

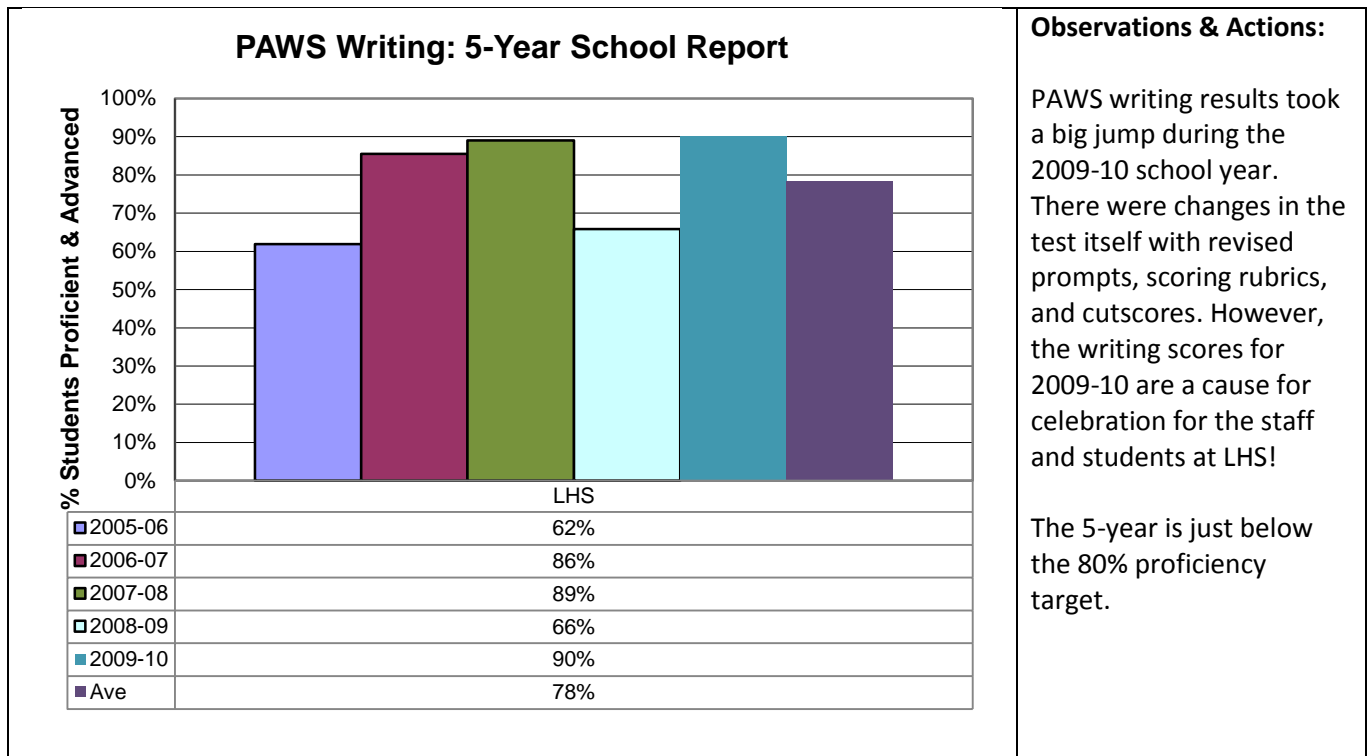
LHS Improvement Goal: All students will be proficient in writing.

Measurable Objective: 80% of LHS students will be proficient in writing as measured by PAWS.

At this point we are including only PAWS scores. With only one year left of PAWS writing, we will shift to the use of district assessments to monitor writing performance at a school level.

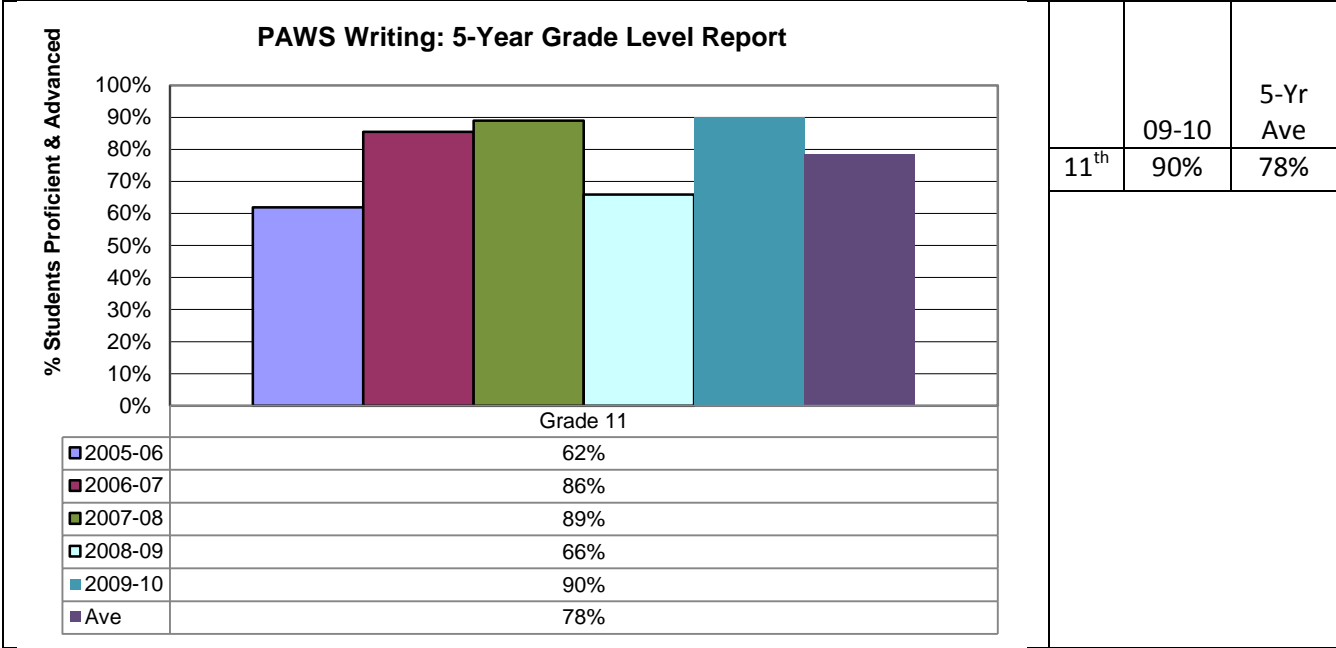
School Assessment Results: Use the following charts to answer the following:

	2009-10	5-Year Average
What percent of LHS students are proficient in writing?	92%	69%



Grade Level Assessment Results: Use the following charts to answer the following:

- What percent of LHS students are proficient in PAWS and MAP?
- Is LHS meeting or showing improvement towards the measurable objective?
- Is LHS showing a decline in performance?

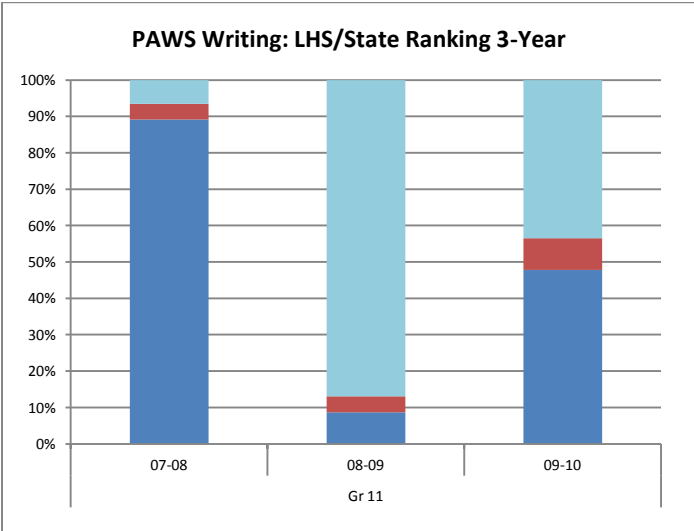
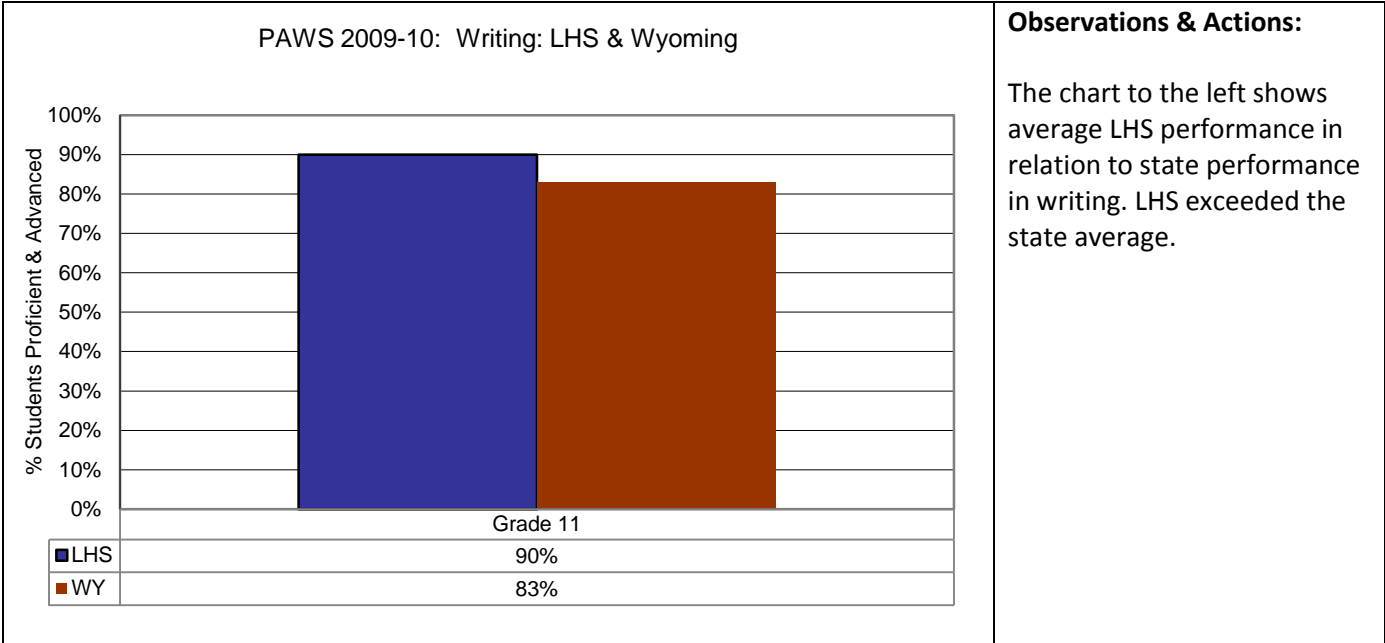


Observations & Actions: During the 2009-10 PAWS test, LHS was above the 80% district target.

While the 2009-10 performance was high, we maintain a writing goal as part of the school improvement plan in order to continue the high performance and ensure that all students can achieve proficiency.

Writing: Comparative Results/ LHS & State

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



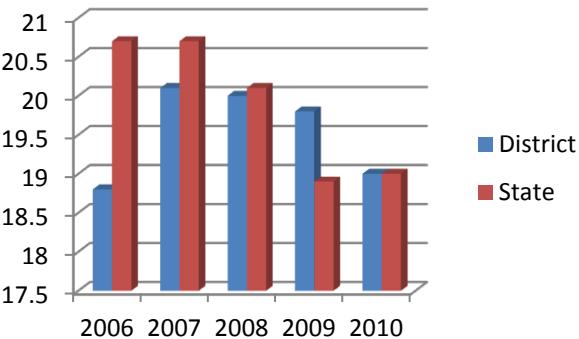
	% Schools with a higher percent of proficient students than Lovell
	% Schools with the same percent of proficient students as Lovell
	% schools with a lower percent of proficient students as Lovell

Observations & Actions:

The charts above show the performance of grade levels ranked with other Wyoming schools. LHS writing proficiency has been very inconsistent in this regard over the past three years.

ACT: ENGLISH

<u>Year</u>	<u>District</u>	<u>State</u>
2006	18.8	20.7
2007	20.1	20.7
2008	20	20.1
2009	19.8	18.9
2010	19	19



Observations & Actions: LHS ACT scores in English have dropped over the past three years, however we have been above or equal to the state in the last two years.