



Executive Summary

Lovell High School
Big Horn County School District #2

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REPORT INTRODUCTION AND PURPOSE

Your ASSIST-Generated Executive Institutional Summary

The Adaptive System of School Improvement Support Tools (ASSIST) is a new, state-of-the art alternative that allows schools to streamline and enhance their efforts to boost student achievement. Using ASSIST, a school can gain a better understanding of its past successes and opportunities and confidently build a solid, research-based plan for the future.

Every school has its own story to tell. The context in which teaching and student learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way school leadership considers how to organize, maintain order, and stay faithful to the school's vision. A description of the level of stakeholder engagement, trends and issues affecting the school, and the kinds of programs and services that the school implements to support student learning also contributes to the overall narrative.

The purpose of the Executive Institutional Summary (EIS) is to give schools an opportunity to tell their story, to describe their context both strengths and challenges so that the public and members of the school community have a more complete picture of how the school perceives itself and what it is deliberating as it engages in the process of self-reflection for continuous improvement.

This report is structured into 4 sections that give context about what the school faces on a day-to-day basis in providing teaching and learning in its community:

Section 1: Introduction

- Describes the community in which the school is located. Identifies the unique features and special challenges of this school community. Provides brief demographic information with regards to both students and staff and the community at large.

Section 2: Student Performance

- Gives a brief description of the school's vision about students and their performance.
- Provides a brief summary of student performance in this school. Identifies the school's goals and how the school will know they have achieved them. Describes the variety of the school's student performance assessments. Identifies how the staff engages in meaningful analysis of student work in order to modify instruction.
- Describes the school's student support programs and services. Identifies the ways in which the school ensures community/parent involvement in the life of the school.

Section 3: Challenges and Opportunities

- Identifies the major challenges the school has faced in the last 3 years and how it has addressed those challenges.

Section 4: Conclusion

- Identifies what the school is most proud of and why.
- Relates other information the school would like to share with the public and the school community.

DEMOGRAPHICS

Institution

District	Big Horn County School District #2
Country	US
State/Province	WY
City	Lovell
Governance	Public, non-charter
Setting	Rural
Type	High School
Grade(s)	09, 10, 11, 12
Religious Denomination	Not Applicable
Gender	Coed
Enrollment	196

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EXECUTIVE INSTITUTIONAL SUMMARY

Section 1: Introduction

Describe the community in which your school is located. What are the unique features and special challenges of your school community?

Briefly provide demographic information with regards to both students and staff and the community at large.

Narrative:

LOVELL, WYOMING:

Lovell (pop. 2325*) is nestled at the base of the Bighorn Mountains in northwestern Wyoming. Many residents like outdoor activities, such as boating, fishing and hunting, but another popular form of recreation is watching the high school's ball games. The town's paper comes out once a week and the Hyart movie theater is actually a cooperative effort.

While Lovell is an agricultural area, raising cattle and farming sugar beets, beans and corn, bigger natural resources might be bentonite (used in cat litter and well drilling) and gypsum (used in sheet rock). With these employers being so visible, most residents don't know that the biggest employer in the county is actually North Big Horn Hospital. The school district is a large employer as well.

Lovell is 88.6% Caucasian with 9.2% Hispanic. The average household income is below the state average at \$30,745**. While Lovell has seven churches, the religion is predominantly Latter Day Saints.

*<http://www.city-data.com/city/Lovell-Wyoming.html>

**<http://www.idcide.com/citydata/wy/lovell.htm>

LOVELL HIGH SCHOOL STAFF

Personnel	Number
Principal	1
Counselor	1
Secretary	1
Certified Staff	19(16 full, 3 shared)
Special Education Paraprofessional	5
Instructional Paraprofessional	3(2 full 1 shared)

The average years of experience for teachers is 13.8, with 11 staff members having a master's degree. All staff are highly qualified and teach within their certified areas.

LOVELL HIGH SCHOOL STUDENTS

Lovell High School has 195 students and is the only high school in Big Horn School District #2. we rank 29th out of 70 high school based on ADM in Wyoming. Our average class size is 13.8 (excluding special education classes) our special education average class size is 3.2 and our Pupil/Teacher Ratio (excluding counselor) is 1: 9.75

Classes

Seniors	38
Juniors	51
Sophomores	54
Freshmen	52

Gender Overall: Males 95, Females 100

Families: We have 32 families with siblings in the high school and 163 without siblings.

Ethnicity Overall:

White	178
Hispanic	17

Free and Reduced Lunch: 29%

2009-10 ADM 188
 2008-09 ADM 191
 2007-08 ADM 190
 2006-07 ADM 196.126

Students from Out of District: 23 Student are currently out of district students

(Yearly average of out of district students is from 20% to 25%)

Percent of Special Education: 16%

Graduation Rate

2009-10 86.96% (new calculating formula)
 2008-09 94.63%
 2007-08 89.36%
 2006-07 91.67%
 2005-06 91.69%
 2004-05 91.84%

Drop-out Rate (percent)

2008-09 3.0
 2007-08 2.0
 2006-07 2.03
 2005-06 .97
 2004-05 1.51

School Facilities:

The school was built in 1963, but we have recently replaced the HVAC system as well as the windows. The school has new carpet and roofing. The school's technology capabilities are constantly being updated. There is no on-site cafeteria, auditorium or student commons area. We have a "split" campus with our gymnasium located approximately 600 feet from our main building. The main building houses our classrooms, offices, vocational classrooms, and the district office. The high school is 51,500 square feet with the district office taking up 2,500 of these square feet and 12,000 square feet is vocational education area. We have 20 classrooms that average between 500 - 600 square feet with a maximum capacity of 25 students per classroom. We average two teachers per academic subject with a half-time P.E. instructor/Activities Director a shared choir teacher, and shared band teacher with the middle school. We have a full-time guidance counselor, and principal.

Unique Features and Special Challenges

As students must be bussed or drive themselves off campus to eat lunch, not all students identify themselves as needing free or reduced lunch. So even though our data says that we are 29% free and reduced lunch, we believe the number is actually larger. We know that our town's average income is \$30,745, which is below the state average. This makes analyzing the data more difficult because our numbers might not be "true."

Another issue is that our Hispanic population is under 20 students. So they are a group that we look out for when analyzing test data, but we can't develop school wide strategies; instead we target them on an individual basis. Since the numbers are so low, it is difficult to tell if they are a sub-group that is meeting or exceeding the target or not.

Getting parents involved in academics is difficult. Most people are blue collar workers and support education but getting a large number of parents involved is challenging. We average around 33% participation at our Fall Open House and our Parent Teacher Conferences. These are often the same parents. Our parents do utilize our Power School system which keeps them in touch with their students' grades, attendance and behavior.

Section 2: Student Performance

Give a brief description of your school's vision about students and their performance. Provide a brief summary of student performance in your school. What are your goals and how will you know you have achieved them?

Describe the variety of your school's student performance assessments. How does your staff engage in meaningful analysis of student work in order to modify instruction?

Describe the school's student support programs and services. In what ways does your school ensure community/parent involvement in the life of the school?

Narrative:

Vision, Mission, and Belief Statements

LHS Vision: Educate Each Student for Success Now and in the Future

LHS Mission: Our mission is to provide a safe and orderly environment where students receive the opportunity to learn with a relevant and rigorous curriculum.

LHS Belief Statements:

We Believe.....

- All students can learn.
- Students learn best in a safe, orderly, and inviting environment.
- Students should have equal access to educational opportunities.
- Students have the responsibility to be active learners.
- Student should be challenged to become positive, self-motivated lifelong learners.
- Curriculum and instruction should meet the needs of all students and it should provide them with the skills necessary for their futures.
- Staff members should have high expectations for increasing student achievement by recognizing individual difference and needs and fostering respect, responsibility, and discipline.
- Staff members are role models who foster positive relations with students, parents and community.
- Educational experiences should enable students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.
- Education is the shared responsibility of home, school, and community.

The vision, mission, and beliefs of Lovell High School are focused directly on students and their performance. These statements guide our practices to set up a learning environment that is optimal to student success. Our belief is that high school teaches them knowledge and skills that will allow a successful transition into the real world.

Provide a brief summary of student performance in your school.

The LHS School Improvement Plan used PAWS performance as our primary measure of success at a system level. We use other assessments (i.e., MAP, AIMSweb, and district assessments) to inform instruction and analyze individual student needs.

Reading: Lovell High School has a measurable objective that 80% of the students will be proficient in reading as measured by PAWS. In the past five years our 11th grade PAWS reading scores have shown some highs and lows with an average of 68% proficiency. The most recent PAWS results show that 82% of the 11th grade students were proficient. This compares to a State average of 65% proficient.

- 2005-06: 67% proficient
- 2006-07: 81% proficient
- 2007-08: 49% proficient
- 2008-09: 54% proficient
- 2009-10: 82% proficient

Writing: During the past five years, 79% of Lovell High School juniors were proficient on PAWS writing. The five year trend for PAWS shows an increasing percent of students overall in PAWS writing. The high school performance reflects district performance as all grade levels in Big Horn #2 performed at a higher level than state grade level averages in 2009-10.

- 2005-06: 62% proficient
- 2006-07: 86% proficient
- 2007-08: 89% proficient
- 2008-09: 66% proficient
- 2009-10: 90% proficient

Math: Lovell High School has a measurable objective that 80% of the students will be proficient in math as measured by PAWS. The five year average for PAWS math at the 11th grade level is 71%. The four-year trend for PAWS math at Lovell High School shows a decline through time. During the 2009-10 school year, the state average for 11th grade math was 63%.

- 2006-07: 81% proficient
- 2007-08: 75% proficient
- 2008-09: 76% proficient
- 2009-10: 65% proficient

LHS proficiency level has steadily been in the upper 70 percentile for proficient and advance scoring student with a drop to 65% in the 09-10 school year. In this 09-10 school year LHS was in the top 1/3 of all Wyoming high schools.

Science: The science measurable objective is 60% proficient on PAWS. During the past two years, 56% of 11th graders were proficient on PAWS science. During the 2009-10 school year, 59% of the student were proficient in science as compared to 54% proficient at a state level.

What are your goals and how will you know you have achieved them?

Goals: Lovell High School has four school improvement goals. The goal is for all students to be proficient. The measurable objectives were set as a realistic target to enable us to monitor growth and establish strategies to modify system's procedures, core curriculum, and/or instructional practices (school improvement plan). The measurable objective target levels were based on research and past student performance data. The measurable objectives allow us to know if we have achieved our goals.

- All students will be proficient in reading.
Measurable Objective: 80% proficient
- All students will be proficient in writing.
Measurable Objective: 80% proficient
- All students will be proficient in math.
Measurable Objective: 80% proficient
- All students will be proficient in science.
Measurable Objective: 60% proficient

Describe the variety of your school's student performance assessments.

PAWS: PAWS is the state test used to measure individual student achievement against the Wyoming Content and Performance Standards in reading, writing, math, and science. It is mandatory for all juniors. Lovell High School also provides the opportunity for sophomore students to take the PAWS test in reading, writing, and math.

MAP: MAP is a computer-adaptive test that measures student achievement in reading and math. Students in grades 9 & 10 at Lovell High School are assessed with MAP in the fall and spring of each year. MAP results are used to evaluate system effectiveness and individual student growth.

District Assessments: Our district assessment system has been designed to specifically meet the standards and benchmarks in all nine content areas. The district assessment system is designed to adhere to the five design criteria of alignment, consistency, fairness, standard setting, and comparability as required by state statute (WDE Rules and Regulations: Chapter 8 & 31). In 2009, our Body of

Evidence system met full approval by the WDE Peer Review process. The district assessment system is managed through a variety of tools including assessment matrices which show alignment to standards and benchmarks.

ACT & PLAN: ACT is mandatory for all Lovell I High School juniors. PLAN is mandatory for all freshman and sophomores. Both of these assessments measure college readiness standards in reading, English, math, and science. We use the results to address individual needs and system effectiveness.

How does your staff engage in meaningful analysis of student work in order to modify instruction?

There are two main purposes for assessment at Lovell High School. One is for system effectiveness and the other is for individual student growth.

School Improvement Process: Each year the School Improvement Committees in Math, English, and Science analyze student data from PAWS, MAP, and District Assessments. This year the process was enhanced in several ways. We were able to access student data from Inform, a data management system that allows us to look at disaggregated data and results through time. This year we added measurable objectives to our goals which gave us a systematic way to better modify instruction. If the measurable objectives are not met, we determine a need for core curriculum improvement. If the measurable objectives were met, we focus interventions to meet the needs of non-proficient students. Once we determine needs, the teams then research and select interventions to directly target the needs revealed by the data.

District Assessment System: Our district assessment system provides opportunity to analyze student work in order to modify instruction. Content area teams analyze district assessment results to see if any subgroup gaps in performance exist. This work also points out areas of need for remediation in specific skills or concepts. Students get a hands-on opportunity to monitor their own performance. Individual student district assessment portfolios are maintained in English, math, and science. Teachers in these content areas work with students to analyze assessment performance.

BIT Process: The Building Intervention Team uses a collection of student data including grades, assessment results, attendance, behavior, and teacher observation. This defines individual student needs. An individualized plan is developed to plan interventions that lead to student success. This can involve modifications in curriculum, accommodations, behavior plans, and access to support systems.

Describe the school's student support programs and services.

- Counseling: Our school guidance counselor does academic counseling, college & careers, gifted & talented, transitioning between schools and grades, monitors BIT process. In addition, Lovell High School provides therapeutic counseling through a partnership with Big Horn Health Coalition.
- Special Education: Special education services are provided to qualifying students. Instruction varies based on individual student needs as identified through a comprehensive evaluation. Lovell High School has three certified special education teachers and four paraprofessionals.
- Alternative Courses: Students can access courses not provided at Lovell High School through online, concurrent enrollment, WEN video, Acellus, and correspondence. These can fulfill remediation or enrichment purposes.
- In-School Tutoring: Lovell High School provides on-site tutoring through the day to support students academically. Tutoring classes are built into each student's schedule to provide time and support to complete course work.
- After-School Tutoring: The Big Horn Health Coalition funds after school tutoring. Help is available for students who are struggling with content or needing assistance with alternative courses.
- Summer School: Summer school is provided for all students who need academic support. Students can come to summer school for remediation of skills, credit recovery, and extended school year. Students also have the opportunity to participate in enrichment/accelerated curricula.
- Gear-Up: We partner with Gear-Up to help low socio-economic status students so they can get to college and be successful in college.
- Math & Science Initiative Projects: The University of Wyoming program assists high school students who are income-eligible and/or who are potential first generation college students to prepare for successful entry into a four-year college degree program.
- Work Experience/Advanced Placement: After completing two vocational prerequisite classes, students have the opportunity to be placed in a real-world work experience. Students are placed in different workplaces in the community to give them knowledge and skills

to be successful in the work environment.

In what ways does your school ensure community/parent involvement in the life of the school?

Building Leadership Team: Each year a BLT (Building Leadership Team) is organized to discuss school related issues. The BLT consists of parents, students, certified staff, and classified staff. Members of these groups can apply to be on the BLT if they wish to be involved.

Committee Work: We have had major structural change at Lovell High School based on parent involvement. The parent/community meetings were the driving force for changes in our career/vocational programs. We have committees involving parents, students, and staff that are involved in school related policies and procedures. Committee work has been instrumental in setting the master schedule, discipline & attendance policies, and curriculum procedures. The weekly professional development time was implemented largely due to the efforts of committee work involving parents and community members. LHS parent involvement directly impacted the change of our district grading scale.

Volunteers: A voluntary registry exists for parents and community members to help the school for a variety of needs. Invitations are sent to all parents per semester through the registration packet and letters home to be on the volunteer registry. A description of the requirements volunteers must have is described on the invitation.

Booster Club: On-going fund raising to support student activities

Opportunities for Parents to Be Involved in School:

- Parent/Teacher Conference
- Open House
- PowerSchool
- Art Show
- Speech & Debate Open House
- FFA Banquet
- Senior Orientation
- Parents Night at sporting events
- Musical Performances

Community Involvement:

- Student-of-the-Month sponsored by First National Bank and Trust
- TCT West: Broadcasting of school activities
- Lovell Chronicle: Provides ongoing coverage of academic and extra-curricular events
- Big Horn Health Coalition: Provide funding for preventative services

Section 3: Challenges and Opportunities

What are the major challenges your school has faced in the last 3 years and how have you addressed those challenges?

Narrative:

In the last three years Lovell High School has seen some challenges both school wide and within content areas.

Truancy: Student truancy has been an issue during the past years. Many students were losing credits in class due to absences as well as tardiness. In the past, all students were allowed a release time that allowed them to leave campus with no structured activity required. This caused truancy to occur because often students didn't return or they took students with them who did not have a release time.

As a solution to this problem, the district policy changed requiring students and parents to either be in an organized activity (work, religious, or organized meeting). If students do not have an organized activity, they are now kept on campus and assigned in a tutoring class. In addition to the change of policy, we instilled Saturday School as a deterrent to truancy. A reward day was implemented for students with good attendance.

The following data shows an increase in our Average Daily Attendance:

The difference in ADM and ADA for the following years indicates improved attendance each year, 08-09 was the first year with the new release time policy:

09-10: 7.461

08-09: 7.705

07-08: 9.097

06-07: 9.255

05-06: 8.808

04-05: 10.255

Entry Level Job Preparation: The lack of experiences that prepare students for entry level jobs right out of high school is another challenge for LHS. The main concern was job skills in any business. This concern was brought to the attention of LHS by local communities and stakeholders.

As a result many classes were created through the PERKINS grant. New classes are Robotics, Business Math, Introduction to Communications, CAD, Family and Consumer Science classes. Curriculum specific technology has been purchased to better prepare students for the work force.

Schedule: One challenge was a constant question of the guaranteed and viable curriculum that the class schedule was providing. Lovell High School had an AB block schedule. The concern was the lack of teacher/student contact time. Another concern was the effective use of classroom time and the lack of preparation for teachers to use a 90-minute block of time.

From research in "What Works in Schools" and stakeholders' concerns, a committee of staff, parents, and students was formed to review the current class schedule and discuss its effectiveness. The committee decided upon a schedule change as a result of this. The change took LHS from a 90 minute block schedule to a modified 65 minute block schedule. The committee work also revealed a need for professional development time. The modified block allows Friday afternoon professional development time for district staff.

Subgroup Performance: We continually monitor subgroup performance to determine if there are gaps in performance of the standard groups of gender, ethnic, socio-economic status, and special education. In the 2009-10 PAWS testing, our ethnic students had a 56% proficiency rate as compared to 76% proficiency of white students. The students on IEPs had a 31% proficiency rate on this test. In that same year, 45% of the IEP students were proficient in writing as compared to over 90% proficiency for students not on IEPs.

A challenge facing small schools is our small subgroup sizes. This makes it difficult to determine if the achievement differences are due to subgroup status or individual differences. As a solution, we designed our school improvement plans to include a strategy for non-

proficient students, as we see the non-proficient students as a subgroup. As we look at the group of non-proficient students we may discover other subgroups within that need attention. As we investigated the composite of the non-proficient students we look for trends these students have in common. For example, in math, we realized that many of the non-proficient students had been enrolled in pre-algebra. This caused us to implement the use of AIMSweb in our pre-algebra class to progress monitor those students. Our students on IEPs are often a part of the non-proficient subgroup. We are implementing a writing program and a reading program to best meet the needs of these students.

Parent/Community Involvement: Parent/community involvement and communication continue to be an area of focus. LHS strength lies in one way communication with parents, community and other stakeholders. Two years ago LHS started a monthly newsletter and this year LHS has reached out to parent through the SchoolReach phone system. PowerSchool, class syllabus, handbooks and the school website are also ways used to provide information to stakeholders. Yearly open houses, orientations, Parent-Teacher conference, open forum committees, surveys and representation on the building leadership teams are opportunities for stakeholder involvement. Even though LHS is taken steps to increase communication and involvement we are continuously looking for ways to strengthen the parent/community involvement.

School Improvement:

Math:

- **Problem Solving:** Problem Solving is an area of need for LHS every year. The steps involved in problem solving are now addressed in all content areas in every class once a semester. This will reinforce to students the steps to solve any problem.
- **Measurement:** Measurement has been a challenge for LHS over the past few years. In 09-10 year only 47% of LHS students were proficient in measurement. This percentile is consistently low from year to year. As a result LHS is emphasizing units and unit conversion in appropriate classes and lessons. More investigation is taking place on how measurement is scored also.

Reading: LHS is low in functional text reading in all subgroups. (See Data Analysis 10-11). Reading across the curriculum is emphasized in all classes. Functional text is more relevant to address in classes other than English.

Science: Upon examination of our district assessment results we consider the following to be areas on which to focus: design experiments, conduct experiments and representation (Science Data Analysis 2010-2011). To address these issues the science teachers are having students analyze both "Mythbusters" and "Bill Nye the Science Guy" episodes. Students will be taught ACT strategies for science in class, participate in experiments, analyze conflicting science ideas and theories, and a consortium activity called "Scientific Inquiry" will be administered to students in class.

Section 4: Conclusion

What is your school most proud of and why?

Is there any other information you would like to share with the public and the school community?

Narrative:

One of the greatest strengths of Lovell High School is the commitment to the students. When making any decisions, the question is always asked, "What's best for kids?" LHS is deeply dedicated to the vision: Educate Each Student for Success Now and in the Future. This statement is a driving focus in all educational decisions. In 2009 Lovell High School was recognized for being one of the top schools in Wyoming. This award was based PAWS scores on how well our students in subgroup areas on the 06 assessment. The award recognizes schools who specifically work to meet the needs of each student.

School Awards:

U.S. News & World Report's America's Best High Schools Silver Award 2009

Lovell High School's mission is to provide a safe and orderly environment where students receive the opportunity to learn with a relevant and rigorous curriculum. LHS is extremely proud of our students' good behavior. We have an excellent graduation rate each year and extremely minimal amount of major discipline infractions. Though due to confidentiality we cannot go into detail on who drops out of our school and who has major discipline issues, we work one-on-one with these individuals providing many interventions. Upon review of these students we find the vast majority are not our traditional students. Often they have transferred to LHS during their high school years and have a history of academic problems and poor attendance from their previous districts. Our major infractions include the following:

09-10: 7 major infractions

1 Expulsion: Serious verbal threats to students and staff

5 Out of School Suspensions: 1 Tobacco possession

*5 insubordination

1 In-School Suspension: Insubordination

08-09 46 major infractions: 44 Out of School Suspensions and 2 Expulsions, one continued from the prior year as it was a year long suspension

1 Alcohol

2 Threats

1 Fight

*40 Insubordination

2 Expulsion: 1 Weapon Possession (in vehicle on school grounds) 1 Battery

07-08 49 major offenses: 48 Out of School Suspensions and 1 Expulsion

1 Alcohol

1 Drug

1 Fight

6 Tobacco

1 Stealing

3 Threats

*34 Insubordination

1 Expulsion: Weapon (in vehicle on school grounds)

* A high number of our Out of School suspensions have been due almost entirely to students skipping Saturday Detention. The majority of Saturday Detentions are assigned to students who have been truant. Those who skip a Saturday Detention assigned by the principal are then considered insubordinate and are out of school suspended for one day as a result. Less Saturday Schools began the 09-10 school year as truancy dropped as a result of our policy change on release time. We do not have our final data for the 10-11

school year but again we continue to see a sharp decline in truancy and out of school suspensions.

On the AdvancED Student Opinion Inventory students reported that Lovell High School's top three items where: cheating is strongly discouraged at our school; teachers are willing to give me individual help outside of class time, and teachers hold high expectation for student learning. The parents report that school rules are clearly communicated to parents. It is evident through the student's behaviors and responses that LHS as whole system is committed to its mission.

The students also reported on the AdvancED survey that they have an opportunity to participate in activities that interest them (e.g., clubs, sports, music). Lovell High school is proud of their student and all of their hard work. Our average student has a 3.00 GPA and 115 of our average 195 students make the Honor Roll each semester for an overall 59%. Our activity participation has been:

10-11 Males: 76% Females: 81%
 09-10 Males: 90% Females: 88%
 08-09 Males: 71.4% Females: 84.3%
 07-08 Males: 83.0% Females: 84.4%
 06-07 Males: 77.6% Females: 73.3%
 05-06 Males: 67% Females: 78.9%

Extra-Curricular Activities:

Active Student Government

Marching Band Start 2007

Fine Arts Program State Art 2010

Future Farmers of America

Skills USA

FCCLA

Speech and Debate

LHS Football Team 2010 Conference Champions

LHS Volleyball Team 2010 State

LHS Boys' Basketball Team 2011 2nd State

LHS Girls' Basketball Team 2011 State Champs

LHS Track and Field Team 2010 State Champions (Girls)

LHS Indoor Track Team

LHS Cross Country

LHS Golf Team

LHS Cheerleading Squad

LHS Dance Team 2nd State 2011, 4 All-State Dancer

LHS National Honor Society 2009 Started school recycling program

All-State Band 1 attendee 2010

All-State Choir 3 attendee 2010

Outstanding Programs:

Advanced Placement Testing

Concurrent and dual enrollment classes

Enrichment through online classes (WeAVE)

Summer School

Credit Recovery Program

Early Graduation Program

Attendance Incentive Program

Advanced Work Placement Program

7 Different Vocational Clusters

Monthly Student of the Month Program

Lovell High School's teaching staff currently has 11 staff members with master's degree. On the AdvancEd Parent Opinion Inventory

the parent reported that LHS's top area was teaching social studies. They also reported teacher strongly discouraged cheating and that the school uses technology to provide parents with information about the school. LHS teacher have high expectation for their students and themselves. They are role models who foster positive relations with students, parents and community.

Teacher Awards:

Lovell Chamber of Commerce Teacher of the Year,
Karen Wardell 2010

Big Horn School District #2 Teacher of the Year,
Carissa Camp 2011
Darlene Moncur 2010
Mike Greenlee 2006

WAO Wyoming's Counselor of the Year,
Tawnya Teter 2011

LHS has seen an increase in the percent of students receiving scholarships. We have emphasized college and career counseling and preparation in our classes. we are very proud of the work we have done and the of our students to accomplish this.

08-09 Percent of students who received a Local or state scholarship:80
07-08 Percent of students who received a Local or state scholarship:70.5
06-07 Percent of students who received a Local or state scholarship:61.8
05-06 Percent of students who received a Local or state scholarship:53.3
04-05 Percent of students who received a Local or state scholarship:60

LHS is very proud of our ACT scores. Our district composite score was 1.4 below the state in 05-06 now we consistently score better or nearly the same as the state in all areas. We also have seen a consistent rise in our MAP average RIT scores in the two areas we test, math and English. In reading our 9th and 10th graders over the past two years have been either the same or slightly higher than the national average. Our math scores have been significantly higher than the national average ranging from 10 to 30 points higher.

Additionally, we our students show growth from when they are tested in the 8th grade, again this growth is significant in math and actually very good in reading as well but not quite as high. We are also very proud that we scored third on the PAWS in writing in the state the 08 school year. Even though our PAWS scores did not show growth two out of the three years in all four core areas and subgroup areas our MAP scores have in reading and math and our PAWS scores have shown growth in science, in reading the last two years, but in math only one of the last three years but prior to that we showed growth in the fourth year over the previous year. We are very proud that we have made AYP every year since its inception and we typically beat the state in most every area.