

INTER-LAKES HIGH SCHOOL PROFILE



Our Vision Statement

Every person at Inter-Lakes High School will affect positive change in self, school and society.

School-Wide Learning Goals:

We are a community of Critical Thinkers

We are a community of Effective Communicators

We are a community of Responsible and Respectful Individuals

Mission

The mission of the Inter-Lakes School District is to foster quality teaching and learning, promote social responsibility and encourage personal growth.

At Inter-Lakes High School we will accomplish this through emphasizing Relationships, Rigor, Relevance and Reflection in an atmosphere of Respect, Integrity, Dignity and Ethical Behavior

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INTER-LAKES HIGH SCHOOL PROFILE

DEMOGRAPHICS

The Inter-Lakes School District is located in the Central Lakes Region of New Hampshire. Three towns make up the district: Center Harbor, Meredith, and Sandwich. According to the 2005 census, the towns in which the Inter-Lakes School District is located had a population of approximately 9071 (<http://www.nh.gov>). [Center Harbor: 1108, Meredith: 6615, Sandwich: 1348] The median age of our towns are: Center Harbor: 44.6, Meredith: 42.5, Sandwich: 47.2. Our towns have median household incomes of: Center Harbor: \$51,806, Meredith: \$42,758, and Sandwich: \$47,292. With the following families below poverty level: Center Harbor: 4.4%, Meredith: 4.2% and Sandwich: 3.5%. The unemployment rate in 2005 was: Center Harbor: 3.5%, Meredith: 2.9% and Sandwich: 3.1%. The largest employers in our towns are: Center Harbor: EM Heath, Inc., Meredith: Vutek, Sandwich: Town of Sandwich.

The Students

The Inter-Lakes School District as of October 1, 2006 serves 1241 students in 4 schools: 420 elementary, 374 middle, and 447 senior high. Five years ago, 1340 students were served by the district. This 99 student decrease in overall district enrollment during the last five years is shown below in Figure 1.

Inter-Lakes High School is comprised of grades 9 -12 and is housed in the Inter-Lakes Jr/Sr High School building, which serves grades 7 -12.

Figure 1: Inter-Lakes High School Enrollment

Inter-Lakes High School Student Enrollment

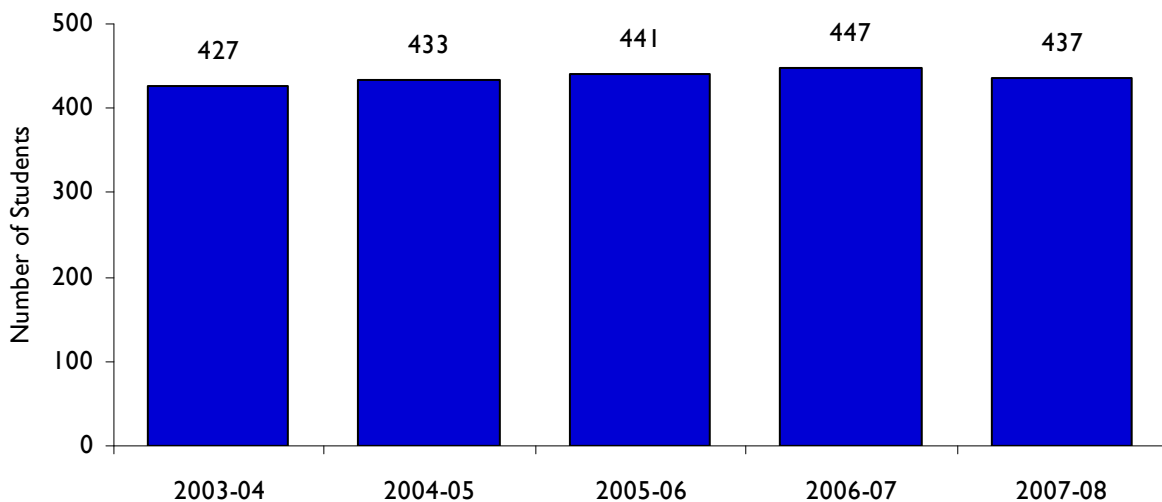


Figure 2, shows the number of males and females enrolled over time.

Figure 2: Student Enrollment Percentage by Gender

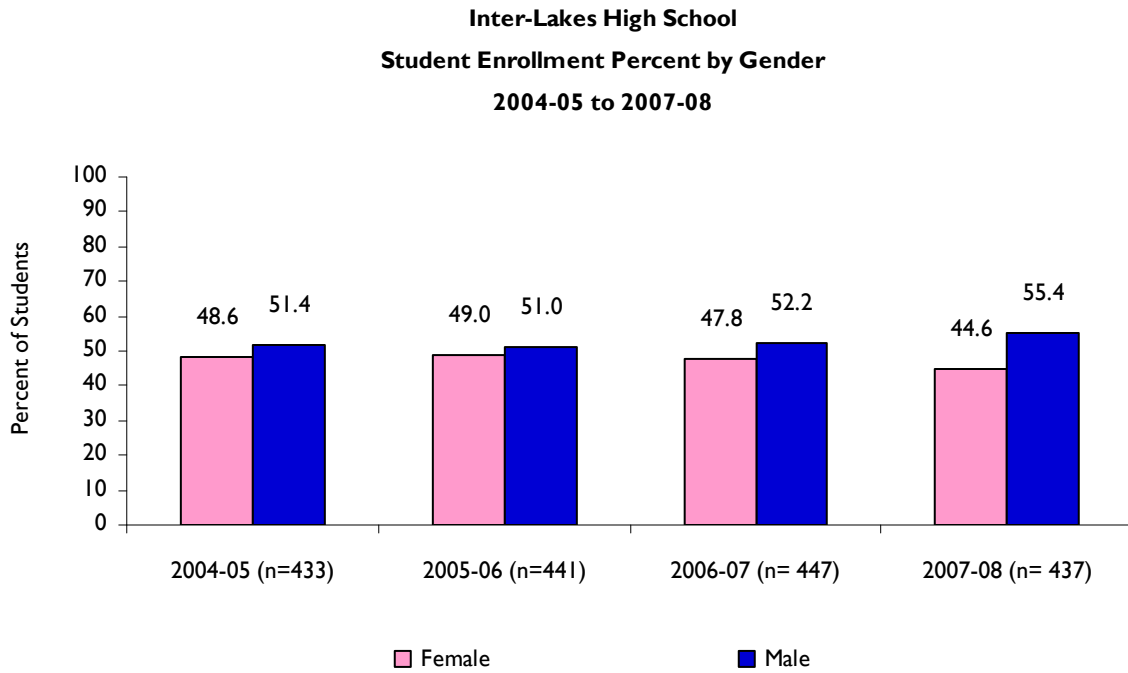


Figure 3 shows that the current student population is predominantly Caucasian. Over the last five years there has been very little change in the percentage of students by ethnicity.

Figure 3: Student Enrollment by Ethnicity

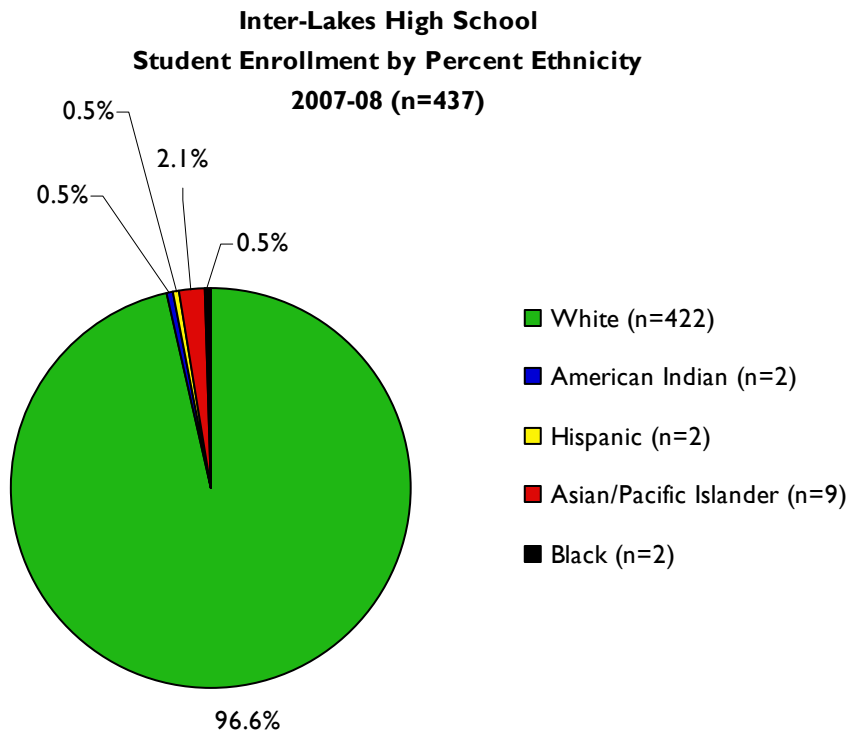
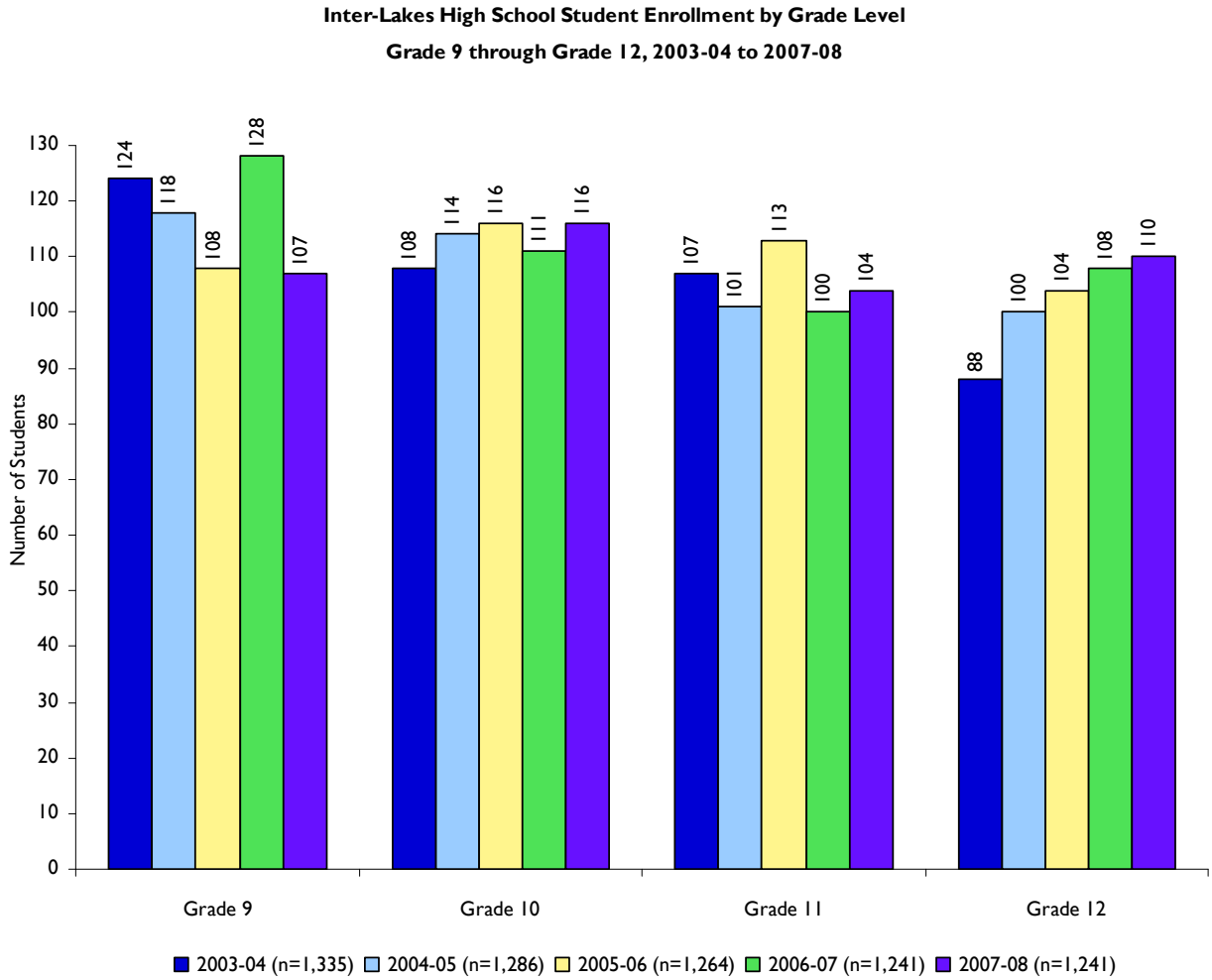


Figure 4 shows the number of students enrolled by grade level over time.

Figure 4: Student Enrollment by Grade Level



Figures 5 and 6 (located on the following page) reorganizes the data in Figures 4 and 5 to look at the groups of students progressing through the grades over time (*cohort analysis*).

- YOG 2015=** Kindergarten 2001-02, grade one 2002-03, grade two 2003-04, grade three 2004-05, grade four 2005-06, grade five 2006-07.
- YOG 2014 =** Grade one 2001-02, grade two 2002-03, grade three 2003-04, grade four 2004-05, grade five 2005-06, grade six 2006-07.
- YOG 2013=** Grade two 2001-02, grade three 2002-03, grade four 2003-04, grade five 2004-05, grade six 2005-06, grade seven 2006-07.
- YOG 2012=** Grade three 2001-02, grade four 2002-03, grade five 2003-04, grade six 2004-05, grade seven 2005-06, grade eight 2006-07.
- YOG 2011=** Grade four 2001-02, grade five 2002-03, grade six 2003-04, grade seven 2004-05, grade eight 2005-06, grade nine 2006-07.
- YOG 2010=** Grade five 2001-02, grade six 2002-03, grade seven 2003-04, grade eight 2004-05, grade nine 2005-06, grade ten 2006-07.
- YOG 2009** Grade six 2001-02, grade seven 2002-03, grade eight 2003-04, grade nine 2004-05,
= grade ten 2005-06, grade eleven, 2006-07.
- YOG 2008** Grade seven 2001-02, grade eight 2002-03, grade nine 2003-04, grade ten 2004-05,
= grade eleven 2005-06, grade twelve 2006-07.

Figure 5: Student Cohorts A to D

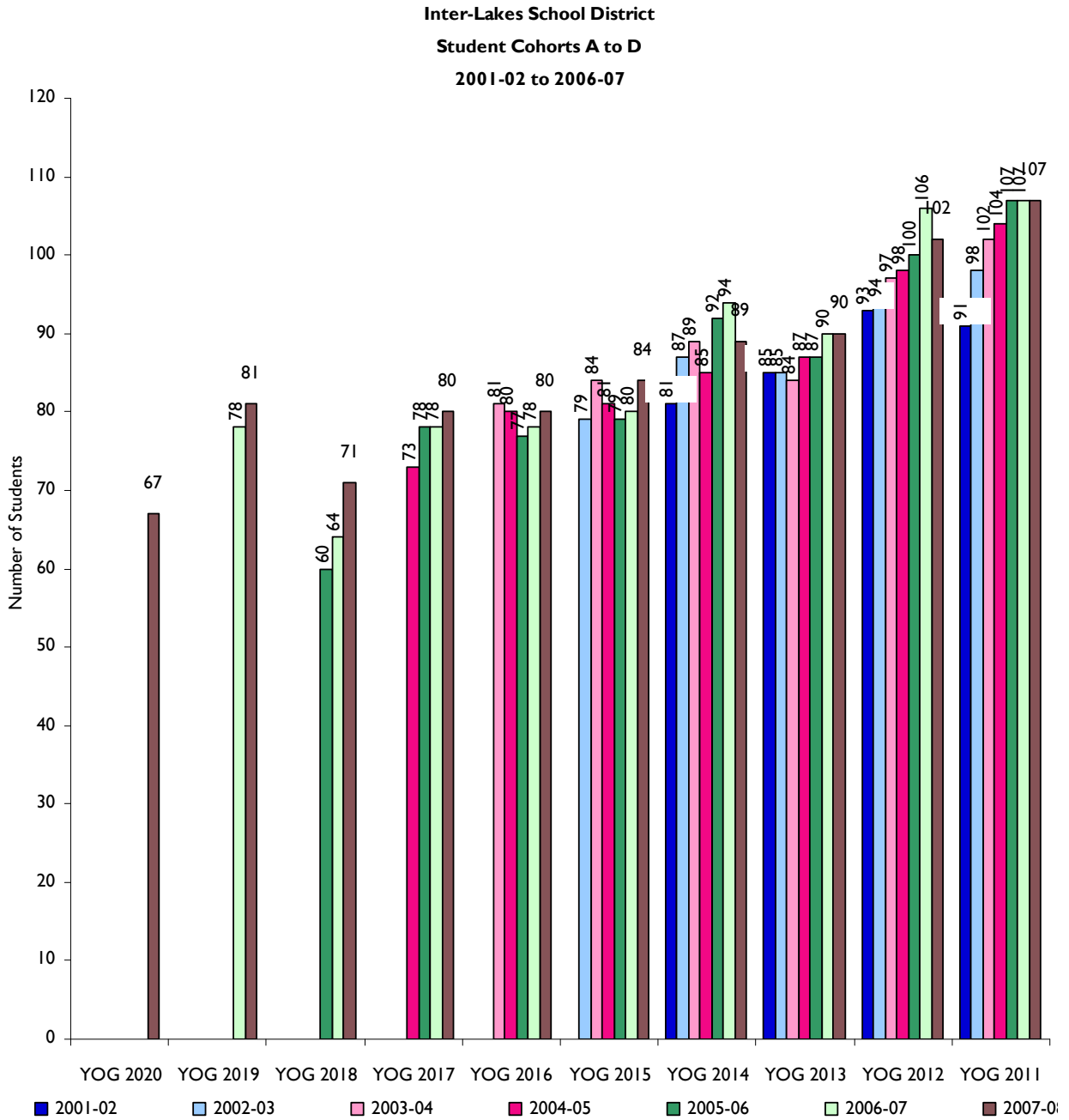


Figure 6: Student Cohorts E to H

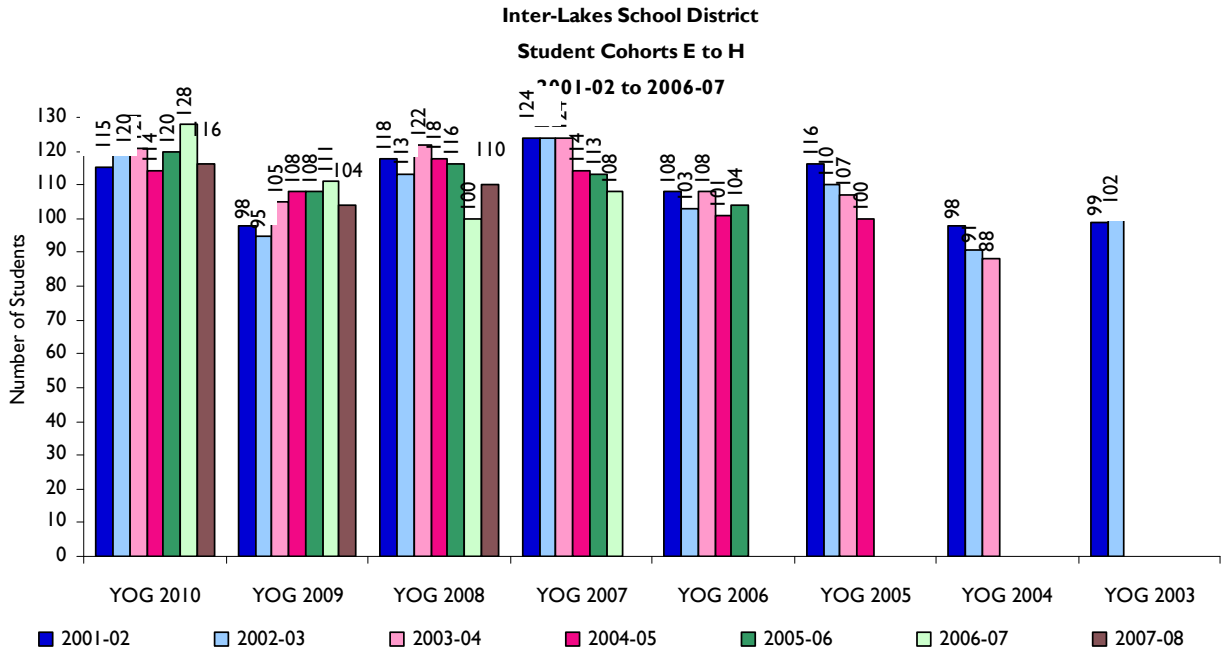


Figure 7 shows the number of students enrolled in Inter-lakes High School by grade level.

**Figure 7: ILHS Student Enrollment by Grade Level
Inter-Lakes High School Student Enrollment by Grade Level**

School	Grade Level	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Inter-Lakes High School	9	116	103	124	118	108	128	107
	10	98	110	108	114	116	111	116
	11	99	91	107	101	113	100	104
	12	92	102	88	100	104	108	110
	Total	405	406	427	433	441	447	437

(Figure 8) By analyzing grade level and gender, one can see minor fluctuations in the percentage of males and females over time, within and across any grade level.

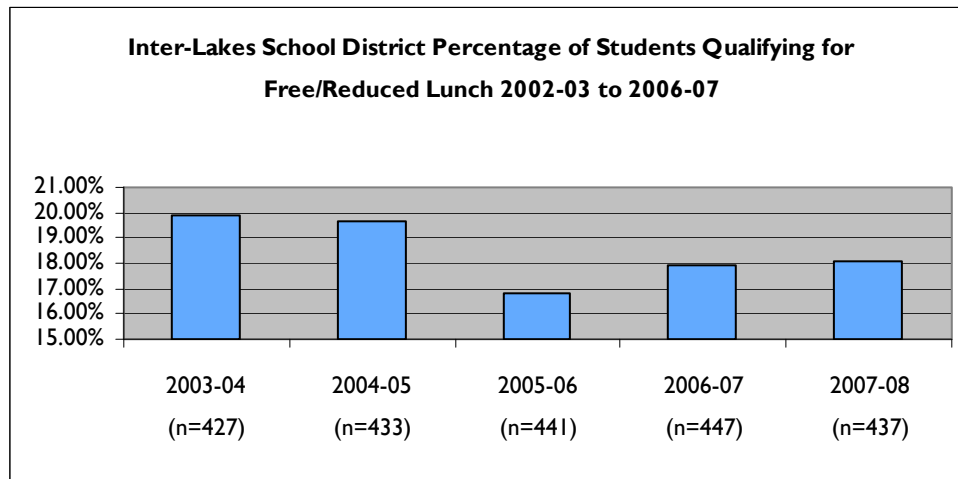
Figure 8: ILHS Enrollment by Grade and Gender

**Inter-Lakes High School District Student Enrollment by Grade Level and Gender
2004-05 to 2007-08**

School	Grade Level	2004-05		2005-06		2006-07		2007-08	
		MALE	FEMAL E	MALE	FEMAL E	MALE	FEMAL E	MALE	FEMAL E
Inter-Lakes High School	9	47%	53%	52%	48%	62%	38%	57%	43%
	10	50%	50%	51%	49%	49%	51%	60%	40%
	11	47%	53%	52%	48%	50%	50%	53%	47%
	12	57%	43%	48%	52%	48%	52%	51%	49%

The percentage of students qualifying for free/reduced lunch is shown below in Figure 9.

Figure 9: Percentage of Students Qualifying for Free/Reduced Lunch
Figure 9



Attendance

Average percentage of days present for students is shown in Figure 10.

Figure 10: Attendance by Year

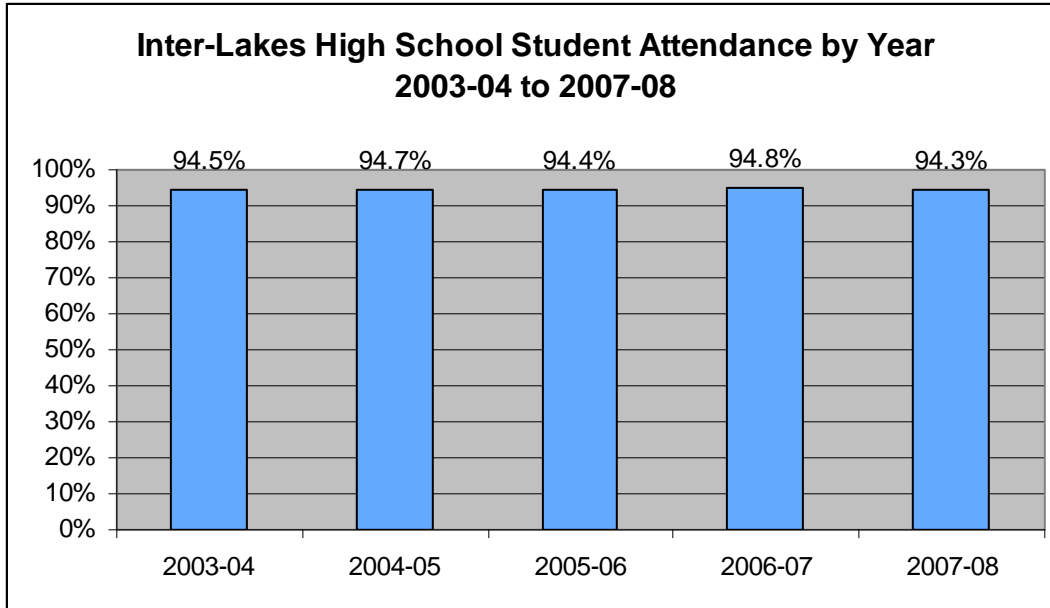


Figure 11 shows the percent of days students are present by school and grade. Schools are open for 180 instructional days each year.

Figure 11: ILHS Attendance by Grade

Inter-Lakes School District Average Percentage of Days Present by School & Grade Level

School	Grade Level	2006-07	2007-08
Inter-Lakes High School	9	95.3%	94.5%
	10	94.8%	94.6%
	11	94.8%	94.5%
	12	94.1%	93.4%

Discipline

Inter-Lakes School District now uses a student management system to track discipline issues.

Figure 12 shows the number of in school suspension incidents by grade level and gender.

Figure 12: In-School-Suspension by Gender

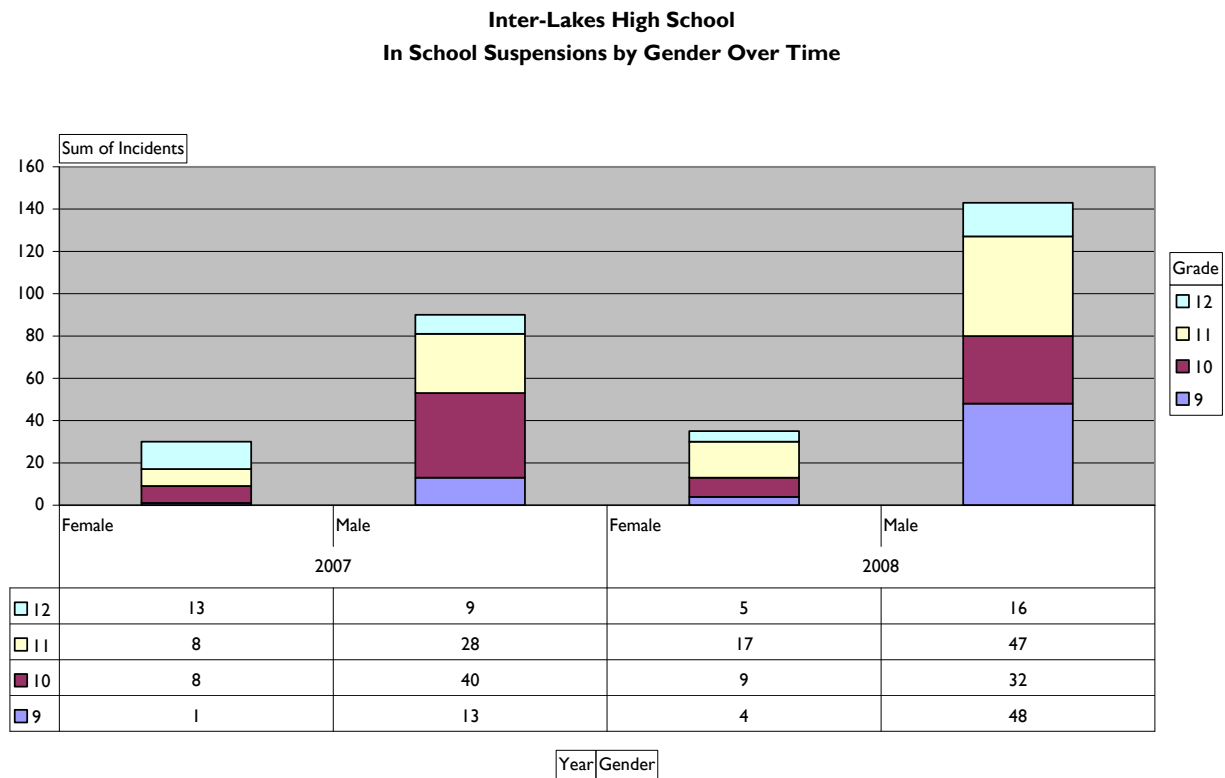
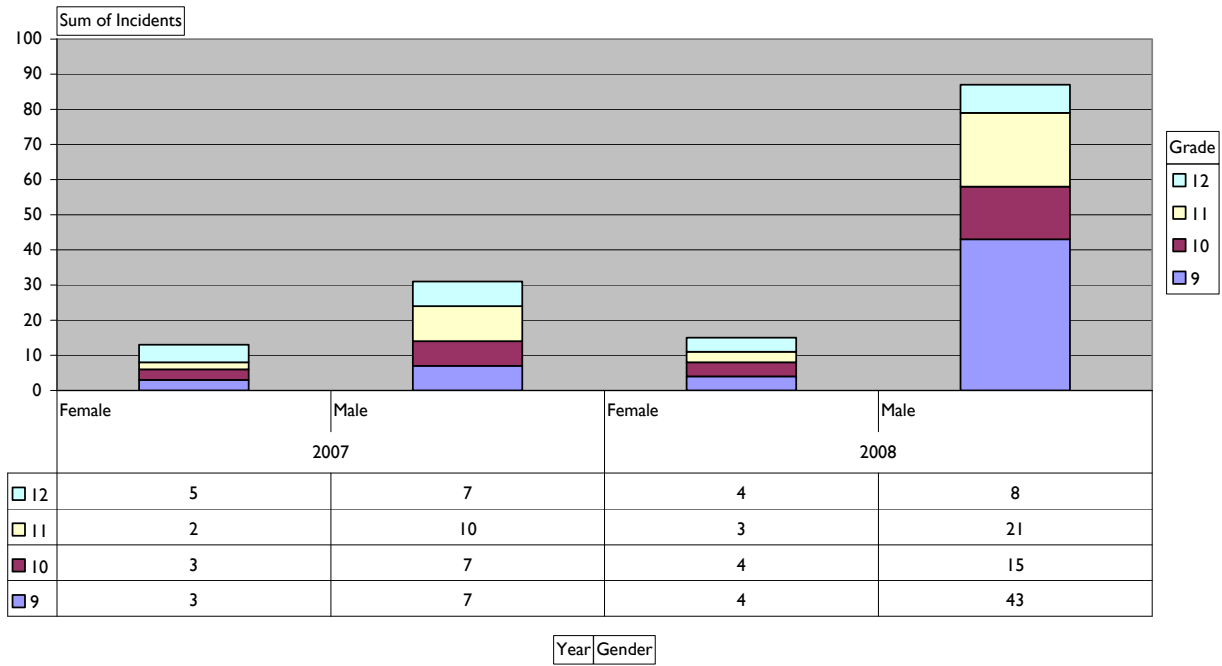


Figure 13 shows the number of out of school suspension incidents by grade level and gender.

Figure 13: Out- of-School Suspension by Gender

Inter-Lakes High School
Out of School Suspension by Gender Over Time



Special Programs

Our district offers special programs that help each child meet with success in their academic careers. These programs include Special Education, Title I, 504 Plans, and Advanced Placement Courses.

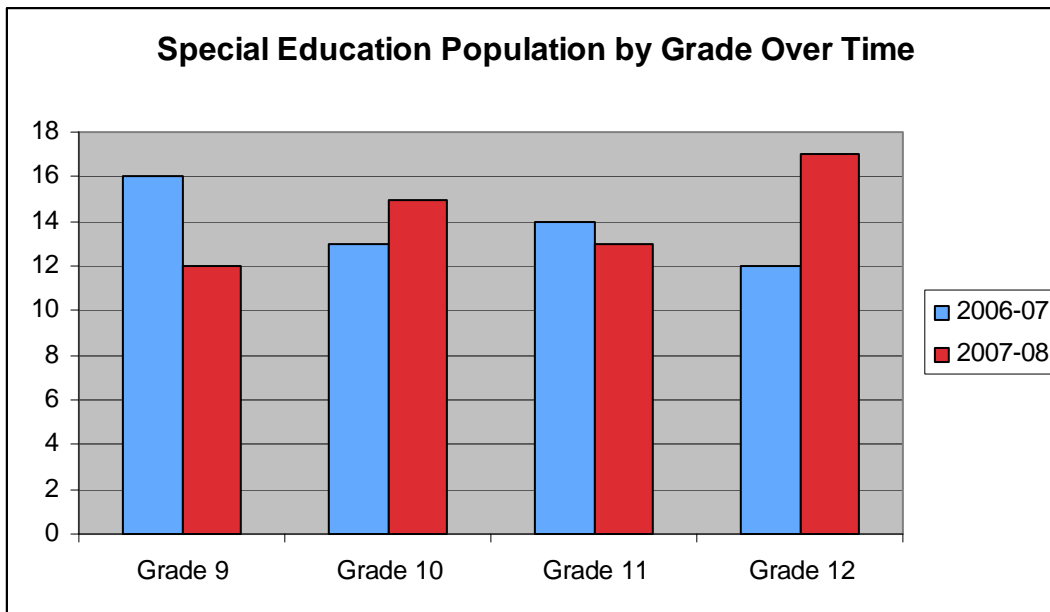
Special Education

Over the past four years our special education population has remained relatively constant. The primary disability numbers have also remained relatively constant with no significant increases or decreases in any given spectrum.

Figure 14 shows the number of special education students by grade level over time.

Figure 14: ILHS Percentage of Special Education Students by Grade

Inter-Lakes High School
Percentage of Identified Special Education Students by Grade Level Over time
2006-07 to 2007-08



504 Plans

Section 504 is part of the *Rehabilitation Act of 1973*, which is a civil rights act that protects the rights of people with disabilities. The law states that no person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance; this includes all public schools. With passage of the *Rehabilitation Act of 1973*, Congress required that school districts make their programs and activities accessible as well as usable to all individuals with disabilities.

Section 504 regulations require recipients of Federal financial assistance to provide to each qualified person with a disability a free appropriate public education (FAPE) designed to meet individual educational needs of persons with disabilities as adequately as the needs of non-disabled persons are met. This must be based on adherence to the procedural requirements of the regulation (educational setting, evaluation, placement, and procedural safeguards).

No state or federal funding is provided to assist in complying with Section 504. All costs are the obligation of the local school.

Section 504 defines a person as disabled if she or he has (or is perceived to have) a mental or physical impairment which substantially limits one or more major life activities. This includes caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. When a condition does not substantially limit a major life activity, the individual does not qualify for special accommodations under Section 504.

Figure 15 shows the number of students with 504 services by gender, school and grade level over time.

Figure 15: ILHS 504 Services by Grade Level and Gender

Inter-Lakes School District Students Receiving 504 Services by School, Grade Level, and Gender

School	Grade Level	2006-07		2007-08	
		MALE	FEMALE	MALE	FEMALE
Inter-Lakes High School	9	5	7	5	2
	10	6	1	9	7
	11	5	3	4	3
	12	4	5	6	4
	Total	20	16	24	16

Advanced Placement Courses

Inter-Lakes High School offers advanced placement classes for juniors and seniors. Over time course selection has changed based on student interest.

Figure 16 shows the number of students enrolled in advanced placement courses, over time.

Figure 16: Enrollment in AP Courses

	2001-2002		2002-2003		2003-2004	
AP Course	Male	Female	Male	Female	Male	Female
Calculus	5	5	7	3	3	2
Computer Science	2	0	7	1	na	na
English Language	3	10	2	7	9	7
English Literature	1	6	5	12	1	5
US History	5	3	6	5	7	9
Total	16	24	27	28	20	23

	2004-2005		2005-2006		2006-2007		2007-2008	
AP Course	Male	Female	Male	Female	Male	Female	Male	Female
Calculus	2	3	10	3	16	14	10	8
Computer Science	na	na	na	na	12	2	na	na
English Language	3	9	3	9	3	13	8	15
English Literature	7	10	7	10	4	9	3	11
US History	10	3	2	3	10	11	9	14
Total	22	25	22	25	45	49	30	48

Figure 17 shows the advanced placement enrollment totals over time by gender.

Figure 17: AP Enrollment by Gender

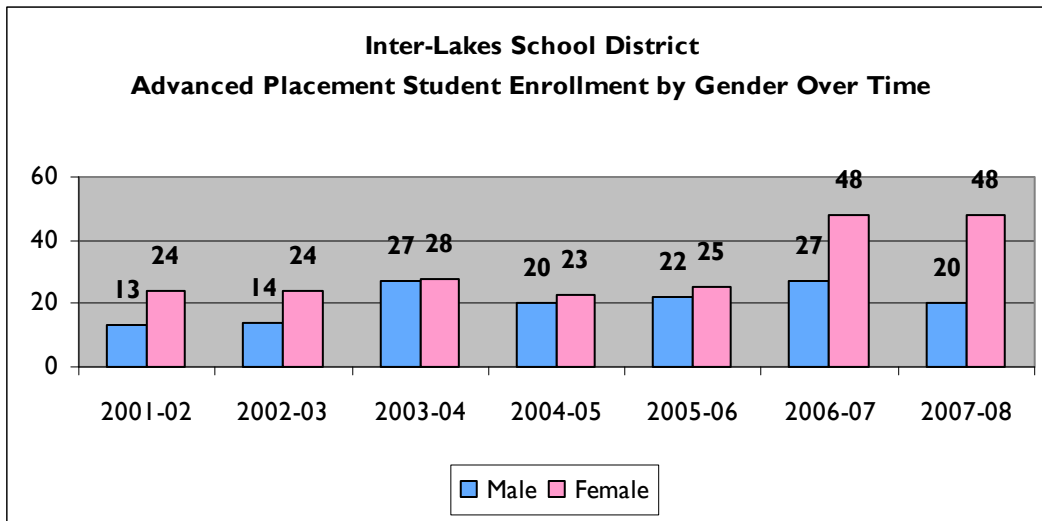


Figure 35 shows advanced placement testing over time. Scores are on a scale of 1 to 5, with 5 being the best with the majority of students scoring 3 or better.

Figure 18: AP Test Scores over Time

Staff

Inter-Lakes High school staff for 2007/2008 is made up of 29.5 teaching professionals, 2 administrators, 16.5 paraprofessionals, and 8 support staff. The following is a breakdown of these positions. Teachers are further broken down by FTE (Full Time Equivalent)

- ✚ 38.25 Classroom Teachers including:
 - 1 Art Teacher
 - 1.5 Music/Choral Teachers
 - .667 Family & Consumer Science Teacher
 - 1.167 Physical Education Teachers
- ✚ .05 English Second Language Teacher
- ✚ 1.75 Guidance Teachers
- ✚ .667 Media Generalist (Library) Teacher
- ✚ 3 Special Education Teachers
- ✚ .677 Nurse
- ✚ .20 Speech Therapists
- ✚ .20 Occupational Therapist
- ✚ 1 Principals
- ✚ .9 Assistant Principals
- ✚ .25 Guidance Director
- ✚ 13.5 Special Education Paraprofessionals
- ✚ 3.10 Regular Education Paraprofessionals
- ✚ .667 Library Assistant
- ✚ .667 Nurse Assistant
- ✚ 4 Custodians
- ✚ .75 Maintenance Staff
- ✚ 3 Secretaries
- ✚ 1 Technology Assistants

Figure 19 shows that, of the 41 teachers, 27 (34%) are male and 14 (66%) are female.

Figure 19: ILHS Teachers by Gender

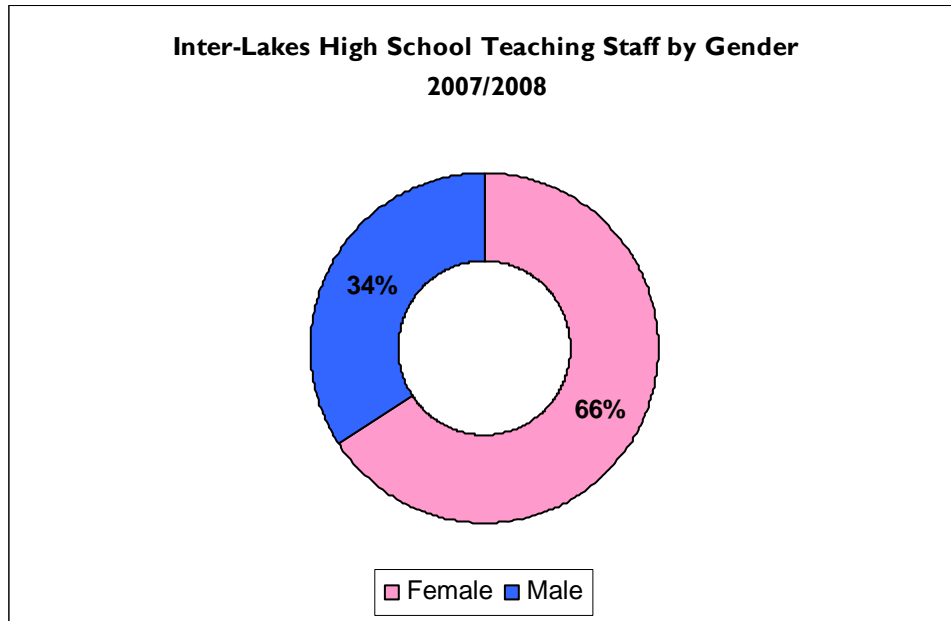


Figure 20 shows the number and percentage of teachers by educational level.

Figure 20: ILHS Teachers by Education Level
Figure 20

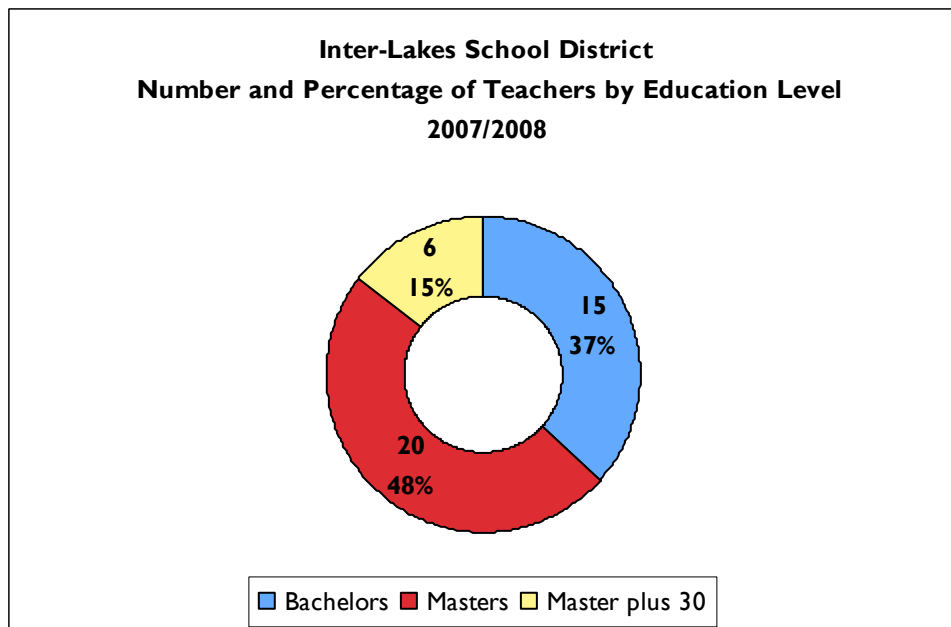


Figure 21 shows the average student to teacher ratio by level. At the elementary and middle tier levels this number does not include “special” instruction areas such as art, music, computers, foreign language, and computers. The high school does include “special” subject areas. The years of experience for the Principal refer to the number of years in district as the Principal.

Figure 21: Average Student to Teacher Ratio

Student Teacher Ratios	Classroom	Principal Experience
Sandwich Central School (K-6)	16.0:1	5 years
Inter-Lakes Elementary (PreK-4)	19.8:1	8 years
Inter-Lakes Middle Tier (5-8)	20.8:1	9 years
Inter-Lakes High School (9-12)	15.7:1	9 years

Figure 22 shows the number of teachers by years of experience at Inter-Lakes High School. Average number of years of in district teaching experience is 10.

Figure 22: ILHS Teachers by Years of Experience

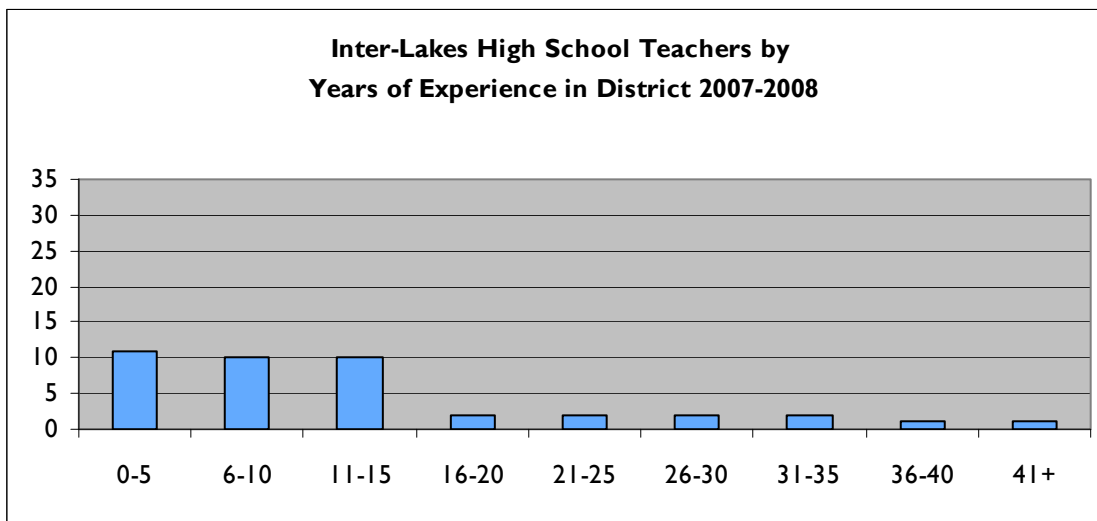
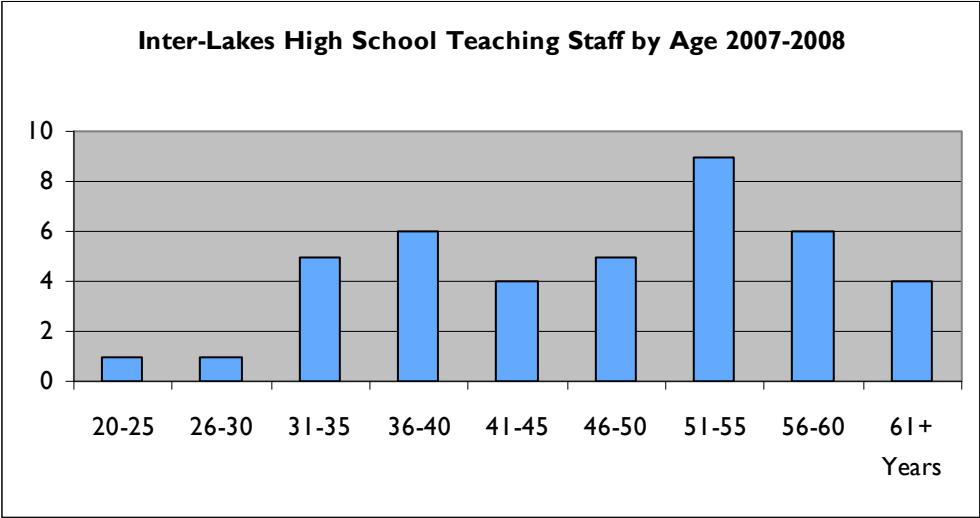


Figure 23 shows the age distribution of Inter-lakes High School current teaching staff. The average age of the staff is 47 years old.

Figure 23: ILHS Teachers by Age



How Do We Do Business?

Processes

Continuous Improvement Continuums Baseline Assessment

**INTER-LAKES HIGH SCHOOL
INTER-LAKES SCHOOL DISTRICT
MEREDITH, NEW HAMPSHIRE**

CONTINUOUS IMPROVEMENT CONTINUUMS BASELINE ASSESSMENT

Fall 2008

During the fall of 2008, staff members of Inter-Lakes High School conducted their baseline assessment of where their school is on the School Portfolio Continuous Improvement Continuums.

Staff members discussed why they think their school is where they rated it. The staff then came to consensus on a number that represented where the school is for each element. The ratings and brief discussion for each Continuous Improvement Continuum follow.

School Continuous Improvement Continuums Information and Analysis

	One	Two	Three	Four	Five
Approach	Data or information about student performance and needs are not gathered in any systematic way; there is no way to determine what needs to change at the school, based on data.	There is no systematic process, but some teacher and student information is collected and used to problem solve and establish student learning standards.	School collects data related to student performance (e.g., attendance, achievement) and conducts surveys on student, teacher, and parent needs. The information is used to drive the strategic quality plan for school change.	There is systematic reliance on hard data (including data for subgroups) as a basis for decision making at the classroom level as well as at the school level. Changes are based on the study of data to meet the needs of students and teachers.	Information is gathered in all areas of student interaction with the school. Teachers engage students in gathering information on their own performance. Accessible to all levels, data are comprehensive in scope and an accurate reflection of school quality.
Implementation	No information is gathered with which to make changes. Student dissatisfaction with the learning process is seen as an irritation, not a need for improvement.	Some data are tracked, such as drop-out rates and enrollment. Only a few individuals are asked for feedback about areas of schooling.	School collects information on current and former students (e.g., student achievement and perceptions), analyzes and uses it in conjunction with future trends for planning. Identified areas for improvement are tracked over time.	Data are used to improve the effectiveness of teaching strategies on all student learning. Students' historical performances are graphed and utilized for diagnostics. Student evaluations and performances are analyzed by teachers in all classrooms.	Innovative teaching processes that meet the needs of students are implemented to the delight of teachers, parents, and students. Information is analyzed and used to prevent student failure. Root causes are known through analyses. Problems are prevented through the use of data.
Outcome	Only anecdotal and hypothetical information is available about student performance, behavior, and satisfaction. Problems are solved individually with short-term results.	Little data are available. Change is limited to some areas of the school and dependent upon individual teachers and their efforts.	Information collected about student and parent needs, assessment, and instructional practices is shared with the school staff and used to plan for change. Information helps staff understand pressing issues, analyze information for "root causes," and track results for improvement.	An information system is in place. Positive trends begin to appear in many classrooms and schoolwide. There is evidence that these results are caused by understanding and effectively using data collected.	Students are delighted with the school's instructional processes and proud of their own capabilities to learn and assess their own growth. Good to excellent achievement is the result for all students. No student falls through the cracks. Teachers use data to predict and prevent potential problems.

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Next Steps:

Staff agreed that the following needs to happen at the school level with respect to Information and Analysis:

APPROACH - Integration of collected data in a central location with interpretation

IMPLEMENTATION - Electronic Portfolios

OUTCOME - Integration of collected data in a central location with interpretation

School Continuous Improvement Continuums Student Achievement

	One	Two	Three	Four	Five
Approach	Instructional and organizational processes critical to student success are not identified. Little distinction of student learning differences is made. Some teachers believe that not all students can achieve.	Some data are collected on student background and performance trends. Learning gaps are noted to direct improvement of instruction. It is known that student learning standards must be identified.	Student learning standards are identified, and a continuum of learning is created throughout the school. Student performance data are collected and compared to the standards in order to analyze how to improve learning for all students.	Data on student achievement are used throughout the school to pursue the improvement of student learning. Teachers collaborate to implement appropriate instruction and assessment strategies for meeting student learning standards articulated across grade levels. All teachers believe that all students can learn.	School makes an effort to exceed student achievement expectations. Innovative instructional changes are made to anticipate learning needs and improve student achievement. Teachers are able to predict characteristics impacting student achievement and to know how to perform from a small set of internal quality measures.
Implementation	All students are taught the same way. There is no communication with students about their academic needs or learning styles. There are no analyses of how to improve instruction.	Some effort is made to track and analyze student achievement trends on a school-wide basis. Teachers begin to understand the needs and learning gaps of students.	Teachers study effective instruction and assessment strategies to implement standards and to increase their students' learning. Student feedback and analysis of achievement data are used in conjunction with implementation support strategies.	There is a systematic focus on implementing student learning standards and on the improvement of student learning schoolwide. Effective instruction and assessment strategies are implemented in each classroom. Teachers support one another with peer coaching and/or action research focused on implementing strategies that lead to increased achievement and the attainment of the shared vision.	All teachers correlate critical instructional and assessment strategies with objective indicators of quality student achievement. A comparative analysis of actual individual student performance to student learning standards is utilized to adjust teaching strategies to ensure a progression of learning for all students.
Outcome	There is wide variation in student attitudes and achievement with undesirable results. There is high dissatisfaction among students with learning. Student background is used as an excuse for low student achievement.	There is some evidence that student achievement trends are available to teachers and are being used. There is much effort, but minimal observable results in improving student achievement.	There is an increase in communication between students and teachers regarding student learning. Teachers learn about effective instructional strategies that will implement the shared vision, including student learning standards, and meet the needs of their students. They make some gains.	Increased student achievement is evident schoolwide. Student morale, attendance, and behavior are good. Teachers converse often with each other about preventing student failure. Areas for further attention are clear.	Students and teachers conduct self-assessments to continuously improve performance. Improvements in student achievement are evident and clearly caused by teachers' and students' understandings of individual student learning standards, linked to appropriate and effective instructional and assessment strategies. A continuum of learning results. No students fall through the cracks.

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Next Steps:

Staff agreed that the following needs to happen at the school level with respect to Student Achievement:

APPROACH – Continued development of instructional standards
Assess and integrate/align with Middle Tier and across district

IMPLEMENTATION – More programmed time to integrate curriculum

OUTCOME – Increased communication

School Continuous Improvement Continuums Quality Planning

	One	Two	Three	Four	Five
Approach	No quality plan or process exists. Data are neither used nor considered important in planning.	The staff realize the importance of a mission, vision, and one comprehensive action plan. Teams develop goals and timelines, and dollars are allocated to begin the process.	A comprehensive school plan to achieve the vision is developed. Plan includes evaluation and continuous improvement.	One focused and integrated schoolwide plan for implementing a continuous improvement process is put into action. All school efforts are focused on the implementation of this plan that represents the achievement of the vision.	A plan for the continuous improvement of the school, with a focus on students, is put into place. There is excellent articulation and integration of all elements in the school due to quality planning. Leadership team ensures all elements are implemented by all appropriate parties.
Implementation	There is no knowledge of or direction for quality planning. Budget is allocated on an as-needed basis. Many plans exist.	School community begins continuous improvement planning efforts by laying out major steps to a shared vision, by identifying values and beliefs, the purpose of the school, a mission, vision, and student learning standards.	Implementation goals, responsibilities, due dates, and timelines are spelled out. Support structures for implementing the plan are set in place.	The quality management plan is implemented through effective procedures in all areas of the school. Everyone commits to implementing the plan aligned to the vision, mission, and values and beliefs. All share responsibility for accomplishing school goals.	Schoolwide goals, mission, vision, and student learning standards are shared and articulated throughout the school and with feeder schools. The attainment of identified student learning standards is linked to planning and implementation of effective instruction that meets students' needs. Leaders at all levels are developing expertise because planning is the norm.
Outcome	There is no evidence of comprehensive planning. Staff work is carried out in isolation. A continuum of learning for students is absent.	The school community understands the benefits of working together to implement a comprehensive continuous improvement plan.	There is evidence that the school plan is being implemented in some areas of the school. Improvements are neither systematic nor integrated schoolwide.	A schoolwide plan is known to all. Results from working toward the quality improvement goals are evident throughout the school. Planning is ongoing and inclusive of all stakeholders.	Evidence of effective teaching and learning results in significant improvement of student achievement attributed to quality planning at all levels of the school organization. Teachers and administrators understand and share the school mission and vision. Quality planning is seamless and all demonstrate evidence of accountability.

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Next Steps:

Staff agreed that the following needs to happen at the school level with respect to Quality Planning:

APPROACH – Make a plan to achieve the district vision

IMPLEMENTATION – Plan to include timelines and due dates

OUTCOME – Once we have a plan, gather data to determine if the plan is being implemented

School Continuous Improvement Continuums Professional Development

	One	Two	Three	Four	Five
Approach	There is no professional development. Teachers, principals, and staff are seen as interchangeable parts that can be replaced. Professional development is external and usually equated to attending a conference alone. Hierarchy determines “haves” and “have-nots.”	The “cafeteria” approach to professional development is used, whereby individual teachers choose what they want to take, without regard to an overall school plan.	The shared vision, school plan, and student needs are used to target focused professional development for all employees. Staff is inserviced on relevant instructional and leadership strategies.	Professional development and data-gathering methods are used by all teachers and are directed toward the goals of the shared vision and the continuous improvement of the school. Teachers have ongoing conversations about student achievement data. Other staff members receive training in their content areas. Systems thinking is considered in all decisions.	Leadership and staff continuously improve all aspects of the learning organization through an innovation, data-driven, and comprehensive continuous improvement process that prevents student failures. Effective job-embedded professional development is ongoing for implementing the vision for student success. Traditional teacher evaluations are replaced by collegial coaching and action research focused on student learning standards. Policies set professional development as a priority budget line-item. Professional development is planned, aligned, and lead to the achievement of student learning standards.
Implementation	Teacher, principal, and staff performance is controlled and inspected. Performance evaluations are used to detect mistakes.	Teacher professional development is sporadic and unfocused, lacking an approach for implementing new procedures and processes. Some leadership training begins to take place.	Teachers are involved in year-round quality professional development. The school community is trained in shared decision making, team building concepts, effective communication strategies, and data analysis at the classroom level.	Teachers, in teams, continuously set and implement student achievement goals. Leadership considers these goals and provides necessary support structures for collaboration. Teachers utilize effective support approaches as they implement new instruction and assessment strategies. Coaching and feedback structures are in place. Use of new knowledge and skills is evident.	Teams passionately support each other in the pursuit of quality improvement at all levels. Teachers make bold changes in instruction and assessment strategies focused on student learning standards and student learning styles. A teacher as action researcher model is implemented. Staffwide conversations focus on systemic reflection and improvement. Teachers are strong leaders.
Outcome	No professional growth and no staff or student performance improvement. There exists a high turnover rate of employees, especially administrators. Attitudes and approaches filter down to students.	The effectiveness of professional development is not known or analyzed. Teachers feel helpless about making schoolwide changes.	Teachers, working in teams, feel supported and begin to feel they can make changes. Evidence shows that shared decision making works.	A collegial school is evident. Effective classroom strategies are practiced, articulated schoolwide, are reflective of professional development aimed at ensuring student achievement, and the implementation of the shared vision, that includes student learning standards.	True systemic change and improved student achievement result because teachers are knowledgeable of and implement effective, differentiated teaching strategies for individual student learning gains. Teachers’ repertoire of skills are enhanced, and students are achieving. Professional development is driving learning at all levels.

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Next Steps:

Staff agreed that the following needs to happen at the school level with respect to Professional Development:

APPROACH - We do gather data, but don't use it effectively (drive curriculum, student achievement)

IMPLEMENTATION - TIME and support for professional learning and initiatives

OUTCOME - Feedback on success or performance

School Continuous Improvement Continuums Leadership

	One	Two	Three	Four	Five
Approach	Principal as decision maker. Decisions are reactive to state, district, and federal mandates. There is no knowledge of continuous improvement.	A shared decision-making structure is put into place and discussions begin on how to achieve a school vision. Most decisions are focused on solving problems and are reactive.	Leadership team is committed to continuous improvement. Leadership seeks inclusion of all school sectors and supports study teams by making time provisions for their work.	Leadership team represents a true shared decision-making structure. Study teams are reconstructed for the implementation of a comprehensive continuous improvement plan.	A strong continuous improvement structure is set into place that allows for input from all sectors of the school, district, and community, ensuring strong communication, flexibility, and refinement of approach and beliefs. The school vision is student focused, based on data, and appropriate for school/community values, and meeting student needs.
Implementation	Principal makes all decisions, with little or no input from teachers, the community, or students. Leadership inspects for mistakes.	School values and beliefs are identified; the purpose of school is defined; a school mission and student learning standards are developed with representative input. A structure for studying approaches to achieving student learning standards is established.	Leadership team is active on study teams and integrates recommendations from the teams' research and analyses to form a comprehensive plan for continuous improvement within the context of the school mission. Everyone is kept informed.	Decisions about budget and implementation of the vision are made within teams, by the principal, by the leadership team, and by the full staff as appropriate. All decisions are communicated to the leadership team and to the full staff.	The vision is implemented and articulated across all grade levels and into feeder schools. Quality standards are reinforced throughout the school. All members of the school community understand and apply the quality standards. Leadership team has systematic interactions and involvement with district administrators, teachers, parents, community, and students about the school's direction. Necessary resources are available to implement and measure staff learning related to student learning standards.
Outcome	Decision lack focus and consistency. There is no evidence of staff commitment to a shared vision. Students and parents do not feel they are being heard. Decision-making proves is clear and known.	The mission provides a focus for all school improvement and guides the action to the vision. The school community is committed to continuous improvement. Quality leadership techniques are used sporadically.	Leadership team is seen as committed to planning and quality improvement. Critical areas for improvement are identified. Faculty feel included in shared decision making.	There is evidence that the leadership team listens to all levels of the organization. Implementation of the continuous improvement plan is linked to student learning standards and the guiding principles of the school. Leadership capacities for implementing the vision among teachers are evident.	Site-based management and shared decision making truly exists. Teachers understand and display an intimate knowledge of how the school operates. Teachers support and communicate with each other in the implementation of quality strategies. Teachers implement the vision in their classrooms and can determine how their new approach meets student needs and leads to the attainment of student learning standards. Leaders are standards-driven at all levels.

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Next Steps:

Staff agreed that the following needs to happen at the school level with respect to Leadership:

APPROACH - Create study teams and ensure time to work

IMPLEMENTATION - Make sure study teams have a purpose/charge
- How decision are made to best affect student learning

OUTCOME - Explicitly state district vision and better communicate district systems and processes (face time across grades)

School Continuous Improvement Continuums Partnership Development

	One	Two	Three	Four	Five
Approach	There is no system for input from parents, business, or community. Status quo is desired for managing the school.	Partnerships are sought, but mostly for money and things.	School has knowledge of why partnerships are important and seeks to include businesses and parents in a strategic fashion related to student learning standards for increased student achievement.	School seeks effective win-win business and community partnerships and parent involvement to implement the vision. Desired outcomes are clearly identified. A solid plan for partnership development exists.	Community, parent, and business partnerships become integrated across all student groupings. The benefits of outside involvement are known by all. Parent and business involvement in student learning is refined. Student learning <i>regularly</i> takes place beyond the school walls.
Implementation	Barriers are erected to close out involvement of outsiders. Outsiders are managed for least impact on status quo.	A team is assigned to get partners and to receive input from parents, the community, and business in the school.	Involvement of business, community, and parents begins to take place in some classrooms and after school hours related to the vision. Partners begin to realize how they can support each other in achieving school goals. School staff understands what partners need from the partnership.	There is a systematic utilization of parents, community, and businesses schoolwide. Areas in which the active use of these partnerships benefit student learning are clear.	Partnership development is articulated across all student groupings. Parents, community, business, and educators work together in an innovative fashion to increase student learning and to prepare students for the 21 st Century. Partnerships are evaluated for continuous improvement.
Outcome	There is little or no involvement of parents, business, or community at-large. School is a closed, isolated system.	Much effort is given to establishing partnerships. Some spotty trends emerge, such as receiving donated equipment.	Some substantial gains are achieved in implementing partnerships. Some student achievement increases can be attributed to this involvement.	Gains in student satisfaction with learning and school are clearly related to partnerships. All partners benefit.	Previously non-achieving students enjoy learning with excellent achievement. Community, business, and home become common places for student learning, while school becomes a place where parents come for further education. Partnerships enhance what the school does for students.

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Next Steps:

Staff agreed that the following needs to happen at the school level with respect to Partnership Development:

APPROACH – Communicate – list what is currently available and define it

IMPLEMENTATION – All students should have at least one job shadow before they graduate (or internship) → portfolios

- Different departments develop ways to connect to community

OUTCOME – Have more students involved.

School Continuous Improvement Continuums Continuous Improvement and Evaluation

	One	Two	Three	Four	Five
Approach	Neither goals nor strategies exist for the evaluation and continuous improvement of the school organization or for elements of the school organization.	The approach to continuous improvement and evaluation is problem solving. If there are no problems, or if solutions can be made quickly, there is no need for improvement or analyses. Changes in parts of the system are not coordinated with all other parts.	Some elements of the school organization are evaluated for effectiveness. Some elements are improved on the basis of the evaluation findings.	All elements of the school's operations are evaluated for improvement and to ensure congruence of the elements with respect to the continuum of learning students experience.	All aspects of the school organization are rigorously evaluated and improved on a continuous basis. Students, and the maintenance of a comprehensive learning continuum for students, become the focus of all aspects of the school improvement process.
Implementation	With no overall plan for evaluation and continuous improvement, strategies are changed by individual teachers and administrators only when something sparks the need to improve. Reactive decisions and activities are a daily mode of operation.	Isolated changes are made in some areas of the school organization in response to problem incidents. Changes are not preceded by comprehensive analyses, such as an understanding of the root causes of problems. The effectiveness of the elements of the school organization, or changes made to the elements, is not known.	Elements of the school organization are improved on the basis of comprehensive analyses of root causes of problems, client perceptions, and operational effectiveness of processes.	Continuous improvement analyses of student achievement and instructional strategies are rigorously reinforced within each classroom and across learning levels to develop a comprehensive learning continuum for students and to prevent student failure.	Comprehensive continuous improvement becomes the way of doing business at the school. Teachers continuously improve the appropriateness and effectiveness of instructional strategies based on student feedback and performance. All aspects of the school organization are improved to support teachers' efforts.
Outcome	Individuals struggle with system failure. Finger pointing and blaming others for failure occurs. The effectiveness of strategies is not known. Mistakes are repeated.	Problems are solved only temporarily and few positive changes result. Additionally, unintended and undesirable consequences often appear in other parts of the system. Many aspects of the school are incongruent, keeping the school from reaching its vision.	Evidence of effective improvement strategies is observable. Positive changes are made and maintained due to comprehensive analyses and evaluation.	Teachers become astute at assessing and in predicting the impact of their instructional strategies on individual student achievement. Sustainable improvements in student achievement are evident at all grade levels, due to continuous improvement.	The school becomes a congruent and effective learning organization. Only instruction and assessment strategies that produce quality student achievement are used. A true continuum of learning results for all students and staff. The impact of improvements is increasingly measurable.

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Next Steps:

Staff agreed that the following needs to happen at the school level with respect to Continuous Improvement and Evaluation:

APPROACH - Identify what needs to be evaluated

IMPLEMENTATION - Training/Time

OUTCOME - We get better (sustainable improvement in student achievement)

How Do We Do Business?

Perceptions

Parents, staff and students were surveyed in the spring of 2007 and the spring of 2008 to see how they perceive the school. Respondents were asked to rate a variety of items on a scale of 1 to 5, with 5 being the highest score possible. People were also given the opportunity to write comments at the conclusion of the survey. 35 parents, 45 staff members and 299 students responded to the survey.

Areas of highest agreement for students were:

- I feel ready for the real world with reference to my ability to read
- Doing well in school makes me feel good about myself
- I feel ready for the real world with reference my ability to learn on my own outside of a classroom

Areas of lowest agreement for students were:

- This school is fun
- I like this school
- I feel that I am in charge of what I learn

Areas of highest agreement for staff were:

- I love seeing the results of my work with students
- I believe student achievement can increase through providing a threat-free environment
- I believe every student can learn

Areas of lowest agreement for staff were:

- Morale is high on the part of students
- I communicate with parents often about class activities
- I believe quality work is expected of all students at this school

Areas of highest agreement for parents were:

- I support my child's learning at home
- Parent volunteers are vital to the school community
- The school provides an adequate calendar of school activities

Areas of lowest agreement for parents were:

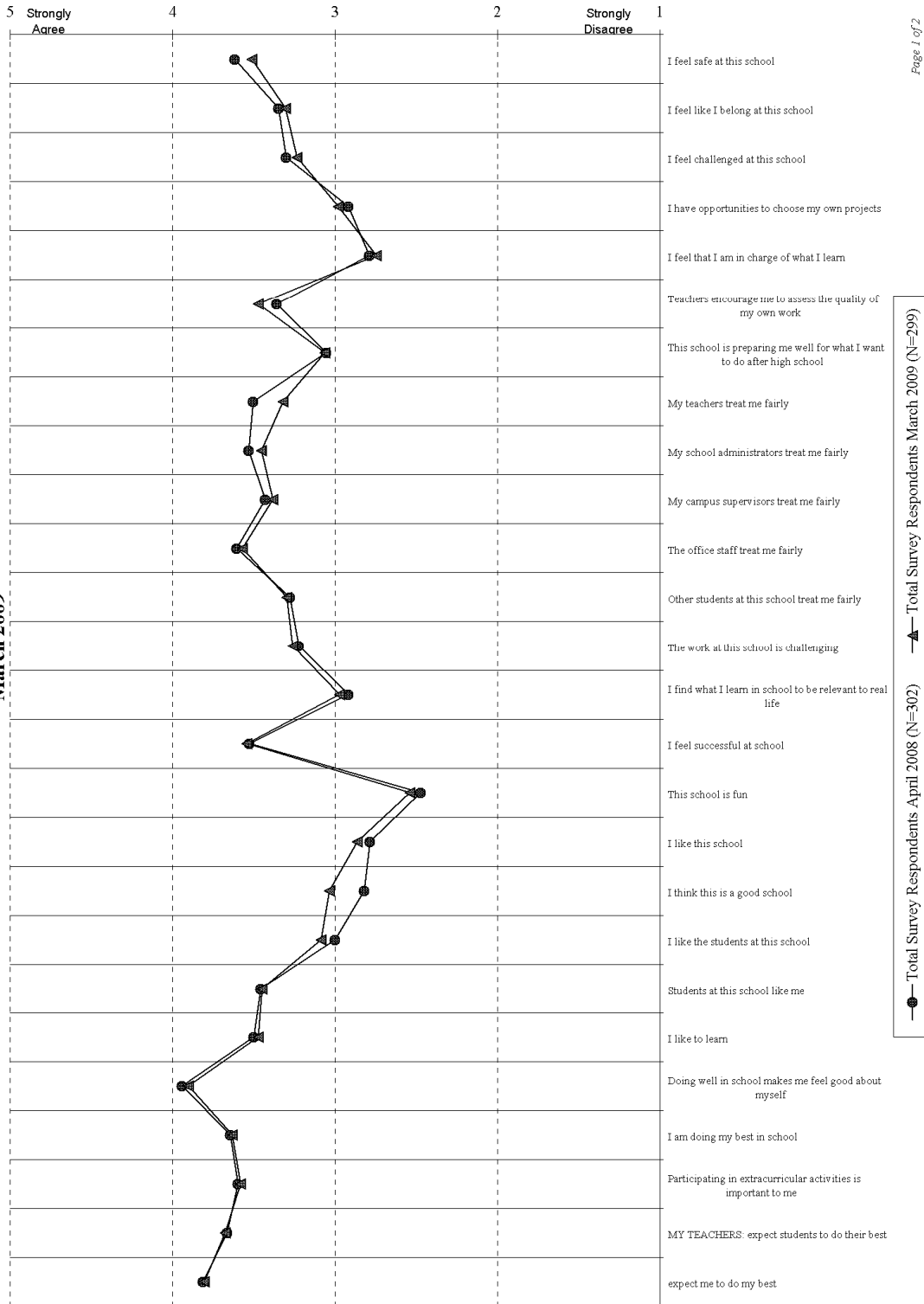
- Teachers help me know how to support my child's learning at home
- Students are treated fairly by other students

Parent volunteers are made to feel appreciated

The data follows:

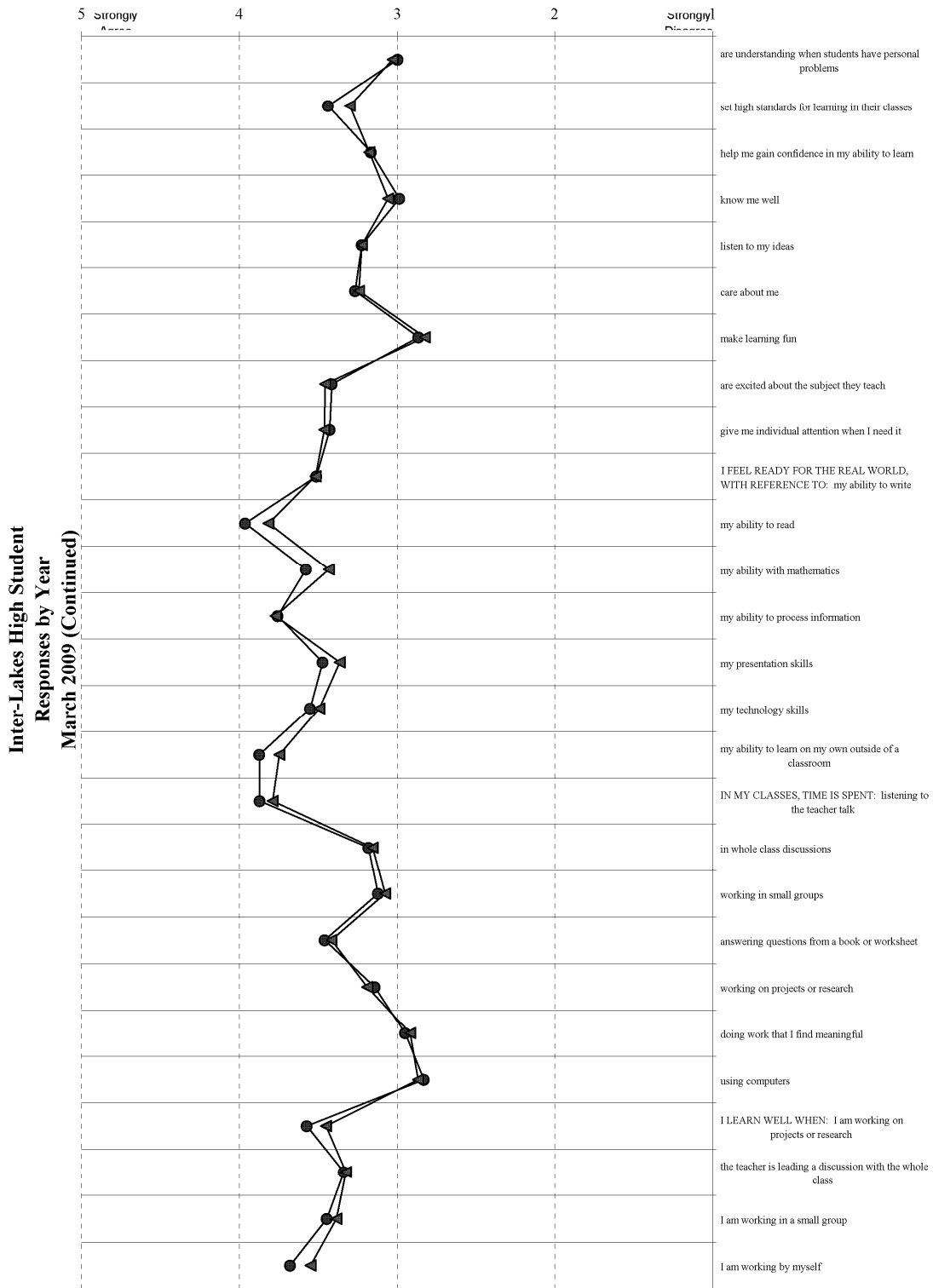
EFF Student Survey Comparing 2 years (2007 - 2008 and 2008 - 2009)

Inter-Lakes High Student Responses by Year
March 2009



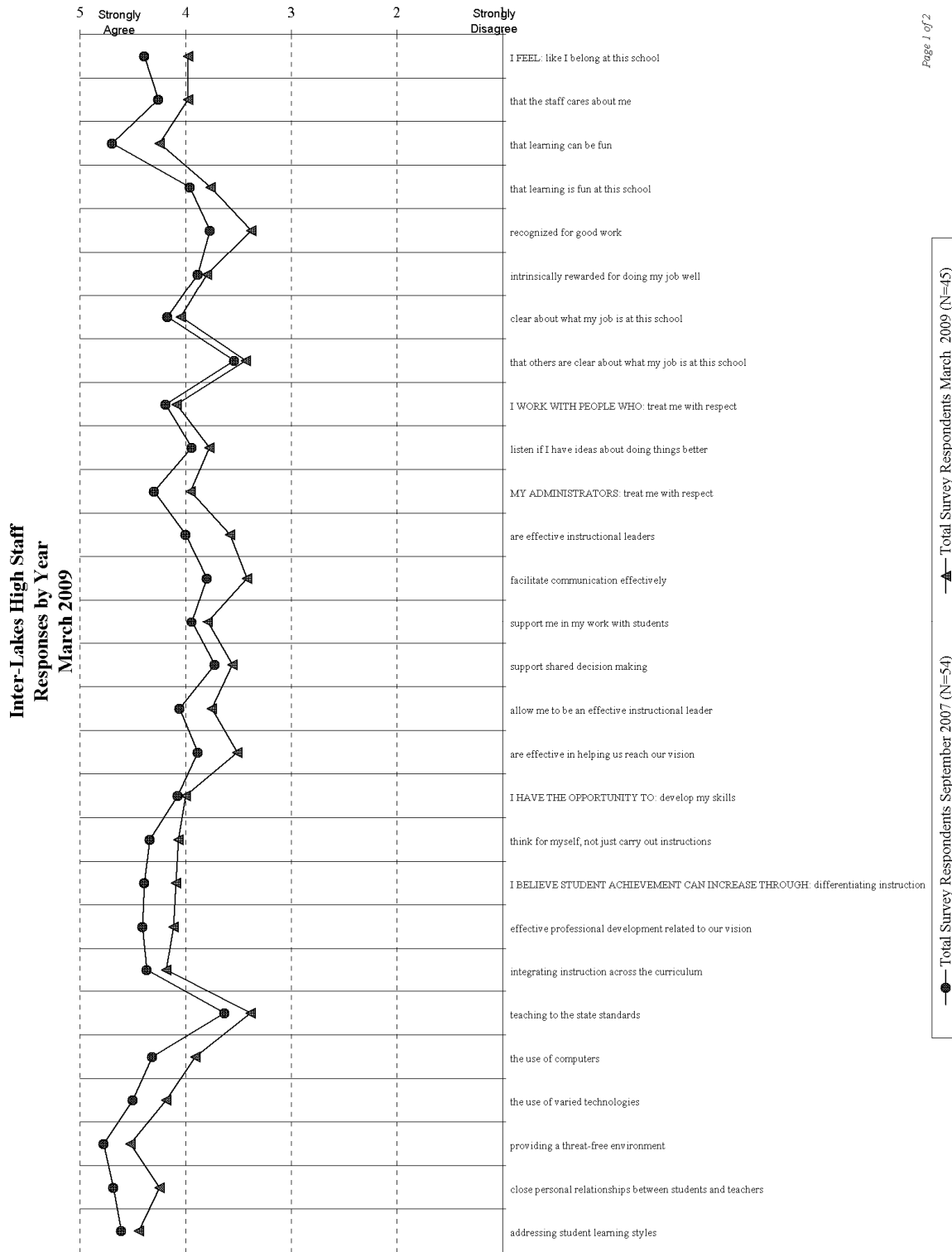
Total Survey Respondents April 2008 (N=302)
 Total Survey Respondents March 2009 (N=299)

EFF Student Survey Comparing 2 years (2007 - 2008 and 2008 - 2009)

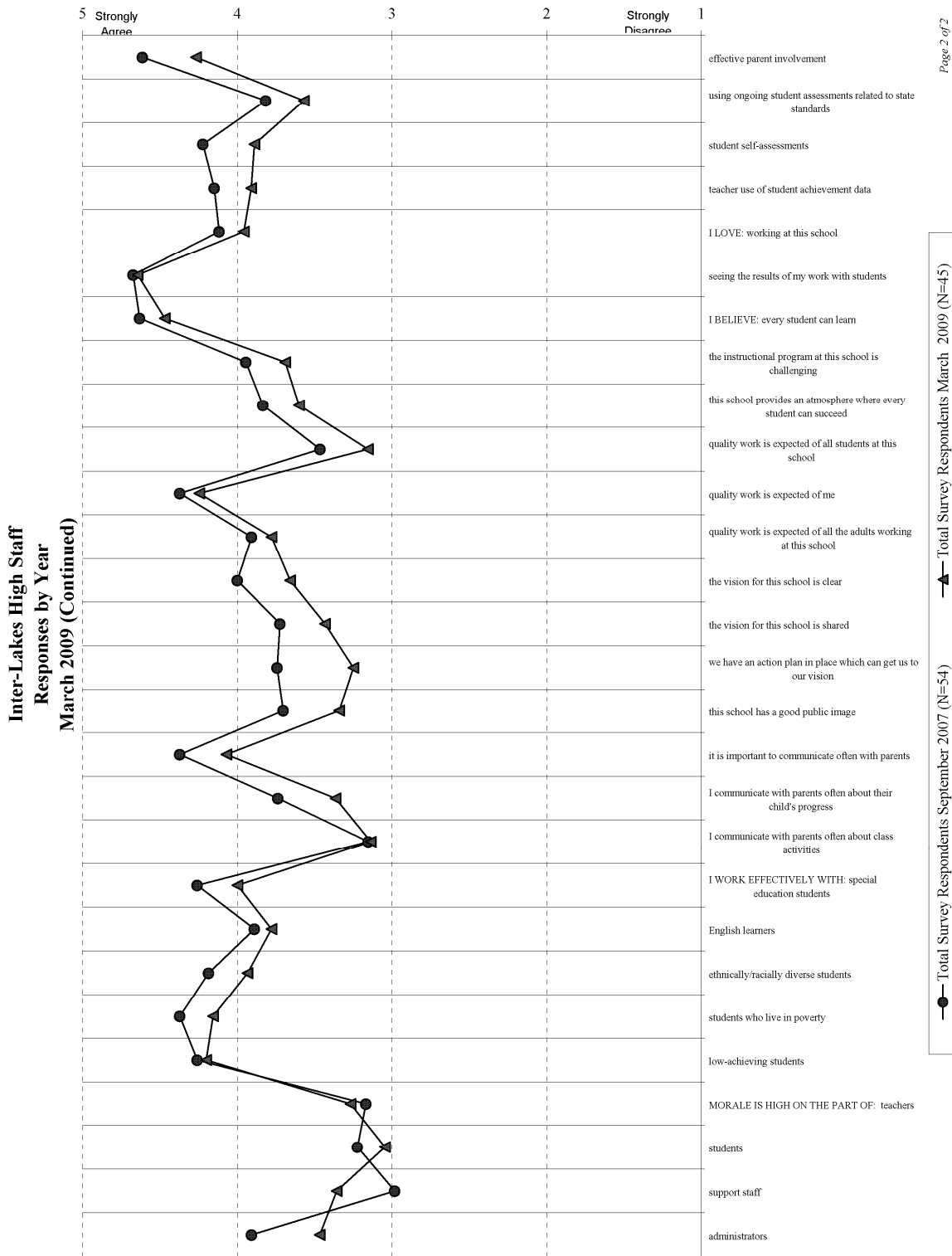


● Total Survey Respondents April 2008 (N=302) ▲ Total Survey Respondents March 2009 (N=299)

EFF Staff Survey Comparing 2 years (2007 - 2008 and 2008 - 2009)



EFF Staff Survey Comparing 2 years (2007 - 2008 and 2008 - 2009)

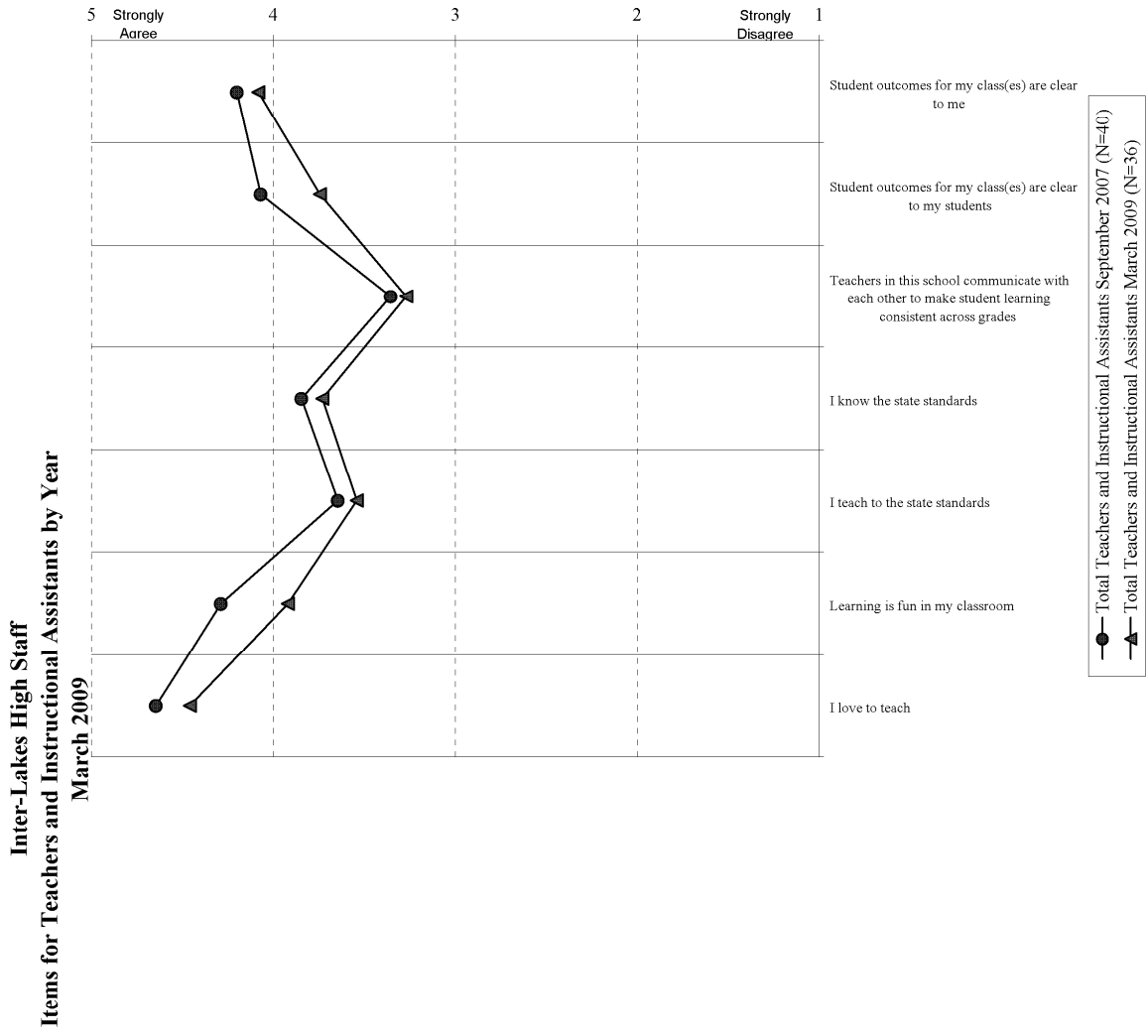


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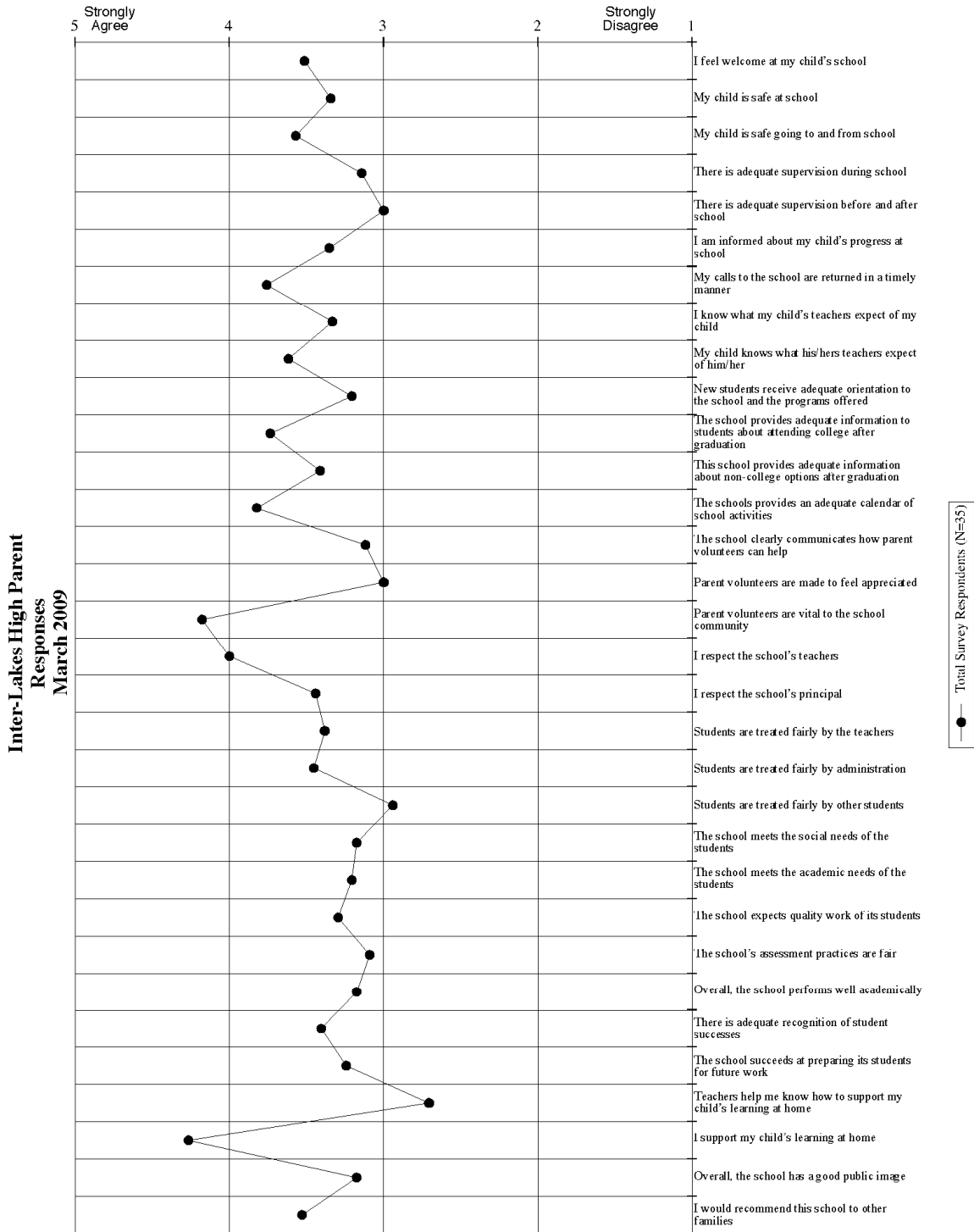
▲ Total Survey Respondents March 2009 (N=45)

● Total Survey Respondents September 2007 (N=54)

EFF Staff Survey Comparing 2 years (2007 - 2008 and 2008 - 2009)



EFF Parent Survey 2008 - 2009



What Are Our Results?

Student Achievement

Inter-Lakes High School uses the New England Common Assessment Program (NECAP) tests as one basis for assessing student performance.

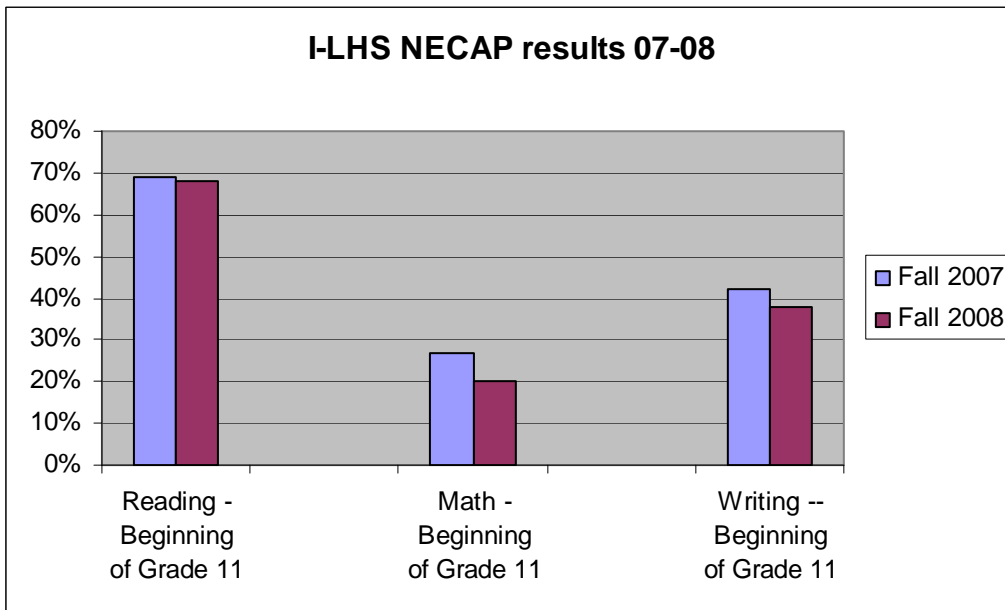
Results are below.

Figure 24: NECAP Scores

NECAP Scores

	% Proficient or above	
	Fall 2007	Fall 2008
Reading - Beginning of Grade 11	69%	68%
Math - Beginning of Grade 11	27%	20%
Writing -- Beginning of Grade 11	42%	38%

Cohorts	Fall 2007	Fall 2008
	69%	68%
	27%	20%
	42%	38%



The Inter-Lakes School District uses the Scholastic Aptitude test (SAT) as one basis for assessing student performance.

Results are below:

Figure 25: SAT Results - Verbal

Verbal SAT Results

Year	% of Seniors Taking SAT	ILHS Avg Verbal	State Avg Verbal	National Avg Verbal
2008	57%	523	521	502
2007	57%	513	521	502
2006	49%	488	520	503
2005	72%	531	525	508
2004	61%	519	522	508
2003	57%	519	522	507
2002	80%	519	519	504
2001	77%	521	520	506
2000	74%	507	520	505

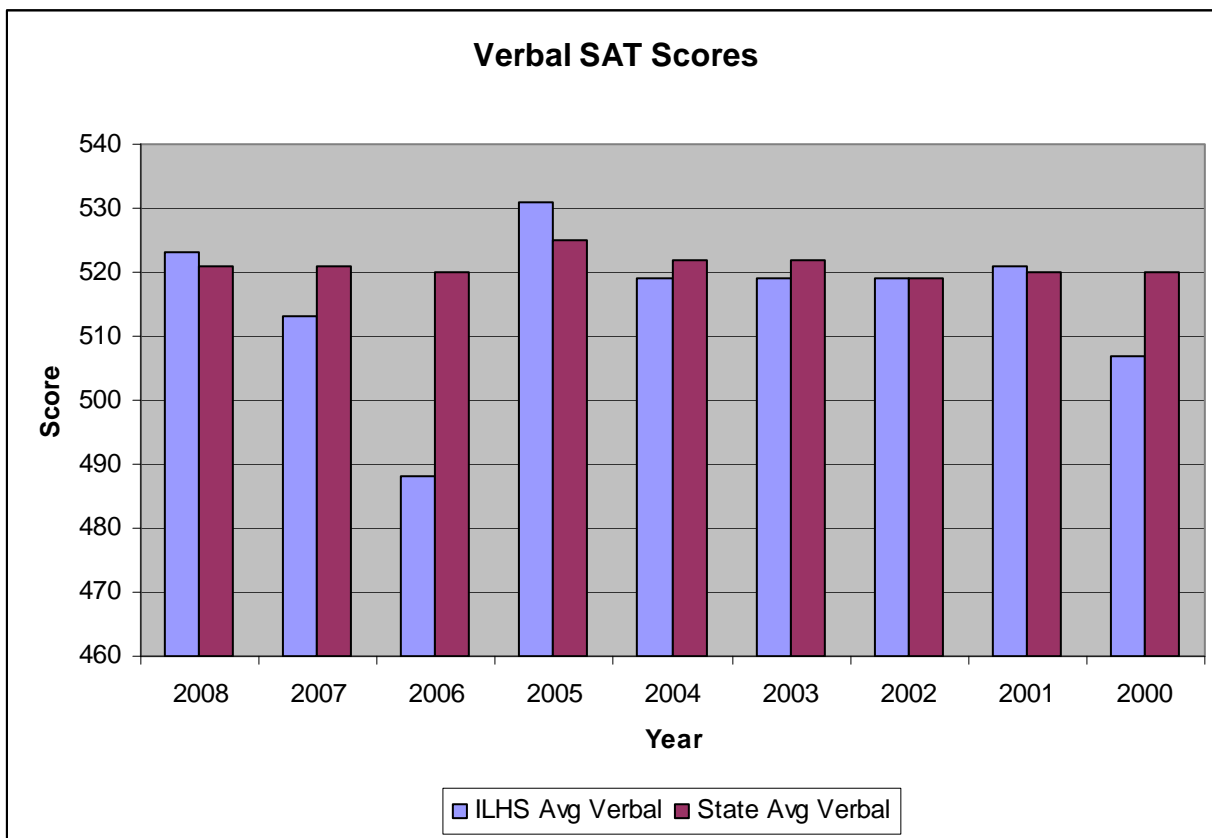


Figure 26: SAT Results - Mathematics

Mathematics SAT Results

Year	% of Seniors Taking SAT	ILHS Avg Math	State Avg Math	National Avg Math
2008	57%	512	523	515
2007	57%	509	521	515
2006	49%	461	524	518
2005	72%	514	525	520
2004	61%	487	521	518
2003	57%	483	521	519
2002	80%	501	519	516
2001	77%	503	516	514
2000	74%	527	519	514

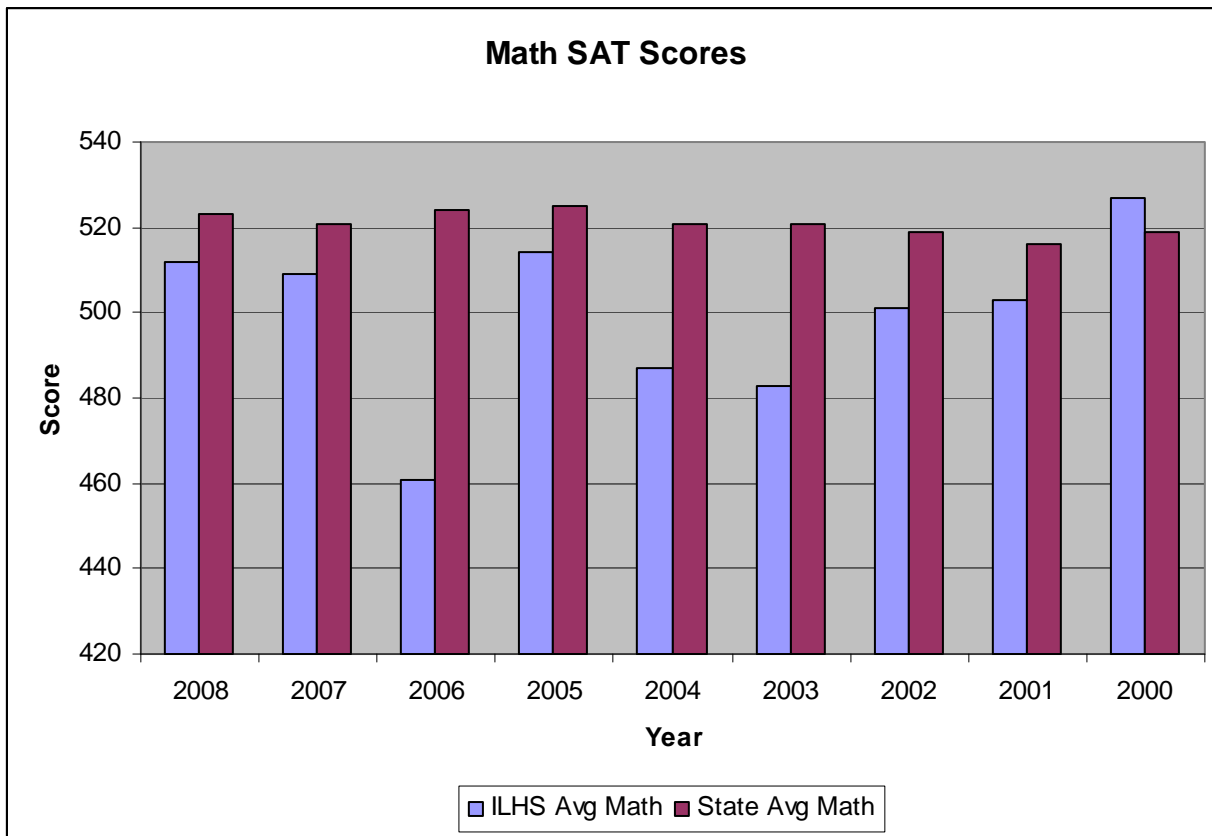
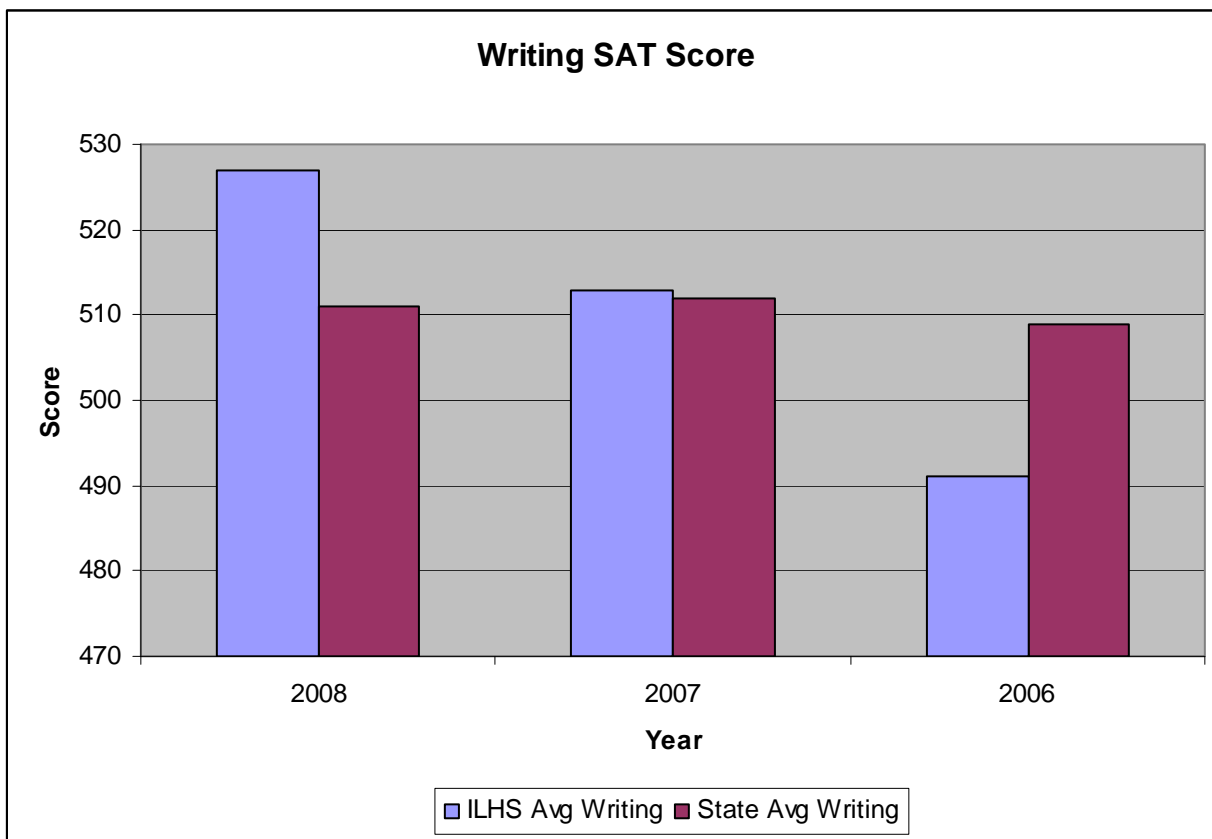


Figure 27: SAT Results - Writing

Writing SAT Results

Year	% of Seniors Taking SAT	ILHS Avg Writing	State Avg Writing	National Avg Writing
2008	57%	527	511	494
2007	57%	513	512	494
2006	49%	491	509	497



The Inter-Lakes School District uses the ACT test as one basis for assessing student performance.

Results are below.

Figure 28: ACT Test Results - English and Mathematics

Year	# taking ACT	ILHS English	State English	ILHS Math	State Math
2008	25	21.7	23	21.8	23
2007	43	21.7	22.7	19.3	22.7
2006	19	18.8	22.4	17.4	22.5
2005	38	22.5	21.9	20.7	22.1
2004	21	20.8	22.1	19.7	22.1
2003	8	24.5	21.7	18.8	21.9
2002	6	21	21.6	20.3	21.9

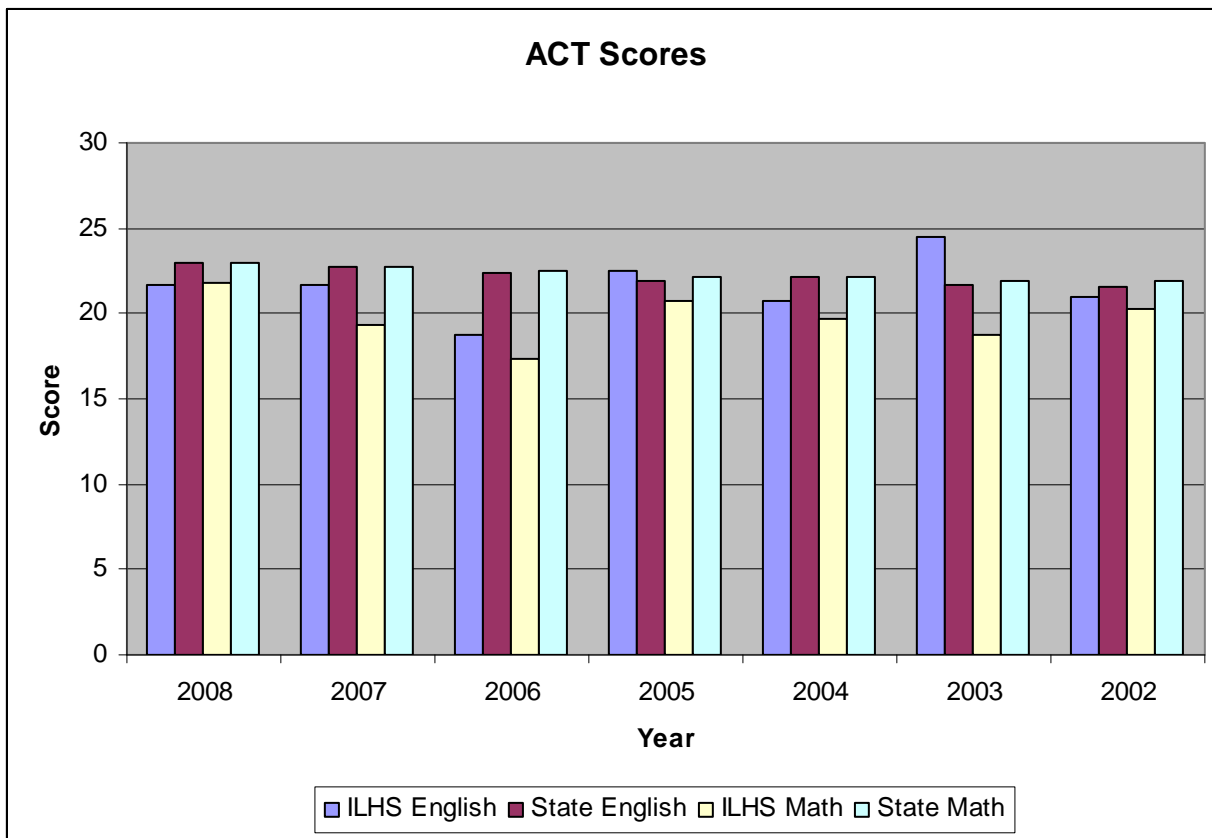


Figure 29 ACT Test Results - Reading and Science

Year	ILHS Reading	State Reading	ILHS Science	State Science
2008	22.6	23.7	21.7	22.2
2007	20.8	23.3	21	22.2
2006	20.7	23.2	18.4	21.8
2005	23.7	23	22.1	21.8
2004	22.4	23.3	20.6	21.9
2003	24.9	23.3	20.6	21.9
2002	19.8	22.6	20.3	21.6

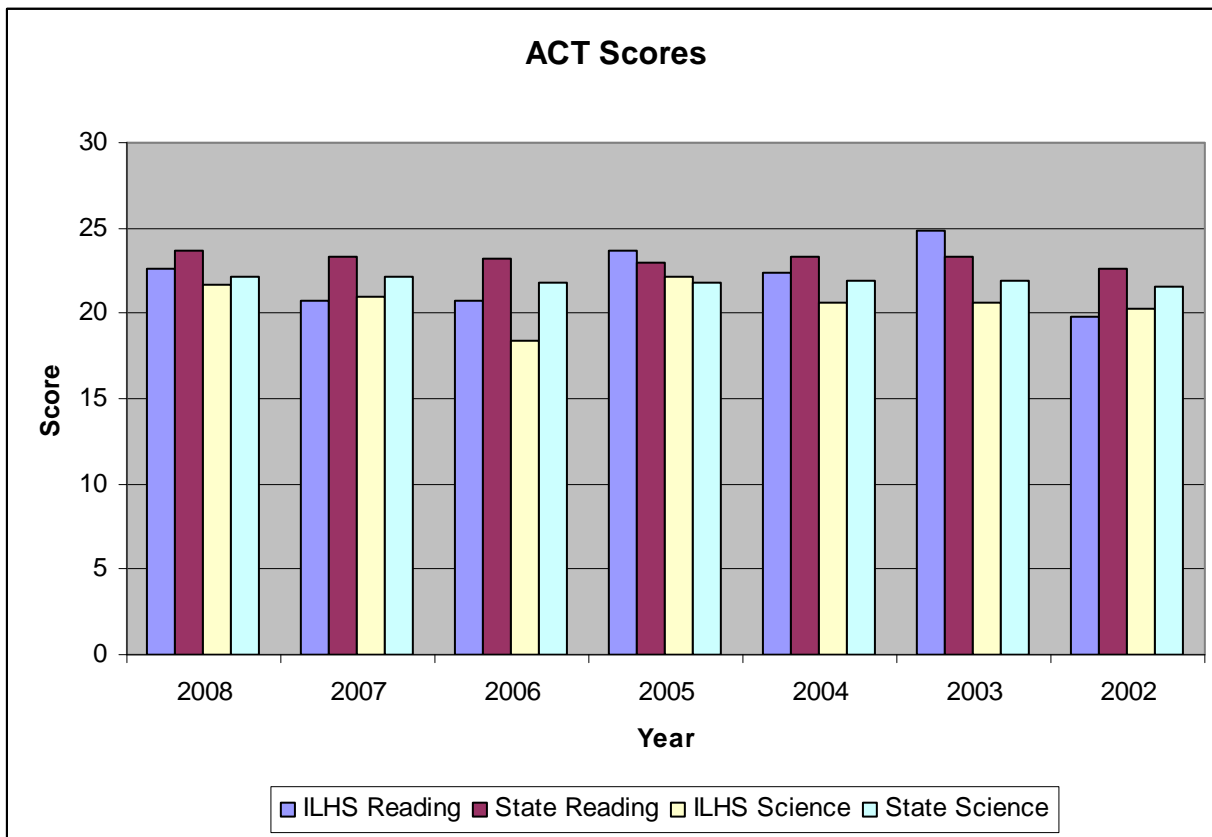
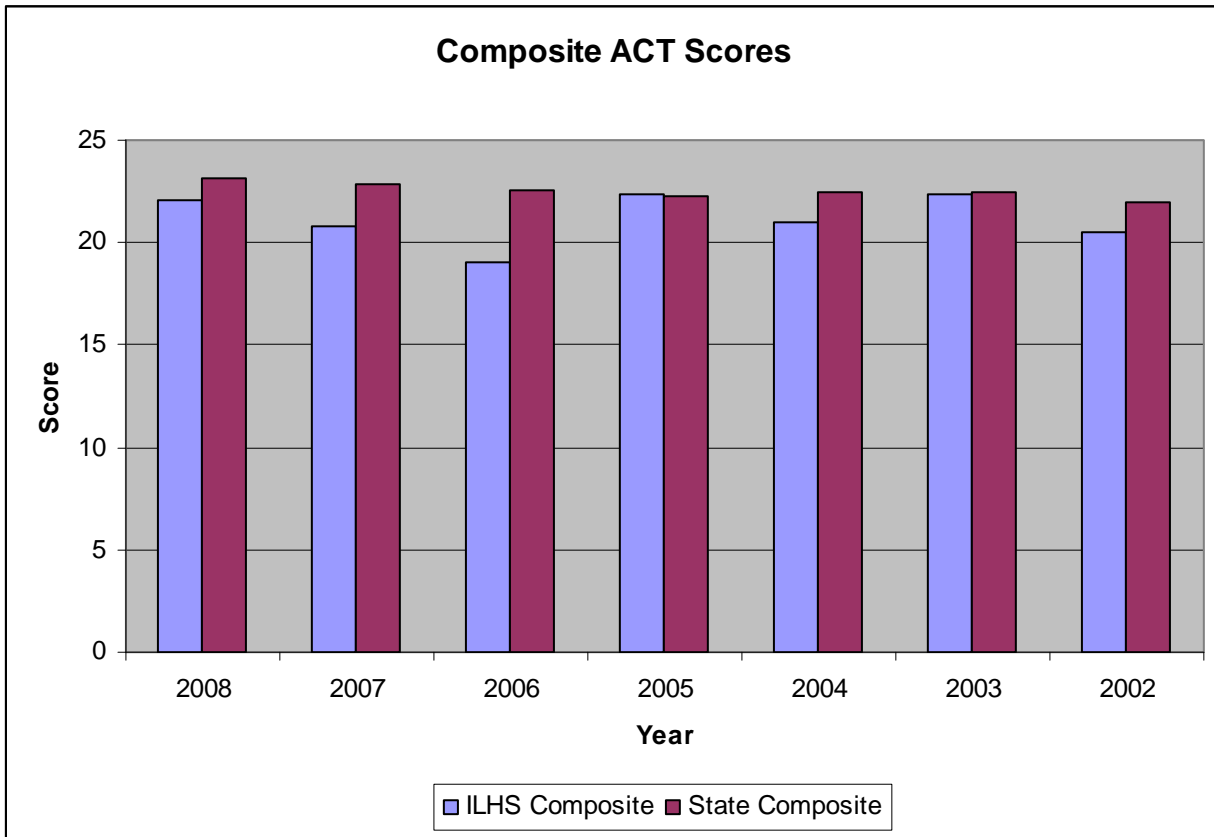


Figure 30 Composite ACT Test Results

Year	ILHS Composite	State Composite
2008	22.1	23.1
2007	20.8	22.9
2006	19	22.6
2005	22.4	22.3
2004	21	22.5
2003	22.4	22.5
2002	20.5	22



The Inter-Lakes School District uses the College Board’s Advanced Placement tests (AP) as one basis for assessing student performance. A score of “3” or above on the 5 point AP test score scale is considered to be a “passing” score.

Results are below.

Figure 31 AP Test Results

Advanced Placement Test Results

	% 3 or above	# Tested	% 3 or above	# Tested	% 3 or above	# Tested
YEAR	2008	2008	2007	2007	2006	2006
US History	65%	23	81%	21	62%	21
Eng Lang/Comp	78%	23	75%	16	53%	13
Eng Lit/Comp	79%	14	77%	13	57%	14
Calculus AB	25%	16	40%	30	78%	9
Calculus BC	100%	1		0		0
Comp Science A		0	89%	9		0
Comp Science AB		0	80%	5		0
Total tests		94		94		57

	% 3 or above	# Tested	% 3 or above	# Tested	% 3 or above	# Tested
YEAR	2005	2005	2004	2004	2003	2003
US History	80%	5	69%	16	63%	11
Eng Lang/Comp	58%	12	81%	16	66%	9
Eng Lit/Comp	76%	17	66%	6	50%	17
Calculus AB	23%	13	66%	3	50%	10
Comp Science A					100%	8
Total tests		47		41		55

