

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: [X] High School

Name of Principal: Edward R. Story, Ed.D.

Official School Name: Edmond North High School

School Mailing Address: 215 West Danforth
Edmond, Oklahoma 73003-5206

County: Oklahoma

State School Code Number: 715

Telephone (405) 340-2875 Fax (405) 330-7349

Web site/URL: edmondschools.net/north/

E-mail: ed.story@edmondschools.net

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

(Principal's Signature) Date: February 5, 2007

Name of Superintendent: Dr. David Goin

District Name: Edmond Public Schools

Telephone: (405) 340-2800

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

(Superintendent's Signature) Date: February 5, 2007

Name of School Board

President/Chairperson: Mrs. Kathleen Duncan

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

(School Board President's/Chairperson's Signature) Date: February 5, 2007

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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: 15 Elementary schools
 5 Middle schools
 3 High schools
 Boulevard Academy Alternative School 1 Other
 (Grades 7-12)
 24 TOTAL

2. District Per Pupil Expenditure (2004-05): \$5058
 Average State Per Pupil Expenditure (2004-05): \$6269

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. 10 Number of years the principal has been in her/his position 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				7		2	2
K				8	10	3	13
1				9	337	253	590
2				10	266	248	514
3				11	266	302	568
4				12	267	230	497
5				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							2184

6. Racial/ethnic composition of the school: 82% White
5% Black or African American
4% Hispanic or Latino
5% Asian/Pacific Islander
4% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 9%

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	80
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	108
(3)	Total of all transferred students [sum of rows (1) and (2)]	188
(4)	Total number of students in the school as of October 1	2175
(5)	Total transferred students in row (3) divided by total students in row (4)	0.086
(6)	Amount in row (5) multiplied by 100	8.64

8. Limited English Proficient students in the school: 1%
28 Total Number Limited English Proficient
Number of languages represented: 10
Specify languages: Spanish, Farsi, Chinese, Korean, Russian, Tagalog, Persian, Albanian, Urdu, Nepali

9. Students eligible for free/reduced-priced meals: 14%
Total number students who qualify: 294

10. Students receiving special education services: $\frac{13}{287}$ %
287 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>53</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>182</u> Specific Learning Disability
<u>19</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>19</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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>	_____
Classroom teachers	<u>103</u>	<u>6</u>
Special resource teachers/specialists	<u>16</u>	_____
Paraprofessionals	<u>12</u>	_____
Support staff	<u>30</u>	_____ (15 clerical, 15 custodial)
Total number	<u>166</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. [Oklahoma reports this rate to the tenth.]

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	95%	96%	95%
Daily teacher attendance	92%	91%	93%	94%	93%
Teacher turnover rate	14%	7%	12%	6%	7%
Student dropout rate (middle/high)	1%	2%	2%	2%	3%
Student drop-off rate (high school)	7%	5%	11%	22%	12%

With the full implementation of a transition freshman program by 2003-04, a decrease in the drop out rate and the drop-off rate has been seen. An additional credit recovery program for seniors has also contributed to students completing high school graduation. The school year 2002-03 was a particularly high mobility year for students moving within district or state, causing a higher than normal drop-off rate.

14. High Schools:

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>478</u>
Enrolled in a 4-year college or university	<u>76 %</u>
Enrolled in a community college	<u>11 %</u>
Enrolled in vocational training	<u>4 %</u>
Found employment	<u>3 %</u>
Military service	<u>4 %</u>
Other (travel, staying home, etc.)	<u>1 %</u>
Unknown	<u>1 %</u>
Total	100 %

PART III - SUMMARY

As students make their way to the gym, the basketball team, fresh from a big win over a cross-town rival, mingles with the cast of the upcoming Peter Pan production, and the debate team fields congratulations for their latest honor. Today is the opening assembly for BALTO week – Bring A Light To Others. Edmond North High School students are excited about the annual fundraising event where they will strive to top last year's total of \$136,000 for the Jim Thorpe Rehabilitation Center. A new student is overheard telling her friend how every day is a new day at North. The seasoned North husky replied, "Yes, it's because there is a place for everyone here at North." The shared vision at Edmond North is to provide a well-rounded, highly rigorous program that focuses on learning.

Teachers and staff at Edmond North have been relentless in identifying and addressing individual student needs. Model programs such as the transitional freshman program, flexible scheduling, and an inclusive, open enrollment Advanced Placement program showcase the beliefs of the North community. Recent initiatives to meet other student needs include same gender courses, freshman advisory with a senior mentors, school-wide tutorial period, after school Guided Study tutoring to assist struggling students, teen leadership course, and a cross-curriculum intervention and credit recovery program. These programs have contributed to promoting a culture of learning and of genuine care and dedication to students. The North belief system espouses that given opportunity, all students can exceed, and this philosophy is actively reinforced throughout the school's academic and extra-curricular programs.

Edmond North High School is located in Edmond, Oklahoma, an Oklahoma City suburb with a population of over 85,000. Edmond has evolved into a mid-sized city with an increasingly diverse population. At the core of its existence, Edmond is a favorite choice for families with its reputation of high achieving schools. As a school district, Edmond has experienced a significant growth over the last fifteen years, expanding in 1993 from one high school to a multiple high school district with three large comprehensive high schools. The student population at Edmond North has grown from 1792 in 2002 to 2184 today for a 22% increase. North students are rich in ethnic and socio-economic diversity, creating both a challenge and a blessing for the staff to identify and address the needs of all students.

The inclusive, open enrollment practice has been instrumental in creating growth within the Advanced Placement program, which has in turn improved student performance on state-mandated tests. The program has increased from seven AP courses over eleven sections in 1997 to 23 AP courses over 49 sections in 2007. With 54% of the current student population in Pre-AP or AP classes, the increased enrollment has led to subsequent increase in AP exams taken, exams passed, and college credit awarded. Over the last five years, the number of AP exams taken increased from 172 to 938, and the number of exams passed improved from 136 to 625. In 2006, *Newsweek* ranked Edmond North High School number one public school in the state of Oklahoma and one of the top high schools in America in this region. Forty-nine percent of the class of 2007 are enrolled in at least one Advanced Placement course.

The state of Oklahoma uses the Academic Performance Index (API) as its No Child Left Behind measurement instrument. This year the North API rose to 1380, up from last year's score of 1331. Student participation on the ACT exam has increased to 88% of graduating seniors while the composite score has increased from a 22 composite score to a 24 over a five-year span. While 36.1% of Oklahoma high school seniors must be remediated in math, science, and/or reading, only 9% of North students face this obstacle upon entering college. The dramatic improvement since 2001 from an original 27.3% for North seniors needing college remediation is directly related to the enhanced regular and Advanced Placement academic program. Record-breaking numbers are also seen in the number of Oklahoma Academic Scholars (up 145%) and National Merit Semi-finalists (up 267%). While National Merit Scholars represent the top 2% of the seniors in the nation, 3% of North seniors (11 in 2005-06 and 10 in 2006-07) have been named as National Merit Scholars. Scholarship opportunities for North graduates have grown to \$13.8 million, up from \$4.5 million over a seven-year period.

Led by an empowered faculty, parents who care deeply about their children, and students who have embraced excellence, Edmond North is recognized as a top school of excellence in the state of Oklahoma and stands as a destination for other high schools to model.

PART IV – INDICATORS OF ACADEMIC SUCCESS



1. Assessment Results:

In Oklahoma, the Academic Performance Index (API) measures performance and progress of a school based on several factors that contribute to overall educational success. Statewide targets for performance on reading/language arts and mathematics state tests have been set and increase incrementally to promote continued improvement of education. In 2006, Edmond North High School had an Academic Performance Index of 1380, the highest for any large high school in the state, and second highest high school among all size schools, with 1180 as the 2006 state average. Over the last five years, North's API has steadily increased, scoring 1254, 1264, 1277, and 1331. Several key initiatives have contributed to the continuing success in school improvement, including professional learning community approach, EOI team collaboration led by empowered teacher-leaders, common subject professional development devoted to teachers collaboration, benchmark exams, data-driven analysis of student results, and the addition of an assistant principal for curriculum and instruction to facilitate school improvement. North's emphasis on excellence has had a positive impact on student achievement. The seven legislative mandated indicators are divided into three categories to measure Adequate Yearly Progress (AYP), as defined in the federal No Child Left Behind regulations.

(1) Oklahoma School Testing Program – End-of-Instruction high school tests (EOI) are criterion-referenced tests that are aligned with the Oklahoma's Priority Academic Student Skills (PASS). These are administered to all students at the completion of Algebra I, English II, U.S. History, and Biology coursework. Scores of "Satisfactory" and "Advanced" meet the minimum standards on the EOI tests, with additional scoring at "Limited Knowledge" and "Unsatisfactory." For accountability purposes, scores are reported for all regular students. Edmond North High School results in English have been consistently high with 87% passing in 2002 to 93% passing in 2006. Significant increase in the English pass rate of several subgroups is also seen, with Black students (about 4% of the population) going from 46% passing in 2003 to 90% pass rate in 2006. In EOI Algebra I testing, North led the state in 2006 with a 63% pass rate, up from 28% in 2003, the first year for that EOI test. While pass rate is less for minority students, poor students, and special education students, a steady increase in passing has been observed. Though not reported for accountability, North students demonstrate mastery in U.S. History EOI testing, with a pass rate of over 90% over the last four years. In Biology EOI testing, North students' pass rate has consistently been among the highest in the state. Efforts to involve more special education students in regular college preparatory classes with a certified special education co-teacher will help to increase pass rate of students with learning differences. In addition, a Guided Study Program assists struggling students in a free after school tutoring program, led by certified English and math teachers, with bus transportation provided home afterward. A new, required homework program, assigned during the first half of lunch, has proved effective in helping students stay current and successful with daily class work.

(2) School Completion – Student attendance, dropout rate, and graduation rates contribute 10% of the total API. Edmond North consistently graduates over 96% of its senior class and has a low dropout rate of 1.7% in 2006. Attendance rates are consistently above the state average.

(3) Academic Excellence – ACT scores and percent of students participating, Advanced Placement (AP) credit, and college remediation rates in reading and math contribute 10% of the total API. Edmond North High School rated a state-high 1392 in 2006 and a 1411 in 2005. The AP program credit has scored a perfect 1500 API for the last four years. With nearly 89% of North seniors taking the ACT, the average ACT score was 23 in 2006, compared to the state average of 21 and the national average at 21.

Additionally, North has led the state in the area of college remediation. While 36% of Oklahoma high school seniors must be remediated in math, science, and/or reading, only 9% of North students face this obstacle upon entering college.

(See state assessment website: <http://title3.sde.state.ok.us/studentassessment/api.htm>)

2. Using Assessment Results:

Edmond North High School utilizes data-driven decision-making in teaching, assessment, leadership, and organizational effectiveness. Leadership is strongly committed to high achievement for all students, and administrators work with teachers to actively analyze and interpret assessment results for school improvement. The bottom line to every decision is: “How is this going to positively impact student learning?” The Advanced Placement teachers annually examine student results and instructional planning reports from CollegeBoard, and each teacher sets goals to increase student participation and success. Core regular classroom teachers collaborate in common subject teams to focus on improved student learning. At the beginning of the school year, EOI Teacher Teams carefully analyze the results from Oklahoma End-of-Instruction tests by subject, by standard and by teacher. The empowered EOI Teacher-Leader facilitates bi-monthly meetings to set and attain SMART goals for improving student learning. These goals are Strategic and Specific, Measurable, Attainable, Results-oriented, and Time-bound. The master schedule is set so that EOI Team teachers have the same planning periods where they collaborate on instructional strategies, create common assessments, analyze chapter and benchmark results, and share materials preparation duties. For example, math teams evaluate the results of a chapter test, identify any weaknesses, and spiral back in instruction and practice on weak concepts through the next chapter. Common benchmark exams that measure cumulative subject knowledge and process skills are administered in all required social studies, math, and science courses. Freshman principal, counselor and teacher teams use eighth grade criterion-referenced state test results to identify any entering ninth grade students who lack grade-level mastery in reading and math. If reading skills are deficient, the student is enrolled in the Academy of Reading program, where reading typically increases one to two grade levels. All students are expected to master Algebra I by the end of the ninth grade, so those students lacking math skills are placed in a math support class that combines tutoring for Algebra I with a computer-based program *Cognitive Tutor* that identifies and remediates any weaknesses in basic math skills. PLAN results are used to identify students who have reading skills that are not commensurate with other scores and are enrolled in a Speed Reading course to boost their overall achievement through improved reading.

3. Communicating Assessment Results:

On the morning announcements, North students listen for the most passionate Husky fan, principal Ed Story, to tell of a recent achievement by a North activity or team. Students appreciate the personalization shown by their principal, as he ends daily announcements with the enthusiastic “Go Huskies!” heard echoing throughout the building. Celebrations of success have taken on various forms at Edmond North, including newsletters mailed or e-mailed home to parents, power point presentations to North Parent Support Group, assembly programs, school-wide video presentations, and local and state newspapers. As this relatively young high school began to assert itself academically, it was important to develop the proper mind-set. The journey to carry out the mission that Edmond North would symbolize academic excellence began at the grass roots among students, teachers, and parents, and in time, spread to the community at large. Every opportunity and informational vehicle was utilized to communicate this message. This sense of expectation for achievement became the norm for all students.

As the North mission was shared, the message became pervasive, with each student understanding the expectation of furthering the ENHS academic reputation. As the communication of this process became more apparent, students, teachers, and parents became major stakeholders with tremendous pride and enthusiasm. As the academic reputation of the school became more apparent, the communication trail became more widespread, taking on a life of its own. ACT, SAT and PSAT scores, National Merit, college remediation rates, EOI Exam scores, state academic performance scores (API), all became part of the vernacular used by school staff to point to positive academic results. These various test results are utilized to measure and substantiate progress and to set future goals. Seniors look with anticipation at the commencement exercise to hear the principal announce scholarship totals, and this has become a source of pride for each succeeding class. Class academic competition serves as a healthy source of school spirit and pride. North Accomplishments is published at the end of each school year to celebrate the achieve-

ment of students and the school at large. This publication serves as a reminder of the spirit of excellence of this graduating class, but also as a road map for future classes.

4. Sharing Success:

Critical to the success of any organization is the constant assessment of current strategies, the refinement of those strategies in terms of what is working and not working, and the sharing of these strategies with others. This is particularly true in public education. The opportunities to be on the cutting edge of programs that support students and to share successes with other professionals have been an incredible experience for the staff at Edmond North. North teachers believe that we are producing the next generation of life-long learners. Consequently, failure or mediocrity is not an option. Programs at North shared with colleagues during recent years include:

- Highly functional professional learning communities of teachers who regularly collaborate to improve student learning,
- A school within a school Freshman Academy Program with emphasis on smaller learning communities and advisory program,
- An open-enrollment/inclusive Advanced Placement program,
- Same-gender course offerings,
- After-school Guided Study tutoring program by subject-specific certified teachers with late bus transportation provided,
- School-wide intervention plans,
- Credit recovery programs, such as Project SOAR and Algebra I and Geometry classes where first semester curriculum is repeated and mastered before the student moves on to second semester curriculum,
- Flexible and expanded school day scheduling to fit the needs of all students.

Sharing success from all of these student-centered/teacher-driven programs has come in a variety of forms, particularly to high schools that likewise share our sense of urgency and passion. School to school sharing has occurred in a variety of ways including e-mail, in-house visits by teams of teachers, publication of articles presenting evidence and data that demonstrate the success of these programs, and presentations of programs at various conferences and conventions. Over the past three years, North has become a model destination for teams of teachers, counselors, and administrators from other districts. The staff has come to expect and welcome these visitors. Schools from as far away as California have scheduled visits to North to witness first hand our various student-centered programs. These visits have been not only an opportunity to share successful programs with colleagues, they have also developed a sense of pride and excitement within the organization itself. Heightened expectations have become a belief system that feeds off itself in a healthy way. Students come to school with a sense that each day will be an exceptional instructional day that will further not only their academic success, but will also create a sense of longing for learning at the highest level. Sharing Edmond North's success and its subsequent effect on the school's culture have positively impacted test scores.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Edmond North High School is committed to achieving excellence in education by ensuring that *all* students have opportunities for high achievement in academics and co-curricular activities. Many schools write this goal into a mission statement, but North takes pride in achieving it. A college preparatory curriculum insures that all students receive a strong foundation in core curriculum areas and world language as well as a wide variety of electives courses. Site and district vertical teams systematically review and update the curriculum offerings to ensure high standards and that the needs of all students are being met. Because research shows that students who take one Advanced Placement class are twice as likely to graduate from college, North students are encouraged to pursue more challenging AP coursework in at least one subject area of interest through their high school years. Enrollment in Pre-AP and AP classes is “inclusive,” meaning that it is open to all students who want to take the challenge, and the growth of the AP program is evidence of its success. In 1997, there were seven AP courses over eleven sections. This has grown to 23 AP courses over 49 sections. In 2006-07, 54% of the total student body has chosen to take the challenge and are enrolled in the more rigorous Pre-AP or AP courses. Of the 1179 seats in Advanced Placement classes this year, 672 students, or 43%, are enrolled in AP coursework. Forty-nine percent of the class of 2007 are enrolled in at least one Advanced Placement course this year.

The graduation requirements meet and exceed state standards as well as college entrance requirements, evidenced by the fact that Edmond North for the past five years has had fewer students than any comprehensive high school in the state that need remediation as they enter Oklahoma colleges. Graduation requirements are set to provide students with a college prep curriculum, and parents must sign a waiver if their child does not take this coursework. Pre-AP or AP courses are available for all core classes and some additional elective classes. Required and elective college preparatory courses include:

- 4 units of English, integrating grammar, composition, and literature with elective options in Mythology/Poetry, Shakespeare, Creative Writing, Journalism, Newspaper
- 3 units of Mathematics earned during high school, limited to Algebra I, Geometry, Algebra II, Trigonometry/PreCalculus, Calculus, Statistics or other college approved math
- 3 units of laboratory Science, including Biology and at least one physical science chosen from Astronomy, Botany, Chemistry, Earth Science, Environmental Science, Forensic Science, Physical Science, Physics, Physiology, or Zoology
- 3 units of Social Studies, including Oklahoma History, World or European History, U.S. History, and Government; elective options include World Geography, Civil and Criminal Law, Sociology, Psychology I and II, and Economics
- 2 units in the same world language, chosen from Spanish, French, Latin, or German (Chinese, 2007)
OR 2 units computer technology approved for college admission requirements
- 1 additional unit from above courses OR 1 unit college approved Career or Technology Center course
- 2 sets of competencies in Arts which may include, but are not limited to, courses in visual arts, general music, humanities, or performing arts
- 1 unit of Physical Education
- ½ unit of Health, Healthy Life Choices, or Health Careers
- Additional electives to total 24 units of credit

The exceptional Fine Arts department provides vocal and instrumental music courses, with additional opportunities that allow students to showcase their talents. Auditions are held for such activities as the annual musical and drama, show choir “Northern Lights,” jazz band, debate team, and orchestra ensembles. The performing arts department is currently presenting *Peter Pan*, using the Cathy Rigby set and flying apparatus. North Orchestra will be performing by invitation in New York at Carnegie Hall in April 2007. Visual Art courses at Edmond North High School include three levels of Art, Painting, Drawing and Design, Sculpture, Pottery I and II, Photography, and AP Studio Art.

Students are encouraged to be creative problem solvers with each assignment they attempt, as effort and creativity are highly valued and taught.

Additional courses that provide students with a well-rounded education include Teen Leadership, Student Council, and Professional Internship. North JROTC has been designated the HQ Air Force Distinguished Unit annually for the past 27 years. This program has been number one in the nation for Air Force ROTC college scholarship recipients for six consecutive years, and number one in the state for service academy appointments, with 30 students offered scholarships over the past five years. Other elective courses include Business and Computer Technology classes such as accounting, business law, web design and computer science, Family and Consumer Science courses such as Foods and Nutrition and Marriage and Family, and Industrial Arts courses featuring wood technology and CAD. State of the art Agriculture facilities offer students the opportunity to learn production agriculture, agricultural mechanics, leadership, turf grass management, horticulture, and entrepreneurial development. These elective courses teach students skills that relate to everyday life and train students in practical arts that they can apply to other courses of study and future careers. North strives to meet the mission to establish a community of life-long learners who teach, demonstrate, and inspire academic excellence, service, and citizenship.

2b. English:

Through the study of literature, teachers focus on appreciation, comprehension, analysis and synthesis. Edmond North English teachers create a seamless approach to the various elements of language study through vertical and horizontal team planning. Each grade level 9-12 English course teaches specific grammar, usage, and sentence strategies to ensure correctness and efficiency in student writing. Through in-class timed essays, students practice the various discourses and learn to organize and effectively articulate their thoughts under time constraints. With longer papers, teachers conference with individual students to discuss needed revisions. Also with these papers, students have the opportunity to engage in peer editing and revision; plus, they may submit their longer essays to The League of Extraordinary Editors, junior and senior advanced placement students who edit the papers and suggest improvements. Vocabulary study and research are integral to every level. The English department works closely with the Special Education department to meet the needs of our students on IEP's. North currently provides co-teaching at the freshman level with plans to incorporate co-teaching also in grades 10-12. Co-teaching classes give all students who are college-bound the opportunity to learn in a rigorous college preparatory curriculum yet still have the benefit of individualized instruction, as needed. The North English department has a strong 9-12 vertical team in Pre-AP and Advanced Placement classes and offer both AP Literature and AP Language. Our English II and Pre-AP English II teachers meet twice a month to develop the most effective strategies to prepare students for the End of Instruction tests and to provide quality instruction for all of our classes. A certified reading specialist provides Academy of Reading for students with below-level reading skills and Speed Reading for more advanced students. Reading Improvement is a course designed to enhance reading level and rate, improve vocabulary, and increase the student's ability to focus when reading. Speed Reading is a course designed to greatly enhance reading speed, improve reading comprehension, advance vocabulary skills, and increase the ability to focus when reading. The English department also offers courses in Shakespeare, Mythology/Poetry, Creative Writing, Advanced Creative Writing, and Basic Journalism, a class which prepares students to write for our award-winning school newspaper, The Ruff Draft.

3. Additional Curriculum Area: Social Studies

So often social studies is presented to students as a series of disconnected courses. To counter this and facilitate greater student understanding, the North social studies department seeks to illustrate connections between the disparate subjects that are taught. Always, students are instructed to draw connections between what is taught and what students encounter in other courses, in their own lives and what they see in the media. This focus on drawing both inter- and intra-disciplinary connections has increased student performance on a number of tests, including the state's End of Instruction test, benchmark assessments,

and numerous Advanced Placement Examinations. The department uses the data from various measures of student performance to ensure that high levels of achievement are reached. Significant time is placed on reviewing the results of standardized tests (EOI and AP), district developed benchmark tests, and common unit assessments that are developed "in house." This data serves as a common frame of reference that allows the members of the department to seek out and validate best practices in the teaching of social studies content.

The department is also very proud of its Advanced Placement offerings. The Social Studies Department at Edmond North boasts the largest and most successful AP social studies program in the state. Beginning with Pre-AP Oklahoma History in ninth grade, students can then choose AP European or World History, AP U.S. History, and AP U.S. Government and Politics to meet and exceed graduation requirements. Currently offering six different AP courses, including options in AP Comparative Government and Politics and AP Psychology, the department plans to add three new courses in the 2007-08 school year. Last year, students at Edmond north scored a three or better on 344 AP social studies exams. This success has been achieved by having an open enrollment policy, where any student who wishes to accept the challenge is encouraged to enroll. Alumnae avidly endorse the AP program for the study skills, time management, and analytical thinking that better prepared them for college.

4. Instructional Methods:

With the focus on learning, teachers at Edmond North High School take the best of what is known about teaching and learning and apply it daily in the classroom. Edmond North's academic program is based on the expectation that all students can perform at rigorous academic levels and on the belief that all students will benefit from the development of advanced skills and acquisition of knowledge as early as possible. Academics are built on a rigorous curriculum that promotes learning for all students, incorporating skills, concepts, and assessment methods to prepare students for future success. All students are expected to complete frequent, challenging homework that includes independent reading outside of class, to demonstrate higher-level thinking, reading, writing and communication skills, and to manage time wisely by prioritizing academic and extra curricular activities.

By aligning curriculum horizontally, teachers ensure that each student within a course is given the same content material. Additionally curriculum align vertically in order to build upon that which has been mastered and take it to new levels of understanding and ability. Teachers incorporate proven strategies such as depth of knowledge levels of questioning, critical reading, or dialectical journals. The integration of a variety of methodologies allows for optimum learning for all students. For example, English teachers engage in a variety of instructional methods: lecture, small group collaboration, large group discussion, peer editing, writing conferences, reading conferences. Students are evaluated through testing, essay evaluation, evaluation of group projects and presentations. In social studies classes, the "SOAPStone" process is used to analyze primary documents and reaches all types of learners. These kinds of instructional strategies encourage depth of meaning, provide a higher knowledge retention rate, and give students more effective tools for interpreting information. Whole class activities, such as Inner-Outer Circle or "Clicker Quiz" using the latest technology to give immediate feedback, encourage the free and open exchange of ideas in a comfortable classroom environment. Instructional methods used in science to improve student learning include stimulating all of the students senses, lecture, classroom demonstrations, cooperative learning activities, laboratory activities, peer teaching, assessments, oral questioning, game activities, and corrective teaching. With the addition of collaboration time for common subject teaching teams, teachers insure consistently high standards across all classes. Teachers within a particular subject area create common assessments for students so that results are comparable in evaluating mastery of content. Co-teachers enable students with learning differences to be successful in the college preparatory classroom. The North professional staff take their jobs seriously, keeping the standards high and differentiating instruction as needed to advance students' content mastery.

5. Professional Development:

In the professional learning community (PLC) atmosphere at Edmond North High School, teachers work as if every day is a day for learning for both students and teachers. Formal professional development is provided over five days each year to encourage teachers to build a culture of learning, but at Edmond North, educators collaborate professionally daily, weekly, and monthly in a variety of ways to increase their knowledge and to improve student learning. Nationally recognized consultants such as Dr. Mark Forget on Reading and Writing Across the Curriculum and Eric Anderson from Teen Leadership have been scheduled for professional development at Edmond North. District Curriculum Content Specialists regularly provide teachers with research-based in-service training, such as Laying the Foundation, and follow-up on site to facilitate implementation. With the PLC initiative in place, time is preserved for the professional teaching staff to work in collaboration horizontally and vertically with other teachers in the department and with common subject teachers across the district.

Teachers attend various local, regional and national workshops to learn or refine instructional strategies and to recharge and sharpen existing skills. Teams of teachers over the last three years have attended the Professional Learning Communities conference, and many of the practices are already in place at Edmond North. Biology teachers attend the National Association of Biology Teachers convention yearly to attend workshops designed to increase their knowledge and obtain new ways of teaching difficult concepts. One hundred percent of the core teachers at Edmond North have attended CollegeBoard training so that they can incorporate the best instructional strategies in their classrooms. Freshman Academy teachers have attended The Flippen Group's summer training in Teen Leadership, "Captivating Kid's Hearts," as a means of helping students focus on their responsibilities as learners.

PART VII - ASSESSMENT RESULTS

OKLAHOMA STATE CRITERION-REFERENCED TESTS

Subject English Grade 10 Test End-of-Instruction English II /Writing Test

Edition/Publication Year 2006 (updated annually) Publisher CTB / McGraw-Hill

Significant changes were made to the tests in 2003, so only the past four years give comparable results.

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES*				
% Satisfactory plus Advanced - State Standards	93	90	81	87
% Advanced - State Standards	74	71	58	58
Number of students tested	530	518	478	428
Percent of total students tested	99	99	99	97
Number of students alternatively assessed	1	2	2	0
Percent of students alternatively assessed	0.2	0.3	0.4	0
SUBGROUP SCORES				
1. Special Education				
% Satisfactory plus Advanced - State Standards	35	41	32	32
% Advanced - State Standards	19	19	16	2
Number of students tested	57	67	63	44
2. Economically Disadvantaged (Free & Reduced Lunch)				
% Satisfactory plus Advanced - State Standards	78	84	58	59
% Advanced - State Standards	40	65	32	13
Number of students tested	42	26	31	24
3. American Indian				
% Satisfactory plus Advanced - State Standards	89	89	85	100
% Advanced - State Standards	50	78	71	75
Number of students tested	18	9	14	8
4. Asian/Pacific Islander				
% Satisfactory plus Advanced - State Standards	92	100	100	90
% Advanced - State Standards	71	73	79	50
Number of students tested	14	11	28	10
5. Black or African-American				
% Satisfactory plus Advanced - State Standards	90	80	65	46
% Advanced - State Standards	57	73	12	13
Number of students tested	21	15	17	24
6. Hispanic or Latino				
% Satisfactory plus Advanced - State Standards	82	91	66	80
% Advanced - State Standards	55	73	33	40

Number of students tested	22	11	12	10
7. <u>White</u>				
% Satisfactory plus Advanced - State Standards	94	90	81	90
% Advanced - State Standards	77	71	59	63
Number of students tested	397	396	339	309

In 2005, all special education students in grades 10-12 were tested in English II in order to meet graduation requirements, increasing the number of reported special education students to more than 10th grade. In 2006, North increased the number of special education students in the regular classroom setting with co-teachers – one certified English teacher and one certified English/ Special Education teacher, so that all students have the opportunity to learn in a college preparatory curriculum within a supportive learning environment. In 2005-06, a certified Reading Specialist was added to the staff to provide a remedial Academy of Reading program and a college preparatory Speed Reading class.

OKLAHOMA STATE CRITERION-REFERENCED TESTS

Subject Algebra I Grade 9-10 Test End-of-Instruction Algebra I Test

Edition/Publication Year 2006 (updated annually) Publisher CTB / McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES*				
% Satisfactory plus Advanced - State Standards	63	46	37	28
% Advanced - State Standards	36	23	14	10
Number of students tested	286	404	309	325
Percent of total students tested	99	99	99	97
Number of students alternatively assessed	1	2	2	0
Percent of students alternatively assessed	0.2	0.3	0.4	0
SUBGROUP SCORES				
1. Special Education				
% Satisfactory plus Advanced - State Standards	14	15	16	3
% Advanced - State Standards	6	6	8	3
Number of students tested	63	64	39	31
2. Economically Disadvantaged (Free & Reduced Lunch)				
% Satisfactory plus Advanced - State Standards	38	30	19	24
% Advanced - State Standards	23	15	4	5
Number of students tested	39	40	27	21
3. Black or African-American				
% Satisfactory plus Advanced - State Standards	36	18	8	0
% Advanced - State Standards	18	6	0	0
Number of students tested	17	17	12	17
4. Hispanic or Latino				
% Satisfactory plus Advanced - State Standards	40	25	44	27
% Advanced - State Standards	20	6	22	9
Number of students tested	15	16	9	11
5. White				
% Satisfactory plus Advanced - State Standards	67	49	36	29
% Advanced - State Standards	39	25	13	10
Number of students tested	236	291	234	220

Ethnic groups of less than 10 students are not represented here.

*22% of 9th grade students took this EOI test in 8th grade, with a 98% pass rate in 2005.

About 22-25% of all eighth graders take Algebra I and EOI in 8th grade. These scores are not part of the high school accountability scores

reported here.

Beginning in 2005, students with low scores on eighth grade math testing are enrolled in Algebra I plus a support class period where students receive remediation in basic math skills as well as additional instruction and tutoring on current Algebra I curriculum. Steady increase of success is seen due to this double block math program as well as to the collaborative team approach by Algebra I teachers. Students in all sub-groups who have been in Edmond schools less than three years are more likely to fail Algebra I testing.

Explain any alternative assessments.

The purpose of the Oklahoma Alternate Assessment Program (OAAP) is to provide accountability data for program improvement, instructional direction, and identifiable improvement of programs for students with significant cognitive disabilities in accordance with the federal regulations of the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA). The OAAP is part of the Oklahoma School Testing Program (OSTP) and becomes part of an inclusive accountability system for school sites and school districts. This will ensure that all school programs are included to determine the effectiveness of programs for all students. As provided by NCLB and IDEA, the OAAP ensures participation of students with disabilities who cannot otherwise participate in the regular assessment even with appropriate accommodations and modifications. The OAAP is provided in the least restrictive environment continuum. Through the OAAP, high expectations are provided for students within an alternate curriculum that includes rigorous long-range outcomes, standards, and benchmarks. (See <http://se.sde.state.ok.us/ses/assessment/OAAPManual2006.pdf>)

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

The use of national tests has played an important part in the total program and curriculum at Edmond North High School. The ACT, the PSAT, the SAT, and the Advanced Placement (AP) Exams have been used to help determine a student's preparedness for college and to assess abilities generally associated with academic performance in college.

Subject **English, Math, Reading, Science Reasoning w/ Composite Score**

Grade **9-12 - Annual Report on 12th Grade Class** Test **ACT – American College Test**

Scores are reported here as (check one): NCEs ____ Scaled scores Percentiles ____

The ACT is widely accepted for college admission and is the standard entrance test in Oklahoma colleges. At Edmond North High School over 79% of the class of 2006 took the ACT. The ACT is curriculum-based. The ACT is not an aptitude or an IQ test. Instead, the questions on the ACT are directly related to what students have learned in high school courses in English, mathematics, and science. The ACT is more than a test. The ACT also provides test takers with a unique interest inventory that provides valuable information for career and educational planning and a student profile section that provides a comprehensive profile of a student's work in high school and his or her future plans.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month – Given 6 times per year, reporting the senior class' best scores					
SCHOOL SCORES					
English	23.4	23.1	23.5	22.9	23.1
Mathematics	22.6	22.6	23.0	22.2	22.6
Reading	23.8	23.5	23.7	23.4	23.6
Science Reasoning	23.1	22.8	22.9	22.5	22.5
Composite	23.4	23.2	23.4	22.9	23.1
Number of students tested	378	357	328	337	371
Percent of total students tested	79	80	80	77	84
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORES					
English	20.6	20.4	20.4	20.3	20.2
Mathematics	20.8	20.7	20.7	20.6	20.6
Reading	21.4	21.3	21.3	21.2	21.1
Science Reasoning	20.9	20.9	20.9	20.8	20.8
Composite	21.1	20.9	20.9	20.8	20.8

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject **English, Math, Reading, Science w/ Composite Score**

Grade **10**

Test **PLAN (from ACT)** Scores are reported here as: Scaled scores **X**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month – Administered annually to sophomores in October					
SCHOOL SCORES					
English	18.1	19.0	18.4	18.5	18.9
Mathematics	19.0	19.7	19.0	18.7	19.0
Reading	18.5	18.8	18.1	18.0	18.8
Science Reasoning	19.3	19.5	18.8	18.9	19.1
Composite	18.8	19.4	18.7	18.6	19.1
Number of students tested	440	524	471	427	406
Percent of total students tested	98	99	99	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORES					
English	16.9	16.1	16.1	16.1	16.1
Mathematics	17.4	16.3	16.3	16.3	16.3
Reading	16.9	15.8	15.8	15.8	15.8
Science Reasoning	18.2	17.4	17.4	17.4	17.4
Composite	17.5	16.5	16.5	16.5	16.5
NATIONAL STANDARD DEVIATION					
English	4.6	4.5	4.5	4.5	4.5
Mathematics	4.6	3.8	3.8	3.8	3.8
Reading	4.6	4.5	4.5	4.5	4.5
Science Reasoning	3.5	3.0	3.0	3.0	3.0
Composite	3.8	3.4	3.4	3.4	3.4

TOTAL ADVANCED PLACEMENT TESTS GIVEN 2002-2006																					
	Biology	Calculus AB	Calculus BC	Chemistry	English Language	English Literature	Environmental Sci	European History	French	German	Gov. Comparative	Government U. S.	Physics B	Physics C - E & M	Physics C - Mech.	Psychology	Spanish	Statistics	U. S. History	TOTAL Tests Given	TOTAL # of Students
2002	23	45	12	37	63	88	5	115	0	1	108	131	16	1	12	66	7	17	146	929	433
2003	27	47	15	34	56	87	19	86	1	1	117	132	10	11	11	68	15	11	116	884	379
2004	43	33	22	46	87	96	16	100	4	1	101	132	10	14	14	54	12	15	127	939	390
2005	45	40	8	57	77	97	14	107	2	10	80	127	21	21	24	126	22	19	106	1015	449
2006	36	28	23	51	80	88	31	83	7	0	49	128	7	12	13	120	18	20	103	938	423

AP SCHOLAR REPORT

ADVANCED PLACEMENT TEST PASS RATE 2002-2006

	Biology	Calculus AB	Calculus BC	Chemistry	English - Lang./Comp.	English - Lit./Comp.	Environmental Science	European History	French Language	German Language	Government Comparative	Government U.S.	Physics B	Physics C-Mech.	Physics C - E & M
2002	74%	87%	92%	54%	60%	66%	80%	68%		100%	33%	64%	38%	68%	100%
2003	74%	83%	93%	77%	63%	61%	47%	57%	100%	50%	32%	64%	40%	91%	82%
2004	74%	82%	91%	50%	67%	64%	69%	67%	50%		24%	60%	50%	86%	50%
2005	60%	88%	100%	67%	61%	58%	50%	44%		50%	38%	50%	24%	42%	48%
2006	72%	93%	91%	78%	54%	60%	65%	45%	14%	X	59%	65%	57%	69%	58%

Graduating Class of	AP Scholar	AP Scholar with Honors	AP Scholar with Distinction	National AP Scholar	TOTAL
2006	59	18	34	11	111
2005	56	22	30	3	108
2004	56	17	40	5	113
2003	51	13	23	3	87
2002	49	18	17	3	84
2001	32	17	21	1	70
2000	16	13	15		44
1999	7	5	13	1	25
1998	13	4	8	1	25
1997	10	3	1		14

AP SCHOLAR: Granted to students who receive grades of 3 or higher on three or more AP exams on full-year courses

AP SCHOLAR: Granted to students receive an average grade of at least 3.25 on all AP exams taken, and grades of 3 or higher on four or more of these exams on full-year courses

AP SCHOLAR with DISTINCTION: Granted to students receive an average grade of at least 3.50 on all AP exams taken, and grades of 3 or higher on five or more of these exams on full-year courses

NATIONAL SCHOLAR: Granted to students who receive grades of at least 4 on all AP exams taken, and grades of 4 or higher on eight or more of these exams on full-year courses

