

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Dr. Suzan Hebson

Official School Name: Deerfield High School

School Mailing Address:
1959 Waukegan Rd
Deerfield, IL 60015-1430

County: Lake State School Code Number*: 141570

Telephone: (224) 632-3000 Fax: (224) 632-3700

Web site/URL: dist113.org E-mail: shebson@dist113.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. George Fornero

District Name: Twp HSD 113 Tel: (224) 765-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Joel Hurwitz

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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:
- | | |
|----------|---------------------|
| | Elementary schools |
| | Middle schools |
| | Junior high schools |
| 2 | High schools |
| | Other |
| 2 | TOTAL |

2. District Per Pupil Expenditure: 10486

Average State Per Pupil Expenditure: 6200

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. 5 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			0
K			0	8			0
1			0	9	188	211	399
2			0	10	226	234	460
3			0	11	202	216	418
4			0	12	209	247	456
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1733

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 3 % Asian
 _____ 1 % Black or African American
 _____ 2 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 92 % White
 _____ 2 % 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: 2 %

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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	29
(4)	Total number of students in the school as of October 1.	1754
(5)	Total transferred students in row (3) divided by total students in row (4).	0.017
(6)	Amount in row (5) multiplied by 100.	1.653

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

Total number limited English proficient 0

Number of languages represented: 14

Specify languages:

Arabic, Armenian, Assyrian, Bengoli, Cantonese, Danish, Farsi, French, Greek, Hebrew, Italian, Russian, Serbian, Spanish

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 15

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: 16 %

Total Number of Students Served: 284

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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>73</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>122</u> Specific Learning Disability
<u>38</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</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>5</u>	<u>0</u>
Classroom teachers	<u>135</u>	<u>0</u>
Special resource teachers/specialists	<u>15</u>	<u>0</u>
Paraprofessionals	<u>45</u>	<u>0</u>
Support staff	<u>26</u>	<u>0</u>
Total number	<u>226</u>	<u>0</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 11 :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	96%	95%	96%	95%	95%
Daily teacher attendance	98%	98%	98%	97%	98%
Teacher turnover rate	2%	2%	3%	1%	1%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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	441	
Enrolled in a 4-year college or university	93	%
Enrolled in a community college	4	%
Enrolled in vocational training	0	%
Found employment	1	%
Military service	0	%
Other (travel, staying home, etc.)	2	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Deerfield High School, located 25 miles north of Chicago in the suburban residential area of Illinois, is a four-year comprehensive high school in Township High School District #113. With an enrollment slightly over 1700 students, the data show that the vast majority of students are focused on performing well in school and have definite plans to attend a four-year college or university. Students from DHS matriculate to schools across the State and nation including highly selective schools such as the University of Chicago, Northwestern, Harvard and Colgate. Students are highly motivated to achieve at DHS and enroll in the college preparatory program, often filling their 8 period day with 6-8 classes. About 85% of students are involved in co-curricular activities, including athletics. Service to our school, community, and beyond is a strong part of the DHS tradition. For instance, approximately 1/3 of the senior class is involved in direct teaching experiences in the academic classes or in the physical education program and/or in peer tutoring within resource centers or our Early Bird tutoring program.

The primarily professional parent community takes great pride in their public schools. The school pulls students from Deerfield, Bannockburn, Riverwoods, and a portion of Highland Park. The total population of these communities equal approximately 28,000. Single parent and blended families constitute most Deerfield households and the vast majority of families have both parents working, often in the professional/business fields.

The faculty and staff is highly qualified, with 85% holding master's degrees and 4% holding PhD degrees. Staff members strive to prepare students for college experiences as well as the ever-changing, diverse world. Our Long-Range Plan identifies our mission as a "passion for potential." The stated goal is to provide students with many course and extra-curricular offerings or experiences in order to promote their personal talents and to develop undiscovered capacities. Attention to individual student needs is the focus of administration, faculty, and staff, actuated through a variety of measures, such as effective classroom instruction, collaborative teaming/counseling services, data collection and analysis, intervention, and essential partnering with family. Staff members are engaged in ongoing personal development and learning that ensures excellence for all students.

The staff development work is framed as the Equity and Excellence initiative. In 2008, over 100 participants—students, parents, teachers, support staff, administrators, Board of Education members, and community members—were engaged in the inaugural year of Equity and Excellence work, also known as Courageous Conversations about Race. Glenn Singleton, the author of the aforementioned book, and his colleagues from the Pacific Educational Group facilitated our dialogue/study. The goal is to foster an educational system that narrows the achievement gap and prepares all students for success in a global society. Our Superintendent, Dr. George Fornero, explains the work with these words, "Equity means 'fairness' and fairness does not mean doing the same for everyone, but rather, doing what needs to be done. Excellence means providing our students opportunities and challenges to make their achievement ascend to the greatest heights possible." The entire staff is engaged in the work. For example, last year the entire staff viewed a portion of the video (created by PBS) entitled "Race: The Power of an Illusion." It effectively communicated a historical perspective regarding the evolution of the social construction of race. In addition to engaging in "Courageous Conversations," all DHS departments are examining their practice and collecting/analyzing data regarding potential inequities. For instance, the Math Department is studying student achievement trends, comparing Prairie State test results to student semester grades. One question the English Department is asking relates to assessment; they wonder, "Do our assessment practices favor girls?" The Counseling Department is reviewing their programming for transfer students, evaluating if students new to our community are well supported during their transition. Throughout the year, we have been critically reflecting about our approach to students who feel less connected to DHS. New last year, we are offering a social work group called Cultural Connection for students of color. This group is designed to engage students in dialogue about their

high school experience and seeks to strengthen their association to our learning community. We believe that when we engage in meaningful staff development experiences, we model our commitment to life-long learning and ongoing improvement.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Our test data indicates that we continue to rank as one of the top five schools in the State of Illinois in all disciplines that are tested, including English, reading, math, science and the overall composite ACT score. This 10-year trend remains constant with an increase or decrease of only a few percentage points. Our students have collectively made adequate yearly progress in reading and math since the inception of No Child Left Behind. Our scores for those students who meet or exceed state standards are typically near the 90% mark in both reading and math. In honor of this accomplishment, we have received recognition from our State Superintendent for multiple years. The PSAE test is the test required by the state of Illinois. It is a 2 day test. On day one, students take a full ACT test including the writing portion of the test. The second day students take a state-developed portion of the test that involves science, applied mathematics, and reading for information. The science test is developed by our ISBE. The math and reading tests are titled, "Work keys" as they are derived from a job analysis and assessment system developed by ACT. Items on these tests simulate characteristics of the workplace and assess skill/concept application. The state uses PSAE scores as a measure of adequate yearly progress or AYP. A school's AYP status is a measure of adherence to the No Child Left Behind Act (NCLB). To meet AYP every disaggregated population must meet a minimum standard of performance. Since the inception of this testing program, Deerfield High School has always performed above the AYP standards, thus we have met adequate yearly progress each year in the history of the testing program. We also have a very high percentage of students (ranging from 29.4 percent in science, to 30 percent in reading to 29.6 percent in math) who exceed the standards. The exceeds category is defined by the state as indicative that student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and to evaluate the results.

In addition to measuring achievement in this way, the number of students taking Advanced Placement tests at Deerfield has doubled over the last ten years. In 2008, we gave 833 AP exams and 767 students scored a 3, 4, or 5. However, having said that, we seek to avoid being complacent about this data and are striving within our Equity and Excellence framework to ensure that the students who are not having success receive the attention and support they deserve. While our demographics are such that we do not have significant numbers in the various subpopulations, we have embraced the overall philosophy of No Child Left Behind as we analyze our achievement data. Thus, we have compared student data from the following sources: classes taken (course sequence analysis), grades in classes, standardized measures such as Explore, PLAN, PSAE, ACT. We are looking at the college readiness standards as we review the individual student's profile. An interactive website is now available that delineates all of our data. The site web address is: <http://iirc.niu.edu>.

2. **Using Assessment Results:**

Each department, both academic and non-academic, poses inquiry questions about their test results or student achievement data. They connect this data to the following overarching question, "How do our behaviors demonstrate that District 113 is truly an equitable school system?" Department research varies, of course, based upon the issues that are significant to their program development. For example, in our science department, we modified our course sequence to ensure that all students would enroll in the three core science classes: physics, biology and chemistry. We placed physics as the first offering for freshmen which ensures that 100% of our freshmen will graduate with physics.

To assess the effectiveness of implementing this new program, science teachers analyzed data from qualitative and quantitative sources. Qualitatively, counselors, freshman parents, and the Freshman Physics teachers were interviewed and the responses were collected and analyzed. Quantitatively, the semester grades of Freshman Physics students were analyzed and the survey responses of freshmen taking physics were reviewed. This

course sequence change grew from the analysis of our students' achievement patterns and from research related to best practice in science instruction. The course proposal and the implementation plan took two years, but was well worth the investment as we find that students are engaged learners in this new course.

A few other sample inquiry studies include the following interests: 1) the math department looked at data to understand if there is a gender imbalance in the mathematics enrollment. They also isolated students by race to assess the racial predictability of mathematics performance. Finally, the math department addressed the percentage of students who did not meet adequate yearly progress in math on the Prairie State test. They looked at patterns such as course sequence, grades, teacher, special education status. Their intent is to reduce the achievement gap between our highest and lowest performing students. 2) the English department conducted a survey of over 300 students from all four grade levels that sought to identify teacher qualities, instructional methods, classroom assignments, classroom assessments, and individual student qualities that either assisted or undermined success in class.

The work is led by the department chair, but teachers are active in the collection and/or analysis of the data. The information is utilized during our staff in-services or late start staff development days as a way to inform us about the level of program and instruction effectiveness. Next steps are delineated as a result of the data--next steps for staff development, for student intervention, for program change, for parent involvement or communication, any and all are assessed in order to continuously respond to the essential meaning of the data.

3. Communicating Assessment Results:

As noted earlier, our community takes great pride in its public schools. They are invested in their children's future and likewise in the overall success of the schools. Thus, we provide information to parents via multiple outlets. Our Board of Education meetings are obviously open to the public, however, in addition, we videotape each meeting. The taped sessions are available for public viewing on our local cable television. Whenever we receive standardized test results, we review this information with the Board of Education and respond to any public questions. Furthermore, we utilize the well received PTO newsletter as another source of announcement. The newsletter communicates key information about the standardized testing process--it notes when tests are given and what general results have been earned.

We also host an informative evening meeting that allows parents to understand the specific measures of these tests. For instance, to initiate the sequence of tests taken at the high school, our sophomores take the PLAN test. Parents are invited to a meeting explaining the meaning of the PLAN results. They are encouraged to schedule follow-up meetings with their student's individual counselor in order that appropriate decisions about the student's course of study can be made collaboratively. We believe that early intervention is important. We would have already connected with incoming 8th grade parents about the student's EXPLORE score if there were significant concerns that impacted the overall course enrollments for the student.

We follow up again in the sophomore year to ensure that students are on-course and progressing appropriately. While counselors are the first communicators, department chairs take the lead in their follow-up conversations. The department chairs are the most knowledgeable about their course sequences and potential support interventions; thus, the partnership between this administrator and a student's family is developed with care.

4. Sharing Success:

As professional teachers/administrators, we are active members of multiple organizations, whether local, regional, state-wide or national. Membership in these organizations provides staff members the opportunity to stay informed about best practices as well as offer our experiences as a means to enhance others' knowledge base. We believe strongly in life-long learning and make professional development one of the pillars of our system. Most often, we are found engaged in highly collaborative work that is wholly connected to our

context. For instance, we offer workshops during the school year and the summer that advance our professionalism and bolster our effectiveness with students.

One recent example of an all-school improvement effort is work that is led by our library staff. The library staff and teachers from multiple disciplines were not satisfied with students' capacities to manage the research process. Their question became: How do we ensure that DHS students graduate with the information literacy skills needed to be successful after high school? The library team met with middle school librarians, university librarians, and community (public library) librarians. These colleagues also believed that more emphasis needed to be placed on library literacy skills for all learners. Additional data was gathered from our freshmen and seniors; for instance, the survey TRAILS, an on-line survey developed by the Institute for Library and Information Literacy Education was utilized.

The TRAILS survey showed little difference between the skills displayed by freshmen vs. seniors. As a follow up, an Information Literacy Committee comprised of librarians, classroom teachers, technology staff members, and administrators was formed to explore ways to integrate information literacy and technology skills into the curriculum. I use this example as a case in point because the work started with a learning gap and progressed to an active, collaborative team that sought to identify core learning skills that all students must demonstrate prior to graduation. The librarians were informed by key colleagues and by students/teachers. Later, they presented at the Illinois School Library Media Association Conference. They were subsequently invited to present the program again at the 2009 conference and at another mini-conference held in Chicago during the summer.

Believing that we need to engage in continuous systemic improvement and that the best work comes out of meaningful analysis of the status quo/present data/student performance and that we then must share with others what we have learned or modified as a result of this investigation is simply a part of our professional culture. We would enthusiastically embrace sharing our work with other schools, as long as it was understood that this process is entirely reciprocal. We know that when we teach, we learn, and vice versa.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

DHS Mathematics: The vision of the Deerfield High School mathematics department is mathematical literacy for all. Our core curriculum contains over thirty courses designed to develop the skills needed for success as our students learn and master the major sequential concepts of Algebra One and Two, Geometry, Trigonometry, Pre-Calculus, and Calculus. Experienced teachers implement a wide variety of instructional strategies that incorporate and promote active, dynamic learning. Students become creative problem solvers through appropriately sequenced and rigorous curriculum, including Advanced Placement Calculus, Statistics, and Computer Science. In addition, all students become adept users of graphing calculators and current mathematics application software. Students also may receive individualized instruction at our mathematics lab, a fully staffed student drop-in center.

DHS English: The English curriculum is a four year sequence that encourages students to develop sophisticated analytical skills and a deeper appreciation of the role language plays in our lives. Challenging reading, writing, and speaking experiences are an integral part of every course. By introducing students to a variety of genres and approaches to responding to literature, students develop lasting critical thinking skills. Each student in the English classroom plays a role in creating a learning community open to new ideas and an appreciation of how reading and writing helps shape who we are. Instruction is delivered with an awareness of the unique skills and backgrounds that a diverse class possesses resulting in a shared sense of trust and accomplishment.

DHS Science: The core science curriculum for all students includes physics, biology and chemistry, with earth and space science integrated throughout. The curriculum is vertically articulated with science skill targets in the areas of reading, communication, inquiry, laboratory, math and studying. Content targets are reflective of the state standards. Most students begin with a freshman physics course which introduces science skill development and learning through explorations and lab activities. Physics concepts are taught conceptually with less emphasis on math than traditionally taught physics courses. Science skill development is further nurtured in biology. Students have access to an outdoor living laboratory including the North Branch of the Chicago River and Berkeley Prairie. Chemistry challenges students to use their science skills both in problem solving and data collection and analysis in the laboratory. Core courses are offered as regular college prep, survey, or honors classes. AP science classes and electives including earth science, criminalistics, and astronomy are available for further study.

DHS Social Studies: Instruction focuses on preparing students for participating as contributing members of a democratic society. Beyond the required course in U.S. History, students may choose from a variety of courses that include World History and World Civilization and a variety of Social Science offerings, including psychology, sociology, economics, American Foreign Policy, and political science. The Social Studies Department puts particular emphasis on the development of student skills in the areas of reading, writing, and research.

DHS World Languages: The World Language Department curriculum includes the study of four languages: Chinese, French, Hebrew and Spanish. An Advanced Placement curriculum is offered in Spanish and French. Students may complete five years of Hebrew. A four-year Chinese program is being implemented one year at a time. From the novice to advanced levels of language study, instruction is conducted in the language being studied. In novice-level courses (years one and two) teachers use a variety of instructional strategies such as Total Physical Response and Total Physical Response Storytelling to develop speaking skills. In intermediate and advanced courses an emphasis is placed on language-learning through the study of cultural content. One

such example is the study of Mexican muralists in Spanish III. Consistent with the goals of the National Foreign Language Standards, outcomes for student learning are based on performance skills.

DHS Fine and Applied Arts Department: Includes Visual and Performing Arts, Dance, Business, Technical Education, and Family and Consumer Sciences. The department utilizes industry standards to guide the curriculum so that students are well prepared to enter a professional program, college or the world of work. Students are able to enter the department and experience Fine and Applied Arts at an introductory level and continue on to advanced and AP course work if they so chose. Our on-site daycare and our co-curricular performances give students the opportunity to “try on” a profession in a real world setting, thus advancing their learning well beyond the confines of the classroom.

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

Constructing meaning requires readers to set purposes for what they read and to actively monitor whether or not those purposes are being met. This implies a strategic effort on the reader’s part. Deerfield High School reading teachers realize that the foundations are laid for abstract thinking and critical analysis in elementary and middle school, but the emphasis on strategic reading must be continued throughout the secondary years. The English Department takes several steps to ensure success for all students, especially those reading below grade level. Student who enter below grade level enroll in Freshman Reading, a course taken in conjunction with Freshman English.

Key elements of this reading experience include collecting baseline data so that students and teachers can measure (and celebrate) student growth and plan for instruction. Students develop a repertoire of strategies to support their jump from comprehension of surface meaning of a text (what the author says) to analyzing deep meaning (what the author means). Students track their progress in this “jump” on a “Ways of Thinking” instrument created by our teachers, which utilizes a color-coding system for analyzing annotations and written responses to text. Students use this instrument by returning to their baseline information at the end of first and second semesters in order to monitor their own progress and set personal goals. Another important component of this unique curriculum includes the use of on-line chats during Socratic Seminars and the use of MP3 players to analyze conversations about text.

This curriculum is grounded in teaching to targets, student self-assessment, measuring growth, and teacher feedback. Students ultimately must own their individual learning. This approach to teaching strategic reading fuels a passion for those who enter the curriculum loving to read, and rekindles that passion for students who have lost it during their reading struggles before entering high school.

3. Additional Curriculum Area:

The Social Studies Department does not believe that its mission is contained within the confines of a traditional classroom. It has hosted day-long teach-ins about Genocide in Darfur, with those who served our country on Veterans Day, and is currently undertaking a local history initiative that will focus on the 50th anniversary of the high school and a controversial local housing case that still impacts the community today. The department also offers students a chance to put the skills developed into practice with both the Model United Nations and Student Congress teams. Social Studies teachers sponsor a chapter of Amnesty International and have been instrumental in developing and encouraging local student leadership in the

movement to stop genocide in Darfur. In fact, the Save Darfur Coalition honored a DHS senior as a “Darfur Hero” for his efforts organizing youth to raise awareness about the ongoing genocide. This student helped organize a benefit concert for a Sudanese Community Center in Chicago that featured the nationally acclaimed band State Radio. The event raised more than \$3,000 for the Community Center and collected hundreds of pounds of school supplies for local Sudanese refugee children. Last spring, this same student and others organized Youth United for Darfur – an event that brought together nearly 170 students from the Chicago area to learn effective Darfur advocacy techniques. A press conference held at the conclusion of the event called for Illinois lawmakers to support state funding for the Sudanese Community Center. Our students learn in their Social Studies classes that making a change in the world can happen by the actions of committed individuals.

4. Instructional Methods:

This challenge is managed in so many different ways that the response will list examples as well as explain them briefly. Represented in the variety and inclusiveness of the differentiation strategies, one can infer that the school seeks to comprehensively modify instruction and assessment, programming and support in order to meet the needs of all students.

First, we offer a variety of course levels that meet individual student's at their level of ability and no student is required to stay in a specific level during his/her high school career. For instance, we offer courses that are: Survey, Traditional, Honors, and AP as the primary levels of offerings. We also offer specialized courses that meet specific student needs--for instance, those entering freshmen who have significant gaps in their reading achievement scores take a double period course called Freshman Reading + English. Also, we offer classes that assist students with test taking skills both in the classroom and on standardized tests. That course is entitled Study Strategies. We also emphasize the necessary hands-on lab experiences and require that students spend additional time in the science courses so they can engage in hands-on science labs. We also partner with our local community college and offer students the opportunity to register for courses at their Technology and Technical Campus.

Once students are enrolled in the appropriate class, teachers modify their instruction on a daily basis. They are knowledgeable about practices of differentiation and incorporate them into their lesson plan structure. Students are encouraged to understand the targets of the lesson/curriculum and they also monitor their progress toward the targets. Teachers utilize key differentiation strategies such as flexible grouping, tiered lessons, student choice/multiple intelligences, learning centers, pre-testing, graduated rubrics, etc.

Second, we have created Resource Centers for lab work and one-to-one instruction. We have fully staffed centers that allow students to receive assistance when struggling or when seeking to further advance their skills in a given discipline. Specifically, we have one-on-one instruction available each day, each period in our Math lab, WERCS (English/Social Studies/reading resource center), and our World Languages lab.

Third, our peer tutoring programs – specifically, Early Bird tutoring, Sophomore Mentors, and Peer Helpers, are three examples of our peer support programs offered for a variety of instructional needs and designed for different student groups.

We demonstrate our value of collaborative support and schedule SEAM meetings--Student Equity Achievement Meetings. Teachers, counselors, and administrators meet to discuss individual students who are not meeting academic expectations. The group begins with the core strengths of individual students and focuses on how to extend this list of capacities as they team together on behalf of the student. Modifications to classroom practices are recommended as well as programming changes, such as enrolling the student in our LAP program--Learning Assistance. LAP is a supplemental or Tier II, Tier III intervention support. Here a

student meets with teachers from multiple disciplines and works on study habits, organization, and learning strategies applicable to a specific discipline. Students who struggle emotionally or academically receive support from the Red and Grey Team process. Counselors, social workers, psychologists, classroom teachers and administrators meet to discuss the educational needs of any student referred to TEAM by a teacher, the student, or a parent. Appropriate interventions are recommended and implemented as a result of the TEAM process.

We also require that freshman take a class called Freshman Advisory. Advisory is a full-year required course for all freshmen to ensure an effective transition to high school. The course includes academic and social support.

5. Professional Development:

DHS professional development is embedded in our daily work via the strong collaborative culture. Staff members assist one another continuously as our culture supports an "everyone is a mentor" philosophy. In addition, the relationship between department chairs and teachers is such that support is highly developed, and the non-tenured supervisory process emphasizes ongoing professional growth much more than a strict supervisory model. Because we are a non-union school, we can differentiate the type of support for both our tenured or non-tenured teachers. The four-year journey for a non-tenured staff member allows the department chair to play a coaching role and to modify the process based upon the experiences and expertise of an individual teacher. The central components of the process include classroom observations, critical reflections, ongoing conversations about teaching and learning, and support for the individual teacher's inquiry.

Outside of the supervisory process, the staff engages in ongoing staff development in multiple venues--all district, all school, departmental and individualized options are available to teachers. They engage in this work for professional growth and to enhance student achievement. Recently, our work has centered on examining our practices and reaching toward a goal of equity and excellence for all students in District 113. Given that emphasis, a team of teachers, support staff, administrators, and Board of Education members are learning together and using new found knowledge to create and deliver district professional development around the issue of race. These powerful and very often difficult conversations about our own biases, has primed us to answer the question, "What can I do to ensure success for every student in every classroom every day?"

We believe that an equitable school system raises the achievement of all students, addresses the needs of each individual student, narrows the gap between the highest and lowest achieving students, eliminates the racial and economic predictability and disproportionately of which student groups occupy the highest and lowest achievement categories, values diversity and creates an inclusive environment for its employees.

The second, and equally important part of this initiative, involves excellence. Questions about excellence we are asking ourselves and our district include:

How can we ensure that our students, at whatever level at which they enter school, are provided with opportunities and challenges to make their achievement ascend to the greatest heights possible?

How do we provide our graduates with the education to prepare them to engage in relationships with people different from those at school and home?

How do we prepare our students to solve world problems with people who are similar and different from them?

Three specific examples of staff development work related to initiatives and to departmental improvement are as follows:

DHS Fine and Applied Arts: The certified staff is exploring grading and assessment through the work of Stiggins and Marzano. Teachers are experimenting with tools that provide feedback to students on core

academic targets separate from feedback on work habits and class participation. They have been exploring assessment for learning and assessment of learning.

DHS Science: During the development of the freshman physics program, the entire science department participated in a physics pep rally during which two nationally-recognized master teachers came to DHS and modeled and engaged the teachers in a sound exploration to better understand the concept of teaching physics conceptually.

DHS World Language: Two years ago teachers participated in an ACTFL (American Council on Teaching of Foreign Languages) workshop on Integrated Performance Assessment. IPA's are designed to assess student performance in the areas of interpretative, interpersonal and presentational communication based on the National Language Standards Teachers have created IPA's for each course in order to assess language performance.

6. School Leadership:

The school is a four-year comprehensive high school with one principal, three assistant principals, and multiple department chairs who lead academic and non-academic areas (such as student activities). This team is known as the Building Administrative Team and its purpose is to work collaboratively with all staff members to focus on meeting students' needs with our policies, programs, and culture. The principal is the person who funnels the positive energy produced by our students, parents, and staff as all of these constituents seek to continuously improve our students' performance and our service to students/families. The high-quality of our dedicated staff ensures that students are engaged with professional educators who are deeply committed to creating a school community that is based on deep respect for one another and for learning--that is, striving to reach one's optimal potential as an active learner.

The principal is a servant leader who co-develops a vision in a highly collaborative environment. Modifications to our programming and teaching/learning are research based and carefully contextualized to respond to the nuances of our student's/communities' needs. High standards and high expectations for all students are driving forces of our programs and policies balanced with a desire to build meaningful, close relationships with students and to honor them for their unique gifts and capacities. Administrators and teachers are partners in the process of improvement.

The creation of our unique daily school schedule is one example of a process that not only demonstrated strong dialogue and mutual strategizing, but also remarkable insight into values and actions that would translate into more effective student learning. The schedule is now well-established and it impacts the learners by encouraging them to take on more personal responsibility for their learning and for organizing their personal approach to meeting academic challenges.

Another example of joint problem solving and program development is the creation of our Senior Teach Program. Senior students work each day in academic classrooms and work alongside the instructor to provide support to the students in that class. The senior teachers are students who have already completed that particular course and who have successfully mastered the content of the course. In addition, the seniors are students who readily inspire their peers to maintain their focus on learning and to believe that they too can succeed. This is an example of the expectation that our school implement high accountability for all students but provide high support as well.

Another example of a newer innovation is the implementation of our homeroom program. All students are assigned to a four-year homeroom, led by one or two adults. The adults can be classroom teachers, administrators, teacher aides, secretaries, custodians or other support staff personnel. Each homeroom creates

its own sense of community, thus seeking to shrink the school and to strengthen the supportive relationships. Fostering trusting relationships and creating forums where students can have a voice in the programs and practices of the school is another purpose of the homeroom. Specifically, the principal and the student activities director work alongside two senior leaders and host monthly "Deerfield Student Voice" meetings. Each homeroom has processed and discussed the pre-selected topic and they then send a spokesperson to communicate the details of their conversation at the grade level discussion forum. The dialogue ensues at each grade level, suggestions and recommendations are made and processed and ultimately homerooms are updated regarding the outcome and next steps. When students believe they have a voice in their school, they feel more connected and are more invested in their education overall; thus, this type of dialogue does have academic ramifications in terms of achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Prairie State Achievement Examination

Edition/Publication Year: Revised yearly

Publisher: ACT/Work Keys

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds state standards	87	83	82	85	87
Exceeds state standards	29	29	21	25	23
Number of students tested	455	435	445	431	387
Percent of total students tested	100	100	99	99	99
Number of students alternatively assessed	1	5	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets or Exceeds state standards					
Exceeds state standards					
Number of students tested	3	3	2		
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Meets or Exceeds state standards	70	70			
Exceeds state standards	10	20			
Number of students tested	10	10			
3. (specify subgroup): Asian/Pacific Islander					
Meets or Exceeds state standards	94	86		90	
Exceeds state standards	59	21		55	
Number of students tested	17	14		11	
4. (specify subgroup): Disability					
Meets or Exceeds state standards	51	46	58	57	53
Exceeds state standards	4	4	4	6	
Number of students tested	72	69	81	77	

Notes:

Gaps in subgroup data are a result of insufficient number for disaggregation (fewer than ten students in that population).

Available 2003-2004 Disability subgroup data is not disaggregated to indicate percent exceeding standards.

Subject: Reading

Grade: 11 Test: Prairie State Achievement Examination

Edition/Publication Year: Revised yearly

Publisher: ACT/Work Keys

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds state standards	87	86	86	84	88
Exceeds state standards	29	31	32	35	34
Number of students tested	455	435	445	431	387
Percent of total students tested	100	100	99	99	99
Number of students alternatively assessed	1	5	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets or Exceeds state standards					
Exceeds state standards					
Number of students tested	3	3	2		
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Meets or Exceeds state standards	40	70			
Exceeds state standards	10	20			
Number of students tested	10	10			
3. (specify subgroup): Asian/Pacific Islander					
Meets or Exceeds state standards	94	100		90	
Exceeds state standards	59	43		45	
Number of students tested	17	14		11	
4. (specify subgroup): Disability					
Meets or Exceeds state standards	63	54	62	59	62
Exceeds state standards	13	15	11	20	
Number of students tested	72	69	81	77	

Notes:

Gaps in subgroup data are a result of insufficient number for disaggregation (fewer than ten students in that population).

Available 2003-2004 Disability subgroup data is not disaggregated to indicate percent exceeding standards.

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