

BISHOP DWENGER HIGH SCHOOL
SCHOOL PROFILE
2007-2012

ADMINISTRATION:

FRED TONE (PRINCIPAL)
JASON SCHIFFLI (ASSIST. PRINCIPAL)
CHRIS SVARCZKOPF (ASSIST. PRINCIPAL)

STEERING COMMITTEE:

AMY GONZAGOWSKI (CO-CHAIR)	CHRIS SVARCZKOPF
JAMES LAMARCA	FRED TONE
ANN NOBLE (CO-CHAIR)	DIANA WALLACE
JASON SCHIFFLI	MELISSA WHEELER
MIKE OBERGFELL	

1300 E. WASHINGTON CENTER ROAD
FORT WAYNE, IN 46825
TELEPHONE: (260) 496-4700
FAX: (260) 496-4702
www.bishopdwenger.com

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Vision Statement

To assist students in becoming "Citizens of Two Worlds."

Mission Statement

Bishop Dwenger High School Mission Statement Bishop Dwenger, a Diocesan Catholic high school, is founded on the life and teachings of Jesus Christ. As an extension of the family and the Church, we will provide for all students a safe and loving environment that promotes the development of Christian values, intellectual growth, respect for the individual, social awareness and the opportunity to develop one's gifts.

Belief Statement

As a Catholic institution, we believe:

1. Parents are the primary educators.
2. A safe, loving Dwenger community free from violence, drugs and immorality will be provided for all.
3. All faiths will be respected and treated with dignity.
4. Cultural diversity increases student understanding and respect of different peoples and cultures.
5. Community service is an important aspect of individual development.
6. Each student will be respected as an individual.
7. All students can learn.
8. All students will be encouraged to achieve his or her full potential through instruction and example.
9. Each student will be educated intellectually, socially, physically and spiritually.
10. Each student will be prepared for the challenges of an ever changing world.
11. Students learn, utilizing different styles, and will be given opportunity for appropriate avenues for success.
12. Each student will develop strengths and become aware of areas for growth.
13. Co-curricular activities are an important part of student growth.

Bishop Dwenger is a Diocesan Catholic High School. Pertaining to the authority structure, Bishop D'Arcy has appointed the Catholic Schools Office to establish direction for its schools, similar to what public schools refer to as its central or corporate office. The term, Diocesan, also describes the very essence of Bishop Dwenger's existence. Bishop Dwenger is an educational institution which attempts to instill in its students what the Apostle Paul wrote to the Corinthians:

"I urge you, brothers, in the name of our Lord Jesus Christ, that all of you agree in what you say, and that there be no divisions among you, but that you be united in the same mind and in the same purpose."

I Corinthians 1:10

School Narrative

Unified Goals & Standards-Based Curriculum:

In order to create this state of "same mind," a systematic means has been implemented. "Same-minded" actions that Bishop Dwenger has implemented over the past years have been developed under the Catholic Schools Office initiative and directives.

Focused areas are:

- 2004-06 Addressing Special Needs Students
- 2004-06 Curriculum Mapping (Vertical & Horizontal Curriculum Articulation)
- 2004-06 40 Developmental Assets Survey (Target Needs to Best Use Title IV Money)
- 2003-06 ACRE Survey (Target Needs to Improve the School's Catholic Identity)
- 2001-06 Implementing Standards-Based Curriculum
- 2000-06 Implementing the NCA Model for School Accreditation
- 2000-06 Acceptable Technology Plans & Usage Policies
- 2000-06 Implementing Writing Across the Curriculum
- 2000-06 Strategic Planning (Curriculum, Development/Finance, Catholic ID, Enrollment, & Facilities)

To address ALL students, past staff development has included right brain/left brain research and differentiated instruction. The need for varied instructional modes resulted in many staff members participating in ForMat Training. A take-off of this approach to instruction led towards staff development in writing across the curriculum. Staff development has had a great impact on the way we deliver instruction. But the greater impact for Bishop Dwenger Staff is the way that we view meeting student needs and how this affects our own Catholic Identity.

Bishop Dwenger has implemented a standards-based curriculum. Each teacher is expected to possess in their Staff Handbook the standards established by the State of Indiana for their content area. Course descriptions are updated annually in the Bishop Dwenger Curriculum Guide.

Using Technology to Educate, Enrich, Assess, and Communicate:

Over the last few years, Dwenger has continued to make strides w/ technology integration into the classroom as well as the physical structure of the building. In the last two years our Internet bandwidth was increased with our participation in a local group of four public school districts: ACENet. This is allowing us to share resources that could not have shared before such as a video server that can send instructional videos to the classroom PC on almost in topic of school interest. All the science classrooms have been converted over to multi-media rooms that have mounted LCD projectors attached to the classroom computer, a VCR, and DVD player. These classrooms seem to hold the students' attention much more than before. Students are able to see things such as Mitosis taking place in front of them on a big screen and the instructor being able to pinpoint specifics that they want their students to know. These classrooms have allowed our teachers to be more productive in the use of their time which is always precious. We have also added two mobile labs (30 laptops a piece) over the past two years, which allows us to bring the technology to the student as opposed to the other way around. This provides greater access to our computer resources that was desperately needed when many teachers are reserving our existing computer lab. Wireless access points continue to be deployed in the building giving administrators and teachers more convenient access to our network since there is typically only one data drop in each classroom and office. Probably our greatest tool for technology comes in the form of our web portal for the school community.

Approximately six years ago we started using a web portal which is a secure Internet site that allows a school to publish any pertinent data from their student management system to this website. We first used a product called K12-Planet. We were able to publish such things as classroom grades, report grades, attendance, conduct, and upcoming events. During a survey that was given to the parents out of PL221, we received some excellent feedback about this service. We found that most were using it and sitting down with their child to discuss issues regarding patterns that they saw such as inconsistent homework patterns in a particular teacher's class that the student was struggling in. The main purpose of having this web portal was to increase the communication between the student and parent so that the parent would be more actively involved in that child' education which research consistently shows leads to academic achievement. The other purpose of a web portal should be to increase communication with the parents and the school. Unfortunately, this was only being accomplished one-way with Dwenger disseminating information to the parents, and there were no easy ways for them to communicate effectively back to us other than email. The parents seemed to indicate this as well on the survey and wanted a few more bells and whistles at their fingertips which all seemed doable. So, in 2004, we found a new web portal service (Edline) sponsored by the state with grant money that met the parents' needs as well as ours most thoroughly. We now have 2-way communication other than just email. The use of Edline has brought new meaning to belief statement #1, which "recognizes the parent as the primary educator of their children." Parents may utilize a web site via the internet for grade, attendance, and disciplinary accessibility 24 hours a day. Email addresses can be tracked to see who does not have one, so we know to communicate with that person other than email. Coaching staff can put their own schedules and rosters up on the site. Students can see at a glance a personal calendar that shows how busy their schedule is getting with school events, homework, upcoming tests and quizzes, etc. Teachers and parents can see this info as well and can see why some of these kids should not be working a job during the week with the kinds of schedules they have. All in all, Edline has been a great solution to have the students communicate with their parents and the school to better communicate with our school community. Technology by itself has not been shown to increase academic achievement, but technology can be the best tool to put educational best practices in to place that you may not have been able to accomplish any other feasible way before.

Using technology as an instrument for more efficient teaching and communication has been the main impetus for the dramatic changes that have occurred within the past five years. Not all classrooms have a mounted (ceiling) LCD projector; therefore it is our strategic plan to implement them in all classes by 2012. The computers in the media center are available to all and provide internet access. Teachers and other Dwenger community members can sign out the media center for video conferences.

Online standardized tests (Core-40), writing prompts (Criterion), and increased writing of research papers across the curriculum (NCA goal: 2000-05) have made it necessary for Bishop Dwenger to purchase two mobile labs, each containing 30 lap top computers. The mobile labs and computer lab are normally checked out every day.

Bishop Dwenger partnered with South Adams High School in 2006 to receive the INACCESS grant, totaling approximately \$360,000. This money was used to purchase 21st century desks for the English Departments at both schools (30 desks in 5 classrooms). These desks are connected to the broad-band so students can perform their online research and develop their writing application, through using the Criterion prompt, from the comforts of their English classroom. To fulfill their grant obligation, Bishop Dwenger must help South Adams improve their standardized writing scores by training them in using the Criterion program.

Graduation Rate & Academic Trends:

Bishop Dwenger maintains high performance numbers through various methods such as developing a mediation program that utilizes mentors and an online tutorial to integrate test-taking strategies into our curriculum. We identify at-risk students early and assist them in preparing for their sophomore exam. Overall SAT composite scores continue to rise (avg. score: 1062). Dwenger offers eleven honors classes and six AP classes, where 61% of the students score at least a 3 on their AP exams. Students receiving college credit for AP courses is on a gradual rise and enrollment continues to be strong.

The greatest testimony to our excellence is the achievements of our students. This degree of excellence is reflected in the high rate of graduation. According to student records, 99% of the class of 2005 (249) earned diplomas: 60% earned an honors diploma; 35% earned a core-40 diploma; 5% earned a general diploma. In 2006, 97% of the (263) seniors earned diplomas: 67% earned an honors diploma; 29% earned a core-40 diploma; 4% earned a general diploma. On average, 97% of students go on to higher education: 92% attend four year colleges, and 5% attend technical or junior colleges)...proving that the community has faith that their children will receive a quality education with character building influences.

Bishop Dwenger High School encourages students to achieve a high degree of academic excellence. Success on the state's graduation qualifying exam (ISTEP+) has brought much praise to Bishop Dwenger from various community organizations: 1) Ranking in the top 5% of all Indiana schools, 2) Breaking a school ISTEP+ record, in Fall 2003, by scoring 95% in English and 93% in mathematics, 3) Awarded as a Blue Ribbon School (2004) by the Federal Department of Education, an honor only given to fifty U.S. high schools per year; 4) Attained high ratings by the Indiana State Board of Education and the North Central Association (2005); 5) Named one of the Top 50 Catholic High Schools in America (2006); 6) Earning the status as a "Light House" school (2006) by Education Testing Service (ETS) for our successful and exemplary implementation of the Criterion online writing prompt to improve our writing across the curriculum for our NCA goal (2000-2005).

We have a commitment to academic excellence and faith development:

Students are empowered to develop their own potential and grow in their knowledge, skills, abilities and competencies in order to assume leadership roles in family, church and in our advanced technological society. A faith-based education helps form a learning community where its very foundation is built on Catholic doctrine and scripture. Liturgy and prayer are essential elements of student life as well. Retreats, service projects, ministry to the poor and to mothers of unborn babies, days of giving gifts and actions on behalf of social justice contributes to character in the Catholic schools.

Character education is grounded in the belief that each person is valued as a son or daughter of God, worthy of dignity and respect. This translates into high expectations of each young person's abilities and character, and a strong faith in each young person's potential and ability to grow. What Bishop Dwenger does is prepare their students for the next step in life's journey.

A school with a strong sense of community inherits great advantages. The ability for academics and campus to grow becomes possible through a network of people dedicated to service opportunities and to giving generous donations of money and talent. The family-based atmosphere creates social events that strengthen the bond between student, parent and school. Studies show that when parents and or significant adults are involved in the education of young people, the better chance students have to succeed. While parents are the primary educators of the children entrusted to their care, Bishop Dwenger is dedicated to aiding parents in fulfilling this most important role.

Bishop Dwenger not only strives for academic excellence, but also places high priority on spiritual development. All students are required to take a religion class every semester. In addition to the religious studies, students participate in school liturgies and other religious services. Overall, our student profile shows that the majority of our students is college bound, excels in academic courses, and is spiritually enriched; thus finding success when they leave our school. For some students, the next step means college where having good judgment and study skills is essential. Other students will rely on the examples modeled to them by their Christian instructors who eloquently demonstrate choices that result in one being successful and respected. We truly are "Citizens of Two Worlds".

Environmental Scan Data:

According to the 2000 census, Fort Wayne is the second largest city in the state. Allen County added roughly 8,000 residents between 2000-2003, while the city saw a small .4% decline. (Indiana Economic Digest 2005)

This indicates a pattern of suburbanization, where people are moving towards the outskirts of the county.

Manufacturing accounts for 17.7% of Fort Wayne's employment, with GM and BF Goodrich as the major employers (Indiana Economic Digest 2005). Health care and social services are second with 14.2% of the area's employment, with Parkview and Lutheran Hospitals leading the charge in this category (Indiana Economic Digest 2005).

According to Indiana Workforce Development, the top 10 occupations by growth from 2002-2012 are:

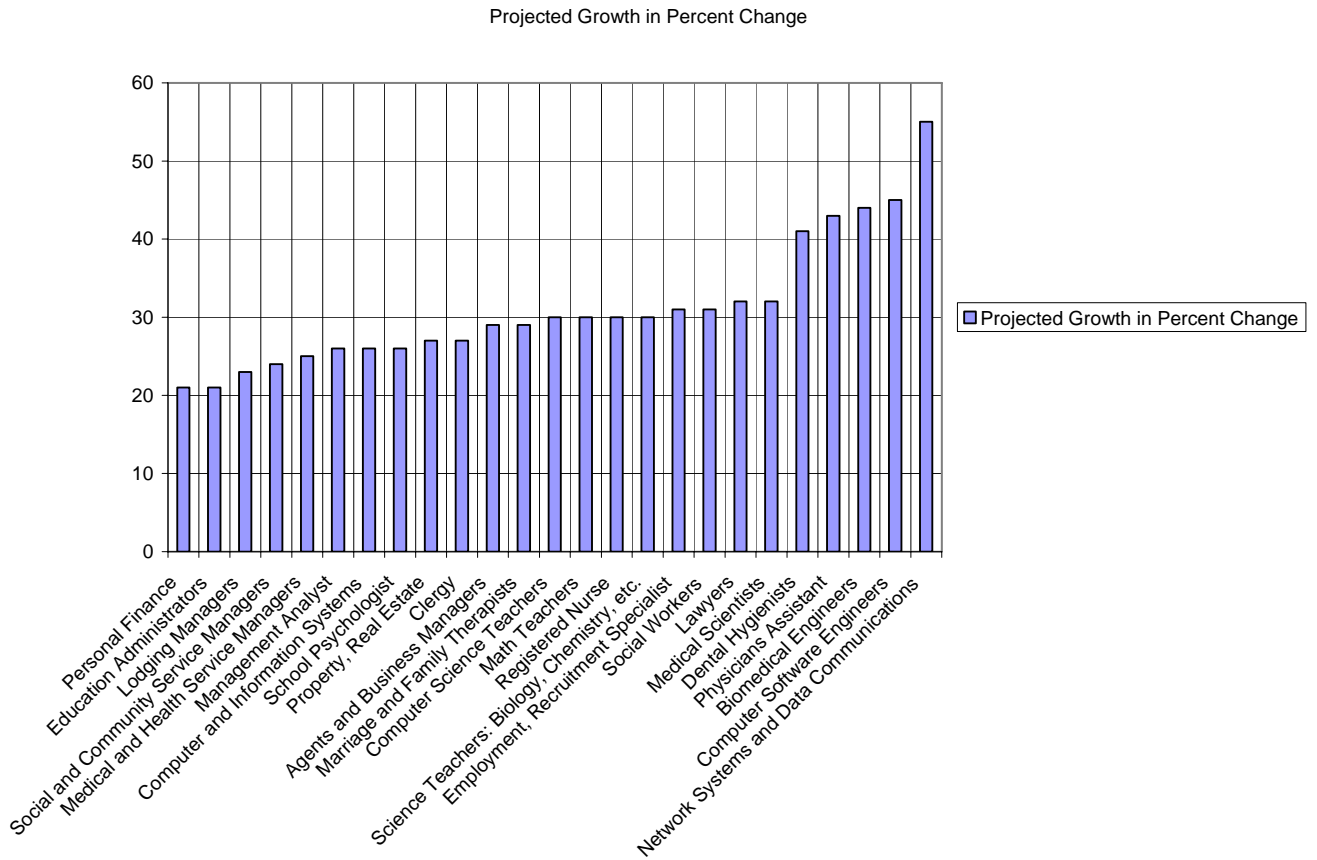
- 1) Registered Nurses
- 2) Combined Food Preparation and Serving Workers (Restaurants)
- 3) Teacher Assistants
- 4) Nursing Aides
- 5) Secondary School Teachers
- 6) Elementary School Teachers
- 7) Receptionists
- 8) Maintenance and repair
- 9) First-Line Supervisors/Managers
- 10) Sales Representatives

Indiana Workforce Development asked the above businesses what skills are in demand, and their reply was:

- 1) Apply good listening skills
- 2) Work as a team member
- 3) Adhere to safety procedures
- 4) Manage time effectively
- 5) Follow detailed instructions
- 6) Follow and give instruction
- 7) Use basic math
- 8) Use a computer
- 9) Read and apply information
- 10) Acquire and evaluate information

AVERAGE WAGE (May 2005)

Fort Wayne:	\$16.44 per hr., \$34,190 per yr.
Indiana:	\$16.38 per hr., \$34,080 per yr.
USA:	\$18.21 per hr., \$37,870 per yr.

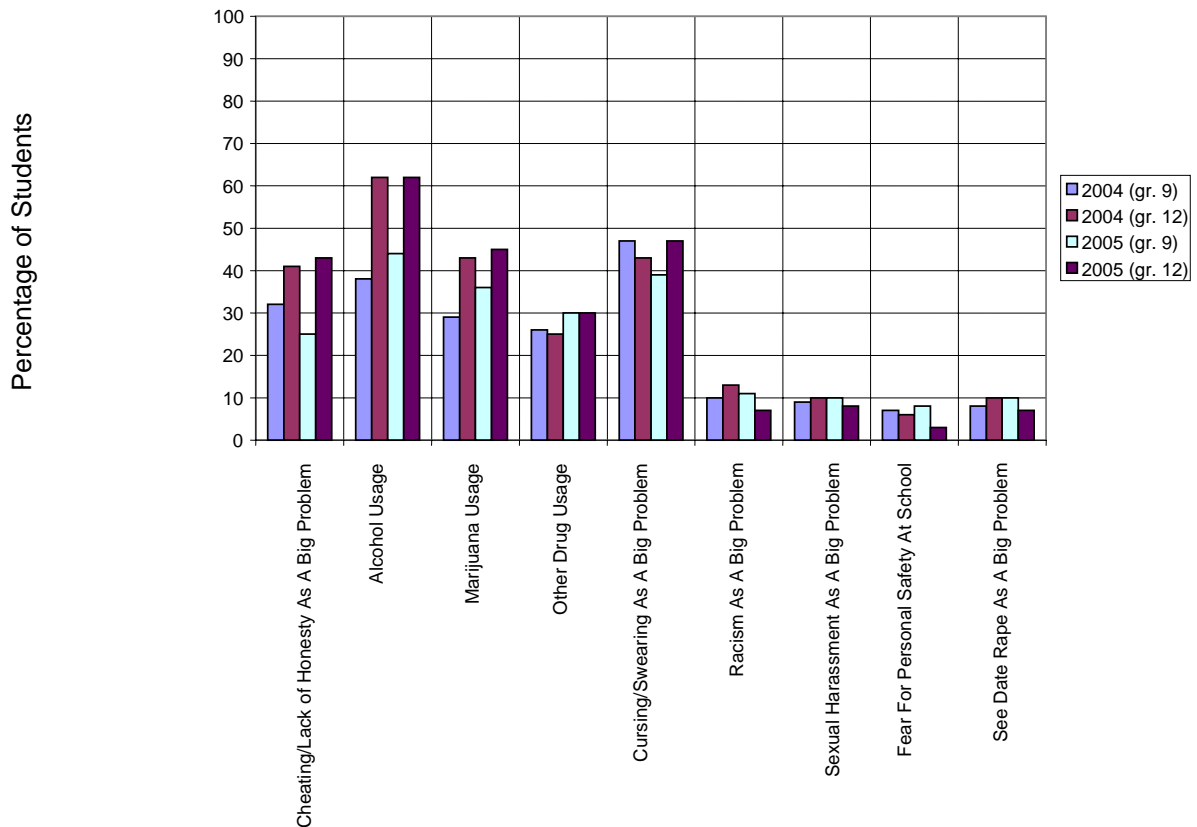


The above Graph is just a sampling of occupations where the largest projected growth will occur in the Fort Wayne area from 2004-2014. (Research and Analysis Department of Indiana Workforce Development Agency, July 2006)

1.

Unique Local Insights

NCEA ACRE Survey: 2004-05



This survey was presented to students in grades 9 and 12. This survey is intended to measure both Catholic Identity and School Climate.

Strengths

1. Safe environment, racism, sexual harassment, and date rape are not seen as big problems.

Areas for Improvement

1. Alcohol, tobacco, drug use, cheating, and swearing are areas of most concern.

Analysis of Data

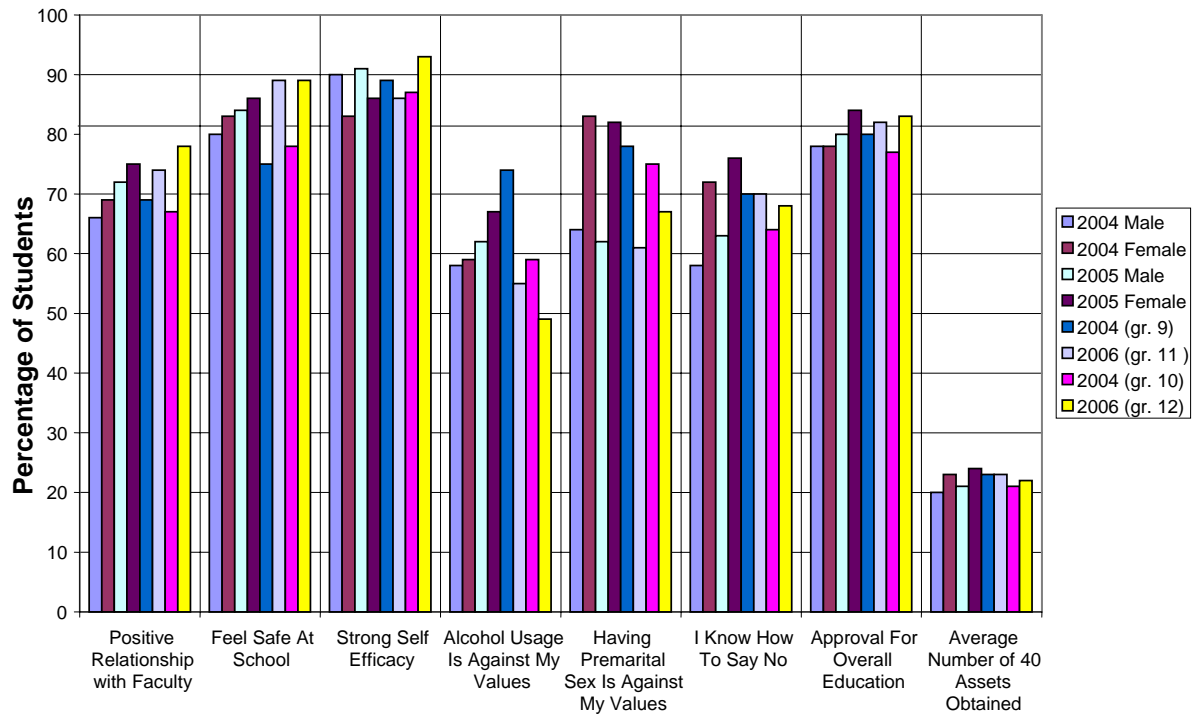
By the time the students are seniors, they see more drug and alcohol usage; as well as cheating and swearing, as large problems. Other drug usage is up in 2005 (with both 9th and 12th grades).

Implications

A newly formed committee for improving the “Code of Conduct” has developed partnerships with area law enforcement to implement programs, starting in Spring of 2005. Hopefully as the students’ critical thinking skills improve, they will be able to make better choices.

2.

40 Developmental Assets Survey: 2004/2006



Strengths

1. Relationships with faculty improve with each year.
2. Students feel safe at school.
3. Students have strong self efficacy.
4. Females believe that having sex as teenagers is against their values.
5. High school education.

Areas for Improvement

1. Students are more accepting of alcohol consumption with each passing year.
2. Students are more accepting of premarital sex with each passing year.
3. Only <70% of students know how to say "No," to avoid trouble.
4. Only 20-24 of the "40 Assets" are obtained.

Analysis of Data

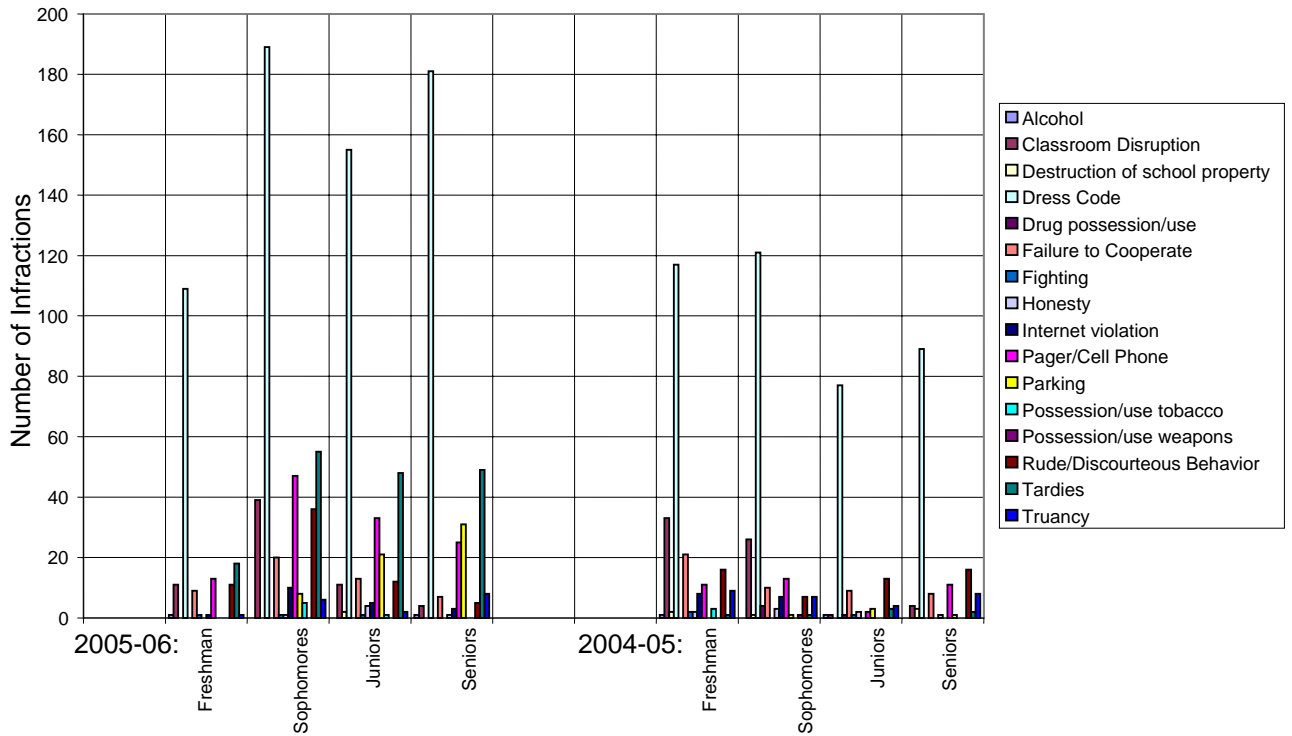
The graph above shows cohort groups (example: 2004-gr. 9 & 2006-gr. 11). We must improve our students' value system. The social scene and peer pressure is very pervasive at Dwenger.

Implications

In order to improve our students' value system, we must be more pro-active and use heavily involved strategies. Educating our students about the dangers of this behavior must be cross curriculum. We may want to review our policies to see if harsher penalties can be drafted to deter students even more. Hopefully as the students' critical thinking skills improve, they will be able to make better choices.

3.

Discipline Trends: 2004-06



Strengths

1. Less students are performing serious infractions.

Areas for Improvement

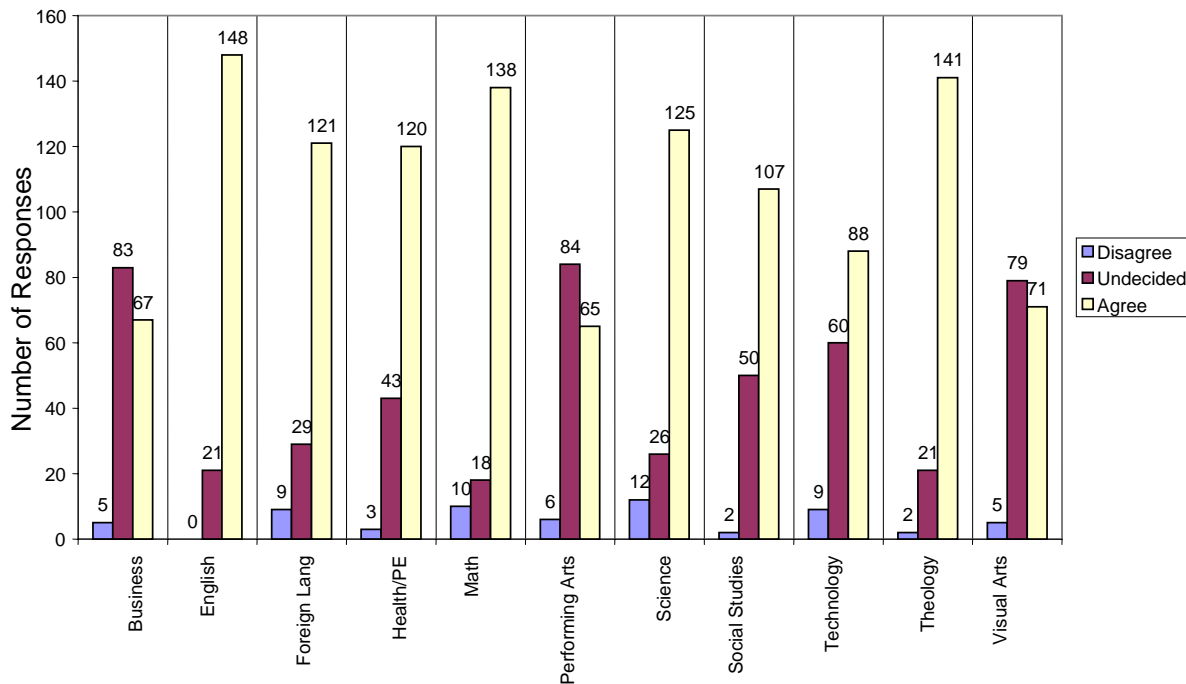
1. Dress Code
2. Cell phones/pagers
3. Tardies
4. Overall behavior of 2005-06 sophomores

Analysis and Implications of Data

This graph serves as our baseline for the next three years, to see if the infractions increase as the 2006-07 freshman and sophomore class become juniors and seniors.

4.

**2006 Parent Survey
Department Approval**



Strengths

1. Overall parents are very happy with the curriculum.
2. English and Theology received the highest approval rating.

Areas for Improvement

1. More people are undecided about the Business, Visual Arts, and Performing Arts.

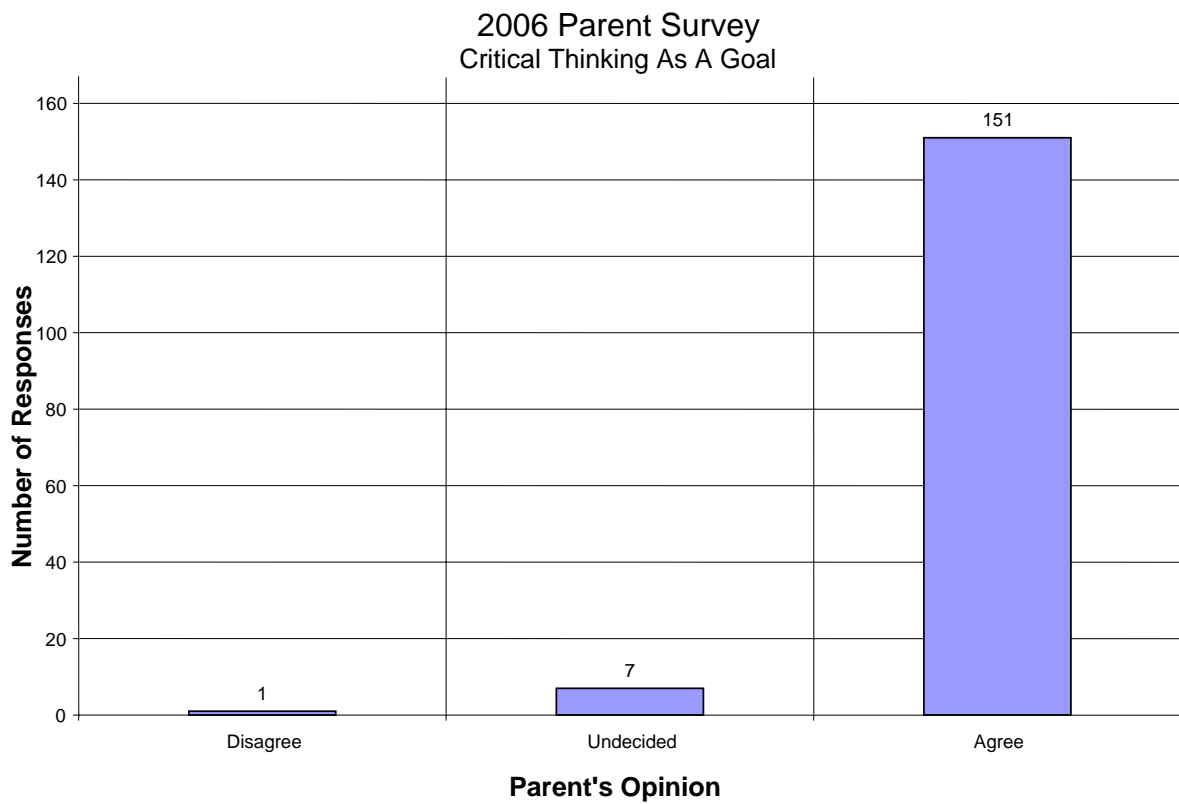
Analysis of Data

We need to concentrate on maintaining the excellence in all the departments, while promoting the Business, Visual and Performing Arts departments.

Implications

Since earning 2 credits in the arts are required for the honors diploma, more students will be exposed to the fine arts; thus resulting in parents becoming more aware of how these departments affect their children. The fine arts and business lends itself to developing relevant, hands-on problem-based critical thinking skills that can be taken into a post secondary school career.

5.



Strengths

1. Almost all parents see value in developing critical thinking skills.

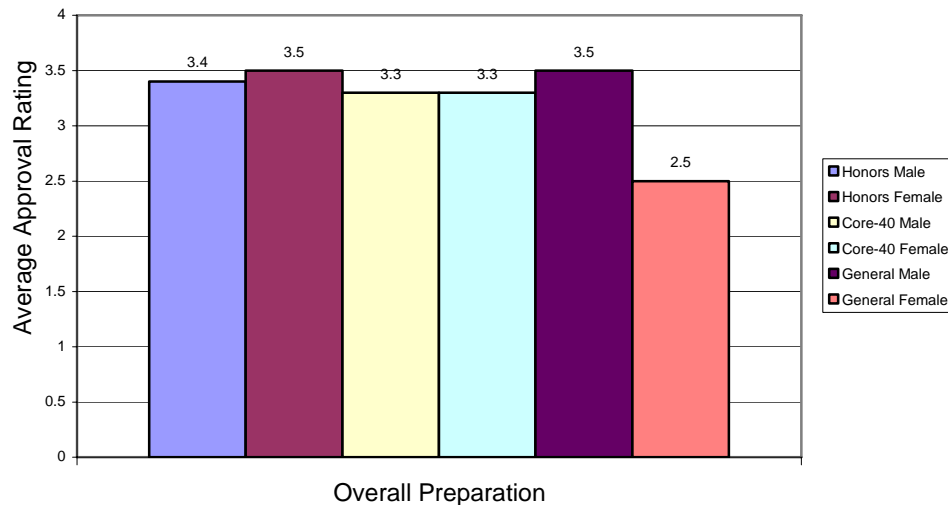
Analysis & Implications

Since our parents understand the value of developing critical thinking skills, it is important that we involve them in acquiring and implementing ideas and relevant practices.

Follow-Up of Former Students

1.

1999-2005 Alumni Survey



We surveyed BDHS alumni from the past 5 years (a total of 1,170 students). A total of 203 surveys were completed and returned (17% replied). We gathered data that highlighted problem areas in preparing our students for a post high school career.

Anything that was given a 2 or lower rating (based upon a 4-pt. scale) was classified by the administration as being significant.

Strengths

1. The majority of our students feel well prepared.
2. Very consistent scores support this.

Areas for Improvement

1. Female students that graduated with a general diploma were not as pleased about their preparation.

Analysis of Data

Frequent statements made by alumni concerning areas that pertain to curriculum are:

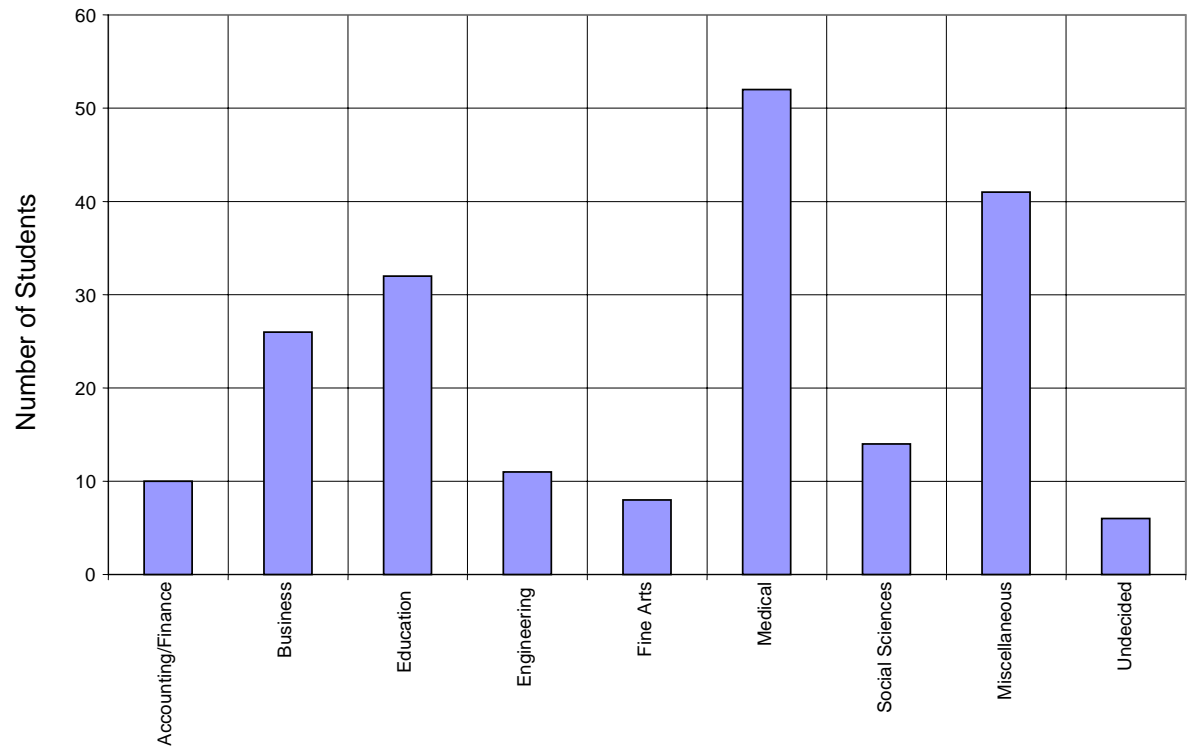
- “Concentrate on critical thinking skills.”
- “Offer social science courses (sociology & psychology).”
- “Offer more AP classes.”
- “More college prep classes.”
- “Require more group work.”
- “Offer more electives.”
- “Increase reading load in high school to prepare for higher demand in college.”
- “Require higher standards.”
- “More writing.”
- “More critical writing skills.”
- “Offer study skills and organizational-type classes.”

Implications

The aforementioned comments give us impetus for us to focus on critical thinking as a necessary skill for post secondary careers.

2.

1999-2004 Alumni Survey: Major In College



Analysis of Data

The graph shows the number and type of majors our former students are studying in college.

This is helpful to know this so that we can adjust our selection of curriculum based on our students' future plans.

Implications

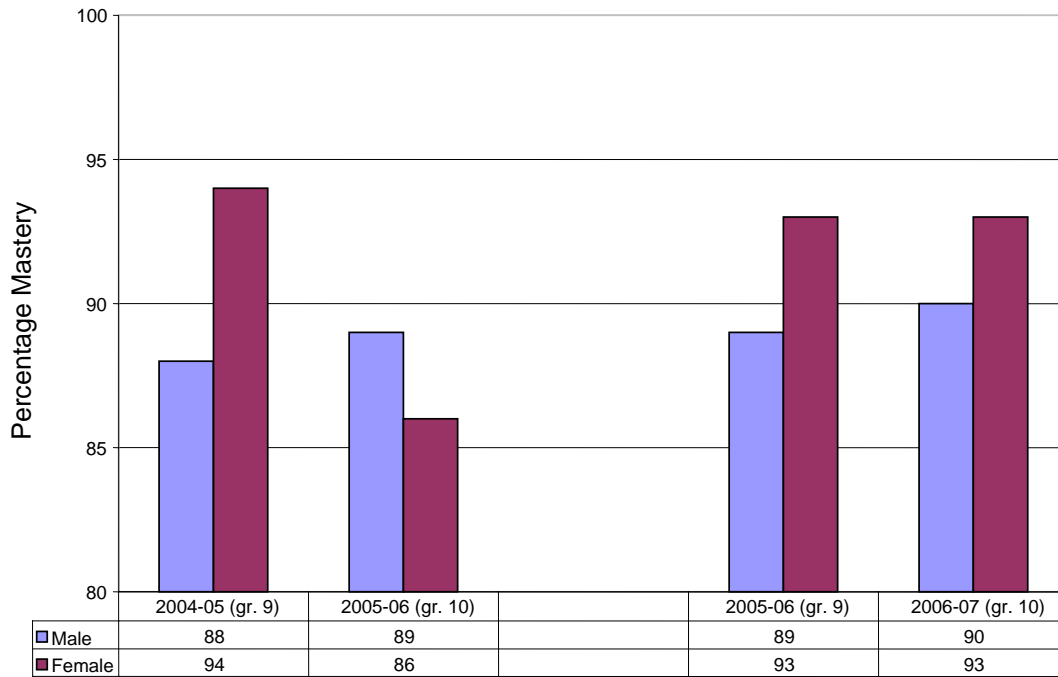
The data from this survey was analyzed by our Curriculum Committee in 2005. It was decided to turn our attention to build up our Business Department. Since 2005, we have added three classes: Marketing, Business Law, and Personal Finance.

Our Business Department began a chapter of the Future Business Leaders of America (FBLA) to Dwenger in 2005.

Student Data

1.

Problem Solving: ISTEP 2004-06



Cohort Groups: Gender

Strengths

1. All students perform near 90% mastery.
2. Male students consistently improved by 1%.

Areas for Improvement

1. Freshman male students did not perform as well as the freshman female students.
2. The female students did not show improvement.

Analysis of Data

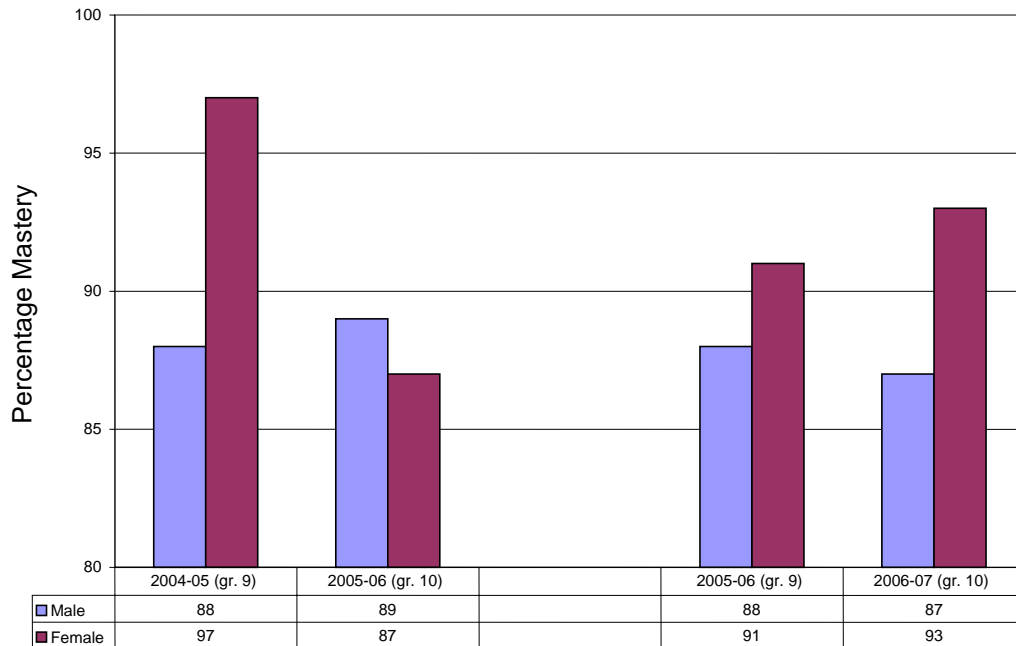
Incoming 9th grade boys are behind in their problem solving skills. Only small progress was made with the boys in the cohort groups. The girls either did not show improvement or remained unchanged.

Implications

Students need a strong set of problem solving skills in order to increase their ability to understanding the world around them. By increasing the rate in which students practice inductive and deductive reasoning; in addition to using counterexamples for compare and contrast, students can increase problem solving skills.

2.

Data Analysis and Probability: ISTEP 2004-06



Cohort Groups: Gender

Strengths

1. All students perform near 90% mastery.

Areas for Improvement

1. Freshman male students did not perform as well as the freshman female students in 3 of the past 4 years.
2. *Inconsistent* improvement trends.

Analysis of Data

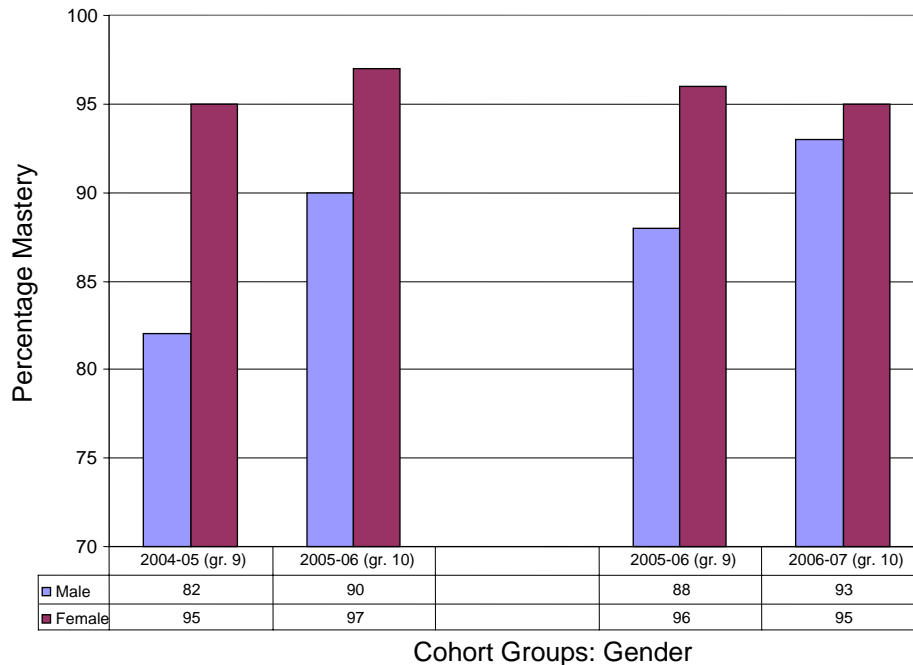
Most of the incoming 9th grade boys are behind in their data analysis skills. Either small progress or no improvement was made in the cohort groups.

Implications

Through the collection and analysis of data, students can learn to make sense of and interpret information. This will enable them to make and *critically* examine statistical arguments.

3.

Reading Comprehension: ISTEP 2004-06



Strengths

1. Female students consistently had high percentage mastery.
2. Male students consistently improved.

Areas for Improvement

1. Freshman male students had lower scores.

Analysis of Data

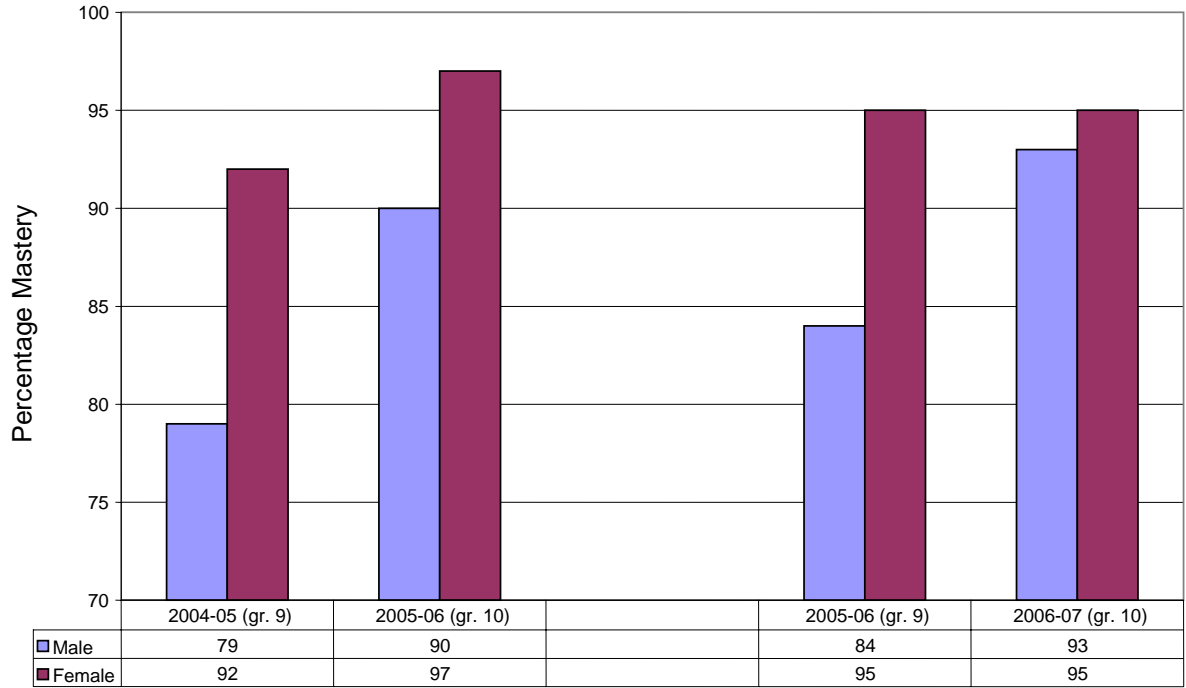
There is great disparity between the incoming females and males. Although the males show great improvement after one year, they are still lagging behind the females in reading comprehension skills.

Implications

In order to think critically, students must first be able to compare and contrast, analyze text, and understand what is read or written. Strong comprehension skills are necessary to make reasonable statements and draw conclusions from given information.

4.

Literary Response & Analysis: ISTEP 2004-06



Cohort Groups: Gender

Strengths

1. Female students consistently had high percentage mastery.
2. Male students consistently improved.

Areas for Improvement

1. Freshman male students had much lower scores than their female counterparts.
2. Male students' scores were greatly worse than the female students in 3 of the 4 years.

Analysis of Data

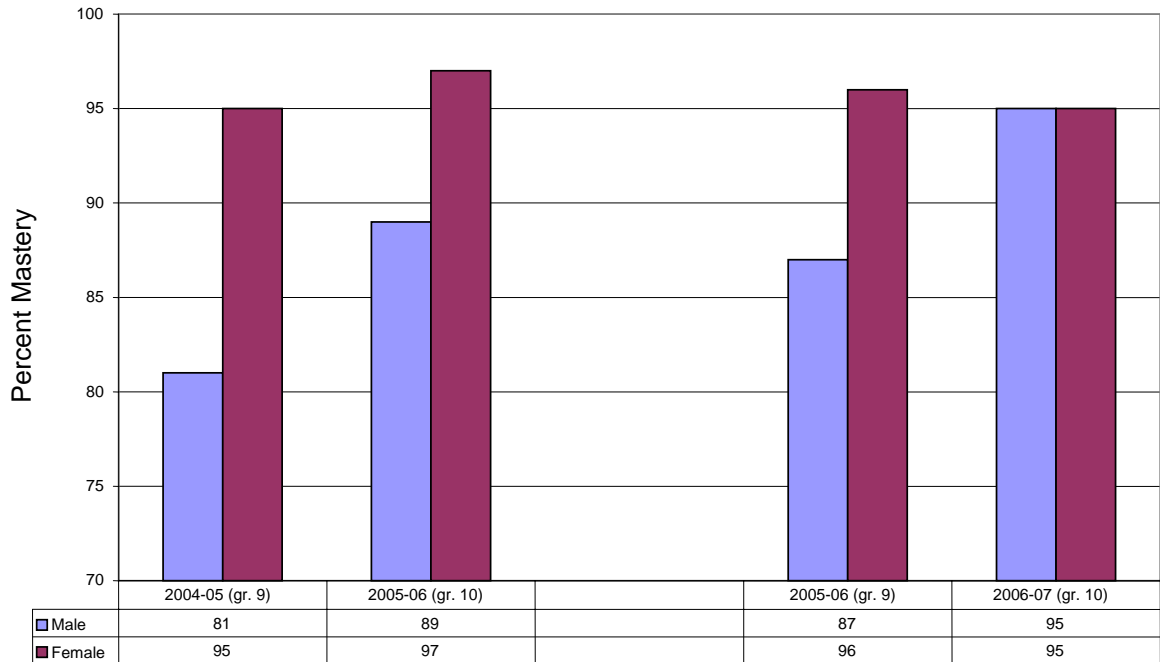
There is great disparity between the incoming females and males. Although the males show great improvement after one year, they are still lagging behind the females in literary response and analysis skills.

Implications

In order to think critically, students must first be able to compare and contrast, analyze text, and understand what is read or written. Strong critical thinkers can identify key concepts and analyze given information that lead to deductive reasoning.

5.

Writing Applications: ISTEP 2004-06



Cohort Groups: Gender

Strengths

1. Female students consistently had high percentage mastery.
2. Male students consistently improved.

Areas for Improvement

1. Freshman male students had much lower scores than their female counterparts.
2. Male students' scores were greatly worse than the female students in 3 of the 4 years.

Analysis of Data

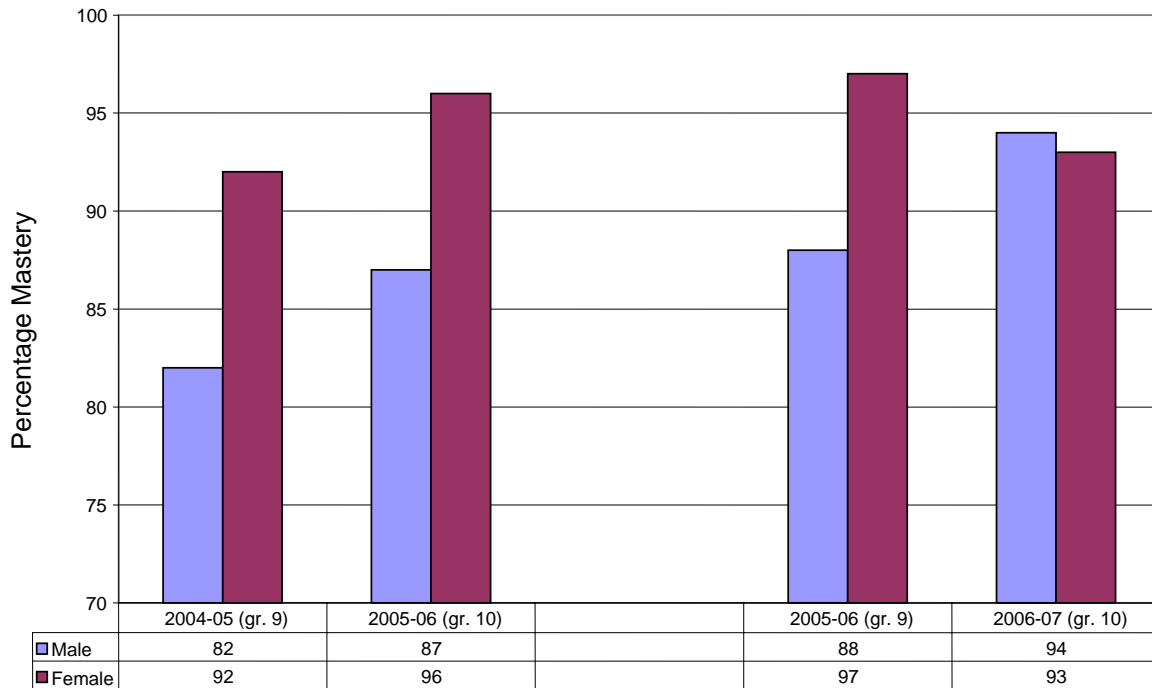
There is great disparity between the incoming females and males. Although the males show great improvement after one year, they are still lagging behind the females in writing applications.

Implications

In order to think critically, students must first be able to read and write critically. Students must be able to state a well-defined thesis; as well as present (detailed) accurate and unbiased evidence, examples, and reasoning to support their thesis.

6.

Writing Process: ISTEP 2004-06



Cohort Groups: Gender

Strengths

1. Female students consistently had high percentage mastery.
2. Male students consistently improved.

Areas for Improvement

1. Freshman male students had much lower scores than their female counterparts.
2. Male students' scores were greatly worse than the female students in 3 of the 4 years.

Analysis of Data

There is great disparity between the incoming females and males. Although the males show great improvement after one year, they lagged behind the females in the writing process 3 out of past 4 years.

Implications

In order to think critically, students must first be able to read and write critically. Students must be able to write a balanced paper, based on original thought and accurate (unbiased) research. Strong critical thinkers can identify topics and evaluate questions; which lead to finding answers that support the thesis.

7.

EIGHTH GRADE ISTEP PERCENTAGE PASSED ENGLISH/LANGUAGE

SCHOOL	2003-04	2004-05	2005-06	2006-07
St. Charles	90	91	86	94
St. Vincent	86	88	89	92
St. Jude	91	93	97	85
St. John (N.H.)	93	75	90	96
Queen of Angels	77	91	78	97
Most Precious Blood	78	81	100	81
St. Joseph - St. Elizabeth	83	91	88	89
St. Mary's Avilla	70	90	92	n/a

EIGHTH GRADE ISTEP PERCENTAGE PASSED MATHEMATICS

SCHOOL	2003-04	2004-05	2005-06	2006-07
St. Charles	91	93	88	93
St. Vincent	95	95	91	95
St. Jude	93	88	95	91
St. John (N.H.)	90	92	93	100
Queen of Angels	87	94	78	97
Most Precious Blood	78	88	93	94
St. Joseph - St. Elizabeth	97	97	92	89
St. Mary's Avilla	80	90	92	n/a

Analysis & Implications of Data

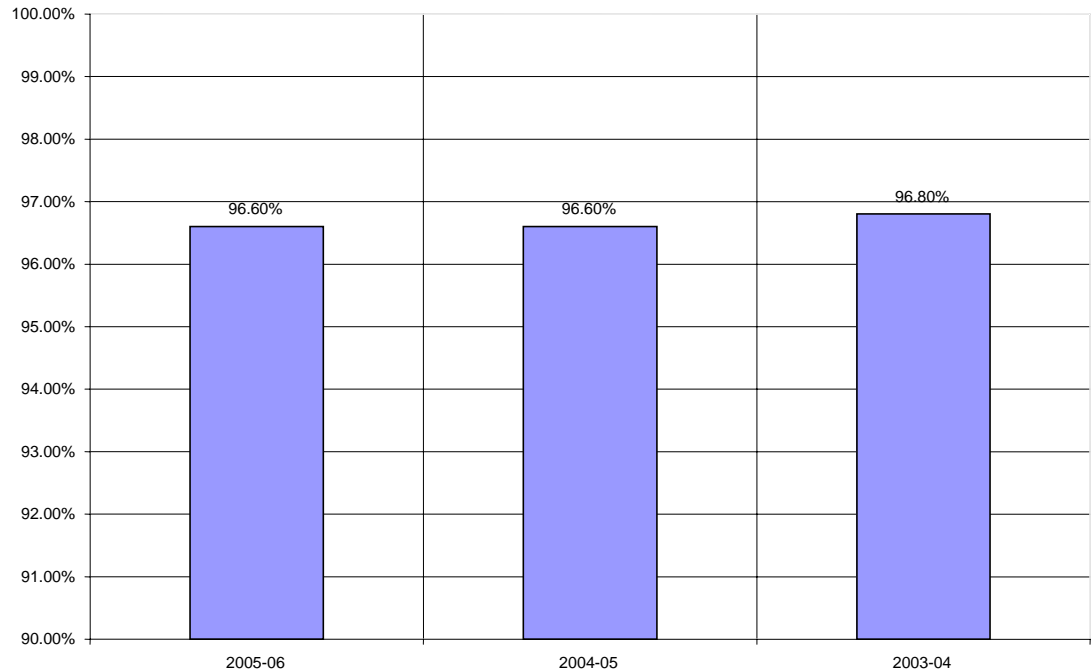
This data is important so that we can see the progress at our feeder schools. Many of our feeder schools are unified in goal selection, so it's relevant to see if one school is making progress or needs assistance from Dwenger.

Since Dwenger will normally enroll 70% of the 8th graders in our feeder schools, it's essential for our freshman teachers to have this data.

Starting in Fall 2007, the freshman English and Math teachers will receive an ISTEP (category) break-down of each freshman that did not pass. This will assure that their needs will be met and improve in these categories before taking the GQE their sophomore year.

1.

Attendance Trends: 2003-06



Strengths

1. Female students consistently had high percentage mastery.
2. Male students consistently improved.

Areas for Improvement

1. Freshman male students had much lower scores than their female counterparts.
2. Male students' scores were greatly worse than the female students in 3 of the 4 years.

Analysis of Data

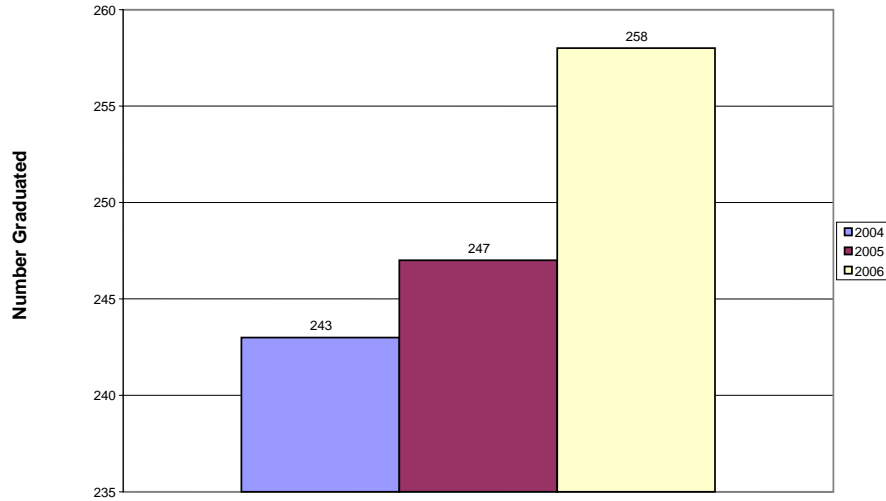
There is great disparity between the incoming females and males. Although the males show great improvement after one year, they lagged behind the females in the writing process 3 out of past 4 years.

Implications

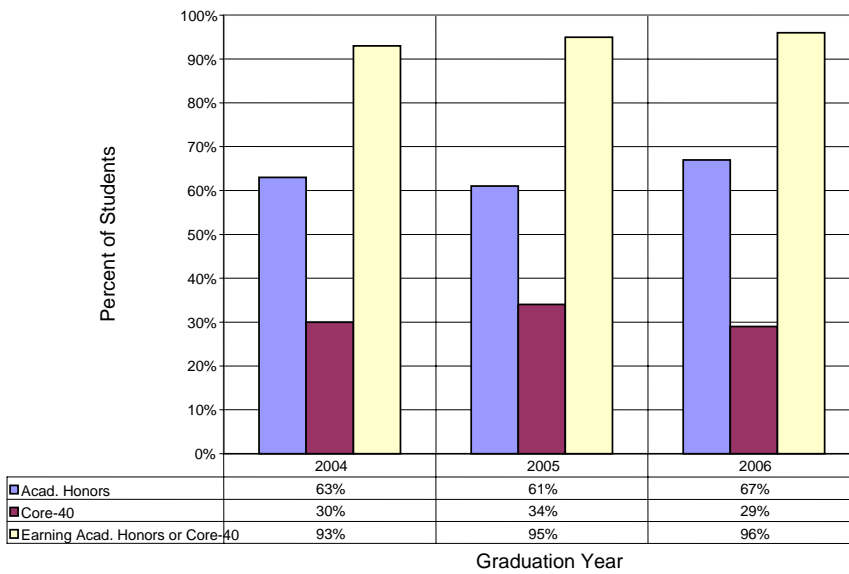
In order to think critically, students must first be able to read and write critically. Students must be able to write a balanced paper, based on original thought and accurate (unbiased) research. Strong critical thinkers can identify topics and evaluate questions; which lead to finding answers that support the thesis.

2.

Graduation Rates: 2004-06



Diploma Trends: 2004-06



Analysis and Implications of Data

Our graduation numbers will continue to rise as our enrollment increases.

The greatest testimony to our excellence is the achievements of our students. This degree of excellence is reflected in the high rate of graduation. According to student records, 99% of the class of 2005 (249) earned diplomas: 60% earned an honors diploma; 35% earned a core-40 diploma; 5% earned a general diploma. In 2006, 97% of the (263) seniors earned diplomas: 67% earned an honors diploma; 29% earned a core-40 diploma; 4% earned a general diploma. On average, 97% of students go on to higher education: 92% attend four year colleges, and 5% attend technical or junior colleges).

3.

SAT Trends: 2004-06



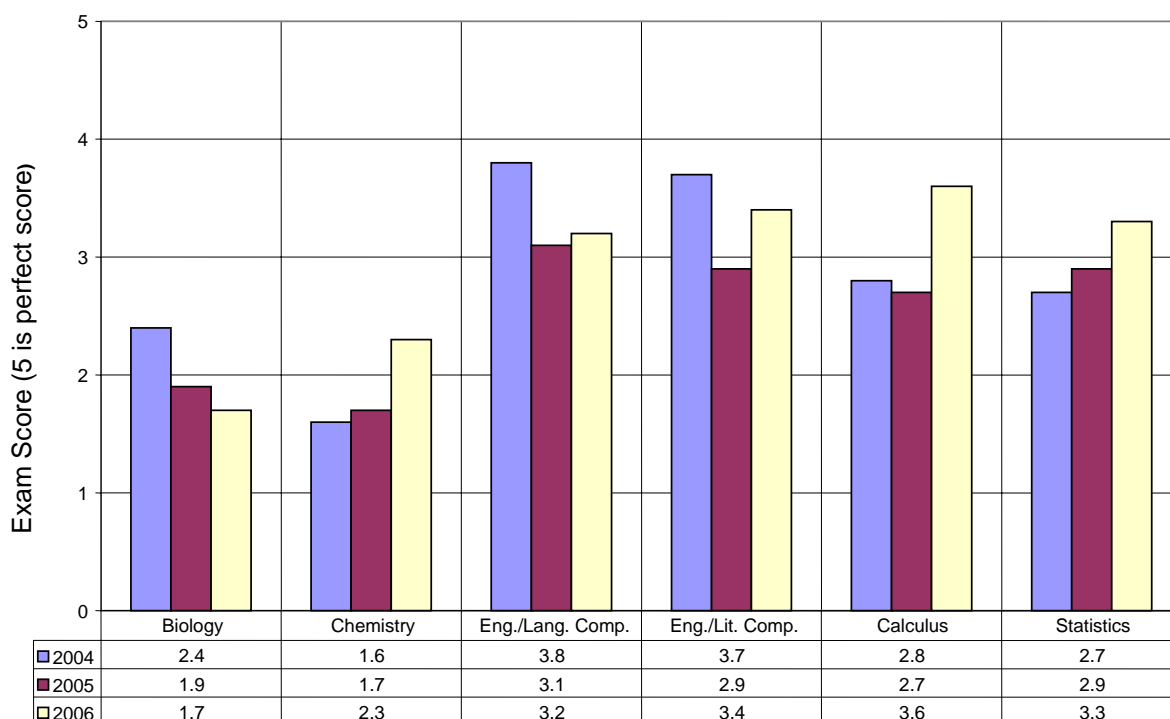
Analysis and Implications of Data

Our average SAT scores have been one of the highest in the area. The Critical Reading /Verbal score should improve over the next five years since we will focus on critical thinking through implementing reading comprehension, making inferences, deductive reasoning, and compare and contrast strategies.

Instructional Data

1.

Advanced Placement Exam Trends: 2004-06



Strengths

1. Calculus
2. Statistics
3. English/Language Composition
4. English/Literature Composition

Areas for Improvement

1. Biology

Analysis of Data

The math department is doing very well at preparing their AP students. Although the chemistry score is improving, the biology is not. The Calculus score made the greatest leap.

Any score of 3 < is passing.

Implications

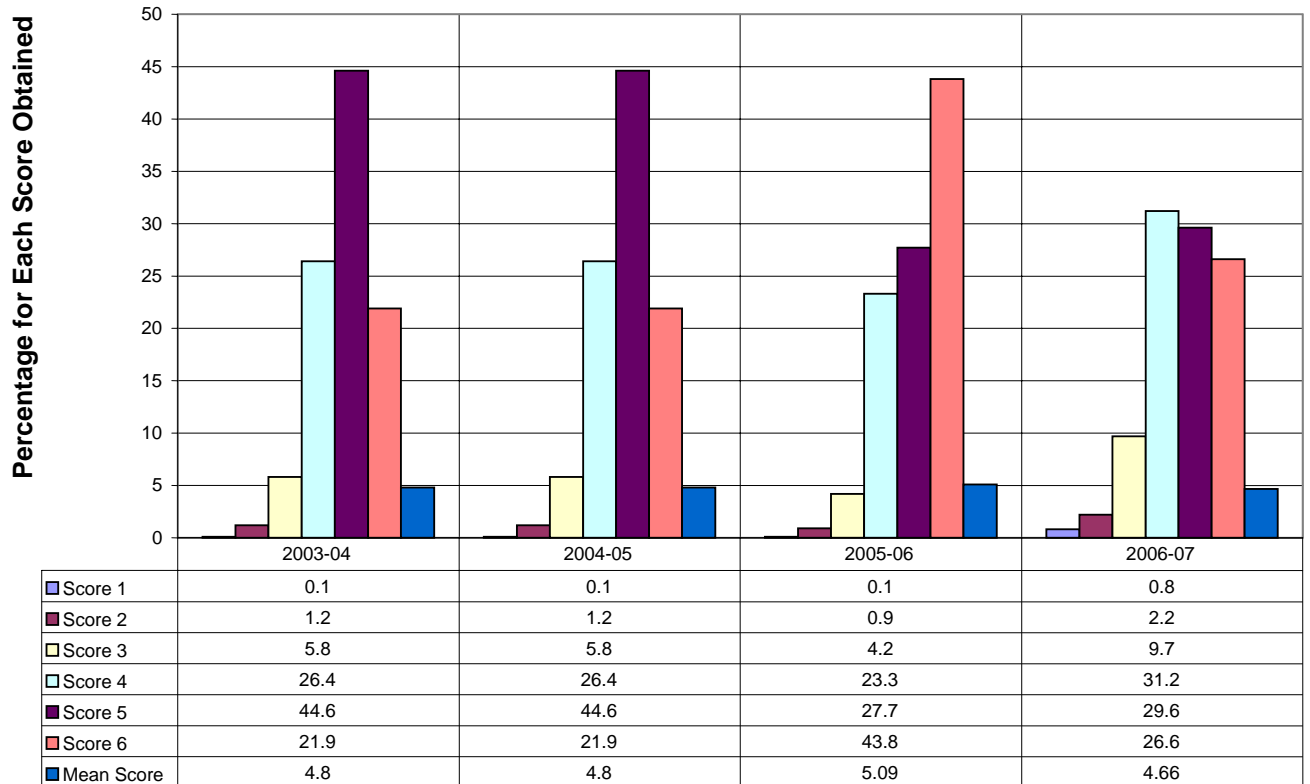
The number of AP classes offered supports and encourages student achievement and motivation. Current procedures which support Honors/AP Classes are to be maintained. This provides the school with a pool of academic tutors and many role models for setting academic priorities.

The science department will need to address AP biology.

The calculus students are required to attend a "Calculus Club" session in the morning whenever they score less than a B on a quiz or test. The "club" may contribute to the significant improvement.

2.

Criterion Results: 2003-06



Data Narrative

The school incorporated the use of Criterion (ETS Online Writing Evaluation) in 2003-2004. The school decided to implement the program with the 9th grade, and then continue its use as the grade level moved through high school. All grades will use Criterion by 2006-07 to help the teachers assess in the writing process. Because the inclusion of Criterion continues, Dwenger will maintain its focus on writing into the next cycle of improvement.

Criterion's impact on student learning: Students are using tools such as graphic organizers and handbook (on Criterion) to plan out their essays in less time and with greater ease. Students are spending more time writing and less time searching for mistakes.

Triangulation

Data Point #1: ISTEP +

Data Point #2: Alumni Survey

Data Point #3: SAT

Goal: All students will improve their critical thinking skills across the curriculum.

Analysis & Conclusion:

1. Based upon this data, Bishop Dwenger must continue writing across the curriculum to support higher quality of writing. Students must be exposed, on a regular basis, to the thought process and technique in understanding critical thinking concepts of compare/contrast, cause and effect, and making inferences.
2. Based upon our data from surveys, it is determined that critical thinking skills are necessary to succeed a post secondary school career.
3. Based upon the unique insight data, our students are not making prudent decisions. As students' critical thinking improves so will their reasoning skills; thus enabling them to draw conclusions on the immediate and long term affects of their actions.
4. Based upon this data, Bishop Dwenger must focus on the following areas to improve critical thinking skills across the curriculum: reading comprehension, problem solving, analyzing data and probability, literary response, writing application, and writing process.
5. Gender academic concerns are to be investigated with strategies implemented to increase levels of mastery for males in problem solving, data analysis, reading comprehension, literary response, and writing. Students identified as struggling (using data from feeder schools) will be documented and tracked to determine measurable gains in areas of concern, and critical thinking skills.

Appendix A

PL221 Committee Assignments

Steering Committee

Fred Tone
Jason Schiffli
Chris Svarczkopf
Amy
Gonzagowski
Ann Noble
Joe Schaller
Melissa Wheeler
Diana Wallace
Jim LaMarca
Mary Sturm

G 1-1: Amy & Melissa

<u>1.1</u>	<u>1.2</u>	<u>1.3</u>
Mike Obergfell	Erin Brady	Larry Windmiller
Karen Martino	Matt Kostoff	Marcy Adams
Katie Kearney	Vicki Kuker	Andy Johns

G 1-2: Jason, Ann & Joanne

<u>2.1</u>	<u>2.2</u>	<u>2.3</u>
Lori Williams	Nathan Arata	Nathan Conroy
Lora McGuire	Dan Loney	Dominick Manco
Dave Moyer	Christine Russell	Karen Richardville Charles Ehinger

Social Committee

Anne Kirk

Laura Elden
Barb Federspiel
Dave Scaggs
Pat Wilson
Melissa Wiehe
Anne Ehinger
Dennis Fech
Ryan
VanAntwerp
Lynette Bakle

G 1-3: Joe & Diana

<u>3.1</u>	<u>3.2</u>	<u>3.3</u>
John Bennett	Tim Leffers	Cindy Renshaw
Don Shorter	Kurt Leffers	Doris Derheimer
Maryellen Wright	Dave Scudder	Barb Loomis
<u>3.4</u>	<u>3.5</u>	<u>3.6</u>
Anna Voelker	MaryKay Loney	Maryann Spohn
Kelly Fogarty	John Minnick	Carrie Bleeke
Diane Stein	Theresa Roberts	Edie Andrews
Beth Peters		Christina Roche

**Technology
Committee**

Mary Sturm
Jeff Lauer
Liz Delaney

Fernanda Acosta

Maintainance Goals: Chris

Responsibility - Chris
Service hours - Nancy Yorke & Joe
Garcia
Saints on the Move - Jessica Hayes
ACRE Test - Melissa Wheeler, Gloria Dodd & Chad Chenowith
Discipline tracking - Tom Kenny
Vandalism - Nick Lamb
Peer Mediation - Arlene Kuntzman
At-Risk student performance - Bob Meyer
Freshman Mentoring - John Tone & Mike Obergfell
Attendance - Karin Bouza
Student of the Month - Lisa Polhamus
Student Council Resp - Bobbi Florea
On-line student election - Patti Veerkamp

Writing Across the Curriculum: Jim

Criterion Writning - English Dept
Edline - Kathy Klemme
Use of computer labs - Andrea Weadock
Use of internet for class homework, paper, projects - Lara
Fairchild

Appendix B

Technology as a Learning Tool

The current status of technology in the school has been addressed in the school profile. Unless specified in the Action Plan, the school will use technology as tool in order to assist with student growth in all goal areas.

Safe and Disciplined Learning Environment

The current status of the school has been addressed through climate surveys given to the staff, parents, and students. This information can be found in the school profile. The school will continue to use established methods, both preventive and reactionary, to maintain a safe and orderly environment as it has done in the past. New methods will be addressed in the future.

Benchmarks for Progress

Mentioning benchmarks in goals is not permitted within the NCA protocol. Each year the school will assess student achievement through the use of the NCA software. The data analysis software will provide the means for a school to determine if the student growth is significant or not. If it is not significant, statistically, adjustments will be made in the interventions in order to strengthen the plan and continue to work towards student growth with the goal areas.

