

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-------------------|---------------------|
| <u>475</u> | Elementary schools |
| <u>5</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>109</u> | High schools |
| <u> </u> | Other |
| <u>589</u> | TOTAL |

2. District Per Pupil Expenditure: 11033

Average State Per Pupil Expenditure: 9907

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 14 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	62	55	117
K			0	8	50	67	117
1			0	9	204	299	503
2			0	10	258	289	547
3			0	11	207	273	480
4			0	12	206	275	481
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							2245

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
18 % Asian
31 % Black or African American
21 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
30 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1.	2190
(5)	Total transferred students in row (3) divided by total students in row (4).	0.011
(6)	Amount in row (5) multiplied by 100.	1.096

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 5

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 35 %

Total number students who qualify: 786

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %

Total Number of Students Served: 131

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>5</u> Orthopedic Impairment
<u>26</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>10</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>29</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>125</u>	<u>1</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>16</u>	<u>0</u>
Total number	<u>161</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	96%	96%	96%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	5%	17%	16%	8%	8%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

During the school years 2005-06 and 2006-07 the district offered unprecedented early retirement incentives for classroom teachers, resulting in a two-year district-wide increase in teacher retirements.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	467	
Enrolled in a 4-year college or university	97	%
Enrolled in a community college	3	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Thirty-four years ago our school rose from the devastation left by Chicago's 1968 riots to become the model of racially integrated excellence for the Chicago Public Schools. Named in memory of a great civil rights leader, Whitney M. Young Magnet High School was founded on the values of hard work, mutual respect, and co-operation which characterized his life and on the deep commitment of many people to an educational experience for our students that would be academically challenging, emotionally supportive, and ethnically diverse. Today we continue to adhere to that vision of multidimensional excellence. Coming from every Chicago neighborhood and ethnic group, the members of the Whitney Young community work together daily to create, in the words of our vision statement, "a positive, diverse, friendly, and challenging learning community in which students grow toward fulfilling their potential in academic, artistic, physical, and social-emotional dimensions."

A selective admissions public high school, Whitney Young reflects the diversity of Chicago, with 31% African American, 21% Latino, 30% Caucasian, and 18% Asian students among our 2200 students. Our principal Dr. Joyce Kenner and her Leadership Team set a tone of rigorous academic standards combined with sincere love for every student. In academics, we consistently rank among the top three in Chicago, with 95% of our students meeting or exceeding state standards in reading and math. Our average ACT score is 26.0, ranking fourth among high schools in the state. We currently offer 700 courses, 21 of which are at the Advanced Placement level. Next year these will expand to include six new AP courses. Seventy-nine percent of our AP students achieve a 3 or higher on AP exams. In 2008 Whitney Young led the nation in the number of African American students—37--achieving a score of 3 or higher on the AP English Language and Composition Exam.

Virtually all our students graduate and enroll in four year colleges and universities. Our school has won the Illinois Academic Decathlon for twenty-four of the past twenty-five years and consistently ranks in the top six at the National Academic Decathlon. We host several foreign exchange students each year, and are the only high school in the US participating in this year's National Geographic Live! Lecture Program. Twenty-three faculty members are National Board Certified Teachers, which is the highest number in the Chicago Public Schools.

In 1980 our school expanded to include a small selective admissions seventh and eighth grade program which allows very high achieving students to accelerate their academic progress by beginning high school early. They meet together for core classes and join the high school program for classes like art and music. This program, called the Academic Center, enrolls about 240 students each year. One hundred percent of these students meet or exceed state standards in reading and math for seventh and eighth grade.

We also have a specialized services program providing services to the school population as needed and a sheltered environment for deaf, hearing impaired, and mentally and physically handicapped students. All ELL students at the school also have specialized services IEPs. Most students from this program graduate to community college programs.

In addition to academics, Whitney Young maintains a lively and growing fine and performing arts program, consistently achieving superior ratings in music performance. We stage two full-length plays annually, and field over 100 clubs and activities ranging from Key Club and National Honor Society to Albatross, a group of students who gather to explore British humor.

In addition to our physical education program our school offers 27 interscholastic teams and has an outstanding record in competitive athletics. We won both the State Girls Basketball Championship and the

City Chess Championship in 2008. We were the runner-up in the State Chess Championships in 2007 and 2008.

Our school mascot the Dolphin symbolizes our school community of students, parents, administrators, and faculty: we are friendly, intelligent, and endowed with the capacity for appropriate play.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

As a grade 7-12 secondary school in Illinois, Whitney Young participates in statewide assessments at the seventh, eighth, and eleventh grade levels. Although the required scores at each level have varied somewhat over time, student performance is categorized into four levels: Academic Warning, Below Standards, Meets Standards, and Exceeds Standards. Student work which meets standards; demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems. Exceeding standards requires that student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results."

Except for those exempted or tested with the Illinois Alternate Assessment because of disabilities, all eleventh graders in Illinois take the Prairie State Achievement Exam, which includes the ACT. Whitney Young's scores on this exam are consistent over many years: between 90% and 98% of our students have met or exceeded state standards in both reading and math over the past five years. However, typically a somewhat higher proportion of Caucasian and Asian students exceed standards as compared to Latino and African American students. This result is a continuing concern which is addressed regularly in data analysis sessions with administrators, counselors, and teachers and in our School Improvement Plan. However, the percent of low income students exceeding standards in math has improved from 11% to 31% over the past three years. This finding suggests that the math program is increasingly succeeding in reaching and challenging our students regardless of income level. A further finding of interest is that we have recently learned from the College Board that Whitney Young has the highest number of African American students in the United States—37--achieving a 3 or better on the 2008 AP English Language and Composition Exam. all our AP students are required to take the AP Exam.

In addition, eleventh grade mean ACT scores have risen over the past five years from 25.1 to 26.0. Usually between 10 and 20 specialized services students are tested using the IAA, and a further 10 students take the ACT with accommodations which bar their scores from being reported with those of the remaining juniors. Eighth graders in our state have taken the Illinois Standards Achievement Test in reading and math for many years. The state discontinued testing at the seventh grade level in reading and math for several years, but resumed in 2005-06. Both these grades are also tested in writing, and seventh graders take a statewide science test as part of this program. All seventh and eighth graders in our school are tested. As the data tables show, 100% of our seventh and eighth graders have consistently met or exceeded state standards in reading and math for the past five years, and in fact for virtually every year since testing began. In math, virtually 100% of our seventh and eighth graders exceed state standards regardless of ethnic background or income level. In reading, the percent of students exceeding standards shows more variability, particularly in eighth grade, in part because the state added a constructed response section this past year, which renders comparison with previous years less useful. However, well over 50% of all seventh and eighth graders exceed reading standards across all ethnic categories and income levels. This program ranked #1 in the state of Illinois among middle school programs in Illinois on this test in 2008.

Information on the Illinois State Assessment system may be found at the following websites:

<http://iirc.niu.edu/School.aspx?schoolID=150162990250764>

<http://webprod.isbe.net/ereportcard/publicsite/searchBySchool.aspx?searchby=schoolName&language=english&year=2008&keyword=Young&type=card>

2. Using Assessment Results:

Whitney Young carefully monitors student performance according to a full-range assessment process including standardized test data, student grades, stakeholder surveys, and student attendance. The following components of our assessment process indicate our school's commitment to the careful monitoring of student achievement and school effectiveness:

The annual State of the School Report includes summary data about student achievement and attendance as well as trends in these factors including the ACT/PSAE, the PSAT, and the ISAT. It becomes part of the material used by the SIPAAA Team and other stakeholders during the SIPAAA process. Results are discussed in department meetings, and teachers are increasingly asked to use the report to inform their work and to make it part of Communities of Learners proposals for professional development and collaboration. An example of the use of data in this way is the Summer 2007 Illinois Writing Project Professional Development Workshop for Teachers, implemented to help teachers work more effectively with student writing.

A further example of this process is the recent analysis of ACT/PSAE score data by the Math Department, who met and determined that all teachers should upgrade their units in probability and statistics to improve ACT/PSAE scores.

Administrators also analyze results from high stakes tests to design interventions in response to trends in these data. One example of this intervention system at work is our after school test prep program for the PSAT in the fall and the ACT in the spring.

In addition, the initial freshman placement test in mathematics is analyzed to recommend placement into summer Algebra Camp, which is designed to help entering freshmen succeed in Whitney Young's challenging college preparatory math program. Similarly, Whitney Young offers a summer one-semester pre-calculus course to enable our students who take algebra as freshmen to progress to calculus in senior year.

AP scores are also distributed to individual AP teachers at the annual AP teachers' informational meeting every September, leading to ongoing analytical conversation about our students' achievement on this measure.

3. Communicating Assessment Results:

The Whitney Young Counseling Department distributes to students and their parents individual reports of results on tests such as PSAT, ISAT, and Explore/Plan/ACT/PSAE. These results are then discussed in group guidance and individual counseling sessions with students and parents so that they can make timely and prudent decisions about high school programming and college applications. Whitney Young participates in the Edline program, permitting students and parents to monitor student performance in class on a continuous basis. Progress reports are distributed to parents every five weeks, formal grades are given four times per year, and Family Report Card Pickup occurs in November and April. Final semester grade reports are distributed in January and June. Counselors and teachers arrange meetings with students and parents for timely intervention when problems occur, and students are referred to our tutoring program as necessary.

Departments such as English, Mathematics, and Foreign Language use test data to help correctly place and challenge students throughout their high school careers. The Mathematics and Foreign Language Departments administer an initial placement test for incoming freshmen and further placement tests for Honors and AP courses. The English, Social Science, and Science Departments use a combination of student achievement data and standardized test scores to determine qualifications for honors and AP course placement. Freshman placement into regular vs. honors courses is determined by standardized test scores and admissions test scores.

The State of Illinois publishes the Interactive Illinois Report Card at the website given in #IV.1 above, giving detailed assessment information on every Illinois public school. Assessment data for seventh, eighth, and eleventh grade are printed annually in the Chicago Tribune. In addition, Whitney Young maintains our own website at <http://www.wyoung.org>, which provides a means of communication with all members of our

school community as well as the larger community of our city.

4. Sharing Success:

Whitney Young has always welcomed visitors and encouraged faculty members to establish and maintain networking relationships with faculty members in other schools. Recent visitors have included school administrators from China, New Zealand, and the United Kingdom as well as from across the US. Whitney Young administrators and teachers have also traveled to Japan, China, Costa Rica, Brazil, Ghana, and Paris, France, as visitors and observers. One initiative we have pioneered over the past two years is an annual professional development program co-sponsored by Whitney Young and four other Chicago high schools. This program, created by our school and another participating school and funded by a grant, permits faculty members from these five schools to access some of the rich sources of information available in universities, museums, and similar organizations throughout Chicago. In addition, teachers from these schools have the opportunity to meet in small groups by subject area to collaborate and share ideas and challenges. Whitney Young regularly hosts citywide professional development across the curriculum led by faculty members from our school, with recent offerings ranging from Intel training to cohort groups preparing for National Board Certification. Achieving Blue Ribbon School status would allow Whitney Young to provide further leadership among schools in our city and surrounding area.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Whitney M. Young Magnet High School, a selective admissions school with a specialized services program, offers a rigorous college preparatory curriculum. Our students come from every Chicago neighborhood to experience the full range of college preparatory curriculum available here. Our curriculum is designed to use system-wide graduation requirements as a means to challenge our students, as our vision statement says, to “grow toward fulfilling their potential in academic, artistic, physical, and social-emotional dimensions.” Therefore, every academic course is offered at both honors and regular levels, with culminating Advanced Placement offerings in every academic department. In addition to the core subjects of English, math, science, social science, and world languages, Whitney Young offers full sequences in art, music, dance, business and computer science, and physical education.

The English curriculum emphasizes foundational skills in reading, writing, speaking, and thinking, with full exposure to literary genres, American literature, British literature, and world literature. Students are required to take English every year. The first three years constitute a required sequence, after which students are permitted to choose from a variety of courses including ethnic literature and philosophy in literature. We also offer both AP English Language and Composition and AP English Literature and Composition.

Because students enter Whitney Young with varied experiences in elementary school math, the curriculum allows for a number of entry points into the math sequence. Depending on their previous preparation, students may begin the sequence with algebra, geometry, advanced algebra-trigonometry, or even pre-calculus. Every student must take at least three years of math beginning in ninth grade; and many students take more than the required number. Upper level courses include statistics, calculus, and advanced math topics as well as discrete math. Both A level and B level AP Calculus are offered as well as AP Statistics.

Social science requirements include a course in world studies and a course in US history, plus one other social science class. Students may choose from a wide variety of social science offerings ranging from psychology to law, economics, government, and--beginning next year--geography. All of these courses are offered at the AP level, and most are offered at both regular and honors levels.

Whitney Young's Science Department helps to produce some of the most outstanding young scientists and medical professionals in the country, as well as a large group of scientifically literate citizens. Our course offerings support both these goals. In addition to the required introductory lab courses in biology, chemistry and physics, students may take AP courses in these subjects as well as AP Environmental Science and advanced courses in earth science, forensics, and anatomy. This year we had the highest number of Science Fair gold medals in the Chiago Public Schools.

The school offers a full program of Spanish, Italian, French, Latin, Mandarin Chinese, and Japanese, beginning with introductory level classes and including Advanced Placement courses in each of these languages. Because some students take a world language in elementary school or have had other experience with another language, students are placed according to entering skill level. We offer a full four-year Spanish sequence for Spanish heritage speakers. All students at Whitney Young including inclusion students are required to take at least two years of a world language; most take at least three years of their chosen language. We also offer American Sign Language.

In addition, college courses are available to students who exhaust advanced placement offerings. These students may participate in the College Bridge Program, a partnership with local universities.

Whitney Young also offers a Senior Experience Program, which allows senior students to develop an off-campus independent study program in an area of special interest. This program provides students with an opportunity to gain knowledge and experience with career-based internships or subject-based thesis projects.

2a. (Elementary Schools) Reading:

2b. (Secondary Schools) English:

Whitney Young provides a rigorous college preparatory English curriculum including Survey of Literature, American Literature, British Literature, World Literature, Advanced Placement English Language and Composition, and Advanced Placement Literature and Composition. In addition, a number of senior electives are offered, including Speech, African American literature, and Asian and Latino literature. Beginning in junior year, qualified students can enroll in AP English Language and Composition. Qualified seniors can enroll in AP English Literature and Composition.

As required by the State of Illinois Learning Standards, writing, grammar, vocabulary, and speech skills are integrated in the English curriculum in every class. In addition, recent years have seen the introduction of twenty-first century visual literacies in our curriculum, using the school's technological capacities to help students both comprehend and create visual texts.

English teachers make frequent use of the computer labs in the teaching of writing. In Survey of Literature students learn the characteristics of literary genres and basic components of literary analysis. This skill set is the foundation of all succeeding classes in the English curriculum.

As the accompanying data show, over 95% of our students meet or exceed state standards in reading each year. Students who do not meet state standards are given differentiated help by their classroom teachers and other school personnel, both in class and through our tutoring program. Whitney Young also has programs for students who are hearing impaired, deaf, or cognitively challenged, or who have other disabilities. These students are given specialized services as specified in their IEPs to improve their reading skills. The curriculum is modified appropriately to permit these students to succeed.

3. Additional Curriculum Area:

Because we know that success in advanced math courses is crucial to a successful future in terms of career, citizenship, and personal life, Whitney Young's math program is central to our mission of serving every student. Students join us at a variety of levels of math proficiency, from some who begin algebra or geometry here in seventh grade to others who come in ninth grade without exposure to pre-algebra. That is why we begin the following interventions before their formal enrollment: all entering students take a math placement test, and are initially programmed on the basis of that result.

Then most of our entering seventh graders take an intensive summer pre-algebra course which is both diagnostic and differentiated according to previous preparation. Except for those who have placed directly into geometry or advanced algebra, seventh graders take algebra and move into geometry as eighth graders. That acceleration permits them to take advanced algebra trigonometry as freshmen, pre-calculus as sophomores, and calculus as juniors. For next fall we have added an advanced level college math course for seniors which is designed to serve as the capstone of that sequence, particularly for the many graduates who plan to major in math, science, or engineering in college.

We find that students who enter in ninth grade often need intensive pre-algebra experience beforehand, and we provide that foundation in our summer program called Freshman Connection. As of next year those

students will be able to take a double period of algebra trigonometry and pre-calculus during their junior year, so that they can take calculus as seniors. We also have a group of entering freshmen who have encountered algebra in some form in eighth grade. For those students we offer summer algebra camp to facilitate their success in geometry as freshmen.

4. Instructional Methods:

Because Whitney Young's curriculum is designed to meet the needs of our students wherever they are in their cognitive, artistic, and physical development and because our largest subgroup requiring differentiation is the gifted, our instructional methods challenge students toward ever more sophisticated analysis, critical thinking, and synthesis. Science classes emphasize exploratory labs, math classes include considerable formal and informal group work, social science courses foster research and analytical thinking, and English classes require discussion and the close reading of texts. These approaches allow teachers to match the task with the student's developmental level, so that students who are ready for maximum complexity will find themselves challenged to embrace that complexity. Whitney Young is not a one-size-fits-all school. Teachers are strongly encouraged to move beyond minimum requirements to differentiate instruction for individualized student needs. An example of this philosophy at work is the lively independent reading program undertaken at many levels of the English curriculum. Students who need more support in comprehending texts get that support, while others are required to grapple with complex texts independently or in small literature circle groups.

Our advanced technological capacity makes a major contribution to this effort. We have 30 SMART classrooms as well as 11 fully-equipped tech labs for teacher and student use. One new addition is a computer lab designed specifically for students with both physical and cognitive disabilities, and we have developed a curriculum to help these students acquire solid computer skills. We have two computer labs dedicated exclusively to world language classes, allowing teachers to differentiate instruction in pronunciation, vocabulary, and comprehension. By June 2009 we expect to have 40 SMART classrooms, 50% of our total. Our director of specialized services and our case manager work systematically with counselors, specialized services teachers and staff, and regular education teachers to monitor and support the progress of each specialized services student.

5. Professional Development:

Professional development at Whitney Young includes several components, all emphasizing both continuous skill improvement and a shared body of professional knowledge, combined with opportunities for teachers to pursue topics and concerns they find most relevant to their students and their curriculum. All professional development centers on implementing State Learning Standards for Content Areas and Social Emotional Learning. Teachers are encouraged to attend workshops and institutes and to share with colleagues what they learn. Academic departments use standardized test data and student achievement data in planning and evaluating curricular effectiveness. One example of this process is the recent analysis of ACT/PSAE data by the Math Department. They decided to upgrade their units on probability and statistics in all math classes to improve ACT/PSAE scores.

In addition to regular department meetings and general faculty presentations, professional development at Whitney Young is structured around the concept of Community of Learners. Communities of Learners are self-selected groups of faculty members who meet for specified periods of time after school, during weekends, or over the summer to explore particular aspects of curriculum and student learning. Teachers are increasingly asked to use data gathering and analysis to inform their work and to include it in Communities of Learners proposals for professional development and collaboration.

An example of this use of data was our Summer 2007 Illinois Writing Project Professional Development Workshop for Teachers. Analyzing both standardized test data and student achievement data from their classes, English, social science, and music teachers identified analytic writing as an instructional area to explore. Twenty teachers participated in this workshop, led by an expert in the teaching of writing across the curriculum and resulting in practices being implemented to help students improve their control of the writing process. This year the eighth grade core subject team identified differentiation in the gifted classroom as a professional concern, and they are meeting as Community of Learners to study this concept and reflect on its implementation.

6. School Leadership:

Whitney M. Young Magnet High School is governed on the basis of appropriate sharing of leadership opportunities and decision-making. Operating under federal, state, and city policies and procedures, Whitney Young is also a Chicago Autonomous Management Program School, which means that certain policies and procedures are established within the school itself. We proceed through the required School Improvement Plan process every two years, leading to the creation of a School Improvement Plan for Advancing Academic Achievement. Within these guidelines, Dr. Joyce Kenner, Principal of Whitney Young, works with the Local School Council, the Leadership Team, and department chairs to oversee the governance of the school. The Local School Council, an elected body composed of parents, the principal, teachers, community members, and a student representative, meets monthly to discuss school-wide issues and to monitor the implementation of the School Improvement Plan. The Leadership Team, composed of all of the school's administrators, meets biweekly to discuss student achievement, address problems, and assess progress, and to implement the School Improvement Plan. Department chairs meet regularly with Dr. Kenner to discuss department and faculty concerns. Other school-wide committees discuss the school calendar and similar issues, and provide input into professional development. The school's faculty-led Professional Problems Committee offers further opportunities for stakeholders to contribute to the decision-making process. The 2008-10 SIPAAA has funded the following activities as a result of our school's permanent commitment to continuous systematic improvement: ACT test prep before and after school, year-long tutoring program, PSAT test prep after school, college essay coaching, Communities of Learners summer professional development for teachers, Algebra Camp summer program for entering freshmen, and summer pre-calculus (offered to permit more of our students to take calculus before college).

Evaluation of programs and performance is formative and continuous, to respond to changing conditions.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11

Test: Prairie State Achievement Exam

Edition/Publication Year: 2003-2008

Publisher: ACT

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
meets + exceeds	97	98	95	95	94
exceeds	35	27	20	21	29
Number of students tested	450	406	517	364	428
Percent of total students tested	93	92	92	93	92
Number of students alternatively assessed	22	15	21	11	21
Percent of students alternatively assessed	2	1	1	3	4
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
meets + exceeds	95	98	93	94	93
exceeds	31	24	11	17	20
Number of students tested	153	152	187	133	161
2. Racial/Ethnic Group (specify subgroup): African American					
meets + exceeds	90	98	90	90	
exceeds	13	19	8	8	
Number of students tested	106	145	176	118	
3. (specify subgroup): Caucasian					
meets + exceeds	100	98	99	97	
exceeds	52	33	32	28	
Number of students tested	128	106	131	101	
4. (specify subgroup): Asian					
meets + exceeds	100	100	100	100	
exceeds	59	51	44	49	
Number of students tested	83	67	72	61	

Notes:

In grades 9 through 12, the State of Illinois tests only 11th grade students in reading and math, as well as the other components of ACT. The Prairie State Achievement Exam comprises the ACT and the WorkKeys section, which tests life skills and vocational skills. Results were not reported by ethnicity until 2005.

Subject: Reading

Grade: 11

Test: Prairie State Achievement Exam

Edition/Publication Year: 2003-2008

Publisher: ACT

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
meets + exceeds	95	96	97	97	95
exceeds	35	33	42	42	30
Number of students tested	450	406	517	364	428
Percent of total students tested	93	92	92	93	92
Number of students alternatively assessed	22	15	21	11	21
Percent of students alternatively assessed	2	2	2	3	4
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
meets + exceeds	93	99	96	95	93
exceeds	26	24	31	38	20
Number of students tested	153	152	187	133	161
2. Racial/Ethnic Group (specify subgroup): African American					
meets + exceeds	92	95	94	95	
exceeds	24	26	32	29	
Number of students tested	106	145	176	118	
3. (specify subgroup): Caucasian					
meets + exceeds	100	98	98	99	
exceeds	50	55	58	55	
Number of students tested	128	106	139	101	
4. (specify subgroup): Asian					
meets + exceeds	97	97	98	100	
exceeds	37	31	51	56	
Number of students tested	83	67	72	61	

Notes:

In grades 9 through 12, the State of Illinois tests only 11th grade students in reading and math, as well as the other components of the ACT. The Prairie State Achievement Exam comprises the ACT and the WorkKeys section, which tests life skills and vocational skills. Results were not reported by ethnicity until 2005.

Subject: Mathematics

Grade: 7

Test: ISAT

Edition/Publication Year: 2003-2008

Publisher: Illinois State Board of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
meets + exceeds	100	100	100		
exceeds	100	100	96		
Number of students tested	119	108	112		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
meets + exceeds	100	100	100		
exceeds	100	100	92		
Number of students tested	22	30	26		
2. Racial/Ethnic Group (specify subgroup): African American					
meets + exceeds	100	100	100		
exceeds	100	100	83		
Number of students tested	16	21	18		
3. (specify subgroup): Asian					
meets + exceeds	100	100	100		
exceeds	100	100	100		
Number of students tested	42	29	35		
4. (specify subgroup): Caucasian					
meets + exceeds	100	100	100		
exceeds	100	100	98		
Number of students tested	40	41	42		

Notes:

The state discontinued testing at the seventh grade level in reading and math for several years, but resumed in 2005-06. Hispanic/Latino and mixed race students make up, on average, less than 10% of the students in this program. Because the "mixed race" category has been an option for only the past three years, we expect this percentage to rise in the future as more families choose to identify themselves in this way.

Subject: Reading

Grade: 7

Test: ISAT

Edition/Publication Year: 2003-2008

Publisher: Illinois State Board of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
meets + exceeds	100	100	100		
exceeds	90	76	85		
Number of students tested	119	108	112		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
meets + exceeds	100	100	100		
exceeds	85	81	93		
Number of students tested	22	30	26		
2. Racial/Ethnic Group (specify subgroup): African American					
meets + exceeds	100	100	100		
exceeds	100	86	78		
Number of students tested	16	21	18		
3. (specify subgroup): Asian					
meets + exceeds	100	100	100		
exceeds	90	62	83		
Number of students tested	42	29	35		
4. (specify subgroup): Caucasian					
meets + exceeds	100	100	100		
exceeds	85	81	93		
Number of students tested	40	42	41		

Notes:

State testing in reading and math at the seventh grade level was discontinued for several years, and resumed in 2005-06. Hispanic/Latino and mixed race students make up, on average, less than 10% of the students in this program. Because the "mixed race" category has been an option for only the past three years, we expect this percentage to rise in the future as more families choose to identify themselves in this way.

Subject: Mathematics

Grade: 8

Test: ISAT

Edition/Publication Year: 2003-2008

Publisher: IL State Board of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
meets + exceeds	100	100	100	100	100
exceeds	99	99	96	97	96
Number of students tested	107	111	106	108	113
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
meets + exceeds	100	100	100	100	100
exceeds	100	100	96	100	100
Number of students tested	30	23	24	18	37
2. Racial/Ethnic Group (specify subgroup): African American					
meets + exceeds	100	100	100	100	100
exceeds	100	100	90	94	96
Number of students tested	17	18	21	18	24
3. (specify subgroup): Asian					
meets + exceeds	100	100	100	100	100
exceeds	100	100	100	97	97
Number of students tested	27	35	26	33	37
4. (specify subgroup): Caucasian					
meets + exceeds	100	100	100	100	100
exceeds	100	98	95	98	95
Number of students tested	41	41	41	50	41

Notes:

Hispanic/Latino and mixed race students make up, on average, less than 10% of the students in this program. Because the "mixed race" category has been an option for only the past three years, we expect this percentage to rise in the future as more families choose to identify themselves in this way.

Subject: Reading

Grade: 8

Test: ISAT

Edition/Publication Year: 2003-2008

Publisher: Illinois State Board of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
meets + exceeds	100	100	100	100	100
exceeds	65	75	75	84	69
Number of students tested	107	111	106	108	113
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
meets + exceeds	100	100	100	100	100
exceeds	65	65	75	89	57
Number of students tested	30	23	24	18	37
2. Racial/Ethnic Group (specify subgroup): African American					
meets + exceeds	100	100	100	100	100
exceeds	53	83	76	72	62
Number of students tested	17	18	21	18	24
3. (specify subgroup): Asian					
meets + exceeds	100	100	100	100	100
exceeds	82	71	65	88	68
Number of students tested	27	35	26	33	37
4. (specify subgroup): Caucasian					
meets + exceeds	100	100	100	100	100
exceeds	56	78	71	84	83
Number of students tested	41	41	41	50	41

Notes:

In 2007-08 the state of Illinois added a constructed response section to the reading test, which rendered comparisons with previous years less useful. Nevertheless, our program was ranked #1 among middle school programs in the state on this test in 2008. Typically our program is ranked among the top three such programs statewide.

Hispanic/Latino and mixed race students make up, on average, less than 10% of the students in this program. Because the "mixed race" category has been an option for only the past three years, we expect this percentage to rise in the future as more families choose to identify themselves in this way.

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