



2008 SCHOOL REPORT CARDS

Our 2008 school report card shows that both District 99 high schools and the district as a whole are making progress toward improving student achievement. We have students in most of the subgroups as defined by the NCLB legislation; the results show we have reduced the number of subgroups not making AYP at the district and building levels, even with a higher achievement standard than previously in place. We believe this is a sign of progress and a clear indication that our students are performing at a higher level than even a few years ago.

We are very pleased with our students' gains in mathematics achievement in 2008 given the focus the district has placed upon mathematics during the last two years. The results indicate the district's resources combined with some extraordinary work by our mathematics and science teachers, diligent effort by our students, and solid support from our parents have truly paid an achievement dividend. Many groups of students showed a similar improvement in reading, although the results were not as striking as the mathematics results overall. Improving reading achievement is also a primary goal in District 99.

Achievement growth is not linear, even though the NCLB legislation suggests it is such. Our PSAE results are not likely to show leaps in achievement each year. The goal is steady improvement and District 99 has continuously made curriculum changes and added support systems to enable as many students as possible to meet state standards. Some of these changes have not yet resulted in improved achievement as the students benefitting from them were underclassmen and have yet to take the PSAE. Other changes take several years of practice and refinement to achieve the desired affect for students. But the results of our 2008 Report Cards are an indication that District 99 is definitely on the right track and going in a positive direction in mathematics and reading. That is District 99's common mission.

Dr. Mark McDonald
Superintendent

Comm H S Dist 99 - North H S
CHSD 99
Downers Grove, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 9 10 11 12

State and federal laws require public school districts to release report cards to the public each year.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	81.9	5.2	5.5	4.5	0.2	2.7	9.0	1.2	1.5	2.1	5.3	94.4	2,266
District	76.0	7.4	7.1	7.2	0.1	2.1	10.5	1.8	1.5	2.9	6.1	93.6	5,449
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5	4.1	2.5	14.9	93.3	2,074,167

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	91.0
District	91.6
State	96.8

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
	20.8	13.3	172.4
	18.0	13.5	211.6

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School										19.6
District										20.4
State										19.6

TEACHER INFORMATION (Full-Time Equivalents)

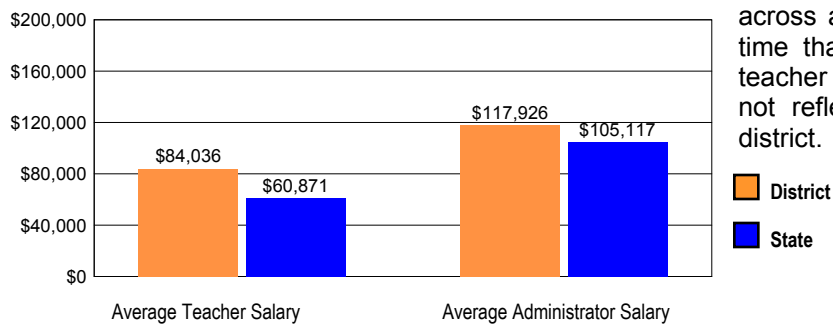
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.1	0.9	0.9	0.1	0.0	38.7	61.3	322
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	14.5	12.7	87.3	0.0	0.0
State	12.4	46.7	53.2	0.7	0.7

Some teacher/administrator data are not collected at the school level.

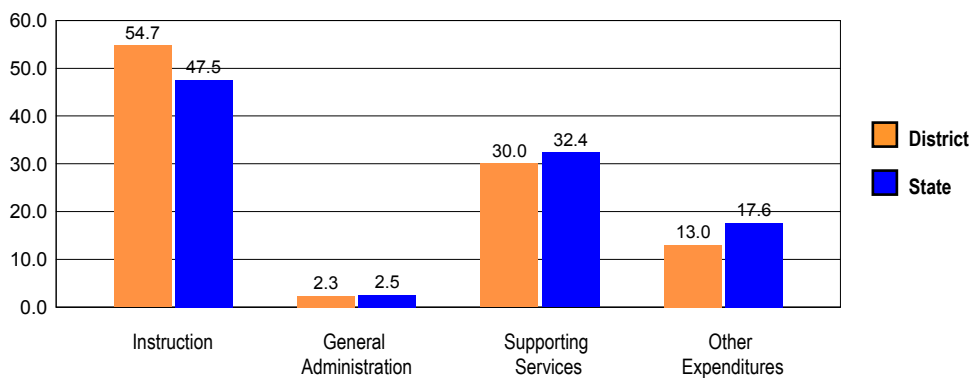
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2006-07 (Percentages)



REVENUE BY SOURCE 2006-07				EXPENDITURE BY FUND 2006-07			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$61,855,376	82.0	57.6	Education	\$55,737,020	74.2	72.6
Other Local Funding	\$6,439,323	8.5	7.3	Operations & Maintenance	\$8,173,695	10.9	8.5
General State Aid	\$1,928,822	2.6	18.1	Transportation	\$2,853,312	3.8	3.9
Other State Funding	\$3,235,261	4.3	9.7	Bond and Interest	\$5,336,581	7.1	6.7
Federal Funding	\$1,999,524	2.6	7.3	Rent	\$0	0.0	0.0
TOTAL	\$75,458,306			Municipal Retirement/ Social Security	\$1,861,798	2.5	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$1,145,668	1.5	5.6
				TOTAL	\$75,108,074		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$782,915	1.59	\$8,138	\$12,998
State	**	**	\$5,808	\$9,907

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

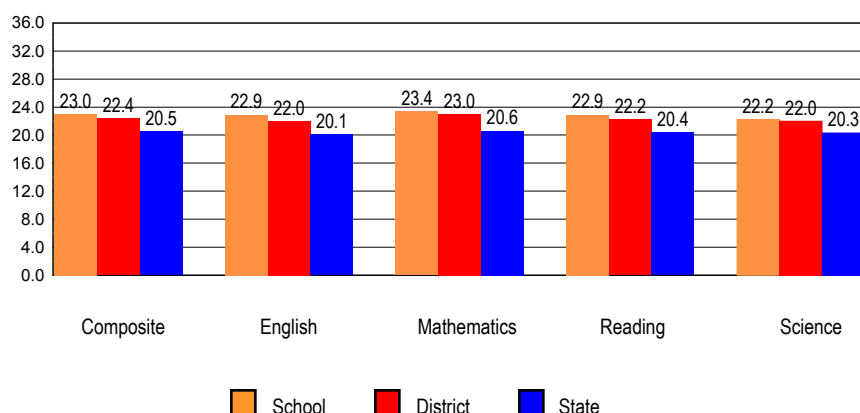
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

ACT ASSESSMENT: GRADUATING CLASS OF 2008 *



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAT.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAT testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

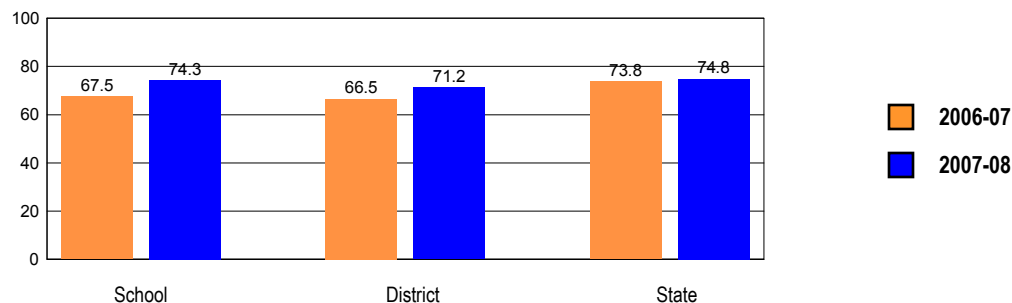
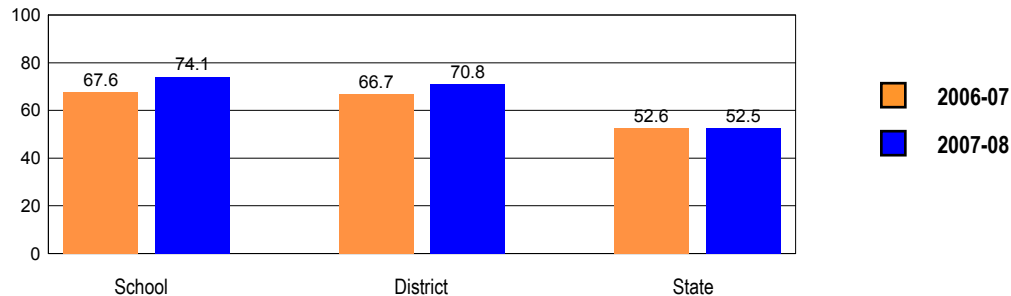
HIGH SCHOOL GRADUATION RATE

	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Econo- mically Disad- vantaged
	All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic				
School	95.7	96.4	95.2	96.1	100.0	92.0	90.0	100.0	88.9	83.3		75.0	80.4
District	96.3	96.3	96.2	96.9	92.6	93.1	95.3	100.0	92.3	79.2		79.5	87.1
State	86.5	84.2	88.8	92.5	74.9	75.7	93.4	75.3	87.6	57.2		81.2	78.2

OVERALL STUDENT PERFORMANCE

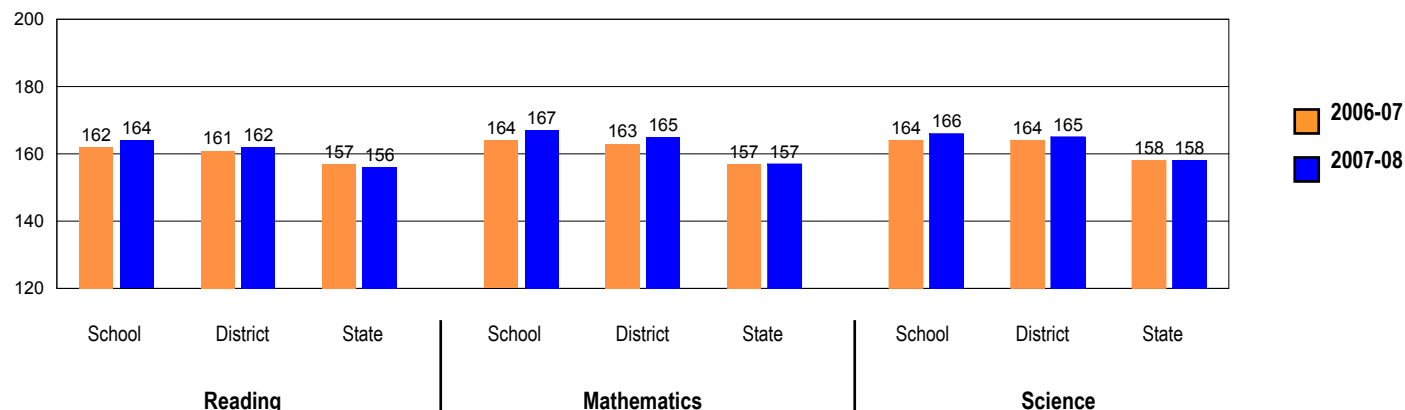
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparisons with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

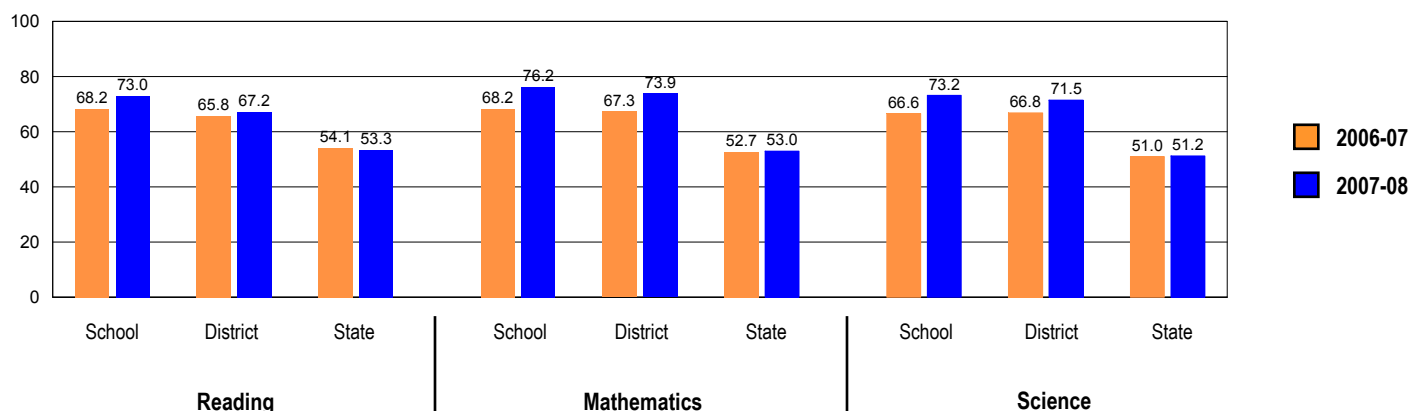
OVERALL PERFORMANCE - ALL STATE TESTS**OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE**

PSAE PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores

PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards

Number of students in this school with PSAE scores in 2008: 529

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	540	280	260	454	23	28	23	1	11	5		80	39
	Reading Mathematics	0.6 0.6	0.4 0.4	0.8 0.8	0.2 0.2	0.0 0.0	7.1 7.1	0.0 0.0		0.00 0.00			0.0 0.0	5.1 5.1
District	*Enrollment	1,315	678	637	1,022	96	91	87	1	18	18		170	151
	Reading Mathematics	0.4 0.4	0.3 0.3	0.5 0.5	0.1 0.1	1.0 1.0	2.2 2.2	0.0 0.0		5.6 5.6	0.0 0.0		0.0 0.0	2.0 2.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading Mathematics	0.3 0.3	0.3 0.3	0.2 0.2	0.1 0.1	0.6 0.6	0.3 0.3	0.1 0.1	0.2 0.2	0.2 0.2	0.2 0.2	0.3 0.3	0.5 0.5	0.3 0.3

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	540	280	260	454	23	28	23	1	11	5		80	39
	Science	0.6	0.4	0.8	0.2	0.0	7.1	0.0		0.0			0.0	5.1
District	*Enrollment	1,315	678	637	1,022	96	91	87	1	18	18		170	151
	Science	0.4	0.3	0.5	0.1	1.0	2.2	0.0		5.6	0.0		0.0	2.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- 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.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- 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.

Grade 11

Grade 11 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.5	25.5	53.1	19.8	0.9	22.9	53.3	22.9	2.5	24.4	53.5	19.7
District	4.5	28.3	50.8	16.4	3.4	22.7	53.4	20.4	4.1	24.4	52.9	18.6
State	10.1	36.6	42.9	10.4	11.1	35.9	42.2	10.8	9.5	39.3	40.4	10.8

Grade 11 - Gender

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	2.2	28.4	53.8	15.6	1.1	23.6	51.3	24.0	2.5	22.9	52.7	21.8
	District	6.4	29.6	49.2	14.7	4.0	21.7	51.8	22.5	4.4	22.9	51.7	21.0
	State	12.4	36.3	41.1	10.1	11.0	33.5	42.8	12.7	10.0	35.7	40.7	13.7
Female	School	0.8	22.4	52.4	24.4	0.8	22.0	55.5	21.7	2.4	26.0	54.3	17.3
	District	2.6	26.9	52.4	18.1	2.9	23.7	55.1	18.3	3.8	26.0	54.2	16.0
	State	7.9	36.8	44.6	10.7	11.2	38.2	41.7	8.9	8.9	42.9	40.2	8.0

Grade 11 - Racial/Ethnic Background

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	1.1	21.7	55.7	21.5	1.1	19.7	53.9	25.3	2.0	21.5	54.4	22.1
	District	3.6	24.0	53.7	18.7	2.1	19.0	55.8	23.1	2.6	21.1	54.9	21.4
	State	6.0	29.3	50.8	13.9	6.0	29.9	50.1	13.9	5.2	31.3	49.0	14.5
Black	School	4.3	56.5	34.8	4.3	0.0	60.9	39.1	0.0	8.7	56.5	34.8	0.0
	District	14.8	56.8	27.3	1.1	13.6	48.9	36.4	1.1	15.9	48.9	34.1	1.1
	State	20.2	54.9	23.3	1.6	27.5	51.8	19.6	1.0	21.3	60.4	17.3	1.0
Hispanic	School	0.0	36.0	52.0	12.0	0.0	32.0	60.0	8.0	0.0	36.0	52.0	12.0
	District	7.0	38.4	48.8	5.8	10.5	33.7	48.8	7.0	9.3	37.2	46.5	7.0
	State	18.4	50.7	28.3	2.6	17.6	49.7	30.3	2.3	16.5	55.9	25.3	2.3
Asian/Pacific Islander	School	4.5	40.9	31.8	22.7	0.0	31.8	40.9	27.3	4.5	27.3	59.1	9.1
	District	2.3	31.4	47.7	18.6	2.3	23.3	48.8	25.6	4.7	19.8	58.1	17.4
	State	6.3	29.8	47.3	16.6	3.7	18.9	49.0	28.5	4.6	25.1	50.1	20.2
Native American	School												
	District												
	State	9.3	40.9	40.9	8.9	11.7	40.1	40.5	7.8	12.5	38.5	39.7	9.3
Multiracial/Ethnic	School	9.1	63.6	27.3	0.0	0.0	36.4	63.6	0.0	9.1	45.5	45.5	0.0
	District	5.9	70.6	23.5	0.0	0.0	47.1	47.1	5.9	5.9	52.9	35.3	5.9
	State	8.0	37.6	43.3	11.1	11.1	36.6	42.4	9.9	8.4	41.1	40.4	10.0

Grade 11 - Students with Disabilities

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	8.1	43.2	45.9	2.7	4.1	59.5	35.1	1.4	13.5	54.1	28.4	4.1
	District	16.7	48.0	31.3	4.0	12.0	54.0	29.3	4.7	16.0	54.0	24.7	5.3
	State	38.0	43.2	16.7	2.1	42.4	44.3	12.0	1.3	44.3	42.2	11.3	2.1
Non-IEP	School	0.4	22.6	54.3	22.6	0.4	16.9	56.3	26.4	0.7	19.6	57.6	22.2
	District	2.9	25.7	53.4	18.0	2.3	18.6	56.6	22.5	2.6	20.5	56.6	20.3
	State	6.7	35.8	46.1	11.4	7.3	34.9	46.0	11.9	5.2	39.0	44.0	11.8

Grade 11 - Economically Disadvantaged

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	55.6	41.7	2.8	0.0	55.6	41.7	2.8	8.3	50.0	38.9	2.8
	District	9.9	51.8	33.3	5.0	10.6	49.6	36.9	2.8	14.2	47.5	36.9	1.4
	State	19.6	52.0	26.2	2.3	22.3	50.3	25.5	1.9	19.4	57.0	21.7	1.9
Not Eligible	School	1.6	23.3	54.0	21.1	1.0	20.5	54.2	24.3	2.0	22.5	54.6	20.9
	District	3.9	25.4	52.9	17.8	2.5	19.4	55.5	22.6	2.9	21.6	54.9	20.7
	State	6.3	30.4	49.6	13.7	6.6	30.1	49.0	14.3	5.5	32.2	48.0	14.3

2008 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2008-09 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2008-09 State Improvement Status	Academic Watch Status Year 1

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	99.4	Yes	99.4	Yes	73.6		Yes	76.6		Yes			95.7	Yes
White	99.8	Yes	99.8	Yes	77.8		Yes	79.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	51.9	34.6	Yes	40.3	35.6	Yes			75.0	
Economically Disadvantaged														

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

As a result of not making AYP (Adequate Yearly Progress) in the spring of 2007, North High School was required to develop a school improvement plan to submit to the state of Illinois. Although **WE DID MAKE AYP in 2008**, we are required to implement the two-year improvement plan developed last spring. Throughout the year, we will collect data on the various interventions that are part of our plan and will meet quarterly with a RESPRO (Regional Service Provider) consultant.

School Improvement Goals per the state required e-plan are:

1. By late April of 2010, North High School will increase the **reading** proficiency of all IEP students to at least 77.5% meeting the Illinois Learning Standards or attaining Safe Harbor status, as measured by the Prairie State Achievement Examination.
2. By late April of 2010, North High School will increase the **math** proficiency of all IEP students to at least 77.5% meeting the Illinois Learning Standards or attaining Safe Harbor status, as measured by the Prairie State Achievement Examination.

We continue to work, too, on the goals we developed several years ago that focus on school improvement for all students.

1. By 2010, at least 77.5% of all North High juniors will meet or exceed state learning standards as measured on the PSAT exam.
2. The percentage of students who exhibit growth from EXPLORE to ACT will increase each year.
3. The percentage of students in each graduating class engaged in a college-level experience (AP, dual credit, articulated credit courses) will increase each year.

We continue our implementation of research-based interventions to incorporate into classroom instruction (begun last year). For example, staff members are **writing learning objectives on the board** so that students understand the purpose of each day's lesson. At the end of a lesson, faculty check for understanding to determine the degree to which students understand or "are able to do" what was taught during a class period. Research indicates that an articulated focus on learning objectives, with related feedback, can increase student achievement by 23%. Additionally, teachers are increasing their **use of graphic organizers** into instruction. Again, the research regarding effective classroom instruction indicates that a 22% increase in student achievement can be gained by helping students "see as well as hear" what is being taught. And since 49% of students are visually preferred learners, anything we can do in the area of increasing visual cues as part of instruction will benefit our students in the learning process. Furthermore, several departments, including English, Social Studies, and Science, are emphasizing the **use of summary frames** as a means to assist students in their understanding of content. Here, too, research indicates an increase of 34% when students are able to summarize what they have learned. Through a variety of summary frames and MEL-Con (Main Idea, Evidence of Examples, Link, and Concluding Statement), students are asked to demonstrate their understanding of key concepts from a day's/week's/unit lesson. We have also tripled our literacy liaison cadre to include an additional staff member from each department, teachers who will be trained in "best practice" literacy strategies, strategies to be incorporated into each content area in order to increase the accessibility of content material among students. Finally, we continue to expand co-teaching opportunities to support as many students as possible in the

regular education curriculum. We have grown from 13 sections to 38 sections of co-taught classes in the last three years.

This year our second freshman class took the EXPLORE test as eighth graders, so we can begin to track “normal” growth (of at least 2.5 points) from EXPLORE to PLAN (taken at end of freshman year) to ACT (taken in the junior year).

In the area of Advanced Placement testing, we have seen an increase in the numbers of students taking AP tests, as well as an increase in the number of tests being taken. And with the increase in students taking AP tests, our test results (numbers of tests “passed” – 3, 4, or 5 earned) have remained stable, overall, with a slight decrease this past year. For example, in 2005, North had 224 students taking 492 tests, with a pass rate of 81%; in 2006, 236 students took 490 tests, with a pass rate of 84%; in 2007, 290 students took 588 tests, with a pass rate of 83%. In 2008, we had our largest number of students taking AP tests – 355 students took 693 exams with a pass rate of 77%, still high for the increased numbers of students taking these tests. Research is compelling in regard to the numbers of students who challenge themselves to the level of rigor in an AP class. Taking at least one AP class, and then taking the test -- and passing it -- increases a student’s chance of successful college completion by 57%; even taking the test and not passing the exam increases the chance of successful college completion by 37%. We believe that increased academic rigor, to which students avail themselves (while in high school), will only place them in a better position to be successful when they leave us, regardless of the path they choose to take. For all of our students, we believe in access to opportunity – and keeping as many doors open to them as possible.

We are indeed pleased with the results of our 2008 PSAT results. We are confident that, with students, parents, and staff members working together, we can continue to meet the annual targets of NCLB, despite the fact that those targets increase each year. More important, we endeavor to prepare and challenge our students to be successful, responsible, and productive citizens while at North High School *and* after they graduate.

Maria Ward
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