



# "The Navigator"

## Principal's Newsletter

St. Charles North High School

Vol. 99 No. 3

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255 Red Gate Road / St. Charles, Illinois 60175 / Phone 630/443-5700

We value feedback from the District 303 community. Write or call us. Your response is always appreciated

Mr. Frank Kesman, Principal

e-mail:mringsby@d303.org

### Students Named "AP Scholars"

Twenty-three North students have been named "AP Scholars" by the College Board for their exceptional achievement on the Advanced Placement Program (AP) Exams. This number is up from last year's eight AP Scholars.

The College Board's Advanced Placement Program lets students take challenging college-level courses while still in high school and receive college credit, advanced placement, or both for successful performance on the AP Exams.

"These young people are examples of what happens when students, educators and parents work together to create an excellent public school system. Their tremendous accomplishments show what quality teaching, personal and professional dedication and hard work can achieve, and we are extremely proud of them," said Superintendent of Schools Dr. Barbara Erwin.

District 303's students were honored in three categories:

- **AP Scholars** – students receiving grades of 3 or higher on three or more AP Exams on full-year courses (or the equivalent).
- **AP Scholars with Honor** – students earning an average grade of at least 3.25 on all AP Exams taken, **and** grades of 3 or higher on four or more of these exams.
- **AP Scholars with Distinction** – students receiving an average grade of at least 3.5 on all AP Exams taken, **and** grades of 3 or higher on five or more of these exams on full-year courses (or the equivalent).

*(Some of these honored students graduated last spring)*

AP Scholars: Matt Bossemeyer, Heather Dague, Jeremy Elliott, Karen Hastings, Imran Kanchwala, Rachel Kruzan, Meghan Lamb, Meghan McDonald, Darren Poggi, Michael Polito, Nicholas Rayl, Joshua Richardson, Lindsey Taylor, Jessica Wallace.

AP Scholars with Honor: Mike Harriett, Shaun Joy, Melissa Kucera, Kori Roys, Frances Samolowicz.

AP Scholars with Distinction: Elyse Dankoski, Emma Eschenfeldt, Catherine Klinchuch, Brent Wheeler\*.

(\*Brent Wheeler, took six AP tests, the most among North students.)

About 17 percent of the more than one million high school students in almost 15,000 secondary schools worldwide who took AP exams earned the "AP Scholar" accolade, according to a College Board press release.

The College Board is a national nonprofit membership association whose mission is to prepare, inspire, and connect students to college and opportunity. Founded in 1900, the association is composed of more than 4,500 schools, colleges, universities, and other educational organizations.

### **Holm & Lee Nominated for High School Heisman Award**

Laura Holm and Dustin Lee have been nominated for the Wendy's High School Heisman Award. This award honors the nation's top high school seniors who best exemplify a supreme "citizen-scholar-athlete." The award is given in conjunction with the collegiate Heisman Trophy.

"We believe it's important to recognize our young people not just for what they do in the classroom or on the field, but also for their contributions to our community. The Wendy's High School Heisman is a great way to showcase their diverse achievements for all to see," said Principal Kesman.

Holm has a 5.7 GPA and is ranked first in her senior class. She is a member of the National Honor Society, three-year captain of the girl's varsity volleyball team, two-year all-conference, two-year academic all-conference and a Commended Merit Scholar.


Lee is a member of the National Honor Society, a Peer Leadership Leader and a member of the boy's varsity basketball team.

Celebrating more than ten years of commitment to youth and education, this program was created through a partnership between Wendy's, the National Association of Secondary School Principals (NASSP) and the Heisman Memorial Trophy in 1994.

"These students are truly in a league of their own. Each student nominated for the award has gone above and beyond expectations to help those in need, enhance their education and pursue their dreams," says Archie Griffin, the only two-time winner of the prestigious Heisman Memorial Trophy and program spokesperson.

### **2004 School Report Card**

In our 2004 School Report Card, published in December, our "Chronic Truancy Rate" was reported as 7.6%. This information is incorrect. In fact, our student Attendance Rate is strong at 92.7 % while the Chronic Truancy Rate is less than 1% at .0015



**PEN OF THE PRINCIPAL**

*First Semester final exams are completed, second semester is underway and St. Charles North High School has added another semester of something we can call "history". It is amazing to me that the school year is half over and that we are beginning preparation for 2005-06 in earnest. Winter activities and athletics will be drawing to a close, and spring activities are just around the corner. Plans for graduating seniors are established and much information will be shared in the days and weeks ahead. Remember, Commencement is scheduled for May 29<sup>th</sup> at 3:30 p.m.*

*By the time you read this message, you should be directly involved as a family in planning your course requests for the 2005-2006 school year. It is important that you develop and review a four-year curriculum plan. We know that interests and strengths will change as students experience high school. However, consistent planning and regular discussions will help you benefit to the greatest degree from your four years at SCN. With these registrations, and from information received from other projections, it is no surprise that next year we expect that our student population will increase from 2,025 to 2,122.*

*With this growth, will come new challenges in the form of space utilization, staffing and program improvements. The Board of Education has been working closely with Superintendent Dr. Barbara Erwin to identify facility solutions to our growing population. We expect additional facility space to be presented to the voters in the April referendum. The Board of Education and the Superintendent are being very deliberate that we identify only what we specifically need to meet the needs of our students at this time.*

*I would be remiss if I didn't recognize the work of our Greater St. Charles Education Foundation. The annual auction event on February 12<sup>th</sup> will continue to provide important resources for our schools. We are very appreciative of their efforts on behalf of our students.*

*In closing, I would like to welcome the families and students of the class of 2009. Our incoming ninth grade students are now on their way to becoming "North Stars" as we work with them on the registration and orientation programs throughout this second semester.*

*Frank A. Kesman  
Principal*

## CURRICULUM CORNER

Dr. Denise Herrmann, Assistant Principal

### St. Charles North High School to Participate in 2005 National High School Survey of Student Engagement

St. Charles North High School will administer the High School Survey of Student Engagement (HSSSE) to all SCNHS students in mid-March of 2005. Last year, St. Charles North High School students were among the 90,530 students in 103 high schools across the nation to take part in this survey. The survey is designed to assess the extent to which students engage in a variety of good educational practices and will help teachers and administrators with school improvement efforts. Student participation is voluntary and whether or not students take part has no bearing on their grades or other school activities. Parents wanting a copy of the survey or deciding that their children will not participate in the 2005 survey should contact Dr. Denise Herrmann, Assistant Principal for Curriculum and Instruction, at 443-2762 or [dherrmann@d303.org](mailto:dherrmann@d303.org).

#### 2004 HSSSE data used as 'baseline' by NHS School Improvement Team

##### Target Area: Responsibility

*Goal: All students will clearly demonstrate responsible decision-making in their growth toward independence.*

- 14f. I attended class with readings or assignments completed.  
(1= never, 2= sometimes, 3= often, 4= very often)
- |                        |                         |                         |                         |
|------------------------|-------------------------|-------------------------|-------------------------|
| 9 <sup>th</sup> = 3.40 | 10 <sup>th</sup> = 3.39 | 11 <sup>th</sup> = 3.20 | 12 <sup>th</sup> = 3.08 |
|------------------------|-------------------------|-------------------------|-------------------------|
- 16a. Time spent preparing for class (doing homework, reading, rehearsing).  
(1= 0hrs/wk, 2= 1-3hrs/wk, 3= 4-6 hrs/wk, 4= 7-10 hrs/wk, 5= 11-14hrs/wk, 6= 15+hrs/wk)
- |                        |                         |                         |                         |
|------------------------|-------------------------|-------------------------|-------------------------|
| 9 <sup>th</sup> = 2.90 | 10 <sup>th</sup> = 2.85 | 11 <sup>th</sup> = 2.85 | 12 <sup>th</sup> = 2.70 |
|------------------------|-------------------------|-------------------------|-------------------------|

##### Target Area: Thinking and communicating in writing

*Goal: All students will increase their ability to think and communicate with clarity and precision across the curriculum and in a variety of settings.*

- 11a. Written papers or reports of more than 5 pages during the school year.  
(1= 0 papers, 2= 1-3 papers, 3= 4-6 papers, 4= 7-10 papers, 5= 11-14 papers, 6= 15+ papers)
- |                        |                         |                         |                         |
|------------------------|-------------------------|-------------------------|-------------------------|
| 9 <sup>th</sup> = 1.92 | 10 <sup>th</sup> = 2.11 | 11 <sup>th</sup> = 2.14 | 12 <sup>th</sup> = 2.46 |
|------------------------|-------------------------|-------------------------|-------------------------|
- 11b. Written papers or reports of between 3 and 5 pages during the school year.
- |                        |                         |                         |                         |
|------------------------|-------------------------|-------------------------|-------------------------|
| 9 <sup>th</sup> = 2.57 | 10 <sup>th</sup> = 2.90 | 11 <sup>th</sup> = 2.96 | 12 <sup>th</sup> = 2.98 |
|------------------------|-------------------------|-------------------------|-------------------------|
- 11c. Written papers or reports of less than 3 pages during the school year.
- |                        |                         |                         |                         |
|------------------------|-------------------------|-------------------------|-------------------------|
| 9 <sup>th</sup> = 3.32 | 10 <sup>th</sup> = 3.84 | 11 <sup>th</sup> = 3.74 | 12 <sup>th</sup> = 3.63 |
|------------------------|-------------------------|-------------------------|-------------------------|
- 14c. Prepared two or more drafts of a paper or assignment before turning it in.  
(1= never, 2= sometimes, 3= often, 4= very often)
- |                        |                         |                         |                         |
|------------------------|-------------------------|-------------------------|-------------------------|
| 9 <sup>th</sup> = 2.56 | 10 <sup>th</sup> = 2.26 | 11 <sup>th</sup> = 2.11 | 12 <sup>th</sup> = 2.33 |
|------------------------|-------------------------|-------------------------|-------------------------|
- 14d. Worked on a paper or project using information from several sources.
- |                        |                         |                         |                         |
|------------------------|-------------------------|-------------------------|-------------------------|
| 9 <sup>th</sup> = 3.12 | 10 <sup>th</sup> = 2.79 | 11 <sup>th</sup> = 2.94 | 12 <sup>th</sup> = 2.83 |
|------------------------|-------------------------|-------------------------|-------------------------|

##### Target Area: School Culture

*Goal: All St. Charles High School community members will contribute to a positive school climate.*

- 15u. There is at least one adult in my school who cares about me and knows me well.  
(1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree)
- |                        |                         |                         |                         |
|------------------------|-------------------------|-------------------------|-------------------------|
| 9 <sup>th</sup> = 3.59 | 10 <sup>th</sup> = 3.67 | 11 <sup>th</sup> = 3.16 | 12 <sup>th</sup> = 3.98 |
|------------------------|-------------------------|-------------------------|-------------------------|
- 15w. I feel that I "fit in" in my school.
- |                        |                         |                         |                         |
|------------------------|-------------------------|-------------------------|-------------------------|
| 9 <sup>th</sup> = 3.76 | 10 <sup>th</sup> = 3.64 | 11 <sup>th</sup> = 3.53 | 12 <sup>th</sup> = 3.59 |
|------------------------|-------------------------|-------------------------|-------------------------|
- 15x. Overall, people at my school accept me for who I am.
- |                        |                         |                         |                         |
|------------------------|-------------------------|-------------------------|-------------------------|
| 9 <sup>th</sup> = 3.80 | 10 <sup>th</sup> = 3.66 | 11 <sup>th</sup> = 3.63 | 12 <sup>th</sup> = 3.71 |
|------------------------|-------------------------|-------------------------|-------------------------|
- 15o. The support I get at school encourages me to learn more.
- |                        |                         |                         |                         |
|------------------------|-------------------------|-------------------------|-------------------------|
| 9 <sup>th</sup> = 3.25 | 10 <sup>th</sup> = 3.07 | 11 <sup>th</sup> = 2.84 | 12 <sup>th</sup> = 2.82 |
|------------------------|-------------------------|-------------------------|-------------------------|
- 18k. Impact of SCNHS experience toward making your community a better place.  
(1= very little, 2= some, 3= quite a bit, 4= very much)
- |                        |                         |                         |                         |
|------------------------|-------------------------|-------------------------|-------------------------|
| 9 <sup>th</sup> = 2.18 | 10 <sup>th</sup> = 2.11 | 11 <sup>th</sup> = 1.91 | 12 <sup>th</sup> = 1.92 |
|------------------------|-------------------------|-------------------------|-------------------------|



*The District 303 School Community empowers and inspires ALL to attain excellence, learn with passion, and live with integrity in a changing world.*

## **No Child Left Behind**

The State of Illinois has just released the results of the Prairie State Achievement Examination. This is the accountability measure the state has chosen to measure our compliance with the No Child Left Behind legislation. The Special Education Department would like to use this newsletter as one forum to begin to address with the community how we are approaching these federal mandates.

### **Why was NCLB created?**

Our nation has witnessed a disparity between certain groups of American youth. Research has shown that over many years the achievement gaps have persisted or widened for many low-income youth, minorities, and students with disabilities. The subsequent consequence of this gap has presented America with a growing number of adults that lack the skills needed for successful transitions to college or the work force. NCLB was passed to respond to this trend in American education. It is attempting to change this trend by requiring states to set achievement goals for all groups of students and holding schools and systems accountable for their progress toward meeting those goals. Schools across the country have found themselves being held accountable for this trend over the past few years and are struggling to show the improvement needed.

### **Accountability System of NCLB:**

Adequate Yearly Progress (AYP) is at the heart of NCLB's accountability system. The concept behind AYP is simple: establish year goals for student learning, measure whether students are reaching them, and commit to making improvements in schools that are not raising student achievement. The basic measure of student achievement under AYP is performance on the PSAE. Under NCLB the state is required to obtain and report scores for certain sub-groups. This was not common practice but is now mandated because AYP is not only based on school averages but also on the performance of low-income students, minority students, students with limited English proficiency, and students with disabilities. If a school does not make AYP with one of these student groups, it does not make AYP. NCLB also establishes a testing criterion of 95% of students tested in order to ensure that all students' progress is measured using the PSAE. If the school does not meet this criterion then they will not meet AYP.

Schools that do not make AYP for two consecutive years in the same subject are identified as "in need of improvement." This identification signals to educators and parents that the school must better address the needs of at least one group of students. If schools identified as "in need of improvement" fail to make progress, NCLB has provisions to further identify them for corrective actions, and eventually, after six years of not making adequate progress, for restructuring. The corrective actions under the law include: Schools in their first year of identification as "in need of improvement" must offer families the option to transfer to higher performing schools within the district (priority is given to the lowest achieving students from low-income families). In our district we may see a choice being offered to students at East to attend North and vice versa. In their second year of identification, they must offer low-income students access to supplemental academic services, such as after-school or weekend tutoring.

Presently we have schools in the district that are at different levels of compliance with NCLB. North has not yet acquired a sub-group in any of the identified categories of students. We project to meet the state's qualification for a sub-group for students with disabilities at the start of the 2005-2006 school year. Presently the performance of this sub-group would not meet AYP. Please visit the Illinois State Board of Education's website to see the School Report Cards at [www.isbe.state.il.us](http://www.isbe.state.il.us).

### **St. Charles North's Response:**

The response to NCLB at North has been proactive and spans across all learning areas. Many of the strategies that have been implemented were based on student need and not as a reaction to NCLB. Specifically what we have done:

- We have begun using the MAP Test as a tool to diagnose and remediate skill deficits.
- We have consolidated the location of our academic assistance programs to allow for increased access to student support.
- We have been working with other Learning Areas to provide information on how to best meet these students' needs while maintaining the rigor that is expected of all students.
- We have been trained in and are implementing research-based interventions to increase student achievement in writing.

## **No Child Left Behind (Cont'd)**

### **St. Charles North's Response (cont'd):**

- Students continue to have increased levels of service in a co-teaching environment ensuring highly effective dissemination of a rigorous content using a variety of teaching strategies to meet the needs of individual students.
- We have created a system to communicate directly with the parents of these students to inform them of beneficial programs and supports that are available.
- We are offering students more opportunities in their classes to be exposed to the format of the PSAE.
- The initiatives of the other Learning Areas are seen as integral components of meeting the criteria of NCLB. We are working with Math and Business to assess the most effective way to increase math achievement and how the new Math Resource room can support this initiative. Also, the new English Curriculum for freshman and sophomores has tremendous potential to increase the achievement of students in writing.
- Our department has been meeting to address the most effective educational programming for incoming freshmen based on the skills they have as middle school students.
- The faculty has continued to embrace the opportunities provided for professional development. Teachers are being trained on specific teaching strategies and interventions, developing rigorous curriculum, and more accurate ways to assess student achievement.
- We are using the time afforded us by ETC to build the resources and supports needed to help students that have specific areas of deficit.

### **The Potential of Accountability:**

It is our hope that the community embraces this opportunity to create a dialogue about the demands of this legislation—but more importantly to address that at the heart of NCLB, our school, faculty, and community, is the belief that all students can achieve at high levels. The Special Education Learning Area believes strongly that we will increase student achievement. We invite you to participate in and are ourselves committed to honest communication about student achievement, opportunities, and possibilities. We encourage all members of our school and community to invest in and take ownership of all students' achievement. Education Trust, a nonprofit education-advocacy group in Washington DC and an invested supporter of NCLB, has identified these five areas to be integral when increasing student achievement: Teachers, Curriculum, Support, Assessment, and Communication.<sup>1</sup> Our efforts have been affirmed by this claim and we will continue to keep our actions aimed towards the goal of helping our youth attain the high achievement they deserve. The list of interventions that are occurring on our students' behalf is substantial and we are researching what else can be done. The next step will entail an evaluation of the effectiveness of our interventions and an analysis of how our staff, school, and community can foster growth in the areas of Teachers, Curriculum, Support, Assessment, and Communication. In the coming months and year we will advocate for students by ensuring that the areas identified by Education Trust and our Learning Area are being embraced by all stakeholders in order for all parties to enjoy the ownership of student achievement.

<sup>1</sup> Education Trust, [www2.edtrust.org](http://www2.edtrust.org)

## **Psychology II & Sociology Classes**

Students currently enrolled in Psychology II and Sociology as elective Wellness courses at St. Charles North High School recently completed a two-week unit on the issue of homelessness. The students took the initiative to answer the question, "Is homelessness an individual or societal issue?" Through research, independent exploration, and class discussion, the students focused their attention on the causes of homelessness in our society today and sought to find out whose responsibility is it to remedy the issue. The unit culminated with an in-school field trip where students were able to collaborate and share with one another their expertise concerning a specific cause of homelessness. The day finished with a panel of mental health professionals who are on staff at St. Charles North High School, as well as Darlene Marcusson, the Executive Director of Lazarus House, a local homeless shelter. The students and panel engaged in an hour long discussion about what actions can be taken to help homelessness, both on a societal and individual level. Following the field trip, students were asked to complete an action plan for how to remedy the issue of homelessness in our specific community.

In addition, the students from all three classes collected over 300 pounds of toiletries for the residents of Lazarus House as a service learning initiative. The students presented Mrs. Marcusson with the donations at the end of the day and helped her load up her van to bring them back to the house.

This project was developed and implemented as an ETC initiative.



**Advanced Child Development Class** – (Back row) Brittany Lanphear, Linda Russell, Colette Doerschuk, Tracy Elwart, Caitlin Berry, Kara McDaniel, Hayley Wilson, Alex Szarmach. (Front row) Angela Fulco, Jennifer Stickney, Danielle Leitner.

Students took turns collecting and boxing can goods before school and delivered them to the Salvation Army to help in the Florida hurricane relief effort.

### Advanced Child Development

Advanced Child Development is a class designed for students who have an interest in a teaching career. Students who have enrolled in this class have completed Child Development I and II. In those classes they focus on how a child develops, developing lesson plans, and actually teaching preschool students.

This advanced class places students in elementary and middle schools throughout the district as teaching assistants. During this time students are involved by supporting the teacher and students by participating in daily routines, lessons, and observations. Students get a hands-on experience of the diversity of the classroom and the job of a teacher.

One day a week the students of Advanced Child Development meet and reflect on the past weeks events. Throughout the year, students have a variety of speakers visit. The speakers help students understand difficulties in an elementary classroom. These presentations will help students decide if they would like to go down the path of education.

One such presenter was Mr. Kevin Scotellaro, STC North Special Education Instructional Coordinator, who helped students understand the field of Special Education. Mr. Scotellaro explained what Special Education was, how students are identified for Special Education, and how the students can assist the teacher who has a special needs student.

Another presenter was STC North School Psychologist Intern, Heather Bauer. Miss Bauer discussed ADHD. Subjects she included in her presentation were accommodations in the classroom for children with ADHD, diagnosis of ADHD, how to work with children with ADHD, and the education she acquired in order to become an expert in this field.

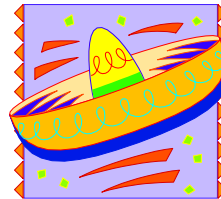
## Fashion Merchandising

Fashion Merchandising students were able to hear a presentation by local clothing storeowner, Ms. Horween, in December. Ms. Horween is the owner of a store on State Street in Geneva that carries contemporary junior clothing and accessories. She is also the proprietor of Philly's a clothing store in Barrington and is part owner of Saddler Row, an equestrian shop in Palantine.

Ms. Horween discussed methods for selecting merchandise for her stores and the significant differences between her stores and the retail chain stores. The students also discussed a three-year business plan and how it is put into practice in retailing operations.

The students also had Molly Moser as a guest speaker. Ms. Moser is the Senior High School Representative for the Illinois Institute of Art in Chicago and Schaumburg. Discussion focused on fashion careers and related degree programs at The Illinois Institute of Art. She also showed a video of The Illinois Institute of Art Spring Fashion Show.

## Tapas Anyone?



Have you ever tasted "tapas"? Spanish IV students had the opportunity to do just that when they had lunch at Emilio's La Rjoja in Wheaton. They tried several tapas, or snacks, from Spain, along with a chicken paella and profiteroles for dessert. The students were amazed to see the giant paellera ( pan ) full of paella made especially for them. The dessert ( a cream puff filled with ice cream and drizzled with chocolate) was also a big hit. Most students had never tried Spanish food, so it was a unique cultural experience for them.

In the fall, Spanish V AP students from North participated in an immersion day. All students signed a pledge to speak only Spanish all day long. Students used the facilities at Baker Memorial Church to do scavenger hunts and games in Spanish. Later, they walked to El Puente for lunch. After lunch, they prepared and presented skits in the park. It was an intense experience of speaking Spanish all day long. Students felt it was an exhausting but worthwhile event.

## Chinatown Field Trip

Mrs. Reber's International Studies classes visited Chinatown in Chicago on December 15 as part of a unit exploring the current relationship between the United States and China. Students studied the culture, history, and impact of China on the U.S and made predictions of what the relationship between the two countries will be like in the future if the current status is maintained.

While in Chinatown, students took a walking tour of the history and architecture of the area with a representative from Chinatown and were able to explore Chinese culture first hand. Based on observation and interviews, students were able to draw conclusions regarding the impact of imports from a communist-style economic system upon American markets.

It was a cold, blustery Chicago day, but the students were warmed with an authentic Szechwan-style lunch featuring over 6 different main courses!



International Studies Classes in Chicago with guide, Kensen Lam

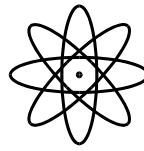
## Generous Classes



This year, for the Angel Tree Giving Program, Mrs. Reber's classes sponsored nine children and were able to raise over \$600. The students began collecting money after Thanksgiving and were determined to "spoil" the children as much as possible. Personal shoppers were chosen in each class who then went out and purchased the items from each child's "wish list".

Congratulations to all the generous students who gave so much to needy children in our area!

## Saturday Morning Physics at Fermilab



Each year some three hundred students are enrolled in physics at SCN. They study topics including mechanics, electricity and magnetism, and waves. Most of these subjects fall under the umbrella of classical physics, in other words, students start with the fundamentals of physics. But what about all the current research and new ideas that are surfacing? These topics may not fit into the natural scope of the high school physics classroom, but for students who are interested in them, there's a great way to learn about it all.

Fermilab (a high energy physics research facility in Batavia) offers a program called Saturday Morning Physics. Students from area high schools are invited to participate in order to gain a deeper understanding, as well as appreciation, of modern physics. The nine-week program runs three times during the course of the school year, and students may choose the session that best fits their schedules: fall, winter, or spring. Classes are held on-site at Fermilab and blend lectures by physicists with tours of the facilities of the laboratory.

North students, Adam Yusko, Mike Pumper, and Jennifer Ringsby attended the fall Saturday Physics session. Each student had favorite topics, but they all recommend the program as very worthwhile, and noted that it was great to be able to meet and listen to internationally renowned physicists.

## Read a book together

Participate in the *St. Charles Reads* Program by leafing through Leif Enger's book Peace Like a River. Multiple copies of the book are available through the North High School LRC and the St. Charles Public Library to borrow or purchase. Book reviews and guides are available at [amazon.com](http://amazon.com) and through [www.readinggroupguides.com](http://www.readinggroupguides.com).

Multiple events surrounding the *St. Charles Reads* Program will take place the week of January 30 through February 5, 2005. At SCN, be on the lookout for a quiz contest the entire week of January 30<sup>th</sup> and lunchtime book discussions on Tuesday, February 1, 2005 in SCN's auditorium foyer moderated by Amy Tufano-Moran, SCN's reading specialist. Listen to the announcements and watch the video screens for details.



**BE AN ABE READER!**  
**ILLINOIS HIGH SCHOOL BOOK AWARD**

Vote for a favorite book! The Learning Resource Center is participating in the vote for the new Abraham Lincoln Award. This award will be given annually to the author of a book determined to be the "most outstanding" book for grades nine through twelve in Illinois. The award is sponsored by the Illinois School Library Media Association (ISLMA) and is designed to encourage high school students to read for personal satisfaction, as well as become familiar with authors of young adult books.

Nomination is based on literary quality and appeal for high school students. To be eligible for the first nomination, books had to have been published within the past ten years and be in print in paperback. In addition, the author had to be living at the time of selection to the list. Textbooks and anthologies by more than one author do not qualify, but the nominated book could be fiction, non-fiction, or poetry.

Voting will take place in March 2005. A list of 22 nominated books is available in the LRC, as well as copies of the books listed. Students will have to have read at least 5 of the books in order to vote for a favorite. Students should see one of the LRC media specialists if they are interested in voting.

**DIGITAL WEB CANDID PROGRAM**

We would like to inform all our students and parents of a new opportunity available to our North Star Family. The Digital Web Candid Program is a unique photography program that we hope will allow parents and students to be able to view and/or purchase the images from their extracurricular or athletic event.

Students will be prompted to enter a password to gain access to the photographs. We have set up a website at <http://www.digiproofs.com>. The password, *northstars*, will open up all our school's candid photos taken any time we had a photographer there to photograph the event or contest. Students and parents will then be free to browse by activity or athletic event, and choose whichever photographs they would like to purchase from the company. Just another way of sharing some special photographic moments that continually occur in North Star Country!

**"Between the Lines"**

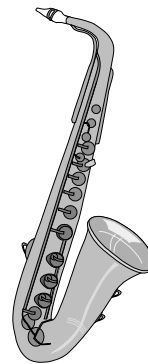
John Rutter, Athletic Director



St. Charles North High School winter sports programs are closing in on the midway point of our seasons. Our hopes and expectations for each of our programs remain high.

Once again we are privileged to have a coaching staff dedicated to continually improving our sports programs, while developing the talent and character of our young athletes. Our teams have spent numerous hours training over the past several months in hopes of being rewarded this winter. The number of participants in our winter sports programs continues to rise with over 250 student-athletes currently involved.

On behalf of the student-athletes, coaches and administration, we would like to invite you to be a part of the St. Charles North High School 2004-2005 Winter Sports Season! We value your support and believe it is critical to our success.



GO NORTH STARS!

**AN EVENING OF JAZZ WITH ED FOUNDATION**

The Greater St. Charles Education Foundation invites you to an Evening Of Jazz! Join us for an exciting evening of entertainment by both the St. Charles North and St. Charles East High School Jazz Groups. A delectable sit down dinner followed by a live and silent auction will fill your evening with enjoyment and even some laughs! Last year we were able to award over \$65,000 in grants to Community Unit School District #303, the St. Charles Park District and Community Outreach programs, bringing the total of grants awarded since 1992 to over \$551,000 dollars! We award projects that enhance the education of St. Charles children that would not otherwise have been funded. With your help and support, we can continue to provide learning tools such as books, technology, musical instruments and computer programs, just to name a few categories!

Please join us the evening of Saturday, February 12, 2005 at the Q Center at 1405 N. Fifth Ave. in St. Charles. The cost is \$75 per person. Cocktail attire is requested. The evening begins at 6 p.m. For more information or to reserve your table, call Donna Parker at 377-4050.

If you are unable to attend this exciting evening but would still like to contribute to the children of St. Charles, we would greatly appreciate your donation. Contribute online at our website at [www.stceducation.com](http://www.stceducation.com) or send a check, made out to The Greater St. Charles Education Foundation to the following address:



The Greater St. Charles Education Foundation

P.O. Box 1366  
St. Charles, IL 60174

## A NOTE FROM THE NURSE. . . .

With cold and flu season upon us earlier this year, please keep the following guidelines in mind when deciding whether or not to send your child to school. This will help to control the spread of infectious diseases at school and allow your child to be available for learning.

Students should remain home for the following reasons:

- For a temperature greater than 100 degrees. Children should be *fever free for 24 hours* before returning to school and *not* taking fever reducing medication to control symptoms.
- If diagnosed with a strep infection. Students need to be on an antibiotic for a *minimum* of 24 hours, fever free, and feeling well before returning to school.
- If your child has vomited or had persistent diarrhea during the night or in the morning before school.
- If your child has a heavy, moist productive cough, chest congestion, or discolored nasal drainage.
- If your child has pinkeye (conjunctivitis). Students need to have completed 24 hours of medication, and have no visible redness or discharge before returning to school.

Some students are returning to school too soon after being home ill. *They should be kept home until they have been symptom free for 24 hours.* This is important for your child's health and the health of his/her classmates. Please continue to remind your child of the importance of frequent hand washing, healthy eating, and proper use and disposal of tissues during this cold and flu season.

When notifying the school of your child's absence, please give us the reason for the absence.

Thank you for your attention to this important matter concerning the health of our students. Please feel free to contact the Health Office at your child's school with any questions or concerns.

Wilma VanArragon  
School Health Services

## IDS A Awards Banquet

On Sunday, November 14, 2004, the Illinois Directors of Student Activities held their 18th Annual Awards Banquet at Oakbrook's McDonalds University. Our PTO was recognized for the Community Educator Awards and Ryan Colton, Drama and Theatre, was recognized for the Educational Leadership Award.

The Community Educators Awards recognize nominations involved in student activity program initiatives in the area of community service. The PTO was highlighted for their impact on our daily lives within our school community, including the Staff Appreciation Luncheon, the Post Prom Event, their unending help with decorations and refreshments for the Homecoming Dance. Sue Wachs and Paula White-Keen represented our PTO membership at large as they were also recognized for the hospitality for all major school events along with the volunteer efforts to referee the annual Ping Pong Tournament - a six week commitment of time and volunteers for our lunch hours, and the School Beautification efforts are all part of the outreach that our parents do to make North Star Country such a special place. (That's actually only a few of the highlights of all that they were recognized for when impacting our high school!)

The Educational Leadership Award recognizes individuals who have implemented innovative student activities, programs, and organizations within their school. Ryan Colton was commended for his dedication and service to creating a positive environment throughout our Drama/Theatre programs, his impact on

creative and artistic student leadership and development, and his commitment to all levels of a theatre production. Mr. Colton, teaching in the Learning Area of Humanities, is a strong advocate for the pursuit of the arts and has been instrumental in challenging students to move forward with their "drama dreams".

The IDS A Awards Banquet Program is a cooperative effort designed both to honor outstanding members of the Student Activities domain and to promote awareness of the quality of Student Activity Clubs, Programs and Events being provided in Illinois high schools across the state. The IDS A is committed to helping school communities develop ideas and formulate plans to better educate and influence today's teenager outside the regularly scheduled school day. Our own Dr. Kling is the president of this statewide organization.



IDS A Annual Awards Banquet NHS participants (L to R) Paula White-Keen, Joe Pietrie, Ryan Colton, Dr. Debbie Kling, Sue Wachs, Erin Fasbender, Edith Monroy, Eugene Olsen

## STAFF NEWS

- ❖ Dean Steve McInerney has been elected President of the IL Athletic Trainers Assoc.
- ❖ Choir instructor, Janel Bach, has been cast in the Magical Starlight Theatre's production of "Seussical the Musical" as the Sour Kangaroo. The show will be at Naperville Central HS on Jan. 21-23, 28-30, and Feb. 4-6. Tickets are available from the Naperville Park District.
- ❖ Science teacher, Diane Berrick, and Social Studies teacher, Bob Dobbertin, have received "Outstanding Teacher" Awards from the University of Chicago, after being nominated by former students who now attend the school. They were commended for their dedication and the motivation they gave to their students.
- ❖ The following North teachers were recognized for educational excellence by the 2004 edition of Who's Who Among America's Teachers: Barbara Beyer (*Math*); Ron Brown (*Tech Ed*); Audra Christenson (*Wellness*); Ryan Colton (*Humanities*); Bob Dobbertin (*Social Studies*); Colleen Fasbender (*Family & Consumer Sci*); Erin Fasbender (*Humanities*); Linda Feiza (*Foreign Language*); Shari Hayes (*Wellness*); Dave Krodel (*Science*); Valerie Landbo (*Spec. Ed*); Joe Larson (*Science*); Steve McInerney (*Wellness*); Mark Moore (*Math*); Shannon Mulder (*Humanities*); Natalie Nelson (*Science*).

## Speech Team

The SCN Speech Team has plenty of reasons to celebrate this year. Currently in mid-season, these students have attended four tournaments and have received seventeen awards. First place awards have gone to students Maggie Wiggins and Jessica Haney; second place awards to David McGill, Chris Corry, and Ashley Crimaldi; third place awards to Samantha Copping, Kristin Feledy, and Julia Roberts. Other honorable mentions go to students Kati Skelton, Charles Lowery, Katie Kuhn, and Nate Michalic.

Also this year the Speech Team has incorporated a new event into their repertoire – "Performance in The Round" which is student-directed by senior Maggie Wiggins. The cast of seven have been working very hard getting this fifteen minute play, based on the novel *Jemima J*, ready for the Regional Tournament held in February.

## Fourth Annual Madrigal Dinner

SCN's fourth annual Madrigal Dinner took place on December 9, 10, and 11 at the Baker Memorial United Methodist Church and was a huge success. This year, 63 students participated displaying various skills such as singing, playing instruments, dancing, acting and juggling. Every year, we try to add something new to the show and this year's addition was the Recorder Consort. We purchased authentic recorders made from pear wood and selected five students eager to learn how to play them. These students surpassed our expectations. They will continue to develop their newfound skills throughout the remainder of the year. These instruments added an authentic Medieval and Renaissance quality that helped the audience imagine they were back in time.

This year we also involved the National Honor Society as workers throughout the night. This event needs many people to participate in the preparation and serving of the food and this wonderful organization volunteered to assist us and earned service credits for their efforts. A bonus of this cooperative endeavor was the realization that SCN's student population ought to have an opportunity to attend this activity as well as the community. We will be exploring the possibility of having one of our performances open just for the students and staff of SCN. We will be looking at a discounted price for the students to make the evening affordable but more importantly, to allow these students the opportunity to support this event and experience the incredible talent of their fellow North Stars. We look forward to seeing you next year, and thank you for your continued support.



Madrigal Singers: Front Row (L to R) Jonah Malarsky, Sara Thorne, Derek Welch. Back Row (L to R) Lindsey Hitt, Chas Lowery, Katie Waller, Ben Bauer.



### Presenters Club

There is a new club at North called Presenters Club, initiated by Junior David McGill and senior Maggie Wiggins. The main duty of students in Presenters Club is to give the announcements everyday in either audio or video format. Presenters Club is dedicated to getting pertinent information out to all the students in a professional manner. This year we took video announcements to a new level by adding lights, a backdrop, and using cue cards and/or a teleprompter. The students really get a feel for a career in broadcast journalism, which was one of the goals of this club.

Once a month, Presenters Club also puts together a news show dealing with school news, or global news that happens to be relevant to students' lives. The students produce, film, edit, investigate, and anchor their own news show: *The Rising Star*. If you have missed an episode of *The Rising Star*, make sure you don't miss the next one, listen to announcements to find out when the next episode will air.

### National Honor Society

The St. Charles North chapter of the National Honor Society was proud to induct 49 new members to the organization in late November. The candlelit induction ceremony introduced the newest members to the traditions of the organization and through student speeches stressed the importance of scholarship, leadership, character and service as the fundamental pillars of NHS.

National Honor Society has some exciting initiatives planned for the coming semester, including a proposal for a new tutoring program, an all-school and community blood drive, co-sponsoring a student variety show with the Tech Club, and the third annual Doughnuts for Dozens. This program raises money for District 303 elementary school students to go shopping with the members for school supplies and new clothes for the spring. It will take place during halftime of the boy's basketball game on February 25<sup>th</sup>. We hope to see you there!



2004-2005 National Honor Society Induction Ceremony

### Student Outreach Society

On December 14<sup>th</sup>, the Student Outreach Society of St. Charles North organized the S.O.S. Holiday Breakfast in honor of the school's three foreign exchange students: Yanne Bogen, who is from Denmark; Dominique Cazenave, who is from Chile; and Luis Benlaky, who is from Brazil.

Invited guests included host families from the district. In attendance were Mr. and Mrs. Herreras, Mrs. Mullally, and Mr. and Dr. Herrmann. Principal Frank Kesman delivered the morning welcome and shared his personal experience of traveling in Europe. Yanne talked about Denmark and Norway. Dominique described how different the weather is in her part of Chile to our Chicago winters. Luis explained the colors of the Brazilian flag and the geography of his country. All the students said that this student exchange experience has been an unforgettable experience.

Dr. Debbie Kling presented the exchange students with commemorative frames and expressed her appreciation of their visit to the school. Bookstore representatives presented each student a Polaris blanket. S.O.S. representatives Beth Figura and Stephanie Webb presided over the morning presentations.

### Student Council Winter Retreat

On December 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> St. Charles North High School hosted the North Central District of Student Council's Winter Retreat at Camp Edwards in East Troy, Wisconsin. Junior Jess Cohen is the Vice President of the NCD, and thus her constitutional duties entail the planning and support of this annual leadership training conference. Over 180 students and advisors from eleven NCD schools attended, from as far away as Rockford and as close as our cross-river counterpart St. Charles East. Delegates attended breakout discussions groups, led by North students, concerning topics such as Diversity, Stereotypes, Parliamentary Procedure, Community Service Planning, Communication, Fundraising, and a Homecoming Idea Exchange. Before dinner on Friday night, students made small infant blankets made out of fleece for Delnor Community Hospital and it was a huge success. Additionally, Elaine Penn, a national renowned speaker, addressed the assembly on Saturday morning challenging the students, as school leaders, to combat the dangerous nature of stereotypes. North students were commended for their professionalism, planning and spirit.

## **DEBATE**

The newly reinvigorated 2004-05 Debate Team has now participated in three tournaments in our inaugural year. In our first two tournaments, with a team of novices, we were still able to gain more speaking and style points than other, more experienced teams. In our last tournament, team members Matt Crocker, Aaron Travers, Mary Toledano and Josh Gray presented pro or con speeches in their respective chambers and our team captain, Evan Phillips, actually won a nomination to be Presiding Officer at this last tournament in Rolling Meadows.

In addition to the above mentioned team members Debate Team also consists of Sam Brown, Kaitlin O'Boyle, Samantha Metoyer, Ashley Miller and Christy Shirrefs. The team is starting to truly become a motivated, well-spoken unit. With new members joining almost weekly, the team stands a good chance of making it to the state tournament in our first year of competition after a prolonged absence.

Debate meetings are from 2:30 – 4:00 PM every Wednesday and Thursday in Room 201 (a team member is only required to come to one of these meetings per week), and we have a tournament once a month. All students are welcome to join this extracurricular activity that looks great on college applications, will help you develop rhetorical skills, and help you to better yourself in the academic arena.

## **FCCLA**



Jessica Scheithe, Michaela Braun, and Jocelyn Malmstrom decorate a shoebox for their "Operation Shoebox" Project.

As part of our FCCLA chapter, first hour Child Development students decided to distribute gifts to children around the world, for the holidays. This "Operation Shoebox" project was started by posting flyers around the school and talking to the Child Development classes. The project consisted of taking an empty shoebox and deciding an age and gender to which the box would be distributed to. Boxes were then filled with toys that were appropriate for that age and gender. The toys that were put in the box were to be new and safe. Each person or group wrote a letter to the child who would receive their shoebox and enclosed a picture of themselves with the letter. In class, the students decorated the boxes so that the child would get a colorful present.

Doing this project was a great experience for the FCCLA students. It was a chance to help others by helping disadvantaged children in the world have a wonderful holiday. The students are ready to do this project again next year!

## **Future Educator's of America**

Future Educator's of America is a club that encourages students to explore teaching or a career in the school system as a professional field of work. This year, our club has grown to a population of over twenty students and we seem to be growing at every meeting. We have already begun our annual tasks of the year such as participating in the Homecoming parade, celebrating Teacher Appreciation Week and decorating the staff's lounge for the winter holidays. Later in the year, we will also be conducting our second annual Teacher Inspiration Potluck, where each member of the club invites one teacher that they have had over the years who have truly inspired them to want to become a teacher. We also participated in the Phi Delta Kappa International Walk for Education raising \$1200 and had Miss Monica Boehle as a guest speaker on the Golden Apple Scholarship. Currently, we are selling candy to raise money for the FEA National Conference, which is being held at the Hilton Towers in downtown Chicago in February 2005. A summer conference at the Aurora University's Lake Geneva campus allows the members to network with other Illinois FEA chapters. Future Educator's of America is having a busy year, but we are excited to take the challenge!

## **LOST & FOUND**

If your student has misplaced a jacket, gloves, sweatshirt, etc. please have them check with the Dean's Office. There are numerous items that need to be claimed.

## Breakfast With The Stars

The Breakfast with the Stars Program honors individual stars within our school community. Some of the individuals nominated are out there for all of us to see and congratulate. Others are behind the scenes or who, in their quiet way, demonstrate a level of excellence through service, academics, competition, or simple kindness. Some of these students give of their special talents on a day-to-day basis in the classroom and some of them excel in our extra and co-curricular activities. Each student is unique and special in the way they share and develop our school community.

### DECEMBER STARS

<u>Presenter</u>	<u>Recipient</u>
Mr. Jim Stombres	Katie Evans Jack Finucane Jim Haluczak
Mrs. Amy Macechko	Greg Rutkowski
Ms. Kirsten Pemberton	Mike Sacco
Mr. Steve Pravica	Matt Pezzuto Talbot Sollenberger
Mrs. Lynn Fors	Joshua Eassa
Ms. Dawn Hall	Mike Hopkins

### JANUARY STARS

<u>Presenter</u>	<u>Recipient</u>
Mr. Eric Bostrand	Andrew Simerson
Mrs. Kim Muhr	Mike St. John Brendan Newman
Dr. Debbie Kling	David McGill Maggie Wiggins
Mrs. Lori Creasor	Nicole Caruso
Ms. Jeanne Manly	Colin Harrison
Ms. Amanda Jacobs	Dan Polito
Ms. Marilynne Flora	Tim Young Nikki Manta
Mr. Brian Maloney	Bryan Lesswing
Mr. Ron Brown	Mark Rains
Ms. Amy Tufano-Moran	Angelike Zannis Jackie Tyndall

## PTO

### What's happening in PTO

- Thank you to the Hospitality Committee for organizing dinner for teachers and staff on conference day in November, and for the refreshments for the visiting 8<sup>th</sup> graders and their parents on Dec. 7<sup>th</sup>. Thanks to all the parents who brought food for these events.
- Kudos to the Beautification Committee for the holiday decorations in the main lobby. The polar bear was outstanding!
- Thank you to all who attended the "shopping night" at The Perfect Setting in November. They donated 10% of the purchases that night to our PTO.
- Post Prom sold beautiful poinsettias again this year, thank you to all who purchased these holiday flowers.
- Dr. Debbie Kling, President of the Illinois Directors of Student Activities, nominated our PTO for their 'Community Educator Award.' This busy association recognizes individuals and groups for their 'outstanding contributions to high school co-curricular activities.' Paula White and Sue Wachs attended the awards dinner and were presented with a plaque for '2004 Community Educator Finalist.' Thank you, Dr. Kling.

### Upcoming Events

- The Greater St. Charles Education Foundation is once again hosting a 'Jazz Party' to raise funds to benefit the children in D303. February 12<sup>th</sup> is the date, the Q Center in St Charles is the place. There will be live and silent auctions, our PTO is contributing two beautiful hall mirrors made by our shop classes. Watch for your invitation, and come out and support all the children of our district. For more info call Donna Parker at 630-377-4050.
- Student Activities will host a Ping Pong Tournament in February. This popular, month-long event takes place during lunch hours. Monitors are needed., To volunteer, contact your grade level PTO parent rep, found in your Student Directory.
- You don't have a Student Directory??? They are available in the Student Activities Office for \$2.
- Market Day continues every month, for order and pick-up dates, call Treva Wine, 630-762-8287 or Margie Jimenez, 630-443-8562.

### PTO Reminders

- PTO sponsors four \$750 scholarships each year for seniors of PTO members. Pick up an application in Guidance. For more information contact Karen Porter, 630-584-6938 or Mary Fremgen, 630-513-0917.
- Our PTO budget this year includes \$250 for each Learning Area as discretionary spending. Each Instructional Coordinator is attending a PTO meeting to give us an overview of what's happening in their area.
- Please feel free to attend a PTO meeting to see what's going on, and become involved. This is the time of year when planning begins for next year's Board. PTO is a great way to do something for your school and keep up on what's happening. If you are interested in any area, large or small, or have questions, contact Sue Wachs, 630-587-1121 or Paula White Keen, 630-377-2050.
- Meetings are 7pm in the LRC: Tues, 1/18, Tues, 2/22, Mon, 3/21, Tues, 4/19, Mon 5/16.

## PTO (cont'd)

### Post Prom

Speaking of getting involved! Post Prom is less than five months away! May 14<sup>th</sup> to be exact. Hosting Post Prom AT our school is the beginning of a new tradition at North, and to be successful year after year, this important event needs parents from **all grade levels**. Many parents are needed to make this run smoothly; there are big and little jobs, some jobs are before the event (fundraising, decorations, installation, tickets, prizes, publicity, food) some are that night (security, food, games,) and some happen after (take-down, thank-you's).

Please look over the following list of committees and call now to get involved:

Chairperson	Sue Becker 513-0514	Security	Frank Devitt
Decorations	Shirley Nichol 377-8285	Thank You	Donna Bihner 762-8441
	Theresa Sacomani 377-1832	Tickets	Rose Kowal 377-6377
Food	Cindy Hueneke 377-9692		Mary Fremgen 513-0917
	Denise Zimmerman 377-3203		Amy Storm 377-6530
Fundraising	Kim Sutcliffe 587-3897	Treasurer	Jane VanDril 377-6408
Games	Jeanne Hosler 584-1735	Volunteers	Sue Wachs 587-1121
Prizes	Paula White Keen 377-2050		Melanie Hutter 584-3544
	Cindy Piggott 443-8307	Installation	
	DebbieHopkins377-7687	Take Down	
Publicity	Karin Roberts 584-2664		
	Liza Elliott 584-5419		

## P. P. S. CLASS Notes

*It is unbelievable that Thanksgiving and the winter holidays are behind us and first semester final exams are upon us, and we are now ready to make course selections for the 2005-06 school year!*

Included in this month's edition of P.P.S. CLASS Notes, you will find a helpful summary of the dates and activities for the registration process for freshmen, sophomores, and juniors. There is also a comprehensive summary of information for college searches and test preparation for our juniors. As always, seniors are reminded to double and triple check their credits and make sure they meet the deadlines for the applications they are making to colleges and entry career opportunities.

For those of you who have graduates of the *Class of 2003* in your family or living next door, please encourage them to complete and return the first St. Charles North High School Alumni Survey. It was mailed to all graduates of the Class of 2003 just before Thanksgiving. If alumni have not received a copy or need another copy, they can request one at 443-5668 or by emailing me at [blane@d303.org](mailto:blane@d303.org).

As always, the members of the PPS Team are available to support you as you move forward toward your goals and the completion of another successful year. Feel free to call us at 443- 5716 or e-mail us. We are excited to have the opportunity to serve you!

*Our Best Wishes to You for the New Year!*

*Dr. Bruce A. Lane*  
Assistant Principal  
Pupil Personnel Services



### FRESHMAN-SOPHOMORE-JUNIOR CLASS NOTES



#### REGISTRATION FOR THE 2005-2006 SCHOOL YEAR

The following is important information for freshmen, sophomores, and juniors regarding the timelines for selecting courses for the 2005-06 school year. While this process officially begins with Curriculum Day on January 24<sup>th</sup>, students and parents are encouraged to begin the process immediately by discussing as a family the student's career and educational goals beyond high school.

- **Late December and early January: Parents and Students Review Their Four-Year Plus Plan.** The first step in the 4-Year Plus Plan review is the *Plus*. This means thinking beyond high school to set a general goal for what you want to do the first few years after graduation. **Freshman**, this process connects the career awareness work you've done since grade school, including your review of your individual Explore results with the choices and goals you made with the help of your parents as you entered high school. **Sophomores**, you should be narrowing these options as you review your high school course experiences and the results of your PLAN Test that will be available in January.

## PPS CLASS Notes (Cont'd)

**Juniors**, you should be well on your way to significantly narrowing your fields of choice as you reflect upon your work in the career research unit taught in your sophomore English class and you begin the process of searching for post high school career and educational opportunities. All students have access to [careercruising.com](http://careercruising.com) (Username "North" and password "High") to conduct career explorations that help bring their general career goals and the kind of education or training that is needed to achieve these goals into sharper focus. By doing this, the connections between school and the world of work become stronger; and, these connections provide increased motivation toward success in high school.

The second step is to fill in any revisions to the *tentative* sequences of required and elective courses you plan to take to get you to your *Plus* goal. A careful review of the courses you have taken and your progress toward completing graduation requirements will help you select the courses needed to reach your goal. Matching elective choices to your career goal, the requirements of the colleges or training schools, and your own special interests will help you keep your four-year plan current. Students who set clear goals, develop plans to meet their goals, and monitor their progress along the way greatly enhance their chances for success in high school and beyond.

- **January 24<sup>th</sup>: Curriculum Overview Day.** During the first day of second semester students attend each of their first semester classes one more time. Their first hour teachers will provide students Curriculum Day Worksheets on which to get recommendations from their current teachers regarding the next courses they should take. Throughout the day they receive information regarding the next courses in the sequences they are taking and elective options, including: pre-requisite skills, course expectations, types of assignments and other information to help them make good decisions. Students note courses of interest on their Curriculum Day Worksheets. Teachers review the student's choices and provide informal advisement regarding their choices. ***The students turn in a copy of their Curriculum Day worksheets during their last hour class and take the second copy home to share with their parents.*** It is strongly recommended that parents discuss with their student the courses selected by the student and any informal recommendations that the teachers may have made. The Curriculum Day Worksheet ***is not the final Course Request Form*** used by the student to request courses. It is designed to be a tool that helps students and their parents consider course options and to obtain informal teacher advisement before making final decisions regarding the courses they will request. All students may wish to review their copies of the Course Offering Booklet and the Course Offering Booklet Addendum and Update. (The Course Offering Booklet is available online at the SCNHS website ([www.d303.org/schools/scn/scnacademics.html](http://www.d303.org/schools/scn/scnacademics.html))).
- **January 27<sup>th</sup> : Counselors Meet with each Class to Review Completion of the Course Request Form.** The counselors will meet with all freshmen during 1<sup>st</sup> period, sophomores during 2<sup>nd</sup> period, and juniors during 3<sup>rd</sup> period on this day to review the registration process, how to complete the Course Request Form, and to answer questions students might have about the process. Each student will be given an official Course Request form on which to list the courses they want. ***An informal P.P.S. Parent Coffee will be held in the Auditorium, at 7:00 p.m., January 27<sup>th</sup> to provide parents who are unfamiliar with the course selection process a quick overview of the process and a summary of the information that their students received from counselors.***
- **January 31<sup>st</sup> - February 8<sup>th</sup>: Individual Students Meet with Counselors to Make Final Course Requests.** The counselors will meet briefly with individual juniors on January 31<sup>st</sup> and February 1<sup>st</sup>, freshmen on February 3<sup>rd</sup> and 4<sup>th</sup>, and sophomores on February 7<sup>th</sup> and 8<sup>th</sup>. By these dates students should have their Course Request forms completed, including the three alternative electives. Counselors will review each student's course requests, answer any final questions, and enter their requests into the computer. Students should come to those meetings prepared with their course request form completed and signed by a parent, prepared to ask any final questions, and prepared to make their final course choices for next year.
- **February 10<sup>th</sup>: Deadline for Completing Registration Form.** February 9<sup>th</sup> is the last day for students who may have missed the initial meetings to turn in their registration forms. Forms should be completely filled out, including selected alternative electives and parent signature. Students who have not turned in their forms should turn them into the Guidance Office by the end of the day.
- **By February 16<sup>th</sup>: Course Verification Letters are Sent.** On or before February 16<sup>h</sup> letters that verify the courses the student has requested will be mailed to all students and their parents. Students and parents have until March 11<sup>th</sup> to request course changes for the 2005-2006 school year. ***It is extremely important that parents and students carefully review the courses listed on this verification letter to be absolutely sure they are the courses wanted for the following year. After March 11<sup>th</sup> requests for course changes will not be made unless a clerical error has been made or a master schedule conflict requires the selection of a different course.*** Counselor contacts are:

Mr. Matthew Kirby	A-Cou	443-5717	<a href="mailto:mkirby@d303.org">mkirby@d303.org</a>
Dr. Robert Freitag	Cov-Haf	587-7135	<a href="mailto:rfreitag@d303.org">rfreitag@d303.org</a>
Mrs. Kim Munro-Krusz	Hag-Lea	443-5715	<a href="mailto:kmunro-krusz@d303.org">kmunro-krusz@d303.org</a>
Mrs. Rachel Rogers	Leb-O	443-5714	<a href="mailto:rrogers@d303.org">rrogers@d303.org</a>
Mr. Larry Nothnagel	P-Z	587-7146	<a href="mailto:Lnothnagel@d303.org">Lnothnagel@d303.org</a>
Mrs. Jeanine James	Sm-Z	443-5638	<a href="mailto:jjames@d303.org">jjames@d303.org</a>



## PPS CLASS Notes (Cont'd)

- **March 11<sup>th</sup>: Deadline for requesting any course changes.** Building a master schedule is a complex process. The complexity of the master schedule development process makes this **March 11<sup>th</sup> deadline** the last date to make course request changes. An accurate accounting of the number of students selecting particular courses is necessary to determine which courses will be offered and the teachers that are necessary for these courses. **After the March deadline changes will be made only if there is a clerical error or if a master schedule conflict requires the selection of a different course.**
- **April: Schedule Conflicts are Resolved.** Once the master schedule is built students may be notified that they will have to select alternative courses because the courses requested did not have sufficient enrollment to be offered or they could not be fit into their schedule. Students then select courses from the alternative elective courses that they identified on their course request form. This again underscores the importance of listing alternative courses on the course request form. Failure to list alternative electives could result in lost opportunities for the courses you would rather take.
- **Late June - Mid July: Fee Sheets.** During late June to mid July the sheets indicating the fees owed are mailed to each student. Payment is required before students may pick up their final schedule in August.

### College Planning Information

On December 7<sup>th</sup>, junior students received information and handouts on planning for life after high school. We have included a summary of that information in this edition of the newsletter for anyone who might have missed that meeting, or wants to begin planning early. This information, in more detail, can also be found at our web site. That address is: <http://www.d303.org/schools/scn/scnpps/guidance.htm>

### College Search

Selecting a college or university requires work. However, the benefits can make the difference between a so-so experience and a terrific college education. Ideally, students will select a college that fits with their personality as well as their education and career goals. This process entails some introspective self-analysis and exploration of colleges and universities. Essentially, students must answer this question: "Under what conditions do I prosper academically and socially?" Then they match this information to colleges and universities.

Fortunately, there are a variety of computerized college search programs which can assist with this process. They prompt students' self analysis by requiring students to choose from a variety of options, such as: size of institution, major areas of study, housing options, extra curricular activity options, geographic location, etc.

Students can use either e-Discover <http://actrs19.act.org/discover/eDISCOVER/> (use SCNHS-ID# to enter) or Career Cruising [www.careercruising.com](http://www.careercruising.com) (User Name "North" and Password "High") to perform a meaningful college search. Please note that the passwords for both sites can be found in the Guidance Office.

So finding the school that fits with your dreams, goals, personality, and ability is very important. Where do you start? What do you consider? We suggest start considering these points:

- How introverted or extroverted am I?
- Would I like to attend a large, medium or small size school?
- How much quiet time and privacy do I need for optimal performance? Do I want a roommate?
- What do I want to study? If I am undecided, do I have a few ideas?
- How far away from home do I want to be?
- How academically oriented am I? (How motivated am I to learn?)
- What activities do I enjoy?
- What kinds of things are currently occurring in my life which might effect my academic performance or happiness?

We also shared with the students what *most* schools take a look at in terms of whether a student is a good match for that school, or not. Those include:

- Grade point average (GPA)/Class Rank
- Quality of coursework
- ACT or SAT score

Note that *some private and/or selective* schools will also consider:

- Personal statement or Interview
- Activities and/or awards
- Letters of recommendation

Students will need to begin exploring soon what each of the schools they are interested in require for admission. That exploration could involve reading books, looking at a CD Rom, web site or video, talking to the various representatives who visit our school or at a college fair, and speaking with someone from college or a guidance counselor.

## **PPS CLASS Notes (Cont'd)**

### **College Visits**

Once students have narrowed their choices, they should visit their list of schools to see what that experience is really like. One should visit during the week when classes are in session. We recommend calling first and visiting on a day when attendance isn't required at North High School, such as a school institute day. Using a pre-arranged absence (see attendance office) day is also an option.

We recommend the following tips for college visits:

- Take an unofficial transcript (which can be picked up in the Guidance Office a few days ahead for only \$1 by filling out transcript release form)
- Arrange for a campus tour
- Attend a class and/or event of interest
- Visit some residence halls and stay overnight, if possible
- Eat a meal in the residence hall
- Talk to a number of students and faculty
- Talk to someone in both admissions and financial aid offices
- Verify admission requirements and costs

### **College Search Information on the Internet**

Students also received a handout with the more common web sites that will aid them with the college search process. We have included some of the more popular sites below. Please note that the guidance office staff has provided this resource as a convenience so that students and parents can plan effectively for college. St. Charles North High School and District 303 do not endorse any of these sites or the services they offer, and is not responsible for any information, or misinformation, contained in these sites. Please note that additional information, and assistance, can be found in the Guidance Office.

Career Cruising – <http://www.careercruising.com>

This subscription site features search resources for both college and career. North students/parents can pick up the required password information and/or a direction sheet in the guidance office.

Christian Colleges - <http://www.christiancollegesearch.com>

One can search a number of Christian colleges and find useful tips.

College View – <http://www.collegeview.com>

Site allows one to search for colleges, scholarships and financial aid. Also provides links to college web pages and on-line applications.

Crime Statistics – <http://www.ope.ed.gov/security/search.asp>

Users can check the reported criminal offenses and statistics for various colleges across the U.S. by going to the Department of Education's web site.

National Association for College Admission Counseling – <http://www.nacac.com>

Here, one will find helpful information for both parents and students. Links to other sites include college web sites, financial aid, and special interest sites.

NCAA Clearinghouse – <http://www.ncaaclearinghouse.net>

All students interested in participating in Division I or II sports at the college level should register with this service at the end of junior year; contains helpful information for student-athletes and their parents.

Princeton Review – <http://www.princetonreview.com>

Offers college searches, test prep for ACT & SAT, financial aid information, and useful advice.

Peterson's Education Center – <http://www.petersons.com>

Has useful college search, financial aid tips, on-line applications, and test preparation information.

Universities on the Web – <http://www.utexas.edu/world/univ/state>

Contains links to over 3,000 colleges and universities, including both 2-year and 4-year schools.

### **Minimum College Entrance Requirements**

Because there are thousands of colleges across the country, and their entrance requirements do vary, we highly recommend that each student review specific prerequisites by talking to a counselor, looking at web sites, visiting with college representatives, and/or checking out a school's latest catalog. Students planning to enter a four-year college or university (or even a community college transfer program), should complete the following *minimum* courses of study:

**PPS CLASS Notes (Cont'd)****Subject Area:**

English  
Math  
  
Science  
Social Studies  
Fine Arts/Foreign Language

**Duration and Comments:**

4 Years  
3 Years (The courses must include Algebra I, Geometry, and Algebra II, or higher)  
3 Years of Laboratory Science  
2/3 Years  
2 Years in the same area (Foreign Language, Music, Art, Vocational Education, or Family & Consumer Science) Note: Some schools do require foreign language

**College Testing Information**

As mentioned earlier, standardized tests play a significant role in the college selection process. Most colleges and universities require one or more college entrance examinations. Today, nearly every school accepts either the ACT (American College Test) or the SAT I (Scholastic Assessment Test) as an entrance examination. Some schools may also require one or more specific SAT II subject tests. A student is able to take both the ACT and the SAT I tests, and is generally able to submit the higher of the two scores. Students are also welcome to take each test as many times as they wish. Of course, the disadvantage of doing so is giving up more registration fee money and more Saturday mornings. Note: If taking as a senior in the fall, one should register during the summer to ensure space availability for either the September or October test. A short description of each test follows:

**ACT**

This test is recommended for all juniors, in the spring or early summer, who plan to attend a college or university. The test is composed of English, mathematics, reading, and science reasoning. The score range is from 1-36, with 20-21 usually being the national average. The ACT is given six times a year at high schools and colleges all over the country, although not at St. Charles North each time. If students wish to take the ACT on a specific date, and it is not being offered at St. Charles North at that time, they are able to sign up at another school by putting that high school code in the appropriate place on the registration form. ACT registration packets, which may be picked up in the guidance office or filled out on-line, contain important information, such as costs, directions for filling out the registration form, testing locations and dates, and important deadlines. One can also register with a credit card at the web site below. If registering online, you will need our high school CEEB code, which is: 143-796. *Note: Some students who sign up late could find themselves taking the test at a school further away, so we recommend signing up several months in advance.*

New in 2005: ACT is adding a voluntary writing component to the test. Several colleges/universities are now either recommending or requiring students to take this new writing portion. Check with your respective schools to see what their policy is. In addition, the ACT web site keeps an updated list of who is requiring it. To view that, go to: [www.actstudent.org](http://www.actstudent.org) and follow the links.

**Remaining ACT Test Dates for the 2004 - 2005 School Year:****Test Dates:            Regular Registration Deadline:            Late Registration Deadline:**

Feb. 12, 2005	January 7	January 21
April 9, 2005 *	March 4	March 18
June 11, 2005	May 6	May 20

\* Represents that St. Charles North is administering the test on that date.

**SAT I**

This test measures developed verbal and mathematical reasoning abilities. This test is also usually taken in either April or June of the junior year. Again, either the ACT or the SAT I is required by traditional four year colleges and universities. St. Charles North High School's test site code number is 14-558.

New in 2004-05: SAT I will add a mandatory writing test and pre-calculus questions to the math section. They are also dropping the analogies in the verbal section.

**SAT II**

These tests are made up of various subject areas and are required for admission by a small number of the more selective colleges and universities. It is important to determine which tests are required by the colleges to which you will apply. So check with the schools or in the Guidance Office.

**PPS CLASS Notes (Cont'd)**

**Remaining SAT Test Dates for the 2004 - 2005 School Year:**

<b>Test Dates:</b>	<b>Regular Registration Deadline:</b>	<b>Late Registration Deadline:</b>
March 12, 2005	February 7	February 16
May 7, 2005	March 25	April 6
June 4, 2005 *	April 29	May 11

\* Represents that St. Charles North is administering the test on that date.

**What students can do to maximize their performance on standardized tests**

Although time didn't permit us the opportunity to share this information during the junior presentation, we are including these tips so all involved can be "at their best":

- Get a good night of sleep the evening before the test.
- Eat a healthy and nutritious breakfast. Most testing centers forbid any food and drink in the room and only provide one ten-minute break.
- Relax. Remember the ACT and SAT can always be retaken. Colleges understand that many students take these exams two or three times.
- Read all instructions carefully before the test begins. Don't waste test time reading them at a later time.
- Pace yourself. Most people have enough time to answer all of the questions. Answer the "easy" questions first and then go back and answer the more difficult ones.
- There is a difference between guessing on the ACT and the SAT: For the ACT, your scores are based on the number of correct questions you have, so it is to your advantage to answer every question. For the SAT, you don't have to answer each question correctly to receive a good score. If you have no idea of an answer, perhaps you should not answer the question and move on. On the other hand, if you can eliminate an answer or two, your chances of being correct just increased, and you may wish to answer the question.
- If you make a mistake, erase completely. Extra marks on your answer sheet will most likely affect your scores.
- Review your work if you finish early to see if you missed any questions or marked an answer twice. Tests have penalties if you work on a different section, either a past test or a future one, so don't do it. Your scores will be voided and you won't get your money back.
- Check out the following website <http://www.powerprep.com> for further test preparation resources.

Students may wish to consult the following publications for additional test preparation:

"Preparing for the ACT Assessment" and "Taking the SAT I: Reasoning Test", which are available in the Guidance Office when students pick up either the ACT or SAT registration packets.

"The Official Guide to the ACT Assessment" published by Harcourt Brace Jovanovich. This book contains two complete retired ACT exams and may be purchased at area bookstores.

There are also CD-ROM preparation programs for the ACT and SAT I tests available at area bookstores.

**Test Information And Preparation On The Internet**

ACT – <http://www.actstudent.org>

Has test preparation for the ACT, on line registration and access to sending scores to colleges. Software can also be purchased from this site. Please Note: Our ACT high school code is: 143-796.

SAT – <http://www.collegeboard.com>

Site offers on line registration for test, sample SAT questions and useful college search. One can also take a mini-SAT to analyze strengths and weaknesses and purchase test-prep software.

## IMPORTANT DATES

Jan 21 - Teacher's Work Day - No School for Students  
Jan 24 - Board of Education, Admin Building, 7:30 PM  
Jan 26 - ETC Bell Schedule  
Feb 2 - 411 Bell Schedule  
Feb 3 - 5 - Winter Play "Picnic", Auditorium, 7:30 PM  
Feb 9 - ETC Schedule  
Feb 14 - Board of Education, Admin Building, 7:30 PM  
Feb 16 - 411 Bell Schedule  
Feb 18 - Teachers' Institute Day - No School for Students  
Feb 21 - Presidents' Day - Schools Closed  
Feb 23 - ETC Bell Schedule  
Feb 28 - Board of Education, Admin Building, 7:30 PM  
Mar 2 - 411 Bell Schedule  
Mar 9 - ETC Bell Schedule  
Mar 14 - Board of Education, Admin Building, 7:30 PM  
Mar 16 - 411 Bell Schedule  
Mar 23 - ETC Bell Schedule  
Mar 24 - End of Third Quarter  
Mar 25 - Non-Attendance Day (offices open)  
Mar 28 - Apr 1 - Spring Vacation - Schools Closed  
Apr 4 - School Resumes

**St. Charles North High School  
255 Red Gate Road  
St. Charles, IL 60175**



**A community dedicated to achievement and growth through  
Discovery, cooperation, preparation, and inspiration**