

Naperville 203 School Improvement Summary and Plan

Naperville Central SIP Summary of Progress SY25

Academic
<p>SY25 Goal(s):</p> <ul style="list-style-type: none"> ● 80% of students, overall and in each subgroup, will demonstrate readiness for post-secondary coursework by earning a C or better in all courses throughout their four-year experience at NCHS ● 80% of students, overall and in each subgroup, will demonstrate readiness for post-secondary coursework by completing an Advanced Placement (AP) course, and 55% will complete a Dual Credit course while at NCHS ● 30% of NCHS students, overall and in each subgroup, will demonstrate post-secondary readiness by completing a career pathway or earning a diploma endorsement
<p>Goal 1: 80% of students will earn a "C" or better in all courses throughout their four-year experience</p> <p>For the Class of 2025, 69.2% of students earned a “C” or better in all courses across their four years of high school—an increase from 65.6% in the Class of 2024. This “C” or better metric serves as a key measure of post-secondary readiness. On the Spring 2024 SAT, 64.3% of the Class of 2025 met or exceeded the benchmark in Evidence-Based Reading and Writing (EBRW), and 60.4% met or exceeded the Math benchmark. These results highlight the value of consistent academic performance while also underscoring the continued need to prepare all students for success beyond high school. During the 2024–2025 school year, 96.68% of students in Semester 1 and 96.27% in Semester 2 earned a “C” or better overall—an encouraging sign that the vast majority of students are meeting academic expectations in their coursework. At the same time, the data show that some student groups remain below our expectations for earning a “C” or better in all high school courses: Black/African American students at 40%, Hispanic/Latinx students at 55.4%, students of two or more racial/ethnic groups at 48.3%, students with IEPs at 40.4%, and students receiving Free or Reduced Lunch at 46.1%.</p>
<p>Goal 2: 80% of students will complete an AP course, and 55% will complete a Dual Credit course</p> <p>In the 2024-2025 school year, 1,220 students enrolled in an AP course. For the Class of 2025, 77.3% completed at least one AP course during high school. We also saw strong gains in Dual Credit participation: 66.6% of the Class of 2025 completed a Dual Credit course, surpassing our 55% goal. This includes substantial increases among several student groups.</p>
<p>Goal 3: 30% of students will complete a career pathway or earn a diploma endorsement.</p> <p>A total of 125 seniors in the Class of 2025 earned diploma endorsements—up from 82 in the Class of 2024. In addition, 89% of the Class of 2025, 59% of the Class of 2026, 53% of the Class of 2027, and 41% of the Class of 2028 have identified at least one career pathway they plan to explore through coursework. During the 2024–2025 school year, NCHS students also earned a combined total of 755 industry credentials. These milestones reflect meaningful progress in preparing students for college, careers, and lifelong success.</p>

SEL/Sense of Belonging

SY24 Goal(s):

- Increase average daily attendance rates in the 2024-2025 school year to 95% overall
- Implement behavioral systems and supports that proactively and responsively address root causes of student behavioral needs to minimize exclusionary consequences and experiences for students.
- Leverage strategies for establishing and maintaining a strong sense of belonging for every student

Goal 1: Increase average daily attendance rates to 95% overall.

In the 2024–2025 school year, the average daily attendance rate at NCHS was 92.15%, a decrease of 1.17% from 93.32% average daily attendance rate from the previous year. Additionally, the chronic absenteeism rate rose to 25.04%, up from 22.53% in 2023–2024. These trends highlight the need to deepen our efforts to engage students and families in promoting consistent, on-time attendance. Additionally, there were 4,685 documented student tardies during the school year.

Goal 2: Implement behavioral systems and supports to minimize exclusionary consequences.

In the 2024-2025 school year, we saw an increase in behavior referrals, including 57 more related to inappropriate language—such as harassment, bullying, cyberbullying, and derogatory comments. This rise may reflect our intentional efforts to more consistently address and document language use as part of promoting a respectful school culture. Additionally, referrals for inappropriate cell phone use increased by 42. Over the course of the year, 85 out-of-school suspensions were assigned, a decline of 8.6% from the previous school year.

Goal 3: Leverage strategies for establishing and maintaining a strong sense of belonging for every student.

In the 2024-2025 school year, 2,013 NCHS students, representing 81% of the student body, participated in one or more extracurricular activities. This follows a significant increase in student involvement in extracurricular activities from the 2022-2023 school year (77.7% participation) to the 2023-2024 school year (83.2% participation), which represented a 5.5% increase. While the 2024-2025 participation rate of 81% is a slight decline from the previous year's peak, it still represents a substantial level of student engagement compared to two years prior. The *Sense of Belonging* section of the Panorama Survey showed 51% favorable responses in 2023-2024, a 4% improvement from the previous year, with a goal of 60% for Spring 2026

Naperville Central High School School Improvement Plan, 2023 - 2026

Academic Targets

Common Instructional School Improvement Target:

Increased postsecondary readiness through equitable access, representation, meaningful participation, and high outcomes for all students.

Rationale for the Instructional Targets

Based on data from the Class of 2025,

1. 69.2% of students at NCHS earned grades of “C” or or better in all courses during their high school career
2. 77.3% of students took an AP course during their high school career.
3. 88.2%% of students who took one or more AP classes during their high school career earned a score of three or higher on their AP exam(s).
4. 66. % of students took a dual credit course during their high school career.
5. 21.5% of the Class of 2025 earned a CCPE diploma endorsement, the Seal of Biliteracy, or the Global Scholar endorsement.

Academic Outcomes

80% of students, overall and in each subgroup, will demonstrate readiness for post-secondary coursework by earning a C or better in all courses throughout their high school experience at NCHS.

Percentage of students earning grades of “C” or better in ALL classes throughout their high school career

	Class of 2023	Class of 2024	Class of 2025
Overall graduating class	68% (424/621)	65.6% (375/572)	69.2% (402/581)
Asian students	69% (75/108)	73.8% (76/103)	78% (78/100)
Black/African American students	46% (6/13)	27.8% (5/18)	40% (8/20)
Hispanic/Latinx students	69% (38/55)	40.7% (22/54)	55.4% (31/56)
Students of two or more racial/ethnic groups	73% (16/22)	56% (14/25)	48.3% (14/29)
White students	68% (289/422)	69.4% (258/372)	72% (270/375)
Students with IEPs	20.5% (8/39)	67% (34/51)	40.4% (19/47)
Students with a 504	67% (45/67)	47.6% (40/84)	59.5% (44/74)
Student receiving Free or Reduced Lunch	68% (56/81)	42.7% (44/103)	46.1% (35/76)

Access to post-secondary experiences

80% of students, overall and in each subgroup, will demonstrate readiness for post-secondary coursework by completing an Advanced Placement (AP) course while at NCHS.

Student Demographic	Class of 2023 AP Enrollment and AP Exam Success Rate (score of three or higher)	Class of 2024 AP Enrollment and AP Exam Success Rate (score of three or higher)	Class of 2025 AP Enrollment and AP Exam Success Rate (score of three or higher)
Overall	Enrollment: 73.2% (460/628) Success Rate: 84.7% (332/392)	Enrollment: 68.5% (392/572) Success Rate: 90.5% (316/349)	Enrollment: 77.3% (449/581) Success Rate: 88.2% (329/373)
Asian students	Enrollment: 94% (102/108) Success Rate: 92.5% (86/93)	Enrollment: 91.3% (94/103) Success Rate: 93.3% (84/90)	Enrollment: 91% (91/100) Success Rate: 96.6% (84/87)
Black/African American students	Enrollment: 38% (5/13) Success Rate: 66.7% (2/3)	Enrollment: 16.6% (3/18) Success Rate: 2/2 (100%)	Enrollment: 40% (8/20) Success Rate: 66.7% (4/6)
Hispanic/Latinx students	Enrollment: 50% (19/38) Success Rate: 79.3% (23/29)	Enrollment: 61.1% (33/54) Success Rate: 88.5% (23/26)	Enrollment: 62.5% (35/56) Success Rate: 85.7% (24/28)
Students of two or more racial/ethnic groups	Enrollment: 71% (15/21) Success Rate: 84.6% (11/13)	Enrollment: 72% (18/25) Success Rate: 88.2% (15/17)	Enrollment: 65.5% (19/29) Success Rate: 88.2% (15/17)
White students	Enrollment: 70% (299/428) Success Rate: 83.0% (210/253)	Enrollment: 65.6% (244/372) Success Rate: 89.7% (192/214)	Enrollment: 78.4% (294/375) Success Rate: 85.9% (201/234)
Students with IEPs	Enrollment: 24% (12/51) Success Rate: 77.8% (7/9)	Enrollment: 15.3% (6/39) Success Rate: 2/2 (100%)	Enrollment: 23.4% (11/47) Success Rate: 77.8% (7/9)
Students with a 504	Enrollment: 64% (45/70) Success Rate: 86.5% (32/37)	Enrollment: 52.4% (44/84) Success Rate: 84.1% (37/44)	Enrollment: 76% (56/74) Success Rate: 87.5% 35/40
Students receiving Free/Reduced Lunch	Enrollment: 63% (52/82) Success Rate: 76.7% (33/43)	Enrollment: 51.5% (53/103) Success Rate: 85.4% (35/41)	Enrollment: 59.2% (45/76) Success Rate: 91.7% (33/36)

70% of students, overall and in each subgroup, will demonstrate readiness for post-secondary coursework by completing a Dual Credit course while at NCHS.

Student Demographic	<u>Class of 2023</u> Dual Credit enrollment	<u>Class of 2024</u> Dual Credit enrollment	<u>Class of 2025</u> Dual Credit enrollment
Overall	34% (214/628)	49.8% (285/572)	66.6% (387/581)
Asian students	26% (28/108)	43.7% (45/103)	67% (67/100)
Black/African American students	23% (3/13)	33.3% (6/18)	50% (10/20)
Hispanic/Latinx students	42% (24/57)	59.3% (32/54)	61% (34/56)
Students of two or more racial/ethnic groups	28% (6/21)	40% (10/25)	48% (14/29)
White	36% (153/428)	51.6% (192/372)	69.6% (261/375)
Students with IEPs	20% (10/51)	38.5% (15/39)	46% (35/76)
Students with a 504	30% (21/70)	42.9% (36/84)	28.4% (21/74)
Students receiving Free/Reduced Lunch	32% (26/82)	48.5% (50/103)	54% (41/76)

30% of each NCHS graduating class, overall and in each subgroup, will demonstrate post-secondary readiness by completing a career pathway or earning a diploma endorsement.

Graduates earning a CCPE Diploma Endorsement, Seal of Biliteracy, or Global Scholar Endorsement

	Class of 2023	Class of 2024	Class of 2025
# of Students with an Endorsement or Seal/Commendation of Biliteracy	122	82	125

District Alignment

Alignment to Ongoing Strategic Plan Commitments:

Strategic focus 1: Design and implement effective practices that enhance academic, social-emotional, and college, career, and post-secondary readiness for all students.

Alignment to MTSS, SEL, and/or Equity:

District 203 is committed to reducing academic achievement gaps among student groups. By making opportunities, resources, and support accessible and clearly communicated to all students—and by providing targeted Tier 2 and Tier 3 interventions for those performing below benchmark—we aim to raise overall academic achievement. These efforts will expand access to post-secondary opportunities and career pathways by ensuring students are equipped with a stronger academic foundation.

Summary of Progress June 2025

- **Percentage of students earning a C or better in all classes during SY 2024-2025 (Semester 1/Semester 2)**
 - Overall (grades 9-12): (96.68%/96.27%)
 - Freshman (Class of 2028): (97.17%/96.59%)
 - Sophomores (Class of 2027): (96.64%/96.66%)
 - Juniors (Class of 2026): (97.01%/96.43%)
 - Seniors (Class of 2025): (95.91%/95.38%)
 - Asian students : (98.82%/98.32%)
 - Black/African American Students: (90.39%/89.3%)
 - Hispanic/Latinx students: (92.75%/92.4%)
 - Students of two or more racial/ethnic groups: (96.36%/95.58%)
 - White Students: (97.32%/97%)
 - Students with IEPs: (81.91%/81%)
 - Students with a 504: (97.28%/96.58%)
 - S1 D/F: 239 students own 404 Ds (331) and Fs (73)- Average number of absences: 14.1
 - S2 D/F: 263 students own 453 Ds (377) and Fs (76)- Average number of absences: 27.5

- **Class of 2025 performance for C or better across HS career, and meeting/exceeding SAT EBRW and SAT MATH measures**
 - (% C or better over four years/% meet or exceed on SAT EBRW/% meet or exceed on SAT Math)
 - Overall: (69.2%/64.3%/60.4)
 - Asian students : (78%/83.5%/83.5%)
 - Black/African American Students: (40%/23.5%/23.5%)
 - Hispanic/Latinx students: (55.4%/50%/40.4%)
 - Students of two or more racial/ethnic groups: (48.3%/75.9%/58.6%)
 - White Students: (72%/62.4%/59.1%)
 - Students with IEPs: (40.4%/25%/20%)
 - Students with a 504: (59.5%/69%/56.3%)

- **NCHS students selecting a career pathway**
 - Class of 2025: 518 students (89%) have selected at least 1 pathway
 - Class of 2026: 381 students (59%) have selected at least 1 pathway
 - Class of 2027: 319 students (53%) have selected at least 1 pathway
 - Class of 2028: 255 students (41%) have selected at least 1 pathway

- **Breakdown of Diploma Endorsements by Area for the Class of 2025**
 - Seal of Biliteracy- 18 students
 - Commendation towards Biliteracy- 28 students
 - Finance and Business Pathway- 11 students
 - Health Sciences Pathway-6 students
 - Information Technology Pathway-14 students
 - Illinois Global Scholar- 35 students
 - Agriculture, Food, Natural Resources pathway- 1 student
 - Human and Public Services pathway- 12 students

- **NCHS Students earning industry credentials:** 755 industry credentials were earned by NCHS students in the 24-25 school year
 - 547 Heartsaver AED Certifications (PE1)
 - 33 OSHA 10 Certifications (Geometry in Construction)
 - 28 AllData Certifications (Automotive 2)
 - 38 Manual Drivetrain and Axles, Maintenance and Light Repair, Electrical Systems Certifications, ASE 609 Certifications, Engine Performance, Heating and Air Conditioning Certifications or ALI Lift it Right Certification (Automotive 3)
 - 14 Mandated Reporter, Bloodborne Pathogen, and Seizure Training for School Personnel Certifications (Intro to Teaching 2)
 - 52 Basic Life Support CPR (Sports Medicine 2)
 - 37 Hubspot Certified Social Media Marketing (Blended Advertising)
 - 6 ServSafe Food Handlers Certification

- **AP Enrollment/Exam success:** In the 2024-2025 school year, 1220 students took an AP course.
 - Females: 589
 - Males: 629
 - Non-Binary: 2
 - Hispanic/Latino: 95
 - American Indian/Alaska Native: 1
 - Asian: 336
 - Black or African American: 20
 - Native Hawaiian or other Pacific Islander: 2
 - White: 698
 - Two or more Races: 68

- Over the past five years at NCHS, Advanced Placement (AP) participation and performance have shown consistent and significant growth. The number of students taking AP courses increased steadily from 776 in 2021 to 1,220 in 2025. Similarly, the number of AP exams administered rose from 1,417 to 2,003 during the same period. Student success on AP exams also improved, with the number of students earning scores of 3 or higher growing from 607 in 2021 to 956 in 2025. The percentage of AP students earning scores of 3 or higher increased each year, rising from 78.22% in 2021 to an impressive 94% in 2025. These trends reflect both an expansion in access to AP coursework and a strengthening of student performance and preparation.
- **Dual credit enrollment**
 - For the 2024-2025 school year, our goal was for at least 55% of students overall, and within each demographic subgroup, to complete a Dual Credit course during their four years at NCHS, signaling readiness for post-secondary coursework. In the Class of 2025, 66.5% of students overall have enrolled in a Dual Credit course. Significant gains were seen across multiple groups, including Asian students (from 43.7% in 23-24 to 67% in 24-25), students receiving Free/Reduced Lunch (from 48.5% in 23-24 to 69% in 24-25), and White students (from 51.6% in 23-24 to 69.6% in 24-25). These improvements reflect strong progress in increasing equitable access to college-level learning experiences.
- **Department visioning shifts**
 - As part of the high school visioning process, a total of 11 new courses are in the process of being added across departments to align with student interests, postsecondary preparation, and evolving industry trends. Updating course offerings to reflect student interests plays a critical role in increasing engagement and improving academic outcomes for all learners. New Social Studies electives include AP African American Studies, Criminal Justice, Modern American History Through Media, and Taking Action: Issues & Solutions. The Science department is expanding its Biomedical pathway with three PLTW courses, while CTE is introducing Food Sustainability and Greenhouse Food Production. Additional offerings include a new Transitional English course (Composition and Reflection) and a Math course in Data Science. At the same time, 9 courses are slated for removal due to low enrollment, content overlap, or outdated focus—these include World Cultures, Legal Issues, Humanities II, Painting 2, Graphics 1–3, Aquaculture and Urban Food Production, Food Science, and Biotechnology. This streamlining ensures that course offerings remain responsive, relevant, and aligned with our commitment to student engagement, achievement, and readiness for life beyond high school.
- **“New To” summer seminar offerings that aim to promote the success of all students**
 - As part of our efforts to support student readiness for rigorous coursework, Naperville Central High School had 136 students register for the 2025 Summer Seminar Series, each participating in one or more enrichment sessions designed to prepare them for upcoming Honors and AP classes. These included offerings such as Essentials for Honors Math, New to Honors Chemistry, New to Honors English 1, New to AP Biology, AP Human Geography, and AP Physics C, with many sessions hosted at NCHS. This strong participation reflects our students’ commitment to academic challenge and our school community’s shared investment in ensuring a smooth transition into advanced coursework. The data will guide future planning for summer supports that align with student goals and readiness pathways.

SEL/Sense of Belonging Targets

Common Instructional School Improvement Target:

Consistently and explicitly teach and integrate identified Tier 1 Academic & Social Behaviors in all content areas in order to increase student belonging and achievement.

Rationale for the Instructional Targets:

In the 2024-2025 school year,

1. Average Daily Attendance: 92.15% of NCHS students were present each school day on average.
2. Chronic Absenteeism: Increased by 2.51%, from 22.53% in 2023–2024 to 25.04% in 2024–2025.
3. Out-of-School Suspensions: 85 suspensions were issued—a 8.6% decline from the 2023–2024 school year.
4. Student Involvement: 81% of students participated in at least one extracurricular sport or activity.
5. Sense of Belonging: 55% of students report that they feel included and valued at NCHS, as measured by the Panorama Survey

SEL/Sense of Belonging Benchmark

Increase average daily attendance rates in the 2025-2026 school year to 95% overall.

Daily Attendance Rates by Class

<u>Grade Level</u>	2022-2023	2023-2024	2024-2025
Overall (Grades 9-12)	92.98%	93.32%	92.15%
Class of 2028	N/A	N/A	94.77%
Class of 2027	N/A	94.99%	92.94%
Class of 2026	94.62%	94.16%	91.40%
Class of 2025	92.86%	92.54%	89.47%
Class of 2024	91.47%	91.58%	N/A

Chronic Absenteeism (10% or more days missed in a school year)

	2022-2023	2023-2024	2024-2025
Total	25.31%	22.53%	25.04% (632/2524)
Asian	20.19%	17.08%	22.27% (102/458)
Black	43.14%	41.44%	41.07% (46/112)
Hispanic	33.20%	34.69%	34.02% (82/241)
2 or more	16.10%	22.39%	24.11% (34/141)
White	24.44%	20.89%	23.88% (367/1570)
Non-Binary	16.67%	15.38%	45.45% (5/11)
IEP	33.90%	32.65%	32.86% (93/283)
FRL	41.07%	37.10%	44.08% (175/397)

Tardies by class period (Grades 9-12)

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
2024-2025	765	1,3421	800	362	378	449	329	257

Implement behavioral systems and supports that proactively and responsively address root causes of student behavioral needs to minimize exclusionary consequences and experiences for students.

Infraction Type	Grade 9		Grade 10		Grade 11		Grade 12	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
Technology violations	20	16	4	31	11	23	4	11
Inappropriate language <i>(Harassment, bullying, cyberbullying, derogatory comments)</i>	5	14	2	34	2	15	2	5

Suspensions (out of school)

	2022-2023	2023-2024	2024-2025
Total OSS Incidents	74	93	85
Asian	10.8%	16.1% (15)	12.9% (11)
Black	39.2%	30.1% (28)	30.6% (26)
Hispanic	23.0%	10.8% (10)	12.9% (11)
2 or more	2.7%	N/A	2.4% (2)
White	23.0%	43% (40)	41.2% (35)

Leverage strategies for establishing and maintaining a strong sense of belonging for every student.

Belonging Benchmarks for Success: Students will report that they feel included and valued at Naperville Central High School as measured by the Panorama Survey, specifically in the “Sense of Belonging” section of the survey.

Overall favorable student responses for the “Sense of Belonging” section of the Panorama Survey (Spring Administration)

	2022-2023	2023-2024	2024-2025
% of favorable Responses	49%	51%	55%

Belonging Benchmarks for Success: Percentage of students in each class involved in at least one activity or sport

	2022-2023	2023-2024	2024-2025
Overall	77.7%	83.2%	81%
Grade 9	N/A	83.7%	78.5% (494/629)
Grade 10	81.12%	82.6%	77% (466/608)
Grade 11	78.8%	78.4%	78% (468/602)
Grade 12	73.2%	88%	90.2% (524/581)

Belonging Benchmarks for Success: Participation rate in activities or sports by graduating class and subgroup

	Class of 2023	Class of 2024	Class of 2025
Asian students	82.7%	85.2%	96% (96/100)
Black/African American students	51.1%	55%	33.3% (5/15)
Hispanic/Latinx students	61.9%	61%	36.6% (15/41)
Students of 2+ racial/ethnic groups	67.5%	78%	86.2% (25/29)
White	76.2%	80.2%	92.3% (346/375)
Students with IEPs	56.9%	53.1%	83% (39/47)
Students with a 504	68.7%	73.4%	90.5% (67/74)
Students receiving Free/Reduced Lunch	55%	57%	81.6% (62/76)

District Alignment

Alignment to Ongoing Strategic Plan Commitments:

Strategic Focus 2: Foster an equitable and high performance culture focused on student learning, well-being, and engagement.

Alignment to MTSS, SEL, and/or Equity:

The Naperville Central SEL/Sense of Belonging targets seek to evaluate the extent to which NCHS students feel a sense of belonging and promote additional opportunities to ensure that all students have a connection to adults and experiences throughout their high school career.

Summary of Progress June 2024 (Internal and BOE)

- During the 2024–2025 school year, daily attendance for NCHS students in grades 9–12 decreased by 1.17%, dropping from 93.32% to 92.15% compared to the previous year.
- The percentage of students chronically absent (those missing 10% or more of school days) has increased from 22.53% last year to 25.04% in the 2024–25 school year.
- 2,013 NCHS students (81%) participated in one or more extracurricular activities in the 2024-2025 school year.
- There were 4,685 documented student tardies in the 2024-2025 school year.
- NCHS saw a 107.7% increase in cell phone referrals from the 2023–2024 to the 2024–2025 school year, rising from 39 to 81 documented incidents.