LHS Improvement Goal: All students will be proficient in math.

Measurable Objective: 80% of LHS students will be proficient in math as measured by PAWS.
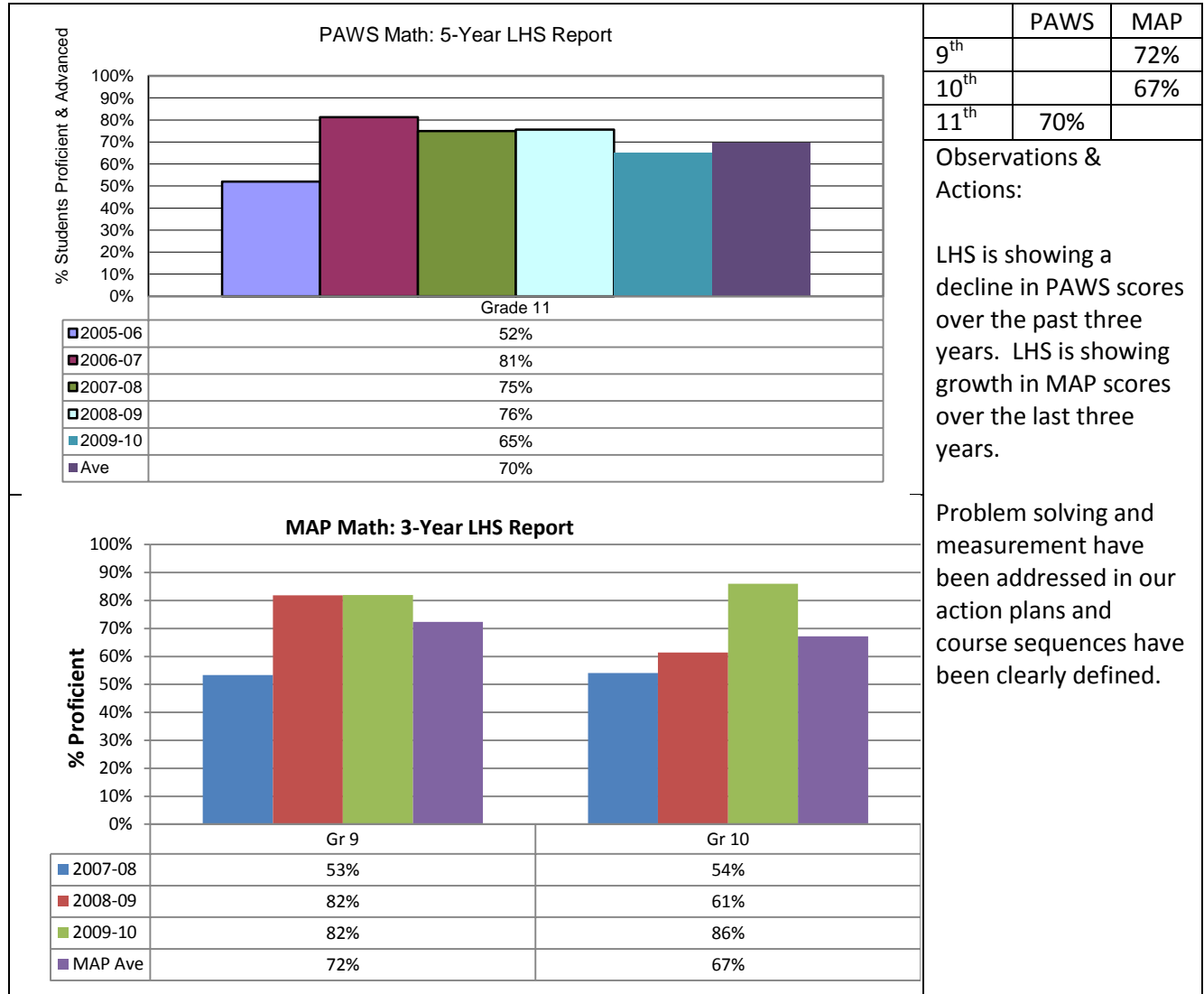
School Level Assessment Results: Use the following charts to answer the following:

	MAP	PAWS
What percent of LHS students are proficient in math?	70%	70%

PAWS Math: 5-Year School Report

	LHS
2005-06	52%
2006-07	81%
2007-08	75%
2008-09	76%
2009-10	65%
Ave	70%

MAP Math: 3-Year School Report

	LHS
Sp 08	54%
Sp 09	72%
Sp 10	84%
MAP Ave	70%

Observations & Actions:

Performance at LHS is showing a decline over the past three years. Students at LHS have shown a 30% growth in MAP performance over the past three years.

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. Measurement has been a challenge for LHS over the past few years. In 09-10 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 conversions in appropriate class and lessons.

11th Grade Assessment Results: Use the following charts to answer the following:

- What percent of each grade level is proficient in PAWS and MAP?
- Is LHS meeting or showing improvement towards the measurable objective?
- Is LHS showing a decline in performance?

PAWS Math: 5-Year LHS Report

	Grade 11
2005-06	52%
2006-07	81%
2007-08	75%
2008-09	76%
2009-10	65%
Ave	70%

MAP Math: 3-Year LHS Report

	Gr 9	Gr 10
2007-08	53%	54%
2008-09	82%	61%
2009-10	82%	86%
MAP Ave	72%	67%

	PAWS	MAP
9th		72%
10th		67%
11th	70%	

Observations & Actions:

LHS is showing a decline in PAWS scores over the past three years. LHS is showing growth in MAP scores over the last three years.

Problem solving and measurement have been addressed in our action plans and course sequences have been clearly defined.

Subgroup Assessment Results: Do we see performance gaps between our subgroup populations?

Subgroups are aggregated at a building level. Grade level subgroup numbers are not considered due to the small sizes of the ethnic, socio-economic status, and special education groups. Since only one grade is assessed by PAWS at the high school level, subgroup data is not included with this report.
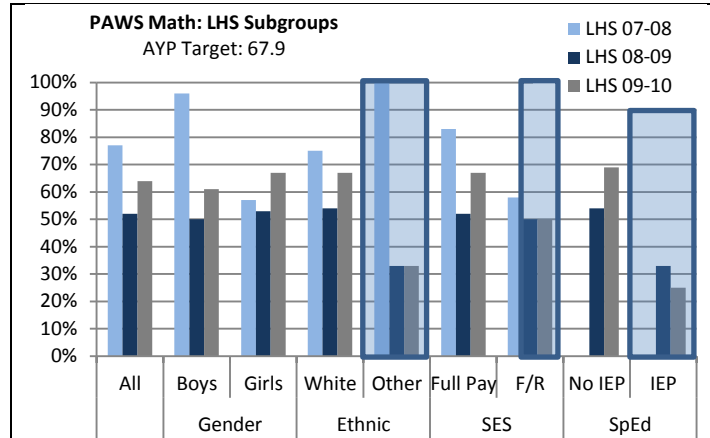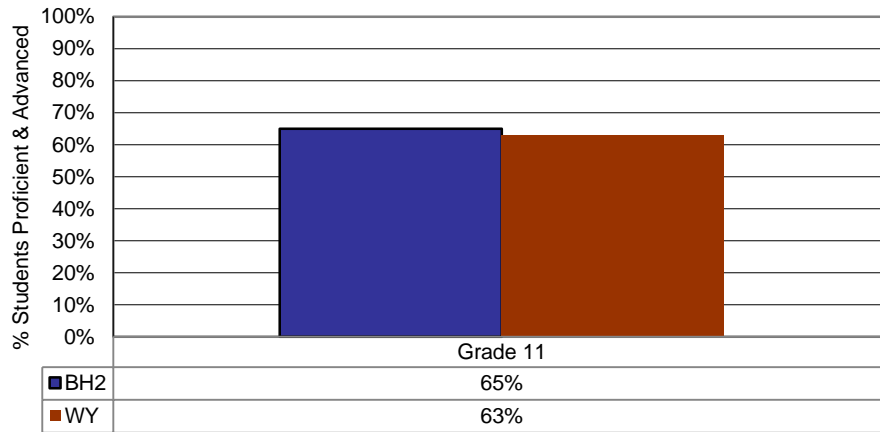

Observations & Actions:

The subgroup gaps in math are not as apparent as those in reading. However, there is a 20% gap between the ethnic groups and a 31% gap between the special ed groups. The building level charts show the state-set AYP targets for all subgroups.

*Insufficient group size.

Comparative Results/ District & State
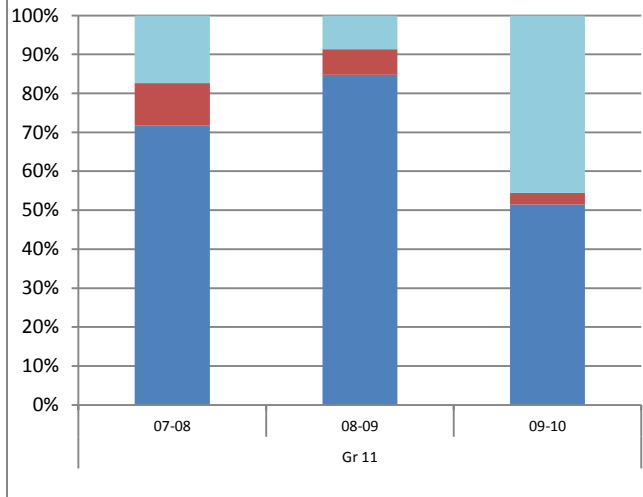
How do students at LHS perform in relation to state performance?

PAWS Math 2009-10: LHS & Wyoming

% Students Proficient & Advanced

Grade 11

■ BH2	65%
■ WY	63%

Observations & Actions:

The chart to the right shows LHS performance in relation to state performance in math. LHS exceeds the state average.

PAWS Math: LHS/State Ranking 3-Year

07-08   08-09   09-10

Gr 11

The charts above show the performance of LHS ranked with other Wyoming schools. LHS has average being in the top 1/3rd of the state over the past three years, however there was a decline in 09-10.

■ % Schools with a higher percent of proficient students than Lovell
■ % Schools with the same percent of proficient students as Lovell
■ % schools with a lower percent of proficient students as Lovell

Comparative Results/ LHS & Nation

How do students at LHS perform in relation to national performance?

MAP is used as a comparison to ensure that LHS students are performing at a level comparable to students across the nation. The following charts show the relationship between district and national performance since 2007-08 when we started MAP testing. The charts represent average RIT scores.
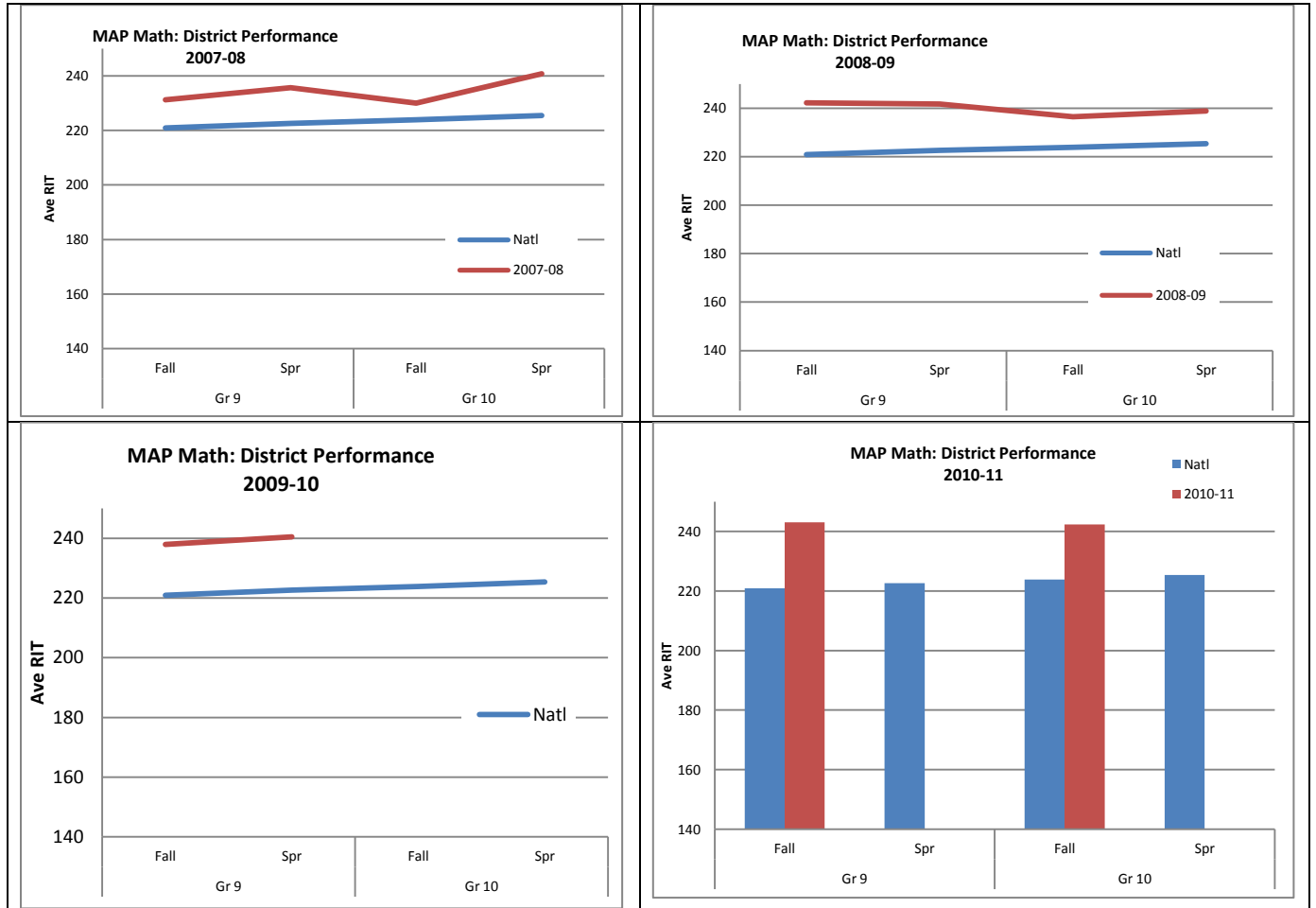
Observations & Actions: This comparison shows that students at LHS exceed the national average. When compared to the same information from reading, the math shows an increasing gap that rises above the national trend.

ACT: Mathematics

Year	District	State
2006	19.9	21
2007	19.2	21.1
2008	19.4	20.8
2009	20.3	19.8
2010	20	19.8
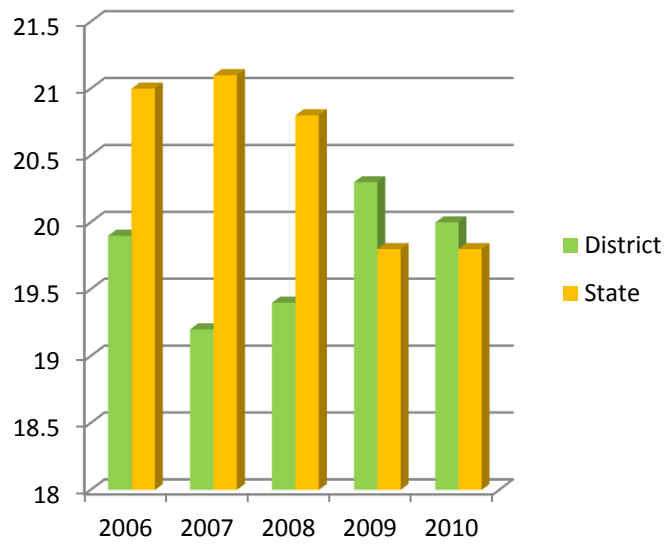
Observations & Actions: LHS has shown an increase in ACT scores over the past 5 years, while the state trend shows a decrease. We have been above the state average for the last 2 years.