

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

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

Name of Principal Mr. Jerry Dale Winkle

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Norman North High School

(As it should appear in the official records)

School Mailing Address 1809 Stubbeman

(If address is P.O. Box, also include street address.)

Norman

Oklahoma

73069-5463

City

State

Zip Code+4(9 digits total)

County Cleveland

State School Code Number* 141029

Telephone (405) 366-5954

Fax (405) 573-3590

Web site/URL http://www.norman.k12.ok.us/710

E-mail nps.710@norman.k12.ok.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature _____

Name of Superintendent Dr. Joseph Siano

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Norman Public Schools

Tel. (405) 366-5955

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature) _____

Name of School Board

President/Chairperson Dr. Dan Snell

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information 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.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 15 Elementary schools
 _____ 4 Middle schools
 _____ 0 Junior High Schools
 _____ 2 High schools
 _____ 0 Other
 _____ 21 TOTAL
2. District Per Pupil Expenditure: _____ 6680
 Average State Per Pupil Expenditure: _____ 7005

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 are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 6 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	316	325	641
2			0	10	288	265	553
3			0	11	224	236	460
4			0	12	254	233	487
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							2141

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 7 | % American Indian or Alaska Native |
| 3 | % Asian or Pacific Islander |
| 6 | % Black or African American |
| 6 | % Hispanic or Latino |
| 78 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 11 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	110
(2)	Number of students who transferred from the school after October 1 until the end of the year	115
(3)	Total of all transferred students [sum of rows (1) and (2)]	225
(4)	Total number of students in the school as of October 1	2141
(5)	Total transferred students in row (3) divided by total students in row (4)	0.11
(6)	Amount in row (5) multiplied by 100	11

8. Limited English Proficient students in the school: 1 %
- | | |
|----|---|
| 23 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 5

Specify languages: Chinese
 Korean
 Persian
 Spanish
 Taglog

9. Students eligible for free/reduced-priced meals: 25 %

Total number students who qualify: 532

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 federally supported lunch 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: 15 %
311 Total Number of Students Served

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>15</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>44</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>179</u>	Specific Learning Disability
<u>28</u>	Emotional Disturbance	<u>5</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>19</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>19</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>	<u>0</u>
Classroom teachers	<u>117</u>	<u>7</u>
Special resource teachers/specialists	<u>15</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support Staff	<u>28</u>	<u>0</u>
Total number	<u>166</u>	<u>8</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	95 %	95 %	92 %
Daily teacher attendance	95 %	95 %	96 %	96 %	95 %
Teacher turnover rate	5 %	9 %	16 %	11 %	2 %
Student drop out rate (middle/high)	1 %	1 %	2 %	3 %	5 %
Student drop-off rate (high school)	12 %	13 %	14 %	15 %	16 %

Please provide all explanations below

14. **(High Schools Only. Delete if not used.)**

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

Graduating class size	477	
Enrolled in a 4-year college or university	64	%
Enrolled in a community college	12	%
Enrolled in vocational training	4	%
Found employment	6	%
Military service	5	%
Other (travel, staying home, etc.)		%
Unknown	9	%
Total	100	%

PART III - SUMMARY

Walk into Norman North High School's front hall, our Traditions Hall, and you immediately know what we value: students - their gifts and talents. Murals designed and painted by art classes, and student artwork, are on display. Wolfgang, our larger-than-life bronze wolf, welcomes you to his house. Photo collages highlight student life. Portraits of every graduating class hang in the hallway. Our National Merit All Stars are featured. Look out to the north, and you see the Nancy O'Brien Performing Arts Center, a massive fine arts auditorium complex that rivals any civic structure. Beyond, there are facilities for our student athletes: practice fields, tracks, indoor training center, tennis courts. Twelve years ago, this was an empty Oklahoma prairie. Now, Norman North is a leader in the state. Our mission statement, written before we opened our doors, drives our work: Norman North, in partnership with the community, is committed to excellence in lifelong learning, responsible citizenship, school pride, and positive attitudes.

North is part of an academic community. The University of Oklahoma is in Norman and we educate the children of OU students and staff. Norman citizens, whether affiliated with OU or not, value education and are proud of the schools. Our parents have high expectations of their students and of us. We rise to those expectations. Being part of a literate community which values learning, our students strive for excellence. Our award-winning library is at the heart of our school and is always filled with students checking out books, reading magazines, working on the computers, or doing homework. Teachers in core teams often plan cross-curricular projects requiring students to research the connections among areas. Parent groups are present in our library as well; they meet, planning ways to support our curriculum and our students with their leadership, their financial donations, and their time. Returning graduates credit their education here as the foundation of their success.

North students have always put a high value on the well-being of others, including classmates and teachers burdened with catastrophic illnesses and critical needs; they established our school-wide fundraiser, Students Performing Unselfish Deeds (SPUD). Every year all of our students get involved in SPUD, raising money to pay medical bills, often for a North family. Spud Week is a celebration of life and of the power of true generosity. The SPUD assemblies, where representatives of every club and organization on campus announce the results of their fundraising projects, are the most enthusiastic at North. Hearing from the families we help makes us proud of our hard work and spirit. This week reminds us all what really matters; students know they've helped a neighbor and a friend. Student achievements beyond the classroom often highlight assemblies to recognize academic and fine arts excellence. Students applaud their classmates' accomplishments.

Our student assistance programs create positive learning opportunities and positive attitudes. Student advisories, Pack Chats, create small, cohesive groups of students, teacher advocates, and Link Crew (upper-class mentors assigned to each ninth grade Pack Chat) serving students and parents with answers to concerns, career counseling, enrollment information, and group identity. Pack Chats stay together for students' four years at North, building strong bonds. Smaller learning communities place 9th and 10th graders in core teams with teachers who meet regularly, to celebrate successes, and to adjust expectations and curriculum. Flexible scheduling meets the needs of families and students with early and late classes. Some of our students need the added support of credit recovery and night school as they pursue school completion. Co-curricular activities allow every student to find kindred souls at North. Leadership, community service, sports, volunteering, and special interests like vegetarianism, film study, creative writing, all have voices at North. These student services help parents and students feel valued at North.

Parents are our patrons and partners. Our parents have access 24 hours a day to their students' grades and attendance through ParentCONNECT, a district program. Links to teachers' email let parents begin dialogue about student performance. We invested in web-based curriculum mapping software allowing teachers to focus on standards and assessment in the classroom. Maps are powerful communication tools for parents, as they are published on our website. Our Parent Coalition provides leadership and communication.

These parents serve our school and carry our message to the community at large. They host parent education programs, and our evening celebration of students. The strength of our community, parent partners, dedicated administrators, a focus on quality, and great students, add up to a premier high school. If you are looking for excellence in education, look North - Norman North.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

All high schools in Oklahoma are assessed using an Academic Performance Index (API). The three major components are academic excellence, attendance, and school completion. Students take mandated End of Instruction (EOI) exams in Algebra I and English II, which make up 80% of our API. These exams reflect achievement of the state Priority Academic Student Standards (PASS) for each course. At North, all students, including those on Individualized Education Plans, (IEP) take these state assessments. Students earn a ranking of Unsatisfactory, Limited Knowledge, Satisfactory, or Advanced on each EOI. Scores of Satisfactory and Advanced meet the minimum requirement for AYP. Norman North has consistently made AYP according to the guidelines of the federal NCLB legislation.

Since 2003, Norman North has exceeded our required performance targets each year, and we have improved our API: 2003 ' 1126 of a possible 1500; 2004 ' 1179; 2005 ' 1276; 2006 ' 1302, and 2007 ' 1415. In 2007, Oklahoma, as a whole, scored a 1252 API score. In 2007, our API score was second overall among the largest high schools in the state.

North's attendance has consistently held at 95%, and graduation, or school completion, has stayed in the high 80% for the past years. Our school completion for 2007 was 87.2%. In 2007, 90% of North's students scored Satisfactory or Advanced on the English II EOI, up from 74% the year before. Among subgroups on the English EOI, 60% of our 28 IEP students, 40% of our 10 ELL students, and 56% of our 18 Hispanic students scored Satisfactory or Advanced. Disparities in our subgroups exist because of the small sample of students in these subgroups and the fluctuation of these numbers: our population in subgroups is more transitory than other groups. Our IEP population represents a wide range of abilities in both reading and math. In 2007, 90% of students scored Satisfactory or Advanced on the Algebra I EOI, up from 33% in 2006. Subgroups scores include 81% of our 27 IEP students, and 75% of our 12 ELL students scored Satisfactory or Advanced on Algebra 1 EOI. The disparities remain: small number of students tested, wide range of abilities, and the transitory nature of our small subgroups. Information about the Oklahoma testing program can be found on the web at <http://www.sde.state.ok.us/home/defaultie.html>

We also assess students' reading on an annual schedule, using the Gates MacGinitie reading test. English teachers administer the tests, and scores are available to all teachers. We adjust and modify expectations for students based on this information. We are able to track reading growth over time for individual students and for each class of students, 9-12. These results mirror the strength of our students' reading skills.

All sophomores take the PLAN which predicts a targeted ACT score range and provides career planning information. Our Technology Center partner institution uses these scores to counsel students who indicate an interest in a career tech program. The PLAN is mailed home and Technology Center representatives come to school to interpret the scores for our students. Online programs, provided by Oklahoma Career Information System (OKCIS), further support students' interpretation of this data. This allows our students to make career decisions based on the assessments and current career research.

In 2006-07, 465 North students took the ACT exam required for entrance into most of our state colleges, and all of our universities. North students scored 23.2, while the state average was 20.7 and the national average was 21.2. Norman North High School was one of 13 high schools in Oklahoma receiving the '2007 College Readiness Award' for its significant increase in the ACT Composite score over the past 5 years while, at the same time, increasing the number of students taking the ACT assessment.

Students take the PSAT to qualify for National Merit Program. Counselors hold informational meetings with students and parents after testing, and discuss the results with them when scores are returned. In 2006-07, 358 students took the PSAT, and we have 9 Merit Scholars. North enjoys an active AP program, offering 16 courses in core areas and elective areas. 498 students are currently enrolled in at least one AP course. In 2007, 282 students took 532 AP exams, and scores averaged 2.92.

Our students' achievements and efforts toward excellence are reflected well with all this information is considered. We are proud of our students' assessment data and tell them so at every opportunity.

2. Using Assessment Results

We have the luxury of a half-time site Data Analyst who synthesizes the assessment data, then presents it to the faculty; first in a large group setting for the full staff, then in Professional Learning Communities (PLCs) for further analysis. Reports allow departments and horizontal teams within departments to make adjustments in our instruction and in our curriculum maps, which allows us to analyze the strength of our instruction and assessments in meeting, and exceeding the PASS Standards.

At the district level we participate actively in the core Vertical Teams. We analyze data and make decisions about trends across the grades for our feeder middle schools. We also communicate at our school about the data and trends we see in our classrooms.

We address concerns and needs early in our students' careers, and prepare them for school completion. We identify our ELL students and place them in appropriate electives. Our site ELL coordinator and a half-time teacher set graduation with their class as their goal for all ELL students.

We reassign students who fail first semester Algebra I to an Algebra Applications class with fewer students and a slower pace, to provide needed support for understanding concepts. In this way, students can be successful on their EOI and at the next level of math.

Our IEP students often attend classes that are team-taught with a core teacher and a special education teacher. Teachers know how to modify lessons and how to monitor IEP students' learning. Our special education teachers are members of core Vertical Teams, adding their expertise, analyzing data and responding to the data. They utilize our curriculum maps for the courses they teach in their classrooms.

Ninth and tenth grade core teacher teams meet on a weekly basis. Discussions range from celebrations of successes, to behavior issues, to studying data. Faculty teams have allowed students who might have become invisible as members of small subgroups to be noticed and served.

Our Administrative Team (principals, counselors, community liaison, and data analyst) meet weekly to discuss attendance, student performance, assessment results, teacher and family concerns. These issues are then shared within teams or departments or with our active Parent Coalition.

We build on our successes on EOIs by showing solidarity as a staff. The week of EOIs, every staff member wears his or her EOI 'Every One Improves' tee shirt. We communicate to all our students that we have confidence in their abilities to perform well, and we celebrate every step of this process with them.

3. Communicating Assessment Results

We mail EOI results home to parents and encourage them to talk to the counselors about any concerns. Pack Chat teacher-advisors use results as they discuss enrollment options with students and parents. Successes on our EOIs are also announced over the intercom along with sports scores and club meetings as a part of our celebration of students' accomplishments. Our Parent Coalition receives updates on results of mandated assessments. Liaisons from our local Technology Center discuss the results of the PLAN test and career survey with all students, and then schedule appointments with students and parents interested in the Tech Center programs. English teachers share Gates MacGinitie results with students and offer suggestions for improvement. Counselors meet with students and parents before and after PSAT testing, to prepare students for testing and to discuss the results.

We issue report cards four times a year and generate weekly eligibility lists of students not passing classes. We notify parents of failing students by letter. Assistant principals also send letters to parents when their students' attendance becomes a concern. Every Norman parent has

access to ParentCONNECT, an internet-based program that lets families see students' current grades and attendance. Our Parent Coalition has produced a Parent Handbook, available on the North webpage that gives parents directions for accessing ParentCONNECT. The Parent Coalition plans Parent Academies twice a year to explore parent issues and concerns based on information about students and achievement. Our school newspaper and PTA newsletter both share successes with our community, as does our student media productions via our school TV channel. Every teacher has and uses email as a communications tool. Communication with parents is active and two-way, sometimes initiated by parents to ask about grades or zeroes, sometimes by teachers, requesting information and support. Teachers also call home and send notes to parents. Sharing accurate data with our patrons, students, and the community creates a strong foundation for continuing support and loyalty to our school.

4. **Sharing Success:**

The data we collect allow us to make our excellence tangible for others to see. Our counseling department has been recognized by the Southern Regional Education Board (SREB) and the counselors will be presenting at the national High Schools That Work conference in 2008. Likewise, our library media program has been honored by the American Association of School Librarians as the Library Media Program of the Year. These national awards showcase our school and allow us to share our hard work.

Twice in the past decade, our Student Council has hosted the State StuCo Convention. Over 2000 student leaders around the state and their sponsors spend an intensive weekend with us, learning about our school. Additionally, our Student Council participates in student exchanges, bringing even more students and sponsors into North. We proudly share our school with these visitors.

Schools visit to see our smaller learning communities in action: teaming of core teachers and students; Pack Chats, our advisory program for 4-year continuity of students and faculty advisors Link Crew, our new mentoring program, teaming upperclassmen with each freshman Pack Chat; and Course Fair, a night when parents and students are welcomed into the school to learn about the programs and academic offerings at North. Teachers and sponsors visit with parents about programs and courses. We have hosted international visitors, and work closely with the K20 Center at University of Oklahoma on several projects. Our teachers win district and state grants to support programs, allowing us to publicize our successes. Our faculty, administrators, and Parent Coalition attend state and national conferences, serving on state and national committees and boards, and presenting at state and national conferences. The Parent Coalition presented at the state School Board Association, a singular honor, and an indication of the strength of their leadership. Teachers have published articles and have contributed to longer publications. Every one of these activities is an opportunity to share our successes. We will continue to provide this kind of state and national leadership.

Our school website celebrates our successes and gives full access to other schools. Our curriculum maps are often duplicated by other schools and districts to build similar courses. Teachers from as far away as Wyoming and South Carolina consult with our teachers to replicate our successful programs. Additional information about our programs and curriculum, as well as our Parent Coalition Handbook, may be found on the NNHS website:
<http://www.norman.k12.ok.us/710/>.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

As schools in Oklahoma have risen to the challenge of meeting expectations of NCLB and the Oklahoma School Testing Program (OSTP), which includes standards measured by API, North has had little difficulty responding to this broad set of expectations. Oklahoma legislation has declared an expectation that every school will provide college preparatory/work ready curriculum, and again, North easily exceeds that requirement. This does not mean we are complacent; we use all tools at our disposal to improve our teaching and our students' learning. With the help of our site data analyst we systematically collect and analyze assessment data in an effort to refine and improve our program of study. Then interdisciplinary PLCs study our current curriculum, student needs, and parental expectations. Our revisions to our curriculum, in response to these needs and expectations, have been aided by the adoption of our web-based curriculum mapping software. In departments, vertical, and horizontal teams, we design and refine our curriculum to meet new challenges, collaborating on essential questions, assessments and state standards. Our curriculum mapping is a continuous project as data demands we adjust our assessments, and as the software itself is improved and upgraded. This site investment of time and financial resources has proved invaluable in our efforts to give all our students the education they deserve, the education the state expects.

Core curriculum areas of science and social studies offer a balanced curriculum of required courses and electives to address the interests and abilities of our students. We have seen a dramatic increase in enrollment in our AP courses in these core areas, expanding our students' knowledge base and thinking skills. Students must take two required introductory lab sciences - physical science and biology, and then may choose from chemistry, physiology/anatomy, physics, astronomy, zoology and environmental as their third required lab science. In social studies, students are required to take world, U.S., and Oklahoma history and government. Electives include current issues, historical geography, international problems, psychology, sociology, African-American studies and European history.

In addition to the core areas, North has a strong elective program that allows students to pursue their interests and talents. The award-winning media department includes a district-wide program that creates, produces and airs programming on the District's cable channel. North's journalism courses include newspaper and yearbook production as well as an integrated photography program. The speech and debate program are state and nationally recognized and include award winning students at all levels. Courses in business and computer science, marketing, agriculture, family and consumer science, Career Tech, computer science, physical education and competitive athletics produce excellence through our high standards and expectations. Through the Moore-Norman Technology Center, North students can participate in career-focused courses ranging from welding to medical specialties. Often, our 12th graders will choose to supplement their school day by enrolling under a concurrent arrangement with one of the several area universities and colleges, to begin their college careers.

The fine arts program is North's most diverse and includes modern dance, the visual arts, theater, stagecraft and drama classes, and an incredibly active music program with concert band, marching band and flag corps, orchestra, a number of vocal ensembles, as well as other specialized performing groups. These groups regularly compete at the regional and national level and excel. Visual art students regularly have their work displayed in the school office in a revolving gallery setting and in the community through several venues. The drama and music programs collaborate yearly to produce and perform well-known musicals such as *Les Miserables*, the only high school production ever allowed by its licensing entity. This spring the drama department will present *Romeo and Juliet*.

The foreign language program continues to grow with the recent addition of Chinese to the current offerings of Latin, French and Spanish. Faculty engages students under the philosophy that the heart of effective language study is communication and broadening one's knowledge of the world and its cultures. Students often begin their study in middle school and end with an AP course or additional college courses through concurrent enrollment.

2b. (Secondary Schools) English:

In Oklahoma all students are required to take four years of English, and North takes our charge very seriously. We offer a college preparatory/work ready curriculum as well as AP English III and English IV. Students can explore interests and talents in electives such as Experiencing Shakespeare, Creative Writing, Film as Literature, Classical Literature, Sports and Literature, and Reading for Pleasure. Because of horizontal and vertical alignment with our middle level feeder schools, all teachers know what texts and skills we teach at each level. This allows for quick hallway conversations about lessons on tone, and whether students are retaining what has been taught. A variety of literature such as novels, short stories, plays, poetry, non-fiction, essays, and speeches is taught at each level. Students respond to the literature by producing essays, personal responses, literary analysis, and creative writing. Students produce an MLA formatted research paper each year. The writing skills and grammar taught in previous years are built upon so that by the end of four years at North students are prepared for success at the college level. Sophomores and juniors take an EOI exam; therefore, time is spent at these levels making sure students are prepared to be successful on these tests. The freshman and sophomore teachers are working together to create benchmark tests for those courses, and eventually the junior and senior teachers will also use benchmark testing. Reading for Pleasure is a course that appeals to advanced readers and struggling readers, alike. Statistics show the class helps readers improve their comprehension and vocabulary skills. Ninth graders who read below grade level are enrolled in a literacy course created by a reading specialist at our school. Students work on literacy strategies to help them be successful in school. ELL classes support our non-native English speakers. English teachers work closely with the special education department to support our students on IEPs. Special education teachers team teach with teachers in the department, attend our vertical team and department meetings, and align their modified curriculum to parallel our English classes. As the one department that educates every student every year, we create literate, successful students who will become informed, responsible citizens.

3. Additional Curriculum Area:

The mathematics department is focused on reflecting the national and state standards for mathematics, meeting all students' needs through the use of data, teaming and technology. Ninth grade students enter North enrolled in courses ranging from Algebra I to AP Calculus BC and all are encouraged to take four years of math (which exceeds the state requirements) as a recommendation from our participation in HSTW. We support IEP students in mathematics with special education teachers teaming with regular mathematics teachers or in smaller lab classes. We use assessment data to advise students regarding their course sequencing throughout high school and to define our own professional development needs, which, in turn, alters instruction and future assessment. Vertical teaming with the department and our feeder middle schools encourages a focus on common vocabulary, alternative forms of assessment, note-taking strategies, student motivation and technology. Horizontal teaming encourages the use of common assessments, instructional strategies and appropriate technology. A math computer lab is used for instruction and testing and graphing calculators are used by all students at the Algebra II level and above.

Recent testing results are very encouraging. Performance on the Algebra I EOI test has steadily improved. EOI tests in Geometry and Algebra II are mandated beginning in 2008 and teachers have been proactive in preparing for these tests. Due to our increased emphasis on the importance of four years of mathematics in high school, enrollment in Math Analysis has skyrocketed, resulting in increased enrollment and higher exam scores in AP Calculus AB, AP Calculus BC and AP Statistics. In addition, many students' interests and mathematical talents are highlighted and developed in extracurricular mathematics activities which include Mu Alpha Theta and state and national contests.

4. Instructional Methods:

With a dedication and commitment to student achievement, North teachers apply a variety of pedagogical methods ranging from the use of the Socratic Method to peer teaching, to

group projects and presentations, to authentic assessments. Teachers understand the unique elements every student brings to the classroom and strive to accommodate all learning styles and needs.

Understanding we work with culturally diverse students, we provide instructional materials and resources in a variety of languages. Classroom instruction and assignments are created to maintain high levels of student engagement which reflect rigor beyond that of the PASS standards. To emphasize the whole child, we provide guest lecturers, artists, and presenters, enhancing classroom experiences. Our student focus in core team discussions results in sharing successful individualization and differentiation of instruction to reach even the most challenging students. We use technology as a vehicle to reach students at all academic levels through tools such as separate math and writing computer labs, portable laptop libraries, e-Instruction (clickers), E-movies, and iPod resources.

Teachers employ SMART boards, Airliners, and LCD Projectors. Technology partnerships include the Goldstone Apple Valley Radio Telescope and Spitzer Space Telescope Program. Throughout the core curriculum, students are engaged in scientific inquiry, literary analysis, TPRS methods in foreign language, and AP strategies, such as APparts, TPCASTT, and SOAPstone. To support our site goal for improved reading and writing skills, all teachers model and use strategies presented by Dr. Mark Forget, including two column notes, anticipation guides, and various graphic organizers. Through a variety of proven teaching methods, North staff provides students the best academic foundation and tools for lifelong learning.

5. Professional Development:

North teachers are active learners, and our professional development, whether site driven, district driven, or individually driven, focuses on how we can impact student achievement. Almost all our faculty has attended training by Dr. Mark Forget. His strategies for reading and writing across the curriculum have impacted student learning in all curriculum areas. Students comment on the fact their teachers are using the same strategies in different classes, and how that helps them see connections. We participate in PLCs designed to study assessment data and to revise curriculum. We are studying the book, Culture and Learning through our PLCs. There are other, voluntary book discussion groups led by our teachers in the Oklahoma Master Teacher program. Algebra 1 teachers meet monthly to look at data and adjust curriculum to optimize EOI scores and student learning. We have been designated a High Schools that Work (HSTW) school by the Southern Regional Education Board, and participate actively at the regional and national level. We partner with the University of Oklahoma's K20 Center, a state network of K-12 schools and university faculty, intent on improving student learning. Our teachers participate with K20, and present trainings with their staff. Our site commitment to our web-based curriculum mapping is reflected in our professional development. A group of teachers attended 'training of trainers' workshops at the corporate headquarters of Rubicon, the company that owns Atlas, our mapping program. After extensive training, these teachers returned to North and trained another group who in turn works with their academic department. Our work with mapping is ongoing and continuous as the software is upgraded, and as staff changes. North leads the way in our use of curriculum and ongoing professional development is vital.

Our teachers are active at the district level, working in vertical teams with teachers from our feeder middle schools, again studying assessment data and making curriculum decisions. We serve on district Advisory Boards in leadership roles. We participate in district professional development activities, including nationally-recognized leaders in education. Our teachers are members of specialized cadres at the district level to improve teaching and learning: learning and brain research, assessment, and technology. These cadre representatives serve as liaisons between the site and the district for communication and professional development. Our district owns a site license for PD360, online video professional development that is available for every teacher in the district.

Teachers also pursue their own professional interests: 17 North teachers are NBCTs. This year four candidates are working on certification, and 7 recently attended pre-candidacy workshops.

We attend Oklahoma Arts Institute workshops; almost all our core teachers have attended at least one AP Summer Institute; some of our teachers are active teacher consultants for

Oklahoma Writing Project; and we have attended, and presented at, many state and national conferences, carrying the message of North far beyond our campus.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 9 Test End of Instruction Algebra

Edition/Publication Year 2006/2007 Publisher CTB/McGraw-Hill/Riverside

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Satisfactory plus Advanced	90	33	37	29	15
% "Exceeding" State Standards					
Advanced	49	12	16	9	5
Number of students tested	302	358	359	408	315
Percent of total students tested	99	99	99	98	95
Number of students alternatively assessed	28	0	16	21	0
Percent of students alternatively assessed	9	0	1	5	0
SUBGROUP SCORES					
1. Economically Disadvantaged (free and reduced lunch)					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory plus Advanced	85	23	24	21	8
% "Exceeding" State Standards					
Advanced	37	7	9	7	0
Number of students tested	62	117	66	56	40
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory plus Advanced	86	25	33	29	8
% "Exceeding" State Standards					
Advanced	36	3	14	0	18
Number of students tested	14	32	21	7	12
3. American Indian					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory plus Advanced	88	43	30	28	5
% "Exceeding" State Standards					
Advanced	44	14	15	17	0
Number of students tested	32	35	20	18	20
4. African American					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory plus Advanced	83	16	20	18	14
% "Exceeding" State Standards					
Advanced	44	8	5	18	0
Number of students tested	18	24	20	17	14

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Satisfactory plus Advanced	90	74	83	74	76
% "Exceeding" State Standards					
Advanced	69	58	57	49	47
Number of students tested	416	403	474	486	427
Percent of total students tested	100	100	100	99	95
Number of students alternatively assessed	0	0	15	25	0
Percent of students alternatively assessed	0	0	3	5	0
SUBGROUP SCORES					
1. Economically Disadvantaged (free and reduced)					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory plus Advanced	71	53	58	49	7
% "Exceeding" State Standards					
Advanced	57	36	35	14	0
Number of students tested	68	92	55	49	20
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory plus Advanced	56	55	90	63	57
% "Exceeding" State Standards					
Advanced	28	40	60	37	33
Number of students tested	18	20	10	19	21
3. American Indian					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory plus Advanced	96	76	80	72	71
% "Exceeding" State Standards					
Advanced	76	59	48	40	32
Number of students tested	25	29	25	25	34
4. African American					
% "Meeting" plus % "Exceeding" State Standard					
Satisfactory plus Advanced	87	56	75	71	50
% "Exceeding" State Standards					
Advanced	39	39	60	21	36
Number of students tested	23	46	20	14	14