

***2002-2003 No Child Left Behind—Blue Ribbon Schools Program***  
**Cover Sheet**

Name of Principal Dr. James M. Dowdle  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name DOWLING HIGH SCHOOL  
(As it should appear in the official records)

School Mailing Address 1400 Buffalo Road  
(If address is P.O. Box, also include street address)

West Des Moines IA 50265-1699  
City State Zip Code+4

Tel. ( 515 ) 222-1045 Fax ( 515 ) 222-1056

Website/URL www.dowlinghighschool.org Email jdowdle@dowling.pvt.k12.ia.us

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

Date: 3/13/03

\_\_\_\_\_  
(Principal’s Signature)

Private Schools: If the information requested is not applicable, write N/A in the space

Name of Superintendent Dr. Luvern Gubbels  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name DIOCESE OF DES MOINES Tel: (515) 237-5013

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

Date: 3/13/03

\_\_\_\_\_  
(Superintendent’s Signature)

Name of School Board Mr. Greg Lynch

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

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

Date: 3/13/03

\_\_\_\_\_  
(School Board President’s/Chairperson’s Signature)

## **PART II - DEMOGRAPHIC DATA**

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 (N/A) \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ TOTAL

2. District Per Pupil Expenditure: (N/A) \_\_\_\_\_  
 Average State Per Pupil Expenditure: (N/A) \_\_\_\_\_

### **SCHOOL: DOWLING HIGH SCHOOL**

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 16 Number of years the principal has been in her/his position at this school.

\_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>				<b>7</b>			
<b>1</b>				<b>8</b>			
<b>2</b>				<b>9</b>	<b>156</b>	<b>153</b>	<b>309</b>
<b>3</b>				<b>10</b>	<b>135</b>	<b>144</b>	<b>279</b>
<b>4</b>				<b>11</b>	<b>174</b>	<b>130</b>	<b>304</b>
<b>5</b>				<b>12</b>	<b>132</b>	<b>144</b>	<b>276</b>
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>1168</b>

6. Racial/ethnic composition of the students in the school
- 91% White  
2% Black or African-American  
3% Hispanic or Latino  
3% Asian/Pacific Islander  
1% American Indian/Alaskan Native  
**100% Total**

7. Student turnover, or mobility rate, during the past year: 2%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	<b>7</b>
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	<b>21</b>
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	<b>28</b>
(4)	Total number of students in the school as of October 1	<b>1168</b>
(5)	Subtotal in row (3) divided by total in row (4)	<b>.02</b>
(6)	Amount in row (5) multiplied by 100	<b>2</b>

8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient

Number of languages represented: **5**

**Specify languages: Spanish, Sudanese, Nigerian, Vietnamese, Vang (Note: Students are conversant in English when they come to the school)**

9. Students eligible for free/reduced-priced meals: 5.3%

62 Total Number Students Who Qualify

10. Students receiving special education services: **0% (no special education services)**  
**0** Total Number of Students Served

\*(Note: Students who need minor learning accommodations are served through 504 accommodation plans. Dowling has **31** students or **2.7%** with accommodation plans. (See numbers below). Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>    </u> Deafness	<u>7</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>18</u> Specific Learning Disability (15 are ADHD)
<u>    </u> Hearing Impairment	<u>    </u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>3</u> Multiple Disabilities	<u>1</u> Visual Impairment including blindness

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

<b>Number of Staff</b>	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>69</u>	<u>2</u>
Special resource teachers/specialists (* <b>4 ft counselors + 1 pt counselor</b> )	<u>10*</u>	<u>1*</u>
Paraprofessionals	<u>    </u>	<u>    </u>
Support staff	<u>41</u>	<u>16</u>
Total number	<u>125</u>	<u>19</u>

12. Student-“classroom teacher” ratio: **16.5:1** (counting teachers only)

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	<b>96.1%</b>	<b>96.3%</b>	<b>95.7%</b>	<b>96.6%</b>	<b>96.2%</b>
Daily teacher attendance	<b>97.4%</b>	<b>97.4%</b>	<b>97.1%</b>	<b>96.6%</b>	<b>96.7%</b>
Teacher turnover rate	<b>6.1%</b>	<b>12.2%</b>	<b>7.9%</b>	<b>6.6%</b>	<b>11.4%</b>
Student dropout rate *	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
Student drop-off rate	<b>4.7%</b>	<b>3.5%</b>	<b>5.5%</b>	<b>5.1%</b>	<b>4.6%</b>

\*Note: Students who leave Dowling do not “drop out.” They transfer to another high school.

14. **(High Schools Only)** Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>284</u>
Enrolled in a 4-year college or university	<u>76.8%</u>
Enrolled in a community college	<u>21.5%</u>
Enrolled in vocational training	_____
Found employment	_____
Military service	<u>1.0%</u>
Other (travel, staying home, etc.)	_____
Unknown	<u>0.7%</u>
<b>Total</b>	<b>100 %</b>

## **PART III - SUMMARY**

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Dowling Catholic High School, in West Des Moines, Iowa is Greater Des Moines's Catholic high school. It was born in 1972, when the all-female St. Joseph Academy, founded by the BVM sisters in 1887, merged with the all-male Dowling high school, founded in 1918. Located on 65 acres of land, 15 miles west of Des Moines, the school has 230,000 square feet. This educational center includes 56 classrooms, a 240-seat media center, a 30-seat chapel, a 548 seat auditorium, 2 gymnasiums, and a pool. The school grounds, formally recognized for its several hundred species of native trees as an arboretum by the state of Iowa, include 6 tennis courts, 2 soccer fields, softball and baseball fields, a football practice field, and a newly-surfaced all-weather track.

A comprehensive visioning process, recently conducted by school president, Dr. Jerry Deegan, aligns the cornerstones of Dowling's official crest, - - *Fides* (faith), *Veritas* (truth), and *Sapientia* (wisdom)- - with the school's mission "to embrace learners from all faiths ... and inspire a Christ-centered love of learning and a respect for fellow human beings through the application of moral principles." The school takes its vision seriously: "...to become the best at educating Christ-centered citizens and leaders ... for Life."

Situated in the suburbs of Des Moines, Dowling draws slightly more than half its student population from the city – it is a "metropolitan-suburban" school in that sense: 21.6% of the students come from the city, 51% from the western suburbs, 8.4 from the eastern areas, 5.2% from the north, and 13.8 from the south. Students come from 25 Catholic parishes and 85 different elementary schools.

Dowling has a comprehensive instructional program, including RAC (an independent reading program) and an 80-hour community service requirement. Fully 95% or more of its graduates go on to post-secondary education. A minority outreach program, called Project Intercept, has 95 students in grades 9-12. A total of \$820,000 in financial aid has been awarded in the 2002-03 school year. A community service graduation requirement for all students gives 24,000 hours of service to the larger community. The school is committed to technology and is connected to the ICN, has classrooms equipped with computers for on-line use by teachers, several computer labs, and a progress reporting link to the school's web page for access by parents and students.

Dowling's has a dedicated and experienced faculty. Fully 50.4% have advanced degrees. Their teaching experience is reflected in the fact that nearly 64% have taught for more than 10 years.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **Private Schools**

#### **1. Reporting of Assessment Results:**

Tables A & B on pages **14 & 15** at the end of this report summarize 5 years' worth of ITED assessment results in reading and math. It is important to read the notes on the re-norming that occurred in Fall, 2001 to understand the scores reported in the tables.

- a. There is no ethnic/racial or socio-economic sub-group that comprises sufficient numbers to be statistically significant ("10% or more of the student body" – guidelines in NCLB-BRS application, p. 14)
- b. No students are excluded from testing. Students who need additional time to take the test as part of their accommodation plan are given the additional time, but are not excluded.
- c. Test data supporting the Tables A & B on pp. 14-15 are attached to the end of this application.

#### **2. Using Assessment Data**

Dowling routinely uses assessment data to improve student achievement and inform decision making. Formal assessment results, particularly those in reading, math, & science, are provided to faculty as data to be used in formulating annual improvement goals. Specific assessment information is shared at faculty meetings; time for analysis by individual teachers and departments is provided so instructional goals can be focused around desired improvements in student performance. ITED results, together with Constructed Reading Supplement (Reading), Exemplars (Math), and SCASS (Science) are provided to the Department of Education annually and included in Dowling's Annual Report To The Community. Additionally, assessment results are shared with SIAC (School Improvement Advisory Committee) for discussion and recommendations. During 2001-02 & 2002-03, staff development has focused on expanding the assessment base to include both norm-referenced and criterion-referenced tests. In September, 2002, the faculty was given a survey asking them what they needed in terms of training to become more adept at analyzing data (formal and informal). Specific training in analyzing data to inform decision-making is planned for administrators and faculty in 2003-04. The principal is receiving training in Spring, 2003 in "data-driven leadership." On January 19, 2004, all faculty will receive further formal training in analysis and use of data. It is hoped that the January, 2004 training will provide teachers with new knowledge for use in looking at their individual classroom data in addition to departmental and school-wide data already gathered.

#### **3. Communicating Student Performance**

Communication of assessment data to our "publics" (parents, students, community) has become routine in recent years. Individual student performance is communicated to parents by report card. Parents have access to Edline (a link to the school web page) and can access their student's progress as often as they wish. Formal test results are posted on student records; some are sent home to be shared with parents; some are communicated in meetings with counselors. Individual student progress is monitored by counselors; a "college coordinator" furnishes ACT results to students and parents. A diocesan ad-hoc Reporting Committee is studying the best methods for communicating results of "reportable" assessments (in high school, ITED, CRS, Exemplars, & SCASS) specifically with parents and students in mind. Their report will be ready in June, 2005 and is expected to include a re-designed report card to include progress on standards and benchmarks as well as progress with assessments of all kinds. Summary assessment data is communicated to the Board of Education and Foundation Board through reports by the principal and president. Parents and board members have representation on the School Improvement Advisory Committee. A school publication called News & Notes includes "Principal's Press," a monthly letter from the principal. During the 2001-02 & 2002-03 school years, these letters have been devoted to assessment and data. Annual progress toward achievement goals, as well as annual assessment data gathered for reading, math, and science, are reported to the Department of Education in

the APR (Annual Progress Report). The Annual Report To The Community includes summary data on assessment results, and is sent to approximately 17,000 members of the wider parent, alumni, board and community leader Dowling family.

#### **4. Sharing Success With Other Schools**

Dowling would be proud to share the reasons for its success, should the school be named a Blue Ribbon School. Underlying the “successes” reported in this application is a solid commitment to *continuous improvement*. The continuous improvement model used for the last several years keeps excellence and student achievement in the forefront of the school’s efforts. The professional development of teachers has stressed continuous improvement focused on curriculum, instruction, and assessment. It is the school’s belief that these are the reasons for its success; Dowling would feel committed to share these reasons with other schools in our diocese, and with our various publics. Dowling is always proud to share the success of our students with our constituents. Official school publications, such as News & Notes and Center Focus, routinely feature the students, who are our biggest success stories. Whether it is in stories of student service trips (described in detail in part #3, p. 12), features about accomplishments in academics, athletics, drama, music, etc., or anecdotes about the student leadership evidenced in the Fall Project or Christmas Baskets, student successes are noted, applauded, and shared. They routinely form the backdrop for special news stories in all the school publications to students, parents, board of education, and community. A special effort is made to communicate student accomplishments to the elementary schools that the students attended before coming to Dowling. Pastors of the parishes where the students attend church are notified of their academic honors and other accomplishments as well. News releases of many of Dowling’s successes are sent to the Des Moines Register and The Catholic Mirror. On a less formal basis, the school’s successes are shared with area high schools and/or those within the Central Iowa Metropolitan League through discussion among principals and sharing of information and results.



## **PART V – CURRICULUM AND INSTRUCTION**

1. A complete set of curriculum standards and benchmarks, written by faculty over a 4-year period (1998-2002) frames the school's comprehensive curriculum. Guided by a research consultant and using best practices findings for challenging curriculum, faculty wrote these standards and benchmarks. Using 10 "essential learnings" adopted by the diocese after parent feedback, teachers and administrators completed standards for each of the grade bands K-2, 3-5, 6-8, & 9-12. For Dowling, 14 sets of standards, with accompanying benchmarks, have been completed and adopted, with 2002-03 the year for "implementation of the standards-driven system." Four developmental levels – *expert, practitioner, apprentice, and novice* – provide the targets for student achievement across all ability levels, with level 3 ("practitioner") the desired outcome for all students. These standards and benchmarks form the contents of the Lesson Map/Plan Book provided to teachers for use in 2002-03. A template showing tight alignment of *content, skills, and assessment* formats the pages of the planning book. Individual teachers and departments are required to set annual goals which, at least in part, address the "high challenge-low threat," brain-friendly approach to improving student achievement. Dowling believes that all of its students deserve to be challenged and so it provides a curriculum that engages students across all ability levels with significant content based on these high standards. Courses range from "low ability" (such as Algebra A and Applied Geometry) to "regular" to "advanced/honors" to "AP." The school's 3 grading tables reflect the degree of challenge within the advanced and AP programs. With over 95% of its students going on to post-secondary training, Dowling has a significant enrollment in advanced and AP courses: school-wide, there is a 54.4% enrollment of students (with some multiples) in "advanced/honors" courses, while 27.7% are enrolled (with some multiples) in the full complement of AP courses offered. Last summer, 122 students sat for AP tests, with 78% scoring 3 or better. All students take Theology for 4 years. The Physical Education department offers several elective courses (beyond the regular PE requirement), and 62.7% of the PE enrollment is in these courses. Many students go beyond the ½ unit of credit required for graduation in "fine arts," with the Performing Arts boasting an overall enrollment of 34.3% of the student body and Visual Arts 29.1%. Though there is no foreign language requirement, fully 83.7% of the student body, in 2002-03, is enrolled in one of the 4 foreign languages offered at Dowling (French, German, Latin, and Spanish). Though only ½ unit of Computer Technology is required in the Business Education department for graduation, 25.8% of the students enroll in business courses, with many of those enrollments in technology. Becoming standards-driven has provided several opportunities for enhancing course content by delineating specific targets for teachers. Faculty members are: planning lessons by documenting the appropriate standard and benchmark; learning to look at texts and other resources with a more critical eye to discern proper alignment with standards; posting on classroom walls, writing in their syllabi, and in other ways communicating standards to students; setting specific annual goals relating to student achievement; and beginning to use data gathered on their students to make instructional decisions. The "significance" of the content is much more clearly outlined school-wide; consequently, individual teacher decisions about significant content are guided much more closely by alignment to high standards adopted collectively for all students.

2. Dowling's English language curriculum is built around 7 standards: 2 standards address reading skills; 3 target writing skills, 1 deals with listening & speaking, and 1 with collection, interpretation, and use of information from a variety of sources. These 7 language arts standards guide the selection of content and lesson design for the English language instructors. Some skills from all 7 standards are imbedded in some fashion in all English language curriculum. Specific course requirements in targeted grade levels provide more concentrated content with specific standards (e.g. Literature, 1 semester in Grade 10 required; Composition 1 & 2, 1 semester apiece, required in Grades 10-11). Reading is assessed informally in all language arts classrooms through homework, quizzes, and tests. Reading assessment that results in targeting students below grade level includes the ITED, given in Grade 11, and the CRS, (Constructed Reading Supplement) introduced in Spring, 2002 in Grade 10. ITED results provide summary percentages of students in the "less than proficient" range (with scores between 0-40%). CRS assessments are scored holistically, with students receiving 4 grades (1 sub-score for inferential reading, 1 for factual reading, and 1 for evaluative reading, with a combined overall score). In September, 2002,

faculty were provided with summary data from these two reading tests. English language instructors were provided with the names of specific 11<sup>th</sup> grade students who performed below grade level on the CRS assessment. During 2002-03, these instructors are implementing reading interventions in their classrooms. CRS will be administered to all 11<sup>th</sup> grade students in April, 2003, with a view toward seeing whether improvements in reading occurred after the interventions were implemented and whether a significant percentage of students below grade level improved. RAC (Reading Across the Curriculum) is an independent reading program designed to support the school's goal of making reading a priority in the lives of all students. Students are required to read at least 1 additional book each semester, for a total of 8 books, for graduation.

3. Dowling takes great pride in its service program and sees it as a part of the school's mission and curriculum. Students are introduced to the school's commitment to service as soon as they enter. The school has an 80-hour graduation requirement for community service, broken down as 20 hours per school year. Students perform an array of service activities for neighbors, community, and civic groups. Beginning in 2003-2004, these required service hours will be part of the Theology curriculum. Students will have the opportunity to report on their service work and see it directly connected to the "faith in action" component of their Theology studies. Service organizations such as Operation Smile and Habitat for Humanity have active student groups at Dowling. They conduct education awareness, service, and fund-raising activities for these organizations and perform service work in the community. A staff member serves as moderator of these organizations and coordinates a formal service trip program each school year. An average of 4-5 service trips take place each year, with between 50-60 students participating – trips have been taken to the Lakota Sioux Indian reservation in South Dakota, Appalachian regions of Kentucky and West Virginia, San Luis Valley in Colorado. Students have done disaster relief in Iowa and North Dakota, and Operation Smile students have done mission work in Vietnam, Romania, China, and Brazil. Students who go on these service trips are exposed to parts of the country and the world where there is a great need for help. Their eyes are opened as they meet and live with people far less fortunate than they. Often, they assist people and communities in efforts to build, construct, paint, fix, or otherwise improve their lives. Repeatedly, these students return and describe their participation as the best experience of their high school life. Each year, Dowling conducts the Fall Project and Christmas Baskets. A Fall Project student committee selects a target of its service work and coordinates school-wide efforts to improve some aspect of the Greater Des Moines community. Past projects have included cleaning areas of town and sending food to the food kitchen. Christmas Baskets, an annual tradition of service, involves providing a happy holiday to 45-50 needy families in Des Moines. Students "adopt" a family to be the recipient of Christmas gifts for each member of the family, turkey, and food for their Christmas dinner.

4. The school improvement work done by faculty and referred to earlier in this application did not separate curriculum, instruction, and assessment. The importance of strong alignment of these 3 parts of the instructional process was stressed over and over, and is reflected in the results of the faculty work. During the 2000-2001 school year, and even more so in 2001-2002, faculty asked specifically for more training in instructional strategies that would improve student learning. As the school prepared to implement a new "modified block" schedule in 2002-03, faculty staff development in the prior year centered around "training" in new instructional strategies based on research and best practices. With Cooperation in the Classroom (Johnston et al.), How To Manage Instruction In The Block (Fleming/Fleming), and Thinking Inside The Block (Robbins et al.) as primary resources, faculty received training in a variety of strategies that could be used in any classroom, but particularly in classrooms where lessons were longer. By direct facilitation to the large faculty group by the principal, and through use of the smaller study group model (using a "train the trainer" approach), faculty were provided with research findings, essays on best practices, and specific examples of strategies that "work." Special emphasis was on de-emphasizing the straight lecture approach and moving toward more student-centered lessons using the cooperative learning models. Faculty were encouraged to "experiment" with new and different lesson design following the workshops and report back. Work continues in the 2002-03 school year, with emphasis on expanding the assessment base and moving beyond simple testing to more student-focused, varied assessment (both norm-referenced and criterion-referenced). Stiggins's Student-Involved

Classroom Assessment will provide the resource material for continued work through the 2002-2003 & 2003-2004 school years, as faculty become even more knowledgeable about expanding their expertise in instructional & assessment strategies.

5. Since the professional development program became more focused on school improvement topics related to improving student achievement, Dowling has seen a steady growth in achievement scores. The formal professional development program is decided by the diocesan principals meeting as a body. Specific professional growth calendars for each school year are designed around “diocesan” (all teachers, K-12) days and “local” staff development days. Topics are agreed upon mutually and, in many situations, specific speakers are chosen for the K-12 group. A typical professional development calendar includes a combination of “diocesan” and “local” days to be used for professional growth and development. Faculty contracts are for 190 days (10 of which are for professional development). Since formal reporting of student progress was required in 1998-99, professional development has focused around those areas that would enhance student achievement (much of this was described earlier in this application). Dowling believes that since annual improvement (as in student achievement) goals have been set by faculty using specific data on how students are learning, a demonstrable increase in student achievement measures has been observed. Two specific examples are the trend data from the Iowa Tests of Educational Development in reading, math, and science: using biennial averaging from 1998 through 2002, there are steady increases in achievement. Five-year trend data on ACT scores shows the most recent scores as the highest in the five years. Additionally, Dowling has 6 National Merit Semi-Finalists this year, the highest in many years. These gains on norm-referenced assessments reflect a part of the picture, but not all. Informal assessment goes on every day, faculty report that students are achieving at very high levels. As the professional development program continues to focus on school improvement that ties directly to student achievement, we hope to see these gains continue.



**DOWLING HIGH SCHOOL (READING)**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **11** Test: **Iowa Tests of Educational Development (ITED)**

Edition: **Form B, Level 17/18** Publisher: **Riverside Publishing Co.**

What groups were excluded from testing? **No students were excluded (see note #2 p. 8 of this report)**

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles **X** (\*\*)  
 \*\* NPR of Aver NSS (School Norms)

**Table A: Reading**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	<b>Oct</b>	<b>Oct *</b>	<b>Nov</b>	<b>Oct</b>	<b>Oct</b>
<b>SCHOOL SCORES</b>					
Total Score	<b>93%</b>	<b>82%</b>	<b>94%</b>	<b>88%</b>	<b>90%</b>
Number of students tested	<b>300</b>	<b>279</b>	<b>287</b>	<b>281</b>	<b>267</b>
Percent of total students tested	<b>99.3%</b>	<b>98.2%</b>	<b>97.6%</b>	<b>94.6%</b>	<b>96.7%</b>
Number of students excluded	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Percent of students excluded					
<b>SUBGROUP SCORES</b>	See notes				
1. _____ (specify subgroup)	p. 8				
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

\* ITED was re-normed in Fall, 2001. To compensate for the lowering of scores due to re-norming and transition to new norms, biennial averaging was allowed for the Annual Progress Report submitted to the state using ITED scores. Using biennial averages for reading for 1998-2002, percentages of students “proficient” in reading (defined in Iowa as any score above 40%) are:

1998-2000	89.2%
1999-2001	92.1%
2000-2002	94.9%

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>NATIONAL SCORES</b>					
Total Score					
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation					

**DOWLING HIGH SCHOOL (MATH)**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **11** Test: **Iowa Tests of Educational Development (ITED)**

Edition: **Form B, Level 17/18** Publisher: **Riverside Publishing Co.**

What groups were excluded from testing? **No students were excluded (see note #2, p. 8 of this report)**

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles **X (\*\*)**  
 (\*\* NPR of Aver NSS School Norms)

**Table B: Math**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	<b>Oct</b>	<b>Oct *</b>	<b>Nov</b>	<b>Oct</b>	<b>Oct</b>
<b>SCHOOL SCORES</b>					
Total Score	<b>99%</b>	<b>81%</b>	<b>97%</b>	<b>98%</b>	<b>91%</b>
Number of students tested	<b>299</b>	<b>279</b>	<b>287</b>	<b>282</b>	<b>267</b>
Percent of total students tested	<b>99.0%</b>	<b>98.2%</b>	<b>97.6%</b>	<b>94.9%</b>	<b>96.7%</b>
Number of students excluded	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Percent of students excluded					
<b>SUBGROUP SCORES</b>	See notes				
1. _____ (specify subgroup)	p. 8				
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

\* ITED was re-normed in Fall, 2001. To compensate for the lowering of scores due to re-norming and transition to new norms, biennial averaging was suggested for the Annual Progress Report submitted to the state using ITED scores. Using biennial averages for mathematics for 1998-2002, percentages of students “proficient” in mathematics (defined in Iowa as any score above 40%) are:

1998-2000	90.2%
1999-2001	92.3%
2000-2002	92.6%

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>NATIONAL SCORES</b>					
Total Score					
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation					