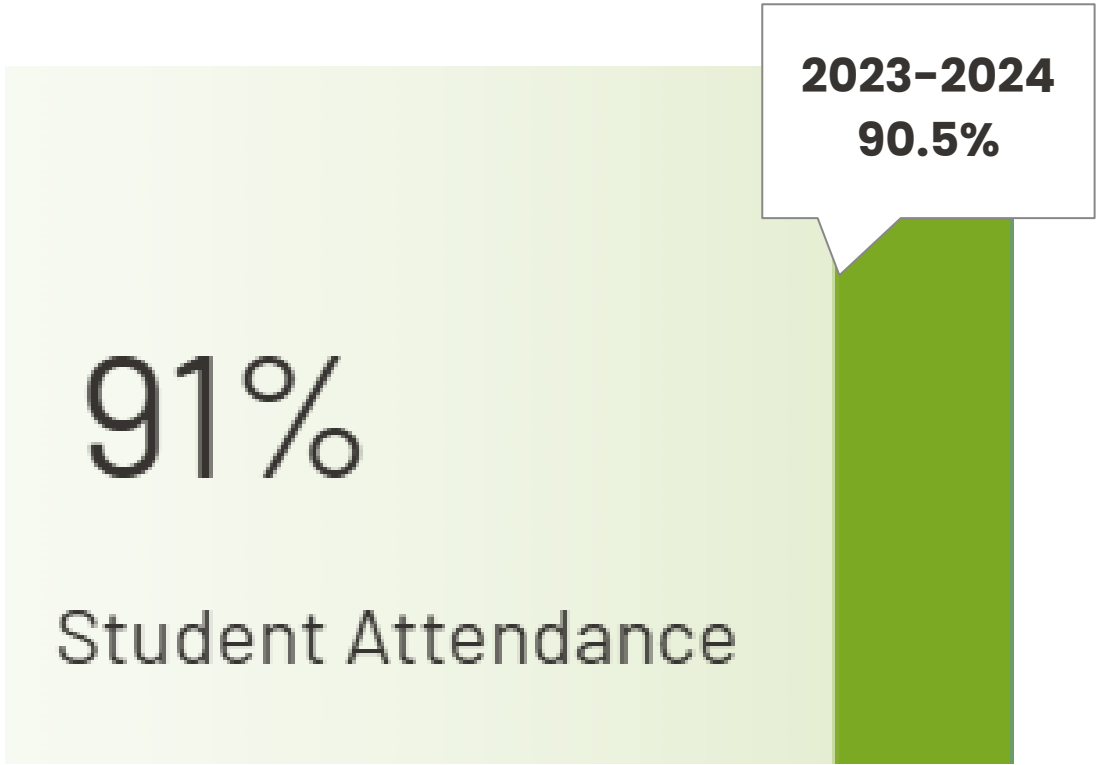


The percentage of students who receive special education and related services in accordance with their Individualized Education Programs (IEPs).



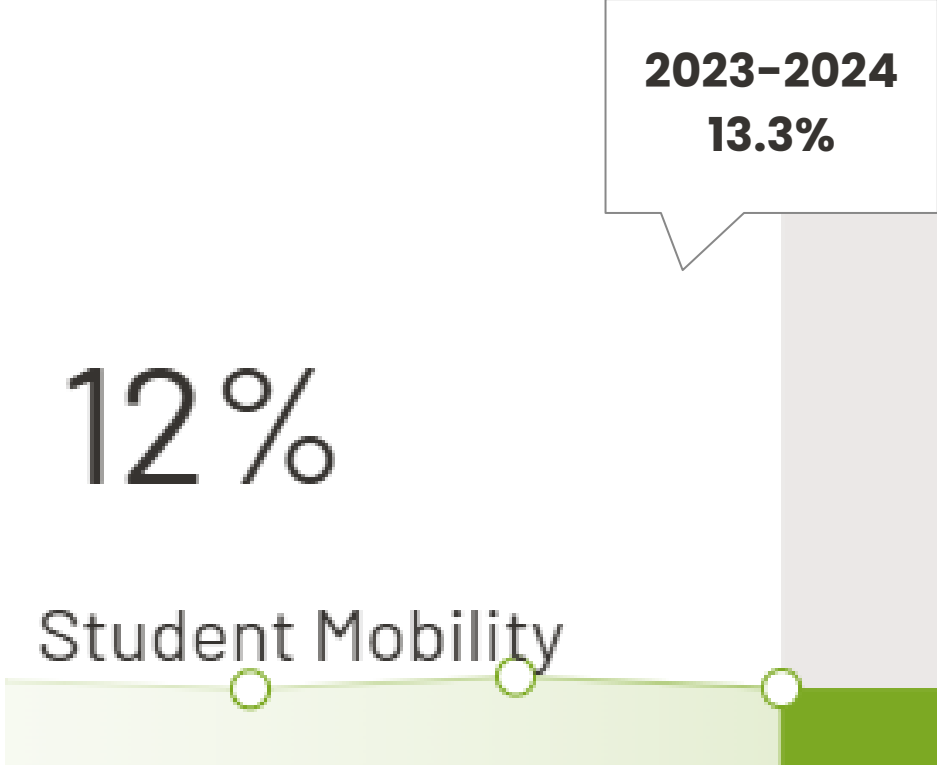


# CM 201-U AT A GLANCE



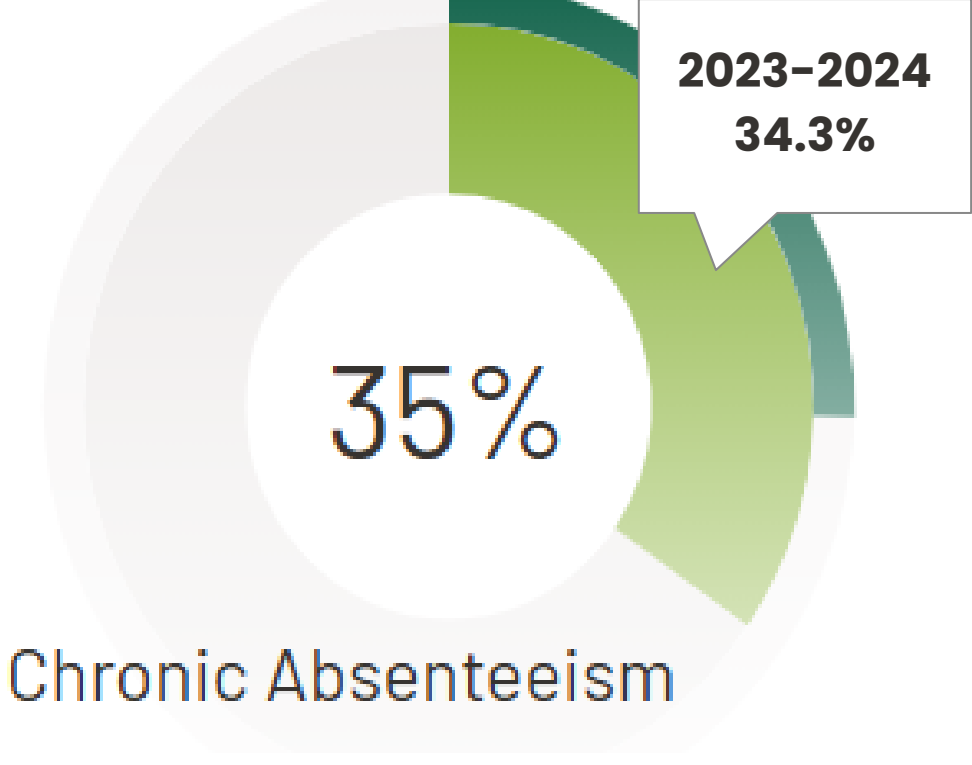
	<b>DISTRICT</b>	90.6%
	<b>STATE</b>	91.8%

The average daily attendance.



	<b>DISTRICT</b>	11.9%
	<b>STATE</b>	7.3%

The percentage of students who experienced at least one transfer in or out of the school during the school year.

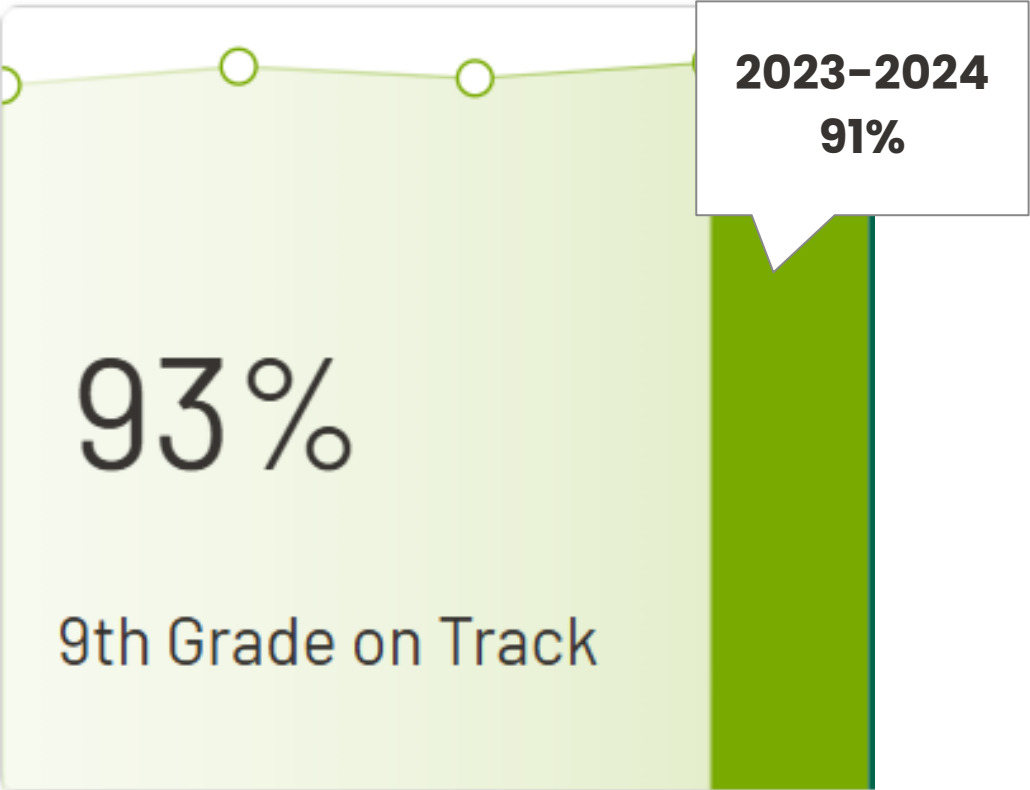


	<b>DISTRICT</b>	34.7%
	<b>STATE</b>	25.4%

The percentage of students who miss 10% percent or more of school days per year either with or without a valid excuse.

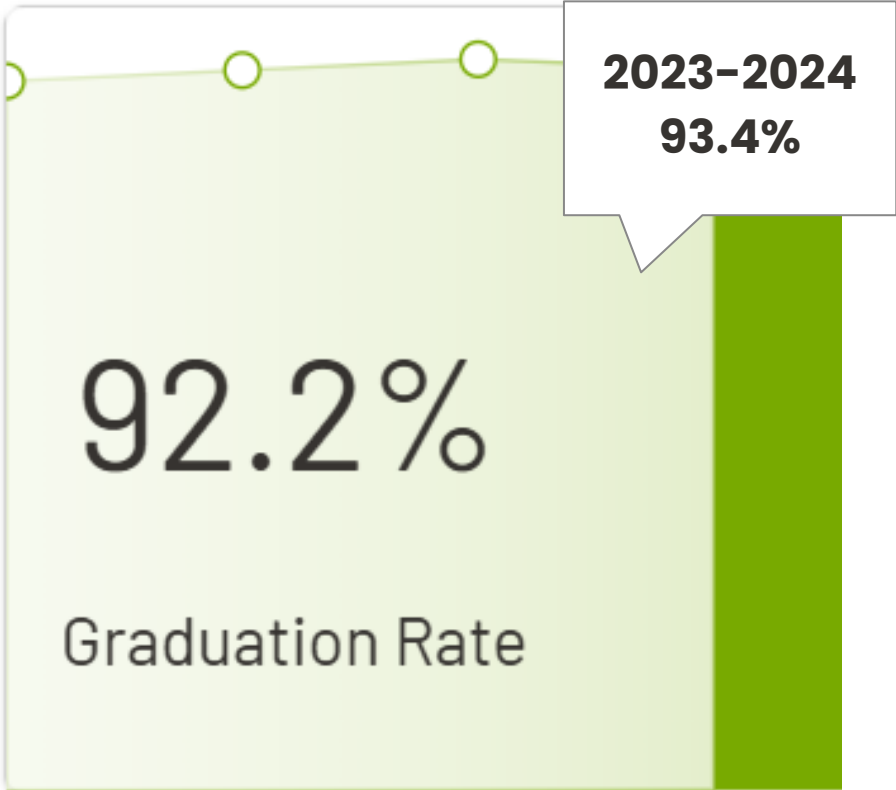


# CM 201-U AT A GLANCE



	<b>DISTRICT</b>	93%
	<b>STATE</b>	89.3%

Students identified as “on track” have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester “F” in a core course (English, math, science, or social science).



	<b>DISTRICT</b>	92.2%
	<b>STATE</b>	89%

The percentage of students who graduated in 4 years.

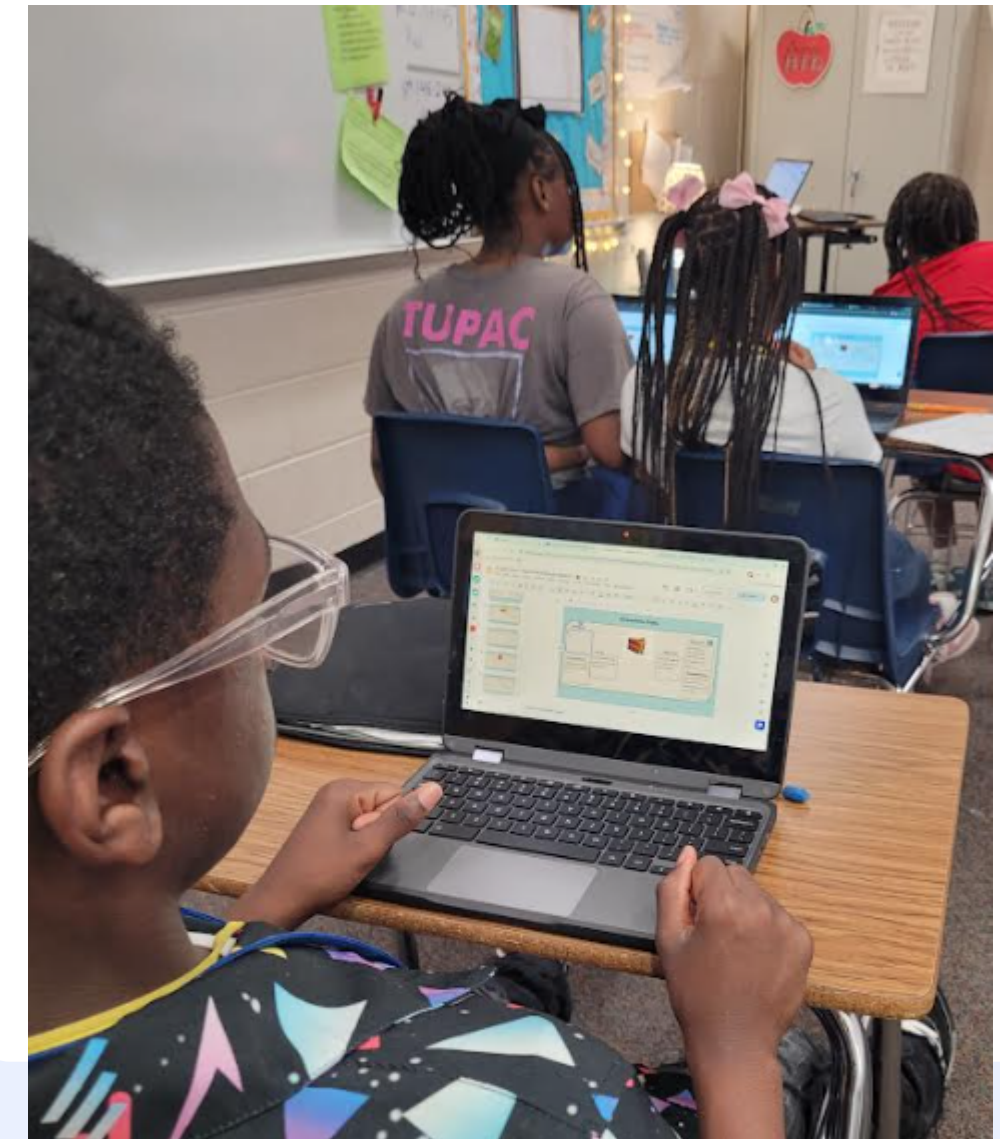
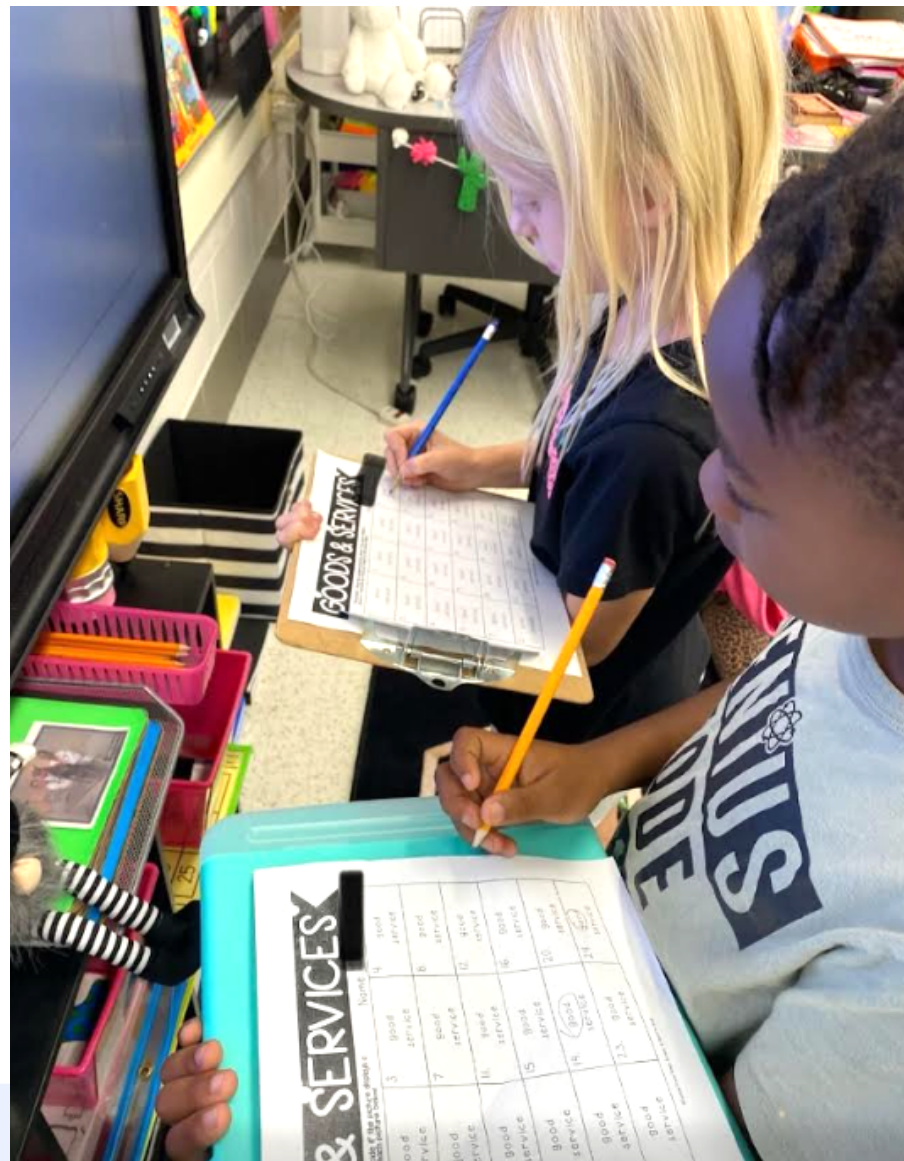




## SECTION TWO

### WHAT IS THE SCHOOL REPORT CARD?

In this section, we will review the criteria used to evaluate school performance. We will also review the state's overall rating system, used to determine a designation category for each school.





# SCHOOL REPORT CARD CATEGORIES AND WEIGHTS

## K THROUGH 8

### Elementary & Middle Schools



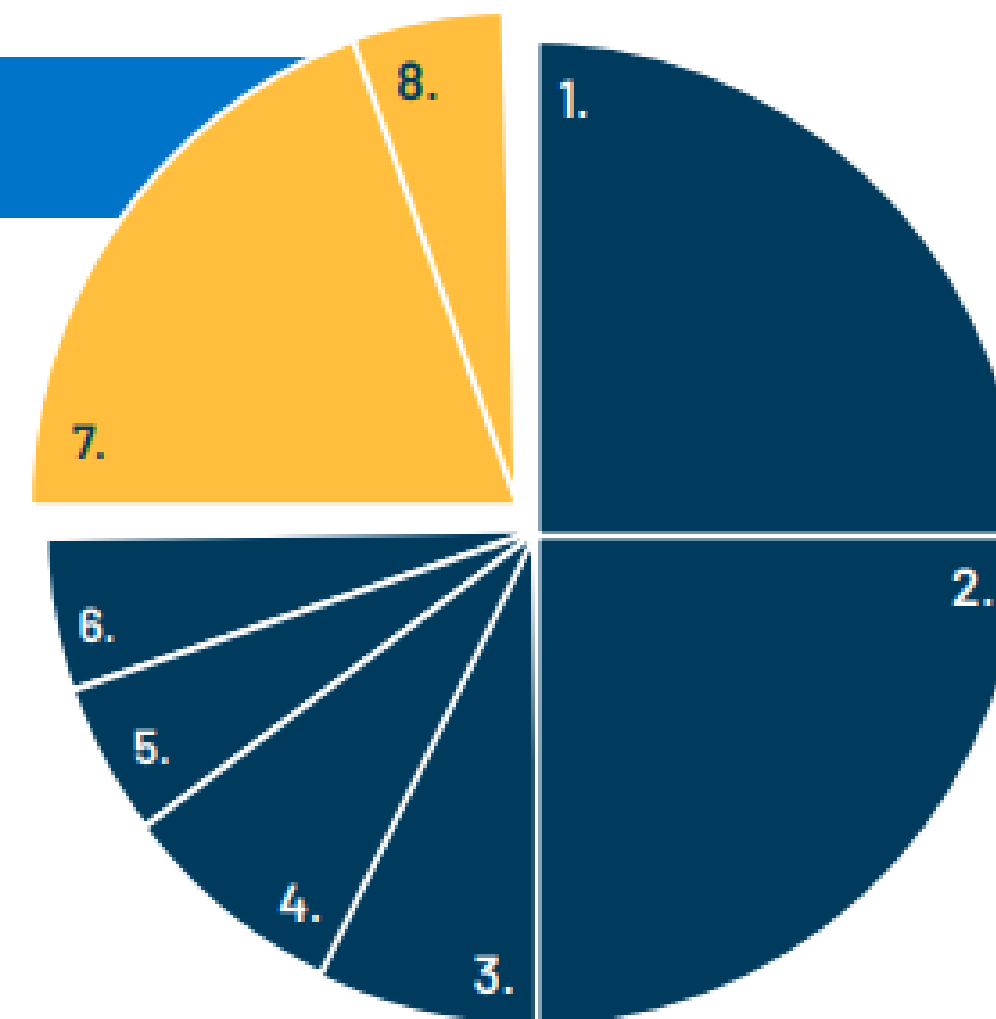
#### Academic Indicators

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

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
9. P-2\*
10. 3-8\*
11. Fine Arts\*







# SCHOOL REPORT CARD CATEGORIES AND WEIGHTS

## HIGH SCHOOL

### High School



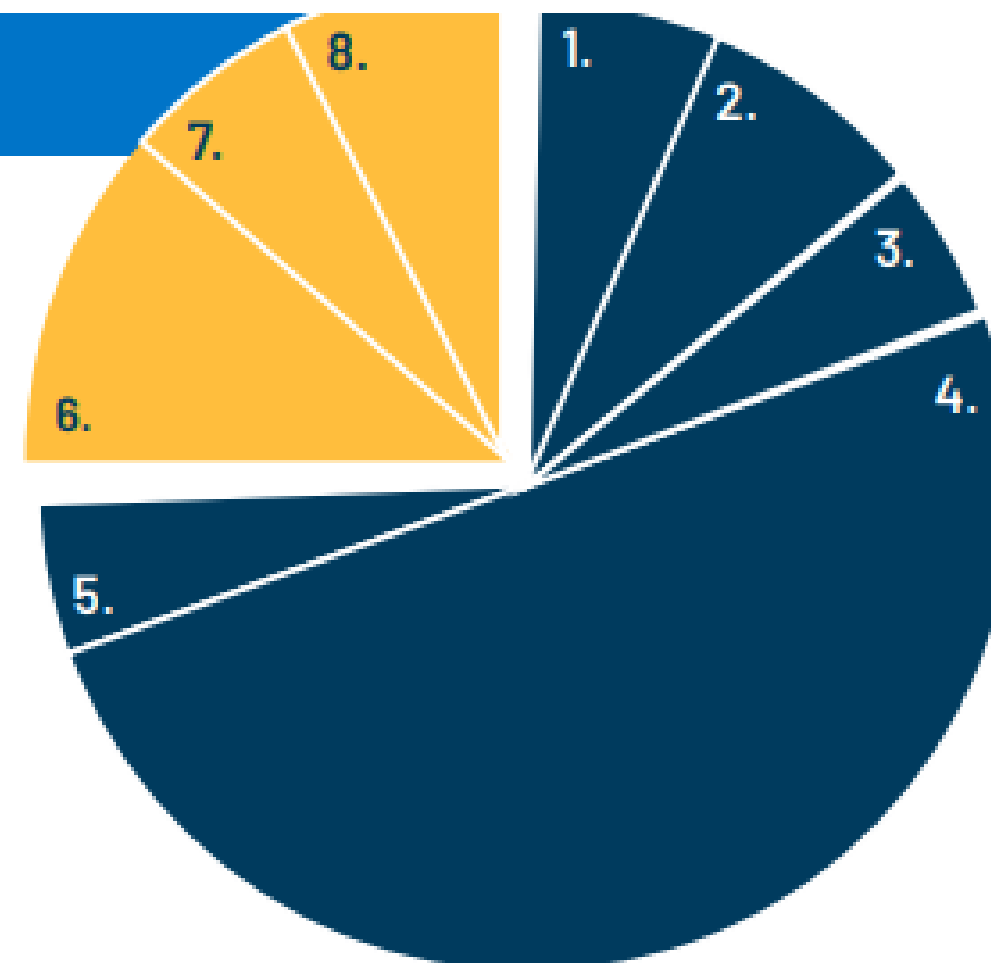
#### Academic Indicators

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%



#### School Quality & Student Success Indicators

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%
9. College and Career Readiness\*
10. Fine Arts\*





# ANNUAL SUMMATIVE DESIGNATIONS

A school's annual summative designation describes how well an individual school is meeting the needs of all its students. The designations recognize schools with strong overall performance across a range of academic and student success indicators. Schools with greatest need receive the most support.

Student groups used in the calculations include major racial and ethnic identities, students with Individual Education Plans (special education), English language learners, and students from low-income families

EXEMPLARY	COMMENDABLE	TARGETED	COMPREHENSIVE
Overall performance in the top 10 percent of all schools.	A school that has no underperforming student groups, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide.	A school in which one or more student groups is performing at or below the level of the "all students" group in the lowest performing 5 percent of schools.	A school that is in the lowest-performing 5 percent of schools in Illinois and any high school with a graduation rate of 67 percent or less.





## SECTION THREE

### SCHOOL REPORT CARD AND IMPROVEMENT PLANS

In this section, we will review each school's results and share their plans for improvement during the 2024-2025 school year.



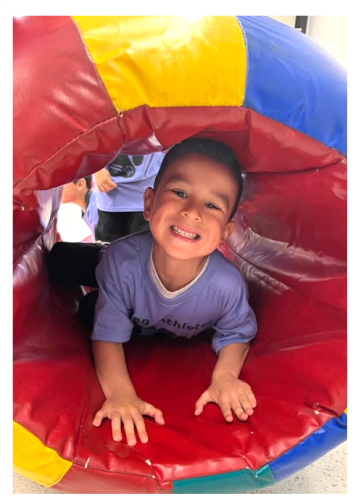




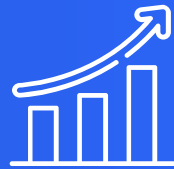
# EARLY LEARNING CENTER

## SCHOOL REPORT CARD DETAIL

FACTOR	ELC	STATE
Enrollment	256	–
Average Class Size	24	21
IEPs	42.2%	16.3%
Homeless	11.3%	2.7%
Low Income	74.6%	49.7%
ELL Students	59	



## ACADEMIC GOALS



### MATH

100% of teachers will practice using communication to help students meet their needs and work on asking a variety of questions to improve conversational skills.

### READING

100% of teachers will engage in activities that promote rote counting with students. All teachers will learn and implement at least two new activities that provide students with experience in rote counting and engage in activities that promote one to one correspondence with students.



# BALMORAL ELEMENTARY SCHOOL

## SCHOOL REPORT CARD DETAIL

### TARGETED

Targeted to support the Achievement of Children with Disabilities  
Decreased 1 Level

FACTOR	BALMORAL	STATE
Enrollment	458	–
Average Class Size	24	21
IEPs	20.3%	16.3%
Average Daily Attendance	91.7%	91.8%
Chronic Absenteeism	27.4%	25.4%
Homeless	Not included if less than 20 students.	2.7%
Low Income	73.1%	49.7%
Student Mobility	11.8%	7.3%
ELL Students	42	

### ACADEMIC GOALS

#### MATH AND READING



By the end of the 2025–2026 School Year, the percentage of students scoring above the 61st percentile will increase by 3%, bringing Balmoral's overall achievement in those quintiles to 64% of our students placing in green or blue on the NWEA MAP (*Northwest Evaluation Association Measure of Academic Progress*) Growth Mathematics and Reading assessments; determined on the Spring Single–Term Achievement NWEA Report.





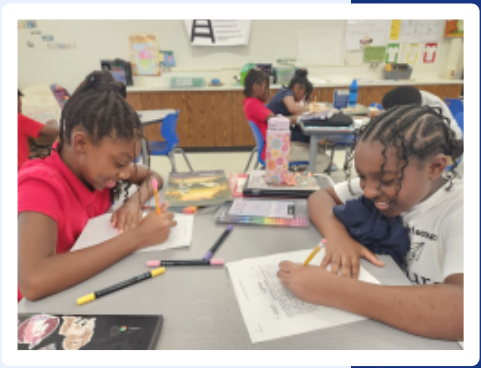


# CORETTA SCOTT KING MAGNET SCHOOL IN UNIVERSITY PARK

## SCHOOL REPORT CARD DETAIL

**COMMENDABLE**  
No Change

FACTOR	CSK	STATE
Enrollment	290	–
Average Class Size	24	21
IEPs	17.6%	16.3%
Average Daily Attendance	94%	91.8%
Chronic Absenteeism	17.8%	25.4%
Homeless	Not included if less than 20 students.	2.7%
Low Income	52.8%	49.7%
Student Mobility	9.6%	7.3%
ELL Students	3	



## ACADEMIC GOALS MATH



By the end of the 2025–2026 school year, the percentage of students scoring above the 61st percentile will increase by 3%, bringing CSK's overall achievement in those quintiles to 55 % of our students placing in green or blue on the NWEA MAP *(Northwest Evaluation Association Measure of Academic Progress)* Growth Reading assessment.

## READING

By spring of 2026, 46% of students will achieve at the 61st percentile or higher according to NWEA MAP *(Northwest Evaluation Association Measure of Academic Progress)* math grade level norms.







# CRETE ELEMENTARY SCHOOL

## SCHOOL REPORT CARD DETAIL

### TARGETED

Targeted to support the Achievement of Children with Disabilities  
No Change

FACTOR	CRETE	STATE
Enrollment	373	–
Average Class Size	20	21
IEPs	19.6%	16.3%
Average Daily Attendance	90.6%	91.8%
Chronic Absenteeism	36.2%	25.4%
Homeless	3.8%	2.7%
Low Income	65.7%	49.7%
Student Mobility	9.5%	7.3%
ELL Students	25	

### ACADEMIC GOALS

#### MATH AND READING



By the end of the 2025–2026 school year, there will be a 10% increase of students who meet or exceed their RIT growth projections as compared to the 2024–2025 spring growth data in Math and Reading and increase the percentage of students who are proficient (green or blue) by 20% on the Spring Administration.







# MONEE ELEMENTARY SCHOOL

## SCHOOL REPORT CARD DETAIL

**COMMENDABLE**

No Change

FACTOR	MONEE	STATE
Enrollment	368	–
Average Class Size	20	21
IEPs	18.8%	16.3%
Average Daily Attendance	92.1%	91.8%
Chronic Absenteeism	27.6%	25.4%
Homeless	4.1%	2.7%
Low Income	64.9%	49.7%
Student Mobility	14.8%	7.3%
ELL Students	13	

### ACADEMIC GOALS



#### MATH AND READING

80% or more of our students will master grade-level priority standards as measured by CFAs (Common Formative Assessments).







# TALALA ELEMENTARY SCHOOL

## IN PARK FOREST

### SCHOOL REPORT CARD DETAIL

# COMPREHENSIVE


No Change

FACTOR	TALALA	STATE
Enrollment	295	–
Average Class Size	17	21
IEPs	15.6%	16.3%
Average Daily Attendance	92.1%	91.8%
Chronic Absenteeism	45.3%	25.4%
Homeless	25.1%	2.7%
Low Income	85.4%	49.7%
Student Mobility	24.5%	7.3%
ELL Students	64	

# ACADEMIC GOALS

## MATH AND READING

By the end of 2025–2026 school year, students in grades K–5 will increase their overall NWEA MAP (Northwest Evaluation Association Measure of Academic Progress) Math and ELA scores by 3% from fall of 2025 to spring of 2026 .








# CRETE-MONEE MIDDLE SCHOOL

## SCHOOL REPORT CARD DETAIL

**COMMENDABLE**

No Change

FACTOR	CMMS	STATE
Enrollment	985	–
Average Class Size	20	21
IEPs	15.7%	16.3%
Average Daily Attendance	91.3%	91.8%
Chronic Absenteeism	31.6%	25.4%
Homeless	5.4%	2.7%
Low Income	64.9%	49.7%
Student Mobility	8.7%	7.3%
ELL Students	68	



## ACADEMIC GOALS



### MATH

By the end of the 2025–2026 School Year, **45%** or more of CMMS students will meet or exceed grade level RIT scores in READING on SPRING 2026

NWEA MAP *(Northwest Evaluation Association Measure of Academic Progress).*

### READING

By the end of the 2025–2026 School Year, **35%** or more of CMMS students will meet or exceed grade level RIT scores in MATH on SPRING

2026 NWEA MAP *(Northwest Evaluation Association Measure of Academic Progress).*



# CRETE-MONEE HIGH SCHOOL

## SCHOOL REPORT CARD DETAIL

### COMMENDABLE

No Change

FACTOR	CMHS	STATE
Enrollment	1461	–
Average Class Size	25	21
IEPs	14.6%	16.3%
Average Daily Attendance	89.1%	91.8%
Chronic Absenteeism	41.2%	25.4%
Homeless	5.3%	2.7%
Low Income	56.7%	49.7%
Student Mobility	12.8%	7.3%
ELL Students	74	

## ACADEMIC GOALS

### MATH

By May 2026, 100% of CMHS teachers will implement weekly academic vocabulary instruction in their subject areas and will incorporate research-based discussion strategies at least twice monthly. Instruction will prioritize student explanation of reasoning, explanation of thinking and academic vocabulary to enhance their understanding of complex concepts.



### READING

100% of teachers at CMHS will use Cornell notes as their primary source of note taking which fosters active learning and structured thinking leading to better comprehension, retention, and application of information. 100% of the English weekly, Science, and Social Studies teachers monthly will use close reading strategies to develop the skills of determining theme or central idea, breaking down challenging text, and identifying the meaning of words in context. By May 2026, 100% of CMHS teachers in core subject areas will implement a common annotation strategy at least twice weekly in order to improve student engagement, reading comprehension, and critical thinking across content areas.





# SCHOOL REPORT CARD SUMMARY

## 2024 – 2025

SCHOOL	DESIGNATION	ENROLLED	CLASS SIZE	IEPs	DAILY ATTENDANCE	CHRONIC ABSENTEEISM	HOMELESS	LOW INCOME	STUDENT MOBILITY	ELL STUDENTS
ELC	N/A	256	24	42.2%	N/A	N/A	11.3%	74.6%	N/A	59
BALMORAL	Targeted	458	24	20.3%	91.7%	27.4%	Not included if less than 20 students.	73.1%	11.8%	42
CSK	Commendable	290	24	17.6%	94%	17.8%	Not included if less than 20 students.	52.8%	9.6%	3
CRETE	Targeted	373	20	19.6%	90.6%	36.2%	3.8%	65.7%	9.5%	25
MONEE	Commendable	368	20	18.8%	92.1%	27.6%	4.1%	64.9%	14.8%	13
TALALA	Comprehensive	295	17	15.6%	92.1%	45.3%	25.1%	85.4%	24.5%	64
CMMS	Commendable	985	20	15.7%	91.3%	31.6%	5.4%	64.9%	8.7%	68
CMHS	Commendable	1461	25	14.6%	89.1%	41.2%	5.3%	56.7%	12.8%	74





# **GROWTH AND PROFICIENCY**

## **ILLINOIS ASSESSMENT OF READINESS – IAR**

Grades 3, 4, 5, 6, 7, and 8  
English Language Arts and Math

## **ILLINOIS SCIENCE ASSESSMENT – ISA**

Grades 5 and 8  
Science

## **AMERICAN COLLEGE TESTING – ACT**

Grade 11  
English Language Arts, Math, and Science

## **NORTHWEST EVALUATION ASSOCIATION MEASURE OF ACADEMIC PROGRESS NWEA MAP**

9th-Grade On Track – Local Assessment  
English Language Arts and Math





# ENGLISH LANGUAGE ARTS



## IAR ELA GROWTH – GRADES 3 THROUGH 8



# MATHEMATICS

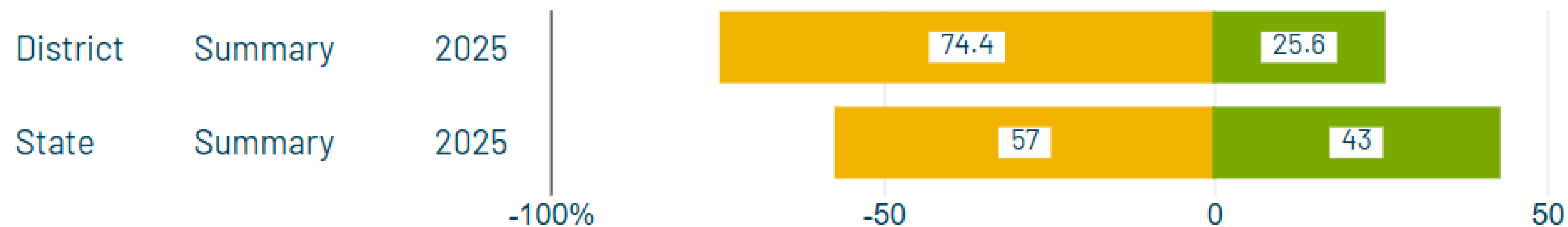
## IAR MATH GROWTH – GRADES 3 THROUGH 8





# SCIENCE

## ISA **ASSESSMENT RESULTS** – GRADES 5 AND 8

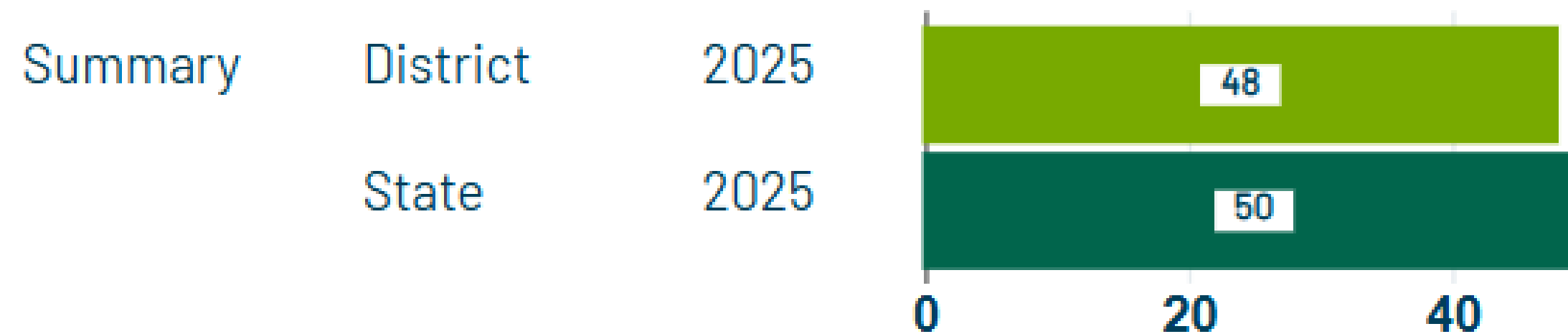






## ENGLISH LANGUAGE ARTS

### ELA **GROWTH** – GRADES 9 THROUGH 11



## MATHEMATICS

### MATH **GROWTH** – GRADES 9 THROUGH 11





# 9TH GRADE ON TRACK STUDENT ACHIEVEMENT GOAL MATHEMATICS

Northwest Evaluation  
Association  
Measure of Academic Progress



## SMART GOAL

By the Fall 2025 MAP testing window, the percentage of 8th-grade students performing in the instructional area of Operations and Algebraic Thinking will increase by at least 10% compared to Fall 2023 baseline data.

## BREAKDOWN

- Specific: Targets 8th-grade performance in Operations and Algebraic Thinking.
- Measurable: A minimum 10% growth.
- Achievable: Allows two full academic years for growth with targeted intervention.
- Relevant: Focuses on improving foundational algebra readiness.
- Time-bound: Measured by Fall 2025, using Fall 2023 as the baseline.

## RESULTS

**The 8th-Grade students at CM Middle School grew from achievement at the 19th percentile in Fall 2023 to the 38th percentile in Fall 2025, almost doubling the growth goal of 10%.**





# 9TH GRADE ON TRACK STUDENT ACHIEVEMENT GOALS

## MATHEMATICS

## ENGLISH LANGUAGE ARTS

Northwest Evaluation Association  
Measure of Academic Progress



	MATH Achievement Percentile	ELA Achievement Percentile
<b>Grade 6</b> Fall 2023	19%	27%
<b>Grade 7</b> Fall 2024	30%	51%
<b>Grade 8</b> Fall 2025	38%	48%
<b>GROWTH GOAL</b>	<b>10%</b> Increase in Achievement Totals	<b>10%</b> Increase in Achievement Totals
<b>ACTUAL GROWTH</b>	<b>19%</b>	<b>21%</b>



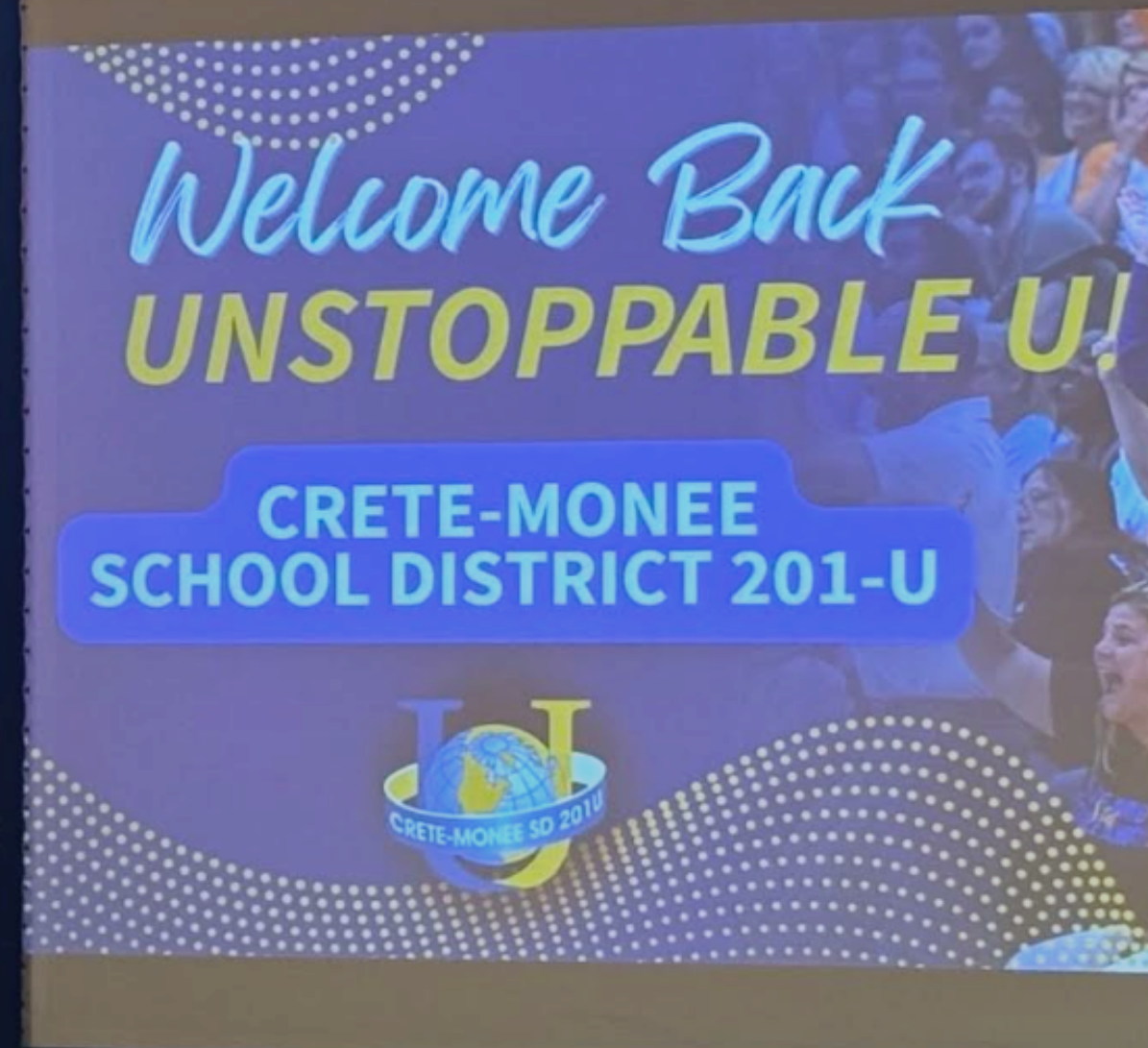
# **CURRICULUM CONSISTENT FOR ALL**

Created and Implemented Vertically  
Aligned and Prioritized Standards

Instruction with Prominent Usage of District-  
Wide Curriculum Materials

Developed a Common Formative Balanced  
Assessment System

Developed an Instructional Coaching  
Program Grades Pre K through 12







# INDICATORS OF SUCCESS

- Community Request for Service Hours
  - 2024-2025 - 3,609 Hours Recorded
  - 2025-2026 Hours to Date - 2,696.5 Hours Recorded
- School Culture
  - 5Essentials Survey Climate Survey - Staff, Students, Families

COMMUNITY REQUEST  
FOR VOLUNTEERS

## ENGAGE

INDICATOR	ELC	BALMORAL	CSK	CRETE	MONEE	TALALA	CMMS	CMHS
Effective Leaders	Strong ↑	Strong ↑	Strong ↓	Weak □	Neutral ↑	Neutral □	Neutral ↓	Neutral ↑
Collaborative Teachers	Neutral □	Strong ↑	Strong ↓	Neutral ↑	Neutral ↑	Neutral ↓	Neutral □	Neutral ↑
Ambitious Instruction	N/A	Strong □	Neutral ↓	Neutral □	Neutral □	Neutral □	Neutral ↓	Neutral □
Supportive Environment	N/A	Neutral □	Neutral ↓	Weak ↓	Weak ↓	Neutral □	Neutral ↑	Neutral ↑
Involved Families	Neutral □	Strong ↑	Strong ↓	Weak □	Neutral ↑	Weak ↓	Neutral ↓	Neutral □

VERY STRONG

STRONG

NEUTRAL

WEAK

VERY WEAK

NO DATA

LOW RESPONSE/NOT APPLICABLE

23-24 to 24-25

No Change □

Increased ↑

Decreased ↓

- Scholarship Money Raised
  - \$1,860,250 Scholarship Funds Offered to CMHS Students



# INDICATORS OF SUCCESS

## EMPOWER

- Model Professional Learning Communities (PLC)
  - All Administrators Trained on the PLC Process
  - 80 Staff Members Attended Off-Site Professional Development
- Graduation Rates
  - CMHS Trending above the State Average at 92.2%
- Teacher/Staff Quality (Professional Development)
  - 24-25 – 41 Sessions – 5,750 Staff CEUs
  - 25-26 to Date – 40 Sessions – 4,569 Staff CEUs
- Partnerships with Universities (Students and Staff)
  - Prairie State College – 20 Students Dual Credit Courses
  - Northern Illinois University Counselor Institute
  - Capella University School Counseling
  - Governors State University – ESL Cohorts
  - University of St. Francis – ESL, Drivers Ed, and SpEd Cohorts
  - The Chicago School – BCBA Cohort





# INDICATORS OF SUCCESS

## IMPACT

- Career Pathways of Seniors

- Enroll
- Enlist
- Employed
- Certified



of graduates  
have enrolled  
in college



have joined  
the military



are employed  
after high  
school



are pursuing  
vocational/trade  
schools





# 2025-2026 PROFESSIONAL DEVELOPMENT TO DATE

## 4,569 Staff Continuing Education Units (CEUs) Given

July 21, 2025	District	Administrator/Directors/Supervisors Training - Day 1	September 18, 2025	CMHS	Classroom Management
July 22, 2025	District	Administrator/Directors/Supervisors Training - Day 2	September 18, 2025	Elementary	OTUS Report Card Training
August 5-12, 2025	District	Devereux Trainer Certification	September 18, 2025	ELC	IRR Test, Getting Started with Gold and Autism Little Learners
August 14, 2025	District	Branching Minds - Elementary, CMMS and CMHS	September 18, 2025	District	All Paraprofessionals - Devereux Training
August 14, 2025	Elementary	Decodables, Elementary Teachers	September 26, 2025	CMMS	MGT Special Education
August 14, 2025	Elementary	Foundations, Elementary Teachers	September 26, 2025	ELL	Biliteracy Instruction and Dual Language Training
August 14, 2025	Elementary	Into Reading, Elementary Teachers	September 26, 2025	Elementary	OTUS Report Card Training
August 14, 2025	District	All Physical Education Teachers - CPR	September 26, 2025	ELC	OT Training, TSG, and Autism Little Learners Webinar
August 14, 2025	District	All Paraprofessionals - Special Education Training	September 26, 2025	District	All Paraprofessionals - Devereux De-escalation Training
August 15, 2025	Elementary	K-5 Teachers and Paras - Brain Tracks Executive Function	October 15, 2025	Elementary	High Impact Teaching Strategies
August 25, 2025	Elementary	Math Interventionists - Bridges Intervention Training	October 15, 2025	CMMS	Classroom Management
August 27, 2025	Elementary	Reading Interventionists - Benchmark Phonics	October 15, 2025	ELC	Strategies for De-Escalating Challenging Behaviors
August 29, 2025	SpEd	Special Education Assistive Technology	October 23, 2025	CMM	Devereux Training
August 29, 2025	Elementary	Elementary Teachers - OTUS Report Card Training	October 23, 2025	District	Coaches, Health Services - CPR Training
August 29, 2025	District	Administrators - Bully Prevention	October 23, 2025	ELC	Devereux Training
August 29, 2025	CMHS	Restraint and Time-Out (RTO) Rules and Regulations	October 23, 2025	ELC	It Makes Sense Webinar
August 29, 2025	ELC	Autism Webinar	October 23, 2025	Elementary	OTUS Report Card Training
September 10, 2025	CMHS	Wayfinder Refresher -Virtual	October 24, 2025	ELL	Oracy Development in Spanish and English
September 10, 2025	CMMS	MGT Special Education	October 31, 2025	CMMS	MGT Student Engagement
September 12, 2025	District	PBIS, Social Workers - Restorative Practice	November 13, 2025	CMHS	Devereux De-escalation Training - Day 1





# GOING FORWARD

## STRATEGIC WINS AND RISING OPPORTUNITIES 2025–2026

- SmartLabs expansion increasing STEM engagement
- STEM and District Career Identity Day Spring 2026
- Reimagining systems for Early College Credit and dual credit enrollment to rise
- Developing new CTE pathways, attracting more student interest
- Strengthened PLC cycles, driving clearer instructional alignment
- Attendance initiatives showing early, positive impact
- Plan development to increase student participation in after-school, summer school, arts, and leadership programs
- Stronger university and community partnerships supporting pathways and tutoring



# TAKEAWAYS

- Our Story
- Growth
- Systems
- Going Forward

## What does it mean to be part of the CM 201-U Learning Community?

“To me, being a warrior means to be part of a great community that strives to settle for the best, not for less. Being part of the community is a great thing where you can meet great people and learn new things.”

– *Quentin Pullum, 10th-Grade*

“To me, the CM 201-U Learning community feels like a family. I see it as a way to bring one another together and not leave others behind or allow others to get lost.”

– *Keyon Williams, 11th-Grade*

“It's an honor. I love to learn from people who are so invested in others' lives that they take the time to educate. Our district staff make sure not only to educate us but also to support our mental health.”

– *Terrell Henderson, Jr., 11th-Grade*

“It means a lot to me to be part of the CM 201-U learning community. I'm very involved and recognized for what I do by my peers, teachers, and staff. I left CMHS for a couple of months which felt weird. CMHS is like a family to me. I love being here and love being a king (homecoming) every year.”

– *Jayden Franklin, 11th-Grade*





## **OFFICE OF TEACHING AND LEARNING**

### **GLOSSARY OF TERMS**



# QUESTIONS

## SCAN TO:

- Share questions
- Offer insights
- Request additional information





# THANK YOU TO OUR BOARD OF EDUCATION & SUPERINTENDENT!



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