

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. Kimberly Zupec

Official School Name: St Charles North High School

School Mailing Address:
255 Red Gate Rd
St Charles, IL 60175-6396

County: Kane State School Code Number*: 31-045-3030-26-0012

Telephone: (630) 443-5700 Fax: (630) 443-2769

Web site/URL: http://north.d303.org E-mail: kimberly.zupec@d303.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. Donald Schlomann

District Name: St Charles CUSD 303 Tel: (630) 513-3030

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. Scott Nowling

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.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)

12	Elementary schools (includes K-8)
3	Middle/Junior high schools
2	High schools
	K-12 schools
17	TOTAL

2. District Per Pupil Expenditure: 10953

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.

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	6			0
K			0	7			0
1			0	8			0
2			0	9	276	240	516
3			0	10	293	261	554
4			0	11	277	271	548
5			0	12	268	271	539
TOTAL STUDENTS IN THE APPLYING SCHOOL							2157

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
4 % Asian
1 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % White
0 % Two or more races
100 % **Total**

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

7. Student turnover, or mobility rate, during the past year: 3 %

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.	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	38
(3)	Total of all transferred students [sum of rows (1) and (2)].	57
(4)	Total number of students in the school as of October 1.	2157
(5)	Total transferred students in row (3) divided by total students in row (4).	0.026
(6)	Amount in row (5) multiplied by 100.	2.643

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 71

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

10. Students receiving special education services: 6 %

Total Number of Students Served: 130

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>6</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>19</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>86</u> Specific Learning Disability
<u>13</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>10</u>	<u>0</u>
Classroom teachers	<u>135</u>	<u>5</u>
Special resource teachers/specialists	<u>28</u>	<u>2</u>
Paraprofessionals	<u>13</u>	<u>1</u>
Support staff	<u>38</u>	<u>1</u>
Total number	<u>224</u>	<u>9</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 17 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	94%	93%	93%	94%	93%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	9%	9%	10%	11%	19%
Student dropout rate	0%	1%	0%	1%	1%

Please provide all explanations below.

Our student attendance rate has historically fluctuated between 93% and 94%.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	514	
Enrolled in a 4-year college or university	<u>65</u>	%
Enrolled in a community college	<u>26</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>9</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

St. Charles North High School is honored to be nominated for the Blue Ribbon Schools award. We are a school of about 220 staff members and 2150 students. The majority of our students come to us from Haines Middle School, a previous Blue Ribbon Award recipient in our district. A smaller percentage of our students attended a second middle school in our district, Thompson Middle School. Less than five percent of our students attended a private school prior to enrolling at our school.

“A community dedicated to achievement and growth through discovery, cooperation, preparation, and inspiration” is our mission statement. This adeptly encompasses our school’s philosophical and pedagogical approach to the education of our students. Our comprehensive curriculum offers a clear sequence of courses in each content area. The faculty members in every department incorporate inquiry and collaborative learning in the majority of their classes. Higher-level critical thinking skills and college-ready writing are the cornerstones of our liberal arts subjects. As we design new curriculum, much time is spent on aligning essential leanings to the Illinois Learning Standards and ACT’s College Readiness Standards. A specific example of this approach would be our Global Issues course, required for all ninth graders. In this course, students engage in higher levels of reading, often times accessing original sources. Through application and analysis, they synthesize different pieces of information regarding a contemporary world issue and conclude with both an interpretation and argumentative stance. The students are encouraged to express their views in a variety of media, using technology whenever possible. This aggressively creative approach is common for our classes.

St. Charles North High School is a Professional Learning Community (PLC). Each faculty member belongs to a course/content PLC. The concepts of a PLC are apparent in our classes. Commonly agreed upon norms govern most of our courses. Assessment and intervention are key practices of our staff. Defining essential leanings are the basis of lesson development. Teachers group and regroup their students to meet individual needs. Departments have provided support for students through in-school and out-of-school tutorials, study groups, and test preparation. Within the school day, students have access to academic tutorial study halls, a writing center, and mentoring support through a service called Applied Study. Outside of the school day, our students may access weekly peer tutoring, virtual conferencing with their teachers through Blackboard, and assistance through blogging. This combination of human and technological resources has had a resounding impact on our students’ academic achievement.

Our students are able to enrich their high school experience beyond the classroom through our co-curricular program. Our clubs/teams and organizations focus on four themes: content enrichment, personal interest, community service, leadership, and athletics. Courses in the fine and applied arts such as French, Art, and Autos have clubs where students can expand their knowledge of a specific content. Special interest clubs such as the Equestrian Club and the Dance Team provide outstanding opportunities to explore activities and studies that pique students’ curiosity. Next, community service organizations such as Key Club and National Honor Society immerse our students in our community giving them an opportunity to help others. Leadership opportunities through such organizations as Student Council prepare our students for their future roles in their communities. Students may also choose to participate in our performing arts or competitive endeavors as Debate and Mock Trial. Finally, we have an extensive athletic program including multiple traditional sports and one new sport—Bass Fishing. Whichever direction students choose, they are greeted with a wide array of experiences which develop their individual talents and interests.

Although St. Charles North High School is a relatively young school, existing only for ten years, our roots are deep. We are building traditions on the virtues of perseverance and pride. We are the North Stars, pursuing the next level.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

High schools in Illinois administer the Prairie State Achievement Exam (PSAE) to 11th grade students each spring. The PSAE is made up of a full ACT exam (English, mathematics, reading, science reasoning, and writing), Work Keys reading and mathematics tests, and a state-developed test in science. The scores from the ACT subtests and the corresponding Work Keys or state-developed science tests are combined and scaled to generate student PSAE scores for English, mathematics, reading, and science. PSAE scores are then used to place students into four categories: academic warning, below standards, meets standards, and exceeds standards. Each of these categories has specific definitions. For example, in mathematics, the categories are defined as follows:

Exceeds Standards – Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Meets Standards – Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Below Standards – Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Academic Warning – Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Additional information about the PSAE is available from the Illinois State Board of Education website at www.isbe.net/assessment/psae.htm.

The performance of our students has improved significantly over the past five years. After a number of years of stagnant student performance, we have increased the percentage of students who meet or exceed standards in both mathematics and reading each year for the past four years. At the same time, our ACT composite and sub-test averages have also increased.

As the data tables elsewhere in this application show, we have increased the percentage of students meeting or exceeding standards in mathematics from 72% in 2005-2006 to 84% in 2008-2009. This increase can largely be attributed to our implementation of a new mathematics curriculum. As explained in Part V, question 3, our teachers use a discovery-based curriculum that provides the students with a strong foundation in mathematics. We do not “teach to the test,” rather, we focus our instruction on student mastery of concepts. Since our curriculum is aligned to the Illinois Learning Standards, students who master the concepts are also necessarily prepared for the PSAE.

In reading, we have also shown meaningful improvement. In only two years, we increased from 69% of student meeting/exceeding standards to 80%. Although our English curriculum has not seen wholesale change like the mathematics curriculum, our English teachers have the same focus on individual student learning that our mathematics teachers do. We are currently redesigning our English curriculum to incorporate more of the principles detailed in the Illinois Learning Standards (see Part V, #2b for more information).

The subgroups that are reported in the data charts are all of a small population size. The subgroup we have chosen to focus on for the past three years, that of special education students, has shown significant

improvement. After two years of less than 20% of IEP students meeting or exceeding standards in mathematics, 31% reached the meets/exceeds level last year. Students showed similar improvements in reading. Our implementation of specific interventions, up to and including full-semester support courses in mathematics, reading, and writing, has allowed us to target extra support for these at-risk students. We expect to continue to see improvement in this subgroup as more students are provided with these types of intensive supports.

More information about specific interventions, and the Professional Learning Community model that our faculty has embraced, is available throughout this application.

2. Using Assessment Results:

A primary purpose of St. Charles North working in Professional Learning Communities (PLC) is for teachers of a same course to gather assessment data for each course section to review and analyze for trends, commonalities, anomalies, and error analysis for common formative and summative assessments. The careful scrutiny of this data drives PLC conversations on student learning regarding on which concepts students are showing mastery and on which concepts they are falling short. When students are struggling on identified concepts, the PLC work shifts to determining if the assessment itself is not appropriately addressing the concept or whether the instruction is having an impact. Since teachers within a PLC teach the same concepts at about the same pace, the PLC members are able to assess whether one teacher may be more effective at delivering a specific aspect of the curriculum than another. Teachers then review and share various methods of teaching concepts and can adopt a colleague's method. At times, teachers may observe one another to see first hand their peer's teaching style and methodology.

As members of the Student Services Team, school counselors utilize 8th grade Explore, 9th grade practice PLAN, 10th grade PLAN, 11th grade practice ACT and ACT, as well as weekly grade updates to determine those students who may be at-risk for a lack of grade level learning. The Student Services Team reviews this data and determines appropriate interventions from a list, or Pyramid, to be immediately utilized to shore up any learning gaps. This Response to Intervention approach guides the team to making decisions that are at the appropriate tier on North's Pyramid of Interventions.

A separate Intervention Team, comprised of various teachers and administrators, acts as a clearinghouse for developing the specific interventions on the Pyramid of Interventions. This team designs and recommends interventions, based on school wide data, designed to meet specific learning issues. These interventions are available for all staff to consider and recommend to all students.

3. Communicating Assessment Results:

We use a variety of methods to communicate assessment results to our students, parents, and the community at large. For daily classroom performance, our students and parents have access to an online gradebook that teachers update frequently. Students are encouraged to use this resource frequently to remain up-to-date on their progress in each class. For individual standardized test results, we mail the score reports to the students' homes. We find that mailing these reports home is a more reliable method of communication than asking the students to carry the reports home.

At the all-school level, we use our school newsletter, website, and state school report card to communicate overall student achievement. Information about student achievement is presented and explained in the newsletter about four times per year; the same information is provided on the website. The school report card that is prepared by the State of Illinois allows our families and community members to see our students' achievement based on the state test; all schools in Illinois have a state report card.

Finally, the local and regional media publish frequent items regarding our students' achievement. The local papers cover nearly every significant event or result relating to our school, including standardized test performance, visual and performing arts performances, and athletic contest outcomes. The regional papers, the *Chicago Tribune* and the *Chicago Sun-Times*, run major stories about standardized test results every year. These papers create the state "rankings" for high schools in Illinois based on the information provided in the state school report cards. Our school's ranking has improved each year for the past four years, and we reached the top 15 in the Chicagoland area in the *Tribune's* list this year.

4. **Sharing Success:**

Organizationally, we at St. Charles North High School work collaboratively with our sister school and the three middle schools in the district. However, we have taken the initiative to expand our communication. Within our school community, we publish several newsletters: our families receive the *Polaris Express*, a weekly electronic newsletter highlighting the events of the week, and we also publish a quarterly newspaper which details the accomplishments and projects of the various departments in the school. We meet monthly with our PTO and other parent organizations to update them on the current undertakings of the school. Finally, administrators and teachers meet monthly with the Student Issues Committee, a committee of the Student Council, to keep our student body abreast of the school's progress.

Branching outside of our school, several of our faculty members serve on the College Readiness Committee at the local community college. Through this interchange, we share our achievements and improve our practices to better prepare our students for post-secondary education. Additionally, staff from our English, Social Studies, Art, Business, and Music Departments have presented at the national level, gathering feedback on our practices and learning new information from a broader perspective. Furthermore, we have hosted visits from two area schools and phone conferences with several others regarding our Professional Learning Communities.

The Assistant Principals and Principal work closely with their professional organizations and local school conferences to share our endeavors and gather feedback from the participants. Additionally, our staff has become extremely involved in workshops on Professional Learning Communities. We have established a relationship with PLC trainers and have continued an exchange of ideas for our improvement. Finally, sixteen of our faculty members have earned National Board Certification. This opens new avenues of communication and articulation that will be beneficial for us in the future.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

We have a full, comprehensive, college-preparatory curriculum at St. Charles North. All students are required to complete courses in English, Mathematics, Science, Social Studies, and Physical Education/Health. Elective courses are available in Art, Business, Drama, Family and Consumer Sciences, Foreign Language, Music, and Technology. In all of the core areas, our curriculum is based first on the Illinois Learning Standards, and second on relevant national or professional standards. We consider the Illinois Learning Standards to be the minimal foundation for any course; we expect all of our students to meet the standards and many of our students to exceed the standards. Most of our core courses are available both at a Standard level and an Honors level.

Students are required to complete four full years of English courses. The English Department utilizes a skills-based curriculum that integrates all the essential literacy skills needed for one of our graduates to succeed beyond high school. All students take English 9 and English 10; students in grades 11 and 12 choose from AP English Language or AP English Literature or a variety of other courses. About 35% of students in each graduating class complete at least one of the AP English courses.

Students are required to complete three years of mathematics courses, but about 80% complete four years of courses. The Mathematics Department's connected, inquiry-based, and spiraling curriculum is deeply rooted in student-centered, daily discovery activities and exercises, primarily achieved through collaborative and cooperative learning. In class, teachers provide guided explorations that challenge both individual and team learners, by often embracing a "coaching" role. Classroom learning occurs in a team environment that provides a forum for hypothesis and investigation which helps students to develop their understanding of the designated learning objectives. All students take Algebra I or a higher course in 9th grade. About 25% of the students in each graduating class complete AP Calculus AB or BC.

Students are required to complete three years of social studies courses, including a world cultures course, US History, US Government, and Economics. Our social studies classes focus on the political, economic, geographic, and social developments within our world and the significance they have. Students are held to high expectations through rigorous instruction which is aimed at producing quality work based on agreed upon essential learnings. Teachers incorporate a variety of engaging, relevant activities and assessments which are aligned throughout our curriculum and are anchored by our department skills rubric.

Students are required to complete two years of science courses, but about 90% complete at least three years and about 35% complete four years. Our science department offers a wide variety of courses that focus on the depth of a subject rather than the breadth. We focus our daily lessons on scientific inquiry through problem solving, data collection and analysis, and scientific communication. Through our courses of Earth Science, Biology, Chemistry, Physics, Environmental Science, Physical Science and the corresponding AP courses, we are confident our students graduate high school with a well-rounded science education.

While we do not have a specific foreign language requirement, about 80% of our students complete at least two years of a foreign language sequence. We offer introductory to AP sequences in French, German, Latin, and Spanish. Beginning in Level 1, students are taught utilizing the target language in order to help them become comfortable listening to, learning the fundamental skills in, and speaking the language; AP classes are taught completely in the target language. Every student is expected to successfully meet high course standards through active participation in class, small group activities, assignments, oral and written tests, as well as individual and group projects.

Finally, we offer visual and performing arts courses through our Art and Music Departments. Visual art courses provide students with knowledge and skills in critical and conceptual thinking, visual communication, art awareness and technical proficiency. Courses are available in four strands: 2D, 3D, digital media, and photography. Our Music Department, a two-time Grammy Signature Schools award winner, offers courses in band, orchestra, jazz (instrumental and vocal), and choir.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

The English Department offers a comprehensive curriculum allowing for a wide breadth of choices from furthering writing and speaking skills at a basic level to challenging students with AP courses. In the classroom, teachers integrate reading, writing, speaking, and listening in order to further build upon basic skills because brain research tells us that this is how students acquire knowledge – not through compartmentalization of these skills.

We are currently in a curriculum renewal process that is allowing us to shift to a more rigorous, scaffolded curriculum that will more effectively build on pre-existing knowledge and challenge all students. We have synthesized the Illinois Learning Standards, our former Power Standards, the ACT College Readiness Standards, the 21st Century Standards, and the National Education Technology Standards to create our new curriculum. We then used a system to spiral these skills K-12 to ensure a comprehensive literacy curriculum for all levels of students. This system allows each English class to be driven by specific, essential skills, not the materials used to teach these skills.

This philosophy allows the department’s professional learning communities to identify individual student weakness by essential skills and then provide appropriate interventions to those who are not meeting standards for each skill. Students who struggle in reading are identified through standardized test scores and their teacher’s classroom data. Using this data, we are able to suggest appropriate interventions for these students. Whether it is enrolling them in a team-taught class with one general and one special educator, placing them in a second skills-based course focused on literacy skills, a supported study hall, an extra reading class, or by providing individual support in our Writing Center, we are able to build their vocabulary and apply the reading strategies that will best help that specific student learn. In addition, students who continue to struggle in our English curriculum have other options available to them, including specialized writing courses or summer “bridge” workshops.

3. Additional Curriculum Area:

The Mathematics Department’s connected, inquiry-based, and spiraling curriculum is deeply rooted in student-centered, daily discovery activities and exercises, primarily achieved through collaborative and cooperative learning. In class, teachers provide guided explorations that challenge both individual and team learners, by often embracing a “coaching” role. Classroom learning occurs in a team environment that provides a forum for hypothesis and investigation which helps students to develop their understanding of the designated learning objectives. All of our courses are college preparatory in nature, and all students enter ninth grade in Algebra I or a higher course. Our Honors-level curriculum has been written in conjunction with the Illinois Mathematics and Science Academy, while our Standard-level curriculum is provided by College Preparatory Mathematics.

Relevant technology is integrated into all of our courses. Graphing calculators are used frequently. Teachers integrate several additional technologies to enhance student learning, such as Mathematica, Geometer’s Sketchpad, and various animations found via internet. We also have begun to use a “clicker” system (ConVA by Dukane) that allows all students in a class to answer questions on the spot and receive immediate feedback from the teacher.

Honors and AP level courses provide extra, regularly-occurring enrichment assignments that extend learned concepts into applications within abstract situations. We offer several AP choices for our students such as AP Calculus (AB and BC), AP Statistics, and AP Computer Science. Additionally, we encourage students who complete BC Calculus prior to their senior year to continue their study of mathematics by taking online courses through the University of Illinois's NetMath program.

Our purpose is for each student to achieve their math goals; teachers keep record of individual student progress toward these goals. If multiple traditional math interventions do not meet individual needs, then teachers can assign students to the Math Lab in place of a study hall. The Math Lab is a place where students are matched to a math teacher or student assistant to receive extra, individualized assistance with math concepts during the school day.

The Professional Learning Communities within our department work in unison to accomplish the best math experience for our students. The collaboration of ideas, lessons, instructional strategies, assessments, and interventions of our teachers is sought and discussed. Student assessment data, guides our discussions on student achievement, points to focus for re-teaching, and informs us of the level of accomplishment of our students.

4. Instructional Methods:

The use of data to identify students who struggle and the use of professional learning communities allow teams of teachers to identify and discuss how to instruct in a responsive and differentiated way. Our Instructional Support Coaches (ISC) help teachers to brainstorm and implement differentiated lessons. These ISC's have hours of training in differentiated instruction. They train individual teachers and our team-teachers.

Team-teachers offer instruction to students with IEP's and students at risk of failure. We instruct 33 sections of 16 different classes in this co-teaching model. Each team consists of a content specialist (general education) and a learning-behavior specialist (special education). These teams differentiate the general education curriculum by responding to students needs with varied delivery styles and by using different means of formative assessment. This model maintains the rigor of the general curriculum by keeping the same pace and concepts that are instructed in non-teaming courses. This allows students with IEP's to have access to a rigorous and inclusive learning environment. It also allows our at-risk students to access a responsive model of instruction promoting academic rigor and building positive relationships with staff and the school environment. Our intervention classes also support students with IEP's. These courses are designed to directly instruct students in reading, writing, math, student skills, social skills, and executive functioning. These semester-long interventions use direct instruction in specified deficit areas, progress monitoring, and benchmarking to assess student progress as determined by the students' IEP. It is important to note that these classes are in addition to students' standard content classes and do not replace the rigorous content delivery models we offer through our team-taught model and our self-contained instructional model.

The interventions and supports we offer to all students include Math Lab, Writing Center support, Reading class, Academic Study Hall, Applied Study Hall, Freshman Foundations, Peer Leadership, weekly course-specific tutoring sessions, Wednesday Night Tutoring, and Student Support Services. These services are available as a drop-in or students are assigned, based on student need.

5. Professional Development:

Professional development at St. Charles North High School is completely embedded in our daily practice. Our goal has been to create a seamless transition between daily instruction and designated school improvement days. Through the work of our Instructional Support Coaches and Lead Teachers, we design teacher institute/school improvement days around the expressed needs of our staff. Our focus is always on some

aspect of the Professional Learning Community (PLC) components. Activities are differentiated to address the specific issues on which content PLCs are working. These days may include faculty presentations, guided work sessions, or advanced research and reading.

Leading up to these staff development days, the Lead Teachers for our departments leverage their meeting times to advance activities such as book and lesson studies, reading and discussions on assessment and interventions, or debriefing from school visits and attendance at conferences. Staff surveys guide the planning of specific institute days and also our evaluation of professional development. We do not pursue initiatives nor “one size fits all” programs. We seek ways for PLCs from various departments to intermingle and share their ideas. Any activity planned for and carried out with our faculty always carries with it an implementation component. We develop action plans with an evaluation tool to measure our growth. We focus heavily on the use of student data to improve our practice. To assist in this area, we target the use of formative assessments and interventions. We have built feedback loops for staff in this process. We seek authentic means of enriching our knowledge base to enable us to grow as educators.

6. School Leadership:

Leadership structures at St. Charles North High School appear to be traditional but operate in a non-traditional way. As with most high schools, we have the traditional positions of Principal, Assistant Principals, and Deans of Students. However, if viewed on a hierarchical chart, these positions would be at the foundation of the school’s leadership team. Teacher leaders definitely are prevalent at the school. Each department is led by a Lead Teacher. This person is the leader of both staff and curriculum for his or her area. He or she facilitates the department’s implementation of curriculum. Lead Teachers guide the leaders of the Professional Learning Communities in conversation and action. They provide mentorship for the faculty members in their department.

Supporting all the teachers are the school’s three Instructional Support Coaches. These individuals avail themselves to faculty members in whatever capacity they are needed. Instructional Support Coaches may work with an entire PLC, and individual teacher, or a team-teaching pair. They may informally observe a teacher’s classroom or they may co-teach a lesson with a teacher. All of these activities have a focus on improving a teacher’s instruction in the classroom.

Most schools have a School Improvement Team. We have an Intervention Team. The members of the Intervention Team serve as the research arm for the school’s Response to Intervention program. They assist in the planning of school-wide support services for students and also provide professional development opportunities for faculty members to improve their work in addressing students’ needs.

Another group of teachers, the Staff Council, includes a representative from each department. This team addresses those procedural issues which could potentially hinder student and staff performance. For example, they have focused on ways to reduce disruptions to the daily schedule to preserve instructional time. They also monitor school culture and climate and seek ways to alleviate pressure during high stress times.

Finally, our students make up a part of the leadership structure of our school. Our Student Issues Committee, a committee of our Student Council, represents student concerns and works with the administration to solve problems that the students in our school experience. A different student group, HOPE, develops programs that address the emotional needs and health of our student body. The members of HOPE work closely with our faculty to implement the programs they create. For example, they recently planned and presented an all-school assembly on depression and suicide awareness in response to a need identified by our community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: Prairie State Achievement Exam
Edition/Publication Year: 2009 Publisher: ACT/Illinois State Board of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	84	83	76	72	74
% Advanced	21	23	16	12	11
Number of students tested	541	516	516	516	502
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	42	55			
% Advanced	8	18			
Number of students tested	13	12			
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	63	79	43	57	58
% Advanced	11	14	0	14	0
Number of students tested	19	29	21	15	12
4. Special Education Students					
% Proficient plus % Advanced	31	29	19	15	29
% Advanced	3	0	0	0	0
Number of students tested	34	33	36	42	32
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
Asian	78	80	84	90	90
Asian	22	20	36	37	37
Number of students tested	27	20	25	19	14

Notes:

All non-entered subgroups have fewer than 10 students, and, therefore, are not reported.

Subject: Reading Grade: 11 Test: Prairie State Achievement Examination
Edition/Publication Year: 2009 Publisher: ACT/Illinois State Board of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	80	75	69	71	73
% Advanced	17	16	15	20	19
Number of students tested	541	516	516	516	502
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	58	46			
% Advanced	8	9			
Number of students tested	13	12			
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	68	50	43	71	33
% Advanced	16	11	5	14	8
Number of students tested	19	29	21	15	12
4. Special Education Students					
% Proficient plus % Advanced	31	36	22	20	23
% Advanced	3	3	0	5	0
Number of students tested	34	33	36	42	32
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
Asian	78	60	80	84	93
Asian	22	10	28	58	21
Number of students tested	27	20	25	19	14

Notes:

All non-entered subgroups have fewer than 10 students, and, therefore, are not reported.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 11 Test: ACT

Edition/Publication Year: 2009 Publisher: ACT

Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month					
SCHOOL SCORES					
Average Score	24.1	23	22.6	22.5	21.9
Number of students tested	541	516	516	516	502
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score	19	21			
Number of students tested	11	11			
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	21	22	19		19
Number of students tested	19	28	21		12
4. Special Education Students					
Average Score	17	17	16	16	16
Number of students tested	31	31	32	43	31
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score	23	23	25		23
Number of students tested	27	20	25		14

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

These ACT Scores are for the graduating class of the school year listed. They are based both on the state testing date in April for grade 11 students and the national ACT testing dates.

Subgroups that are not entered have fewer than 10 students.

Subject: Reading Grade: 11 Test: ACT
Edition/Publication Year: 2009 Publisher: ACT
Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month					
SCHOOL SCORES					
Average Score	22.9	22.1	22.1	22.6	22
Number of students tested	541	516	516	516	502
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score	18	19			
Number of students tested	11	11			
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score	20	19	17		18
Number of students tested	19	28	21		12
4. Special Education Students					
Average Score	17	18	16	17	15
Number of students tested	31	31	32	43	31
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score	22	21	24		23
Number of students tested	27	20	25	9	14

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

These ACT Scores are for the graduating class of the school year listed. They are based both on the state testing date in April for grade 11 students and the national ACT testing dates.

Subgroups that are not entered have fewer than 10 students.