Mission
The mission of the Inter-Lakes School District is to foster quality teaching and learning, promote social responsibility and encourage personal growth.
We will produce Great Schools that enhance Strong Communities and inspire Personal Success.

Our Vision Statement
All students will be proficient in all state and district learning standards. Learning in context in meaningful ways through hands-on and real-world experiences will be the norm. Schools will reach out to meet the diverse needs of students through a variety of strategies and partnerships with parents, businesses, and the community. School environments will be physically and emotionally safe. All students will be encouraged to their best, and will know what they are supposed to be learning.
Teachers will work together, communicate often about student learning, and implement a continuum of learning that makes sense for all students.
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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 2008 census, the towns in which the Inter-Lakes School District is located had a population of approximately 9045 (http://www.nh.gov). [Center Harbor: 1106, Meredith: 6623, Sandwich: 1316] The median ages 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 percentages of families below poverty level: Center Harbor: 4.4%, Meredith: 4.2% and Sandwich: 3.5%. The unemployment rate in 2008 was: Center Harbor: 3.8%, Meredith: 3.8% and Sandwich: 2.4%. The largest employers in our towns are: Center Harbor: EM Heath, Inc., Meredith: Vutek, Sandwich: Town of Sandwich.

Enrollment
As of October 1, 2009, the Inter-Lakes School District serves 1,162 students in 4 schools: 448 elementary, 325 middle, and 389 senior high. Ten years ago, 1325 students were served by the district. This 163 student decrease, 12.3%, in overall district enrollment during the last ten years is shown Figure 1. Inter-Lakes School District towns are shared between Belknap County and Carroll County. Belknap County has experienced a 2.22% decrease in enrollment overall in the last ten years. Carroll County however has experienced a 13.30% decrease in enrollment overall in the last ten years. The only counties across the state that have experienced increases are Rockingham County and Hillsborough County.
Figure 1 Enrollment

Inter-Lakes School District Student Enrollment
2000-01 to 2009-10

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
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<tbody>
<tr>
<td>2000-01</td>
<td>1,325</td>
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<tr>
<td>2001-02</td>
<td>1,340</td>
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<td>2002-03</td>
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<td>2003-04</td>
<td>1,335</td>
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<td>2004-05</td>
<td>1,286</td>
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<td>2005-06</td>
<td>1,264</td>
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<td>2006-07</td>
<td>1,241</td>
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<tr>
<td>2007-08</td>
<td>1,201</td>
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<tr>
<td>2008-09</td>
<td>1,184</td>
</tr>
<tr>
<td>2009-10</td>
<td>1,162</td>
</tr>
</tbody>
</table>
Figure 2 shows the percentages of males and females enrolled over time. These percentages have remained stable over the past seven years.

**Figure 2 Enrollment: Male/Female**

*Inter-Lakes School District*

*Student Enrollment Percent by Gender*

*2003-04 to 2009-10*

![Chart showing enrollment percentages for males and females from 2003-04 to 2009-10 with stable percentages.]

- 2003-04: 52.2% Male, 47.8% Female
- 2004-05: 52.3% Male, 47.7% Female
- 2005-06: 52.5% Male, 47.5% Female
- 2006-07: 52.2% Male, 47.8% Female
- 2007-08: 52.2% Male, 47.8% Female
- 2008-09: 52.2% Male, 47.8% Female
- 2009-10: 52.2% Male, 47.8% Female
Figure 3 shows that the current student population is predominantly White. Over the last six years there has been a noticeable increase in our Asian and Multi-Racial populations.
Figures 4, 5, and 6 provide a graphic representation of the number of students enrolled by grade level over time.

**Figure 4 Enrollment: Grade Level**

Inter-Lakes School District

Student Enrollment by Grade Level

Preschool through Grade 4, 2003-04 to 2009-10

![Bar chart showing enrollment by grade level and year for Inter-Lakes School District from 2003-04 to 2009-10.](image-url)
Figure 5 Enrollment: Grade Level

Inter-Lakes School District
Student Enrollment by Grade Level
Grade 5 through Grade 8, 2003-04 to 2009-10
Figure 6 Enrollment: Grade Level

Inter-Lakes School District
Student Enrollment by Grade Level
Grade 9 through Grade 12, 2003-04 to 2009-10
Figures 7 and 8 (located on the following pages) reorganize the data in Figures 4, 5 and 6 to look at the groups of students progressing through the grades over time (cohort analysis).

**Cohort A**  
**YOG 2017**  

**Cohort B**  
**YOG 2016**  

**Cohort C**  
**YOG 2015**  

**Cohort D**  
**YOG 2014**  

**Cohort E**  
**YOG 2013**  

**Cohort F**  
**YOG 2012**  

**Cohort G**  
**YOG 2011**  

**Cohort H**  
**YOG 2010**  
Figure 7 Student Cohorts

Inter-Lakes School District
Student Cohorts A to D
2001-02 to 2009-10
Figure 8 Student Cohorts

Inter-Lakes School District
Student Cohorts E to H
2001-02 to 2009-10

Number of Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort E (1-9)</th>
<th>Cohort F (2-10)</th>
<th>Cohort G (3-11)</th>
<th>Cohort H (4-12)</th>
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<td>2001-02</td>
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<td>94, 96, 98, 100</td>
<td>102, 98, 96, 98</td>
<td>115, 120, 124, 126</td>
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<td>115, 120, 124, 126</td>
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<td>2005-06</td>
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<td>2006-07</td>
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<td>2008-09</td>
<td>85, 88, 87, 90</td>
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<td>2009-10</td>
<td>85, 88, 87, 90</td>
<td>94, 96, 98, 100</td>
<td>102, 98, 96, 98</td>
<td>115, 120, 124, 126</td>
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</table>
Figure 9 shows the number of students enrolled in the district by school and grade level.

### Figure 9 Enrollment: School and Grade Level

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<td>108</td>
<td>110</td>
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<td>106</td>
</tr>
</tbody>
</table>
(Figure 10) 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 10 Enrollment: School, Grade Level, and Gender**

**Inter-Lakes School District Student Enrollment by School, Grade Level, and Gender**

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</tr>
</thead>
<tbody>
<tr>
<td>Sandwich</td>
<td>K</td>
<td>27%</td>
<td>73%</td>
<td>43%</td>
<td>57%</td>
<td>25%</td>
<td>75%</td>
<td>40%</td>
<td>73%</td>
<td>53%</td>
<td>47%</td>
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<td>42%</td>
<td>58%</td>
<td>36%</td>
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<td>Inter-Lakes</td>
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<td>57%</td>
<td>43%</td>
<td>47%</td>
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<tr>
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<td>51%</td>
<td>60%</td>
<td>40%</td>
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<td>54%</td>
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<td>11</td>
<td>52%</td>
<td>48%</td>
<td>50%</td>
<td>50%</td>
<td>53%</td>
<td>47%</td>
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<td>45%</td>
<td>54%</td>
<td>46%</td>
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<td>48%</td>
<td>52%</td>
<td>51%</td>
<td>49%</td>
<td>55%</td>
<td>45%</td>
<td>61%</td>
<td>39%</td>
</tr>
</tbody>
</table>
**Homeless**

The McKinney-Vento Homeless Assistance Act is designed to address the problems that homeless children and youth face with regards to education. The term homeless, as it applies to children and youth, means individuals who lack a fixed, regular, and adequate nighttime residences.

![Figure 11 Homeless](image-url)
Free and Reduced  The National School Lunch Program provides nutritionally balanced, low-cost or free breakfasts and lunches to more than 30.5 million students nationally. The New Hampshire state average for children that qualify was 23.95% in 2009-10. Figures 12 and 13 show district wide and by school the percentage of students qualifying for free/reduced lunch respectively. The 2009/10 Income guidelines to qualify for free meals for a family of 4 is $28,665, the reduce income guideline is $40,793 for a family of 4. For complete guidelines visit www.ed.state.nh.us.

Figure 12 Enrollment: Free/Reduced Lunch

Inter-Lakes School District
Percentage of Students Qualifying for Free/Reduced Lunch
2002-03 to 2009-10

*Figure 12“n” adjusted for grades 1 to 12 will not proof to fall enrollment per DOE
Figure 13  Enrollment: Free/Reduce by School

Inter-Lakes School District
Percentage of Students Qualifying for Free/Reduced Lunch
By School 2002-03 to 2009-10


<table>
<thead>
<tr>
<th></th>
<th>SCS</th>
<th>ILES</th>
<th>MT</th>
<th>ILHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>11%</td>
<td>14%</td>
<td>19%</td>
<td>40%</td>
</tr>
<tr>
<td>2003-04</td>
<td>10%</td>
<td>10%</td>
<td>17%</td>
<td>39%</td>
</tr>
<tr>
<td>2004-05</td>
<td>11%</td>
<td>9%</td>
<td>20%</td>
<td>36%</td>
</tr>
<tr>
<td>2005-06</td>
<td>1%</td>
<td>11%</td>
<td>20%</td>
<td>34%</td>
</tr>
<tr>
<td>2006-07</td>
<td>11%</td>
<td>11%</td>
<td>17%</td>
<td>29%</td>
</tr>
<tr>
<td>2007-08</td>
<td>11%</td>
<td>29%</td>
<td>16%</td>
<td>29%</td>
</tr>
<tr>
<td>2008-09</td>
<td>16%</td>
<td>31%</td>
<td>26%</td>
<td>31%</td>
</tr>
<tr>
<td>2009-10</td>
<td>17%</td>
<td>31%</td>
<td>23%</td>
<td>30%</td>
</tr>
</tbody>
</table>
**Limited English Proficiency**

Limited English Proficiency students have been sporadic in the district over the last six years. In New Hampshire there are currently more than 4,000 LEP students that speak 120 languages. Our program works hard to teach these students English while maintaining steady progress toward their overall academic goals. The figure below shows the enrollment of LEP students by school/level.

**Figure 14 Limited English Proficiency**

![Limited English Proficiency Enrollment by School/Level 2004-05 to 2009-10](image)
**Mobility**

The overall mobility rate for the district is approximately 11% based on a six year average. The figure below shows the mobility percentages by school/level. Mobility is defined as the movement of students in and out of a district.

**Figure 15 Mobility**

![Inter-Lakes School District Mobility Percentage by School/Level 2004-05 to 2009-10](image)
**Attendance**

Average percentage of days present for students is shown in the figure below.

*Figure 16 Attendance*

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>95.40%</td>
</tr>
<tr>
<td>2003-04</td>
<td>95.50%</td>
</tr>
<tr>
<td>2004-05</td>
<td>94.70%</td>
</tr>
<tr>
<td>2005-06</td>
<td>95.60%</td>
</tr>
<tr>
<td>2006-07</td>
<td>95.60%</td>
</tr>
<tr>
<td>2007-08</td>
<td>95.10%</td>
</tr>
<tr>
<td>2008-09</td>
<td>94.60%</td>
</tr>
<tr>
<td>2009-10</td>
<td>94.50%</td>
</tr>
</tbody>
</table>
Figure 17 shows the percent of days students are present by school and grade. Schools are open for 180 instructional days each year.

**Figure 17 Attendance: School and Grade Level**
Inter-Lakes School District Average Percentage of Days Present by School & Grade Level

<table>
<thead>
<tr>
<th>School</th>
<th>Grade Level</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sandwich Central</strong></td>
<td>K</td>
<td>95.5%</td>
<td>94.9%</td>
<td>94.6%</td>
<td>95.3%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>95.1%</td>
<td>96.1%</td>
<td>94.9%</td>
<td>95.4%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>96.2%</td>
<td>94.9%</td>
<td>95.8%</td>
<td>95.6%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>97.2%</td>
<td>95.4%</td>
<td>94.4%</td>
<td>96.0%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>96.1%</td>
<td>97.0%</td>
<td>95.7%</td>
<td>94.7%</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>98.1%</td>
<td>95.2%</td>
<td>97.1%</td>
<td>96.3%</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>97.5%</td>
<td>92.4%</td>
<td>95.7%</td>
<td>96.2%</td>
</tr>
<tr>
<td><strong>Inter-Lakes Elementary</strong></td>
<td>PRE-K</td>
<td>91.5%</td>
<td>93.3%</td>
<td>93.2%</td>
<td>90.4%</td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>95.3%</td>
<td>94.8%</td>
<td>94.4%</td>
<td>93.6%</td>
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<td>95.6%</td>
<td>96.0%</td>
<td>95.7%</td>
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<td>96.7%</td>
<td>96.0%</td>
<td>96.3%</td>
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<td>3</td>
<td>95.7%</td>
<td>96.0%</td>
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<td>96.5%</td>
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<td>95.0%</td>
<td>95.1%</td>
<td>95.2%</td>
<td>95.1%</td>
</tr>
<tr>
<td><strong>Inter-Lakes Middle Tier</strong></td>
<td>9</td>
<td>95.3%</td>
<td>94.5%</td>
<td>94.9%</td>
<td>94.8%</td>
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<tr>
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<td>94.6%</td>
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<td>91.6%</td>
</tr>
</tbody>
</table>
Completion and Dropout Data

Figure 18 shows the dropout and completer statistics over the last five years. In 2008-09 the completion rate was 94.78%. In 2008-09 the dropout rate was 1.20%.

**Figure 18 Completion and Dropout**

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</thead>
<tbody>
<tr>
<td>Inter-Lakes High School Enrollment</td>
<td>427</td>
<td>433</td>
<td>441</td>
<td>447</td>
<td>437</td>
<td>424</td>
<td>389</td>
</tr>
<tr>
<td>Number of Dropouts</td>
<td>14</td>
<td>5</td>
<td>10</td>
<td>14</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Annual Dropout Percentage</td>
<td>3.20%</td>
<td>1.10%</td>
<td>2.30%</td>
<td>3.10%</td>
<td>1.40%</td>
<td>1.20%</td>
<td>1.04%</td>
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</table>

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Inter-Lakes High School Enrollment</td>
<td>427</td>
<td>433</td>
<td>441</td>
<td>447</td>
<td>437</td>
<td>424</td>
<td>389</td>
</tr>
<tr>
<td>Number of Completers</td>
<td>80</td>
<td>96</td>
<td>91</td>
<td>106</td>
<td>101</td>
<td>106</td>
<td>103</td>
</tr>
<tr>
<td>Percent Entering Four Year Colleges</td>
<td>61.30%</td>
<td>64.60%</td>
<td>48.40%</td>
<td>63.20%</td>
<td>57.40%</td>
<td>51.90%</td>
<td>55.30%</td>
</tr>
<tr>
<td>Percent Entering Less than Four Year Colleges</td>
<td>21.30%</td>
<td>15.60%</td>
<td>25.30%</td>
<td>17.90%</td>
<td>14.90%</td>
<td>23.60%</td>
<td>23.30%</td>
</tr>
<tr>
<td>Percent Employed</td>
<td>16.30%</td>
<td>12.50%</td>
<td>22.00%</td>
<td>17.90%</td>
<td>24.80%</td>
<td>19.80%</td>
<td>16.50%</td>
</tr>
<tr>
<td>Percent in the Armed Forces</td>
<td>0.00%</td>
<td>6.30%</td>
<td>4.40%</td>
<td>0.90%</td>
<td>2.00%</td>
<td>1.90%</td>
<td>1.90%</td>
</tr>
</tbody>
</table>
Figure 19 shows the percentage of student completers that entered two and four year colleges.

**Figure 19 Completers: 2 and 4 Year Colleges**

Inter-Lakes School District

Percentage of Completers That Entered 2 & 4 Year Colleges Over Time from 2003-04 to 2009-10

Year of Completion

<table>
<thead>
<tr>
<th>Year of Completion</th>
<th>4-year college</th>
<th>2-year college</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>61%</td>
<td>21%</td>
</tr>
<tr>
<td>2005</td>
<td>65%</td>
<td>16%</td>
</tr>
<tr>
<td>2006</td>
<td>48%</td>
<td>25%</td>
</tr>
<tr>
<td>2007</td>
<td>63%</td>
<td>18%</td>
</tr>
<tr>
<td>2008</td>
<td>57%</td>
<td>15%</td>
</tr>
<tr>
<td>2009</td>
<td>52%</td>
<td>24%</td>
</tr>
<tr>
<td>2010</td>
<td>55%</td>
<td>23%</td>
</tr>
</tbody>
</table>
**Discipline**

Inter-Lakes School District uses a student management system to track discipline issues. The following figures show the number of incidents of in and out of school suspensions by gender and grade level.

---

**Figure 20 In-School Suspensions**

Inter-Lakes School District

High School In-School Suspensions by Grade and Gender

2006-07 to 2009-10

---

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>13</td>
<td>9</td>
<td>5</td>
<td>16</td>
<td>22</td>
<td>41</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>11</td>
<td>8</td>
<td>28</td>
<td>17</td>
<td>47</td>
<td>16</td>
<td>38</td>
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<td>48</td>
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</table>
Figure 21 In-School Suspensions
Inter-Lakes School District
K-8 In-School Suspensions by Grade and Gender
2006-07 to 2009-10
## Figure 22 Out of School Suspensions
### Inter-Lakes School District
#### High School Out of School Suspensions by Grade and Gender
##### 2006-07 to 2009-10

<table>
<thead>
<tr>
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<td>8</td>
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<td>28</td>
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</tr>
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<td>7</td>
<td>4</td>
<td>43</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

The bar chart and table above illustrate the number of out of school suspensions by gender and grade from 2006-07 to 2009-10. The data shows a trend in the number of suspensions, with some grades and gender groups experiencing more suspensions than others.
Figure 23 Out of School Suspensions
Inter-Lakes School District
K-8 Out of School Suspensions by Grade and Gender
2006-07 to 2009-10

Inter-Lakes School District Profile
Page 31 of 107
**Special Programs**

Our district offers special programs that help each child meet with success in his or her academic career. 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 24 shows the number of special education students by primary disability over time.

---

**Figure 24 Special Education Students: Primary Disability**

**Inter-Lakes School District**

2003-04 to 2009-10

<table>
<thead>
<tr>
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<td>7</td>
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<td>8</td>
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<td>Developmental Delay</td>
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<td>8</td>
<td>16</td>
<td>8</td>
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<td>14</td>
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<td>22</td>
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<td>2</td>
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<td>1</td>
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<td>3</td>
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<td>1</td>
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<td>Other Health Impairments</td>
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<td>18</td>
<td>19</td>
<td>16</td>
<td>28</td>
<td>33</td>
<td>30</td>
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<td>Specific Learning Disability</td>
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<td>69</td>
<td>80</td>
<td>84</td>
<td>93</td>
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<td>Speech/Language Impairment</td>
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<td>15</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td><strong>Total Number</strong></td>
<td>181</td>
<td>157</td>
<td>155</td>
<td>162</td>
<td>189</td>
<td>200</td>
<td>190</td>
</tr>
</tbody>
</table>
Figure 25 shows the percentages of identified special education students and regular education students over time.

**Figure 25 Special Education Enrollment**

Comparison of Special Education Enrollment to Regular Education Enrollment Over Time

![Graph showing the comparison of special education identified and regular education enrollment over time. The graph indicates a decrease in special education identified enrollment while regular education enrollment remains relatively stable.](image-url)
The following figures show special education students’ breakdowns by totals and primary disability for the district by gender.

Figure 26 Special Education: Gender

Inter-Lakes School District
Special Education Identified Student Totals by Gender Over Time

![Bar chart showing special education identified student totals by gender over time for Inter-Lakes School District from 2006-07 to 2009-10. The chart includes numbers of male and female students for each year.](chart)
Figure 27 Special Education Autism Students

Inter-Lakes School District
Autism Student Totals by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>2007-08</td>
<td>7</td>
<td>0</td>
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<tr>
<td>2008-09</td>
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<td>0</td>
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<tr>
<td>2009-10</td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

Figure 28 Special Education Developmentally Delayed Students

Inter-Lakes School District
Developmentally Delayed Student Totals by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2007-08</td>
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<td>9</td>
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<tr>
<td>2008-09</td>
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<td>8</td>
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<tr>
<td>2009-10</td>
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<td>4</td>
</tr>
</tbody>
</table>
Figure 29 Special Education Emotionally Disturbed Students

Inter-Lakes School District
Emotionally Disturbed Students by Gender

Male Female

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>2007-08</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>2008-09</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>2009-10</td>
<td>16</td>
<td>8</td>
</tr>
</tbody>
</table>

Figure 30 Special Education Hearing Impaired Students

Inter-Lakes School District
Hearing Impaired Students by Gender

Male Female

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
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<tr>
<td>2007-08</td>
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<td>1</td>
</tr>
<tr>
<td>2008-09</td>
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<td>0</td>
</tr>
<tr>
<td>2009-10</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Figure 31 Special Education Mental Retardation Students

Inter-Lakes School District
Mental Retardation Students by Gender

Year
Number of Students

2006-07 2007-08 2008-09 2009-10

Male Female

6 0 0 0
2 2 2 1
1 0 0 0

Figure 32 Special Education Multiple Disabilities Students

Inter-Lakes School District
Multiple Disabilities Students by Gender

Year
Number of Students

2006-07 2007-08 2008-09 2009-10

Male Female

2 0 0 0
2 2 0 0
1 0 0 0
Figure 33 Special Education Orthopedic Impairment Students

Inter-Lakes School District
Orthopedic Impairment Students by Gender

Year
Number of Students

2006-07 2007-08 2008-09 2009-10
1 0 0 1
0.5

Male Female

Figure 34 Special Education Other Health Impairment Students

Inter-Lakes School District
Other Health Impairment Students by Gender

Year
Number of Students

2006-07 2007-08 2008-09 2009-10
12 22 24 22
10

Male Female
Figure 35  Special Education Specific Learning Disability Students

Inter-Lakes School District
Specific Learning Disability Students by Gender

<table>
<thead>
<tr>
<th>Years</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>54</td>
<td>48</td>
<td>57</td>
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<tr>
<td>Female</td>
<td>26</td>
<td>31</td>
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</table>

Figure 36 Special Education Speech Language Impairment Students

Inter-Lakes School District
Speech-Language Impairment Students by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>2006-07</th>
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<th>2008-09</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>
Title I

Title I emphasizes remedial education to help educationally disadvantaged children reach rigorous state academic standards expected of all children. Title I funds can be used for instructional activities, counseling, parental involvement, and program improvement. In return, school districts and states must meet accountability requirements for raising student performance. Inter-Lakes School District provides services in reading, writing, and math for children in kindergarten through grade six.

Figure 37 shows students who received Title I services by gender and grade.

![Figure 37 Title I](image-url)

**Figure 37 Title I**

Inter-Lakes School District
Students Receiving Title I Services by Gender and Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
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<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
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<tbody>
<tr>
<td>K</td>
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<td>16</td>
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<td>4</td>
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</tr>
</tbody>
</table>
Figure 38 shows the number of first graders by gender who received Reading Recovery services.

**Figure 38 Reading Recovery**

![Bar chart showing the number of first graders by gender who received Reading Recovery services for grades 2006-07 to 2009-10.](chart.png)
**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 39 shows the number of students who have received 504 services by gender, school and grade level over time.

### Figure 39 Students Receiving 504 Services by School, Grade Level, and Gender

<table>
<thead>
<tr>
<th>School</th>
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<td>-</td>
<td>-</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Inter-Lakes School District Profile  Page 43 of 107
**Advanced Placement Classes**

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

Figure 40 shows the number of students enrolled in advanced placement classes, over time.

**Figure 40 Advanced Placement Classes**

<table>
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<td></td>
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<td>Female</td>
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<tr>
<td>Calculus</td>
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<td>3</td>
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</tr>
<tr>
<td>Computer Science</td>
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<td>0</td>
</tr>
<tr>
<td>English Language</td>
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<td>7</td>
<td>9</td>
<td>16</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

<table>
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<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Computer Science</td>
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<td>0</td>
</tr>
<tr>
<td>English Language</td>
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<td>13</td>
<td>8</td>
<td>15</td>
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<td><strong>Total</strong></td>
<td>45</td>
<td>49</td>
<td>28</td>
<td>48</td>
</tr>
</tbody>
</table>
Figure 41 shows the advanced placement enrollment totals over time by gender.

**Figure 41 Advanced Placement: Gender**

![Bar chart showing advanced placement student enrollment by gender over time for the Inter-Lakes School District.](chart)

Figure 42 shows advanced placement testing over time. Scores are on a scale with 5 being the best with the majority of our students scoring 3 or better.

**Figure 42 Advanced Placement Testing**

![Bar chart showing AP number of students and scores over time for the Inter-Lakes School District.](chart)
Staff

The Inter-Lakes School District staff for 2009/2010 is made up of 116 teaching professionals, 10 administrators, 85 paraprofessionals, and 29 support staff. The following is a breakdown of these positions. Teachers are further broken down by FTE (Full Time Equivalent)

- 62.09 Classroom Teachers
- 2.70 Art Teachers
- 3.50 Music/Choral Teachers
- 1 Early Intervention Teacher
- .75 English Second Language Teacher
- 4.2 World Language Teachers
- 1 Family & Consumer Science Teacher
- 4.07 Physical Education Teachers
- 2 Reading Specialist (Teacher)
- 3.5 Guidance Counselors (Teachers)
- 0.2 Psychologist (Teacher)
- 2 Media Generalists (Library Teachers)
- 11 Special Education Teachers
- 1 Diagnostic-Prescriptive Teacher
- 2 Nurses
- 3 Speech Therapists
- 1 Title I Reading Recovery Teacher
- 1 Occupational Therapist
- 1 Technology Integration Teacher
- 4 Principals
- 2 Assistant Principals
- 1 Guidance Director
- 1 Technology Director
- 1 Facilities Director
- 1 Curriculum Coordinator
- 1 Auditorium Manager
- 1 Auditorium Technician
- 65 Special Education Paraprofessionals
- 7 Regular Education Paraprofessionals
- 3 Library Assistants
- 2 Health Room Assistants
- 2 Speech Assistants
- 6 Title I Paraprofessionals
- 1 Certified Occupational Therapy Assistants
- 12 Custodians
- 3 Maintenance Staff
- 1 Registrar
- 7 Secretaries
- 3 Technology Assistants
Figure 43 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 physical education. The high school does include “special” subject areas.

**Figure 43 Student Teacher Ratios**

<table>
<thead>
<tr>
<th>Student Teacher Ratios</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandwich Central School (K-6)</td>
<td>15.8:1</td>
</tr>
<tr>
<td>Inter-Lakes Elementary (PreK-4)</td>
<td>20.5:1</td>
</tr>
<tr>
<td>Inter-Lakes Middle Tier (5-8)</td>
<td>19.1:1</td>
</tr>
<tr>
<td>Inter-Lakes High School (9-12)</td>
<td>13.3:1</td>
</tr>
</tbody>
</table>

Figure 44 shows that, of the 116 teachers, 94 (81%) are female and 22 (19%) are male. This has been a consistent ratio for the last four years.

**Figure 44 Teaching Staff: Gender**

*Inter-Lakes School District Teaching Staff by Gender 2009/2010*
Figure 45 shows the distribution of teachers by gender and level.

![Figure 45 Teaching Staff: Gender and Level](image)

Inter-Lakes School District
Number of Teachers by Gender and Level for 2009/2010

- District Wide
- Elementary
- E/MT Shared
- Middle Tier High School
- HS/MT Shared

- Male
- Female
Figure 46 shows the number and percentage of teachers by educational level.

![Pie chart showing the number and percentage of teachers by educational level for 2009/2010 in the Inter-Lakes School District.](chart.png)

Inter-Lakes School District
Number and Percentage of Teachers by Educational Level
2009/2010

- RN - No Degree: 18 (16%)
- Bachelor's: 48 (41%)
- Master's: 49 (42%)
- Master's plus 30:

Legend:
- Blue: RN - No Degree
- Red: Bachelor's
- Yellow: Master's
- Green: Master's plus 30
Figure 47 shows the number of teachers by years of experience in the district. Average number of years of teaching experience across the district is 13.

Figure 47  Teaching Staff:  Years of Experience

Inter-Lakes School District Teachers by Years of Experience in District 2009-2010

Figure 48 shows the age distribution of the district’s current teaching staff. The average age of the staff is 47 years old.

Figure 48  Teaching Staff:  Age

Inter-Lakes School District Teaching Staff by Age 2009-2010
HOW DO WE DO BUSINESS?

Processes

Continuous Improvement Continuums Baseline Assessment

In the winter of 2009 the Inter-Lakes School District administrative team conducted a baseline assessment of where they perceive our district is on the District Continuous Improvement Continuums found in Using Data to Improve Student Learning in School Districts by Victoria L. Bernhardt, Ph.D. The administrative team is comprised of four principals, the director of guidance, the technology director, the special education director, the assistant superintendent, and the superintendent. After reading a Continuum, the administrator placed a sticky on the Continuum to show where he/she thought the district was with respect to Approach, Implementation, and Outcome. The team then discussed the results and came to a consensus on a number that represented where the district is for each element, and created Next Steps for moving up the Continuums.

These Continuums, extending from one to five horizontally, represent a continuum of expectations related to continuous improvement with respect to an approach to the Continuum, implementation of the approach, and the outcome that results from the implementation. A one rating, located on the left of each Continuum, represents a district that has not yet begun to improve. Five, located on the right in each Continuum, represents a district that is one step removed from “world class quality.”
## District Continuous Improvement Continuums

### Information and Analysis

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Data or information about School and student performance and needs are not gathered in any systematic way. The district does not provide assistance in helping schools understand what needs to change at the school and classroom levels, based on data.</td>
</tr>
<tr>
<td>Two</td>
<td>There is no systematic process for data analysis across the district. Some school, teacher, and student information are collected and used to problem solve and establish student-learning standards across the district.</td>
</tr>
<tr>
<td>Three</td>
<td>School district collects data related to school and student performance (e.g., attendance, enrollment, achievement), and surveys on students, staff, and parents. The information is used to drive the strategic quality plan for district and school improvement.</td>
</tr>
<tr>
<td>Four</td>
<td>There is systematic reliance on data (including data for all student groups) as a basis for decision making at the district, school, and classroom levels. Changes are based on the study of data to meet the educational needs of students and teachers.</td>
</tr>
<tr>
<td>Five</td>
<td>Information is gathered in all areas of student interaction with the school throughout the school year. The district engages administrators, teachers, and students in gathering information on their own performance. Accessible to all schools, data are comprehensive in scope and an accurate reflection of school district quality.</td>
</tr>
</tbody>
</table>

### Approach

- **One**: No information is gathered with which to make district or school changes. Student dissatisfaction with the learning process is seen as an irritation, not a need for improvement.
- **Two**: Some data are tracked, such as attendance, enrollment, and dropout rates. Only a few individuals are asked for feedback about areas of schooling and district operations.
- **Three**: The district collects information on current and former students (e.g., demographics, student learning, and perceptions), analyzes and uses it in conjunction with future trends for planning.
- **Four**: Data, including school processes, are used to provide feedback to improve the effectiveness of teaching strategies on all student learning. Schools' historical data are graphed and utilized for diagnosis and leadership purposes by the district. Contributing causes are analyzed.
- **Five**: Innovative teaching processes that meet the needs of students are implemented across the district. Information is analyzed and used to prevent student failure and to evaluate all processes and programs. Contributing causes are known through analyses. Problems are prevented through the use of data.

### Implementation

- **One**: Only anecdotal and hypothetical information are available about student performance, behavior, and perceptions. Problems are solved individually with short-term results.
- **Two**: Little data are available. Change is limited to some areas of the district depending upon individual administrators and their efforts.
- **Three**: Information collected about school needs, effective assessment, and instructional practices are shared with all school and district staff and used to plan for school and district improvement. Information helps staff understand pressing issues, and track results for improvement.
- **Four**: A data system is in place. Positive trends begin to appear in most schools and district wide. There is evidence that these results are caused by understanding and effectively using the data, including the analysis of contributing causes.
- **Five**: Schools are delighted with their instructional processes and proud of their own capabilities to learn and assess their own growth. Good to excellent achievement is the result for all schools. Schools use data to predict and prevent potential problems. No student falls through the cracks. District-wide, only “effective” problems are in operation.

---

*Information and Analysis*: The administrative team rated the district a Two in Approach, a Two in Implementation, and a Three in Outcome. The team agreed that, in Approach and Implementation, much of what we do would be a level Three; there are a couple of key elements missing.

*Next Steps*: The team agreed that the following next steps need to happen in order to move forward on the District CIC’s.

1. To create a written Strategic Quality Plan document.
2. To create a way to track former students.
3. To use the Strategic Quality Plan in order to effectively use data and analyze contributing factors.
# District Continuous Improvement Continuums

## Student Achievement

<table>
<thead>
<tr>
<th>Approach</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional and organizational processes critical to student success are not identified. Little distinction of student learning differences is made. Some schools believe that not all students can achieve.</td>
<td>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 used.</td>
<td>Student learning standards are identified, and a continuum of learning is created across the district. Student performance data are collected and compared to the standards in order to analyze how to improve learning for all students.</td>
<td>Formative and summative data on student achievement are used throughout the district to pursue the improvement of student learning. The district ensures that 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.</td>
<td>The district makes an effort to exceed student achievement expectations. Innovative instructional changes are made to anticipate learning needs and improve student achievement. District makes sure that teachers are able to predict characteristics impacting student achievement and to know how to perform from a small set of internal quality measures to ensure success.</td>
<td></td>
</tr>
<tr>
<td>All students are taught the same way. There is no communication between the district and schools about students’ academic needs or learning styles. There are no analyses of how to improve instruction.</td>
<td>Some effort is made to track and analyze student achievement trends on a district wide basis. District begins to understand the needs and learning gaps within the schools.</td>
<td>Teachers across the district study effective instruction and assessment strategies to implement standards and increase students’ learning. Student feedback and analysis of achievement data are used in conjunction with implementation support strategies.</td>
<td>There is a systematic focus on implementing student learning standards and on the improvement of student learning district wide. Effective instruction and assessment strategies are implemented in each school. District supports teachers supporting one another with approaches such as peer coaching and/or action research focused on implementing instruction that lead to increased achievement.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>There is some evidence that student achievement trends are available to schools and are being used. There is much effort, but minimal observable results in improving student achievement.</td>
<td>There is an increase in communication among district and schools, students and teachers regarding student learning. Teachers learn about effective instructional strategies that will implement the shared vision, student learning standards, and how to meet the needs of students. The schools make some gains.</td>
<td>Increased student achievement is evident district wide. The district leadership knows what it takes to support schools in improving student achievement. Student morale, attendance, and behavior are good. Teacher morale and attendance are good. Teachers converse often with each other about preventing student failure. Areas for further attention are clear.</td>
<td>The district, schools, 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.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Student Achievement:** The administrative team rated the district a Four in Approach, and a Three in both Implementation and Outcome.

**Next Steps:** The team agreed that the following next steps need to happen in order to move forward on the District CIC’s.

1. To disseminate our shared vision.
### District Continuous Improvement Continuums
#### Quality Planning

<table>
<thead>
<tr>
<th>Approach</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>No quality plan or process exists. Data are neither used nor considered important in planning.</td>
<td>The district realizes the importance of reviewing data, and having a mission, vision, and one comprehensive action plan. Staff develops goals and timelines, and resources are allocated to begin the process of strategic planning.</td>
<td>A comprehensive plan to achieve the district vision is developed. Plan includes evaluation and continuous improvement.</td>
<td>One focused and integrated district wide plan for implementing a continuous improvement process is put into action. All district efforts are focused on the implementation of this plan that represents the achievement of the district vision.</td>
<td>A plan for the continuous improvement of the district, with a focus on students, is put into place. There is excellent articulation and integration of all elements in the district due to quality planning. Leadership team ensures all elements are implemented by all appropriate parties.</td>
<td></td>
</tr>
<tr>
<td>There is no knowledge of or direction for quality planning. Budget is allocated on an as-needed basis. Many plans exist.</td>
<td>School district staff begins continuous improvement planning efforts by reviewing all data, laying out major steps to a shared vision, by identifying values and beliefs, the purpose of the district, a mission, vision, and student learning expectations.</td>
<td>Implementation goals, strategies, actions, responsibilities, due dates, and timelines are spelled out. Support structures for implementing the plan are set in place.</td>
<td>The quality management plan is implemented through effective procedures in all areas of the district. Everyone commits to implementing the plan aligned to the vision, mission, and values and beliefs. All share responsibility for accomplishing district goals.</td>
<td>District wide goals, mission, vision, and student learning standards are shared and articulated throughout the district 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.</td>
<td></td>
</tr>
<tr>
<td>There is no evidence of comprehensive planning. Staff work is carried out in isolation. A continuum of learning for students is absent.</td>
<td>The school district staff understands the benefits of working together to implement a comprehensive continuous improvement plan.</td>
<td>There is evidence that the district plan is being implemented in some areas of the district. Improvements are neither systematic nor integrated district wide.</td>
<td>A district wide plan is known to all. Results from working toward the quality improvement goals are evident throughout the district. Planning is ongoing and inclusive of all stakeholders.</td>
<td>Evidence of effective teaching and learning results in significant improvement of student achievement attributed to quality planning at all levels of the district organization. Teachers and administrators understand and share the district mission and vision. Quality planning is seamless and all demonstrate evidence of accountability.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Quality Planning:** The administrative team rated the district a Two in Approach, Implementation, and Outcome.

**Next Step:** The administrative team agreed it needs to articulate the continuous improvement plan.
### District Continuous Improvement Continuums

**Professional Development**

<table>
<thead>
<tr>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approach</strong></td>
<td>There is no professional learning. Teachers, principals, and district school staff are seen as interchangeable parts that can be replaced. Professional learning is external and usually equated to attending a conference alone. Hierarchy determines “haves” and “have-nots.”</td>
<td>The “cafeteria” approach to professional learning is used, whereby individual teachers and administrators choose what they want to take, without regard to an overall district plan.</td>
<td>The shared vision, district plan and student needs are used to target focused professional learning for all employees. Staff is in serviced on relevant instructional and leadership strategies.</td>
<td>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 learning 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 learning as a priority budget line-item. Professional learning is planned, aligned, and leads to the achievement of student learning standards.</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>District staff, principals, teachers, and school staff performance is controlled and inspected. Performance evaluations are used to detect mistakes.</td>
<td>Teacher professional learning is sporadic and unfocused, lacking an approach for implementing new procedures and processes. Some leadership training begins to take place.</td>
<td>The district ensures that teachers are involved in year-round quality professional learning. The school and district staff is trained in shared decision making, team building concepts, effective communication and collaboration strategies, and data analysis.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>There is 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 teachers and students.</td>
<td>The effectiveness of professional learning is not known or analyzed. Teachers feel helpless and unsupported in making school wide changes.</td>
<td>Teachers, working in teams, feel supported by the district and begin to feel they can make changes. Evidence shows that shared decision making works.</td>
<td>True systemic change and improved student achievement result because teachers are knowledgeable of and implement effective, differentiated teaching strategies and formative assessments for individual student learning gains. Teachers’ repertoire of skills is enhanced and students are achieving. Professional learning is driving learning at all levels. A continuum of learning exists in each school.</td>
</tr>
</tbody>
</table>

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*Professional Development:* The administrative team rated the district a Two in Approach, a Three in implementation, and a Two in Outcome.

*Next Step:* The administrative team agreed it needs to set outcomes for professional learning and then analyze.
### District Continuous Improvement Continuums

#### Leadership

<table>
<thead>
<tr>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Board is decision maker. Decisions are reactive to state, district, and federal mandates. There is no knowledge of continuous improvement.</td>
<td>A shared decision-making structure is put into place and discussions begin on how to achieve a district vision. Most decisions are focused on solving problems and are reactive.</td>
<td>District leadership team is committed to continuous improvement. Leadership seeks inclusion of all school sectors and supports collaborative teams by making time provisions for their work.</td>
<td>District leadership team represents a true shared decision-making structure. Collaborative teams are reconstructed for the implementation of a comprehensive continuous improvement plan.</td>
<td>A strong continuous improvement structure is set into place that allows for input from all sectors of the district, school, and community, ensuring strong communication, flexibility, and refinement of approach and beliefs. The district vision is student focused, based on data and appropriate for district/school/community values, and meeting student needs.</td>
</tr>
<tr>
<td>The School Board makes all decisions, with little or no input from administrators, teachers, the community, or students. Leadership inspects for mistakes.</td>
<td>District values and beliefs are identified; the purpose of district is defined; a district mission and student learning standards are developed with representative input. A structure for studying approaches to achieving student learning standards is established.</td>
<td>The district leadership team is active on collaborative teams and integrates recommendations from the teams’ research and analyses to form a comprehensive plan for continuous improvement within the context of the district mission. Everyone is kept informed.</td>
<td>Decisions about budget and implementation of the vision are made within teams, by the school board, by the leadership team, by the individual schools, and by the full staff, as appropriate. All decisions are communicated to the leadership team and to the full staff.</td>
<td>The vision is implemented and articulated across all grade levels and into feeder schools. Quality standards are reinforced throughout the district. All members of the district community understand and apply the quality standards. The leadership team has systematic interactions and involvement with district administrators, teachers, parents, community, and students about the district’s direction. Necessary resources are available to implement and measure staff learning related to student learning standards.</td>
</tr>
<tr>
<td>Although the decision-making process is clearly known, decisions are reactive and 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.</td>
<td>The mission provides a focus for all district and school improvement and guides the action to the vision. The school district community is committed to continuous improvement. Quality leadership techniques are used sporadically.</td>
<td>The district leadership team is seen as committed to planning and quality improvement. Critical areas for improvement are identified. District administration and school staffs feel included in shared decision making.</td>
<td>There is evidence that the district 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 capacity for implementing the vision throughout the district is evident.</td>
<td>Site-based management and shared decision making truly exists. Teachers understand and display an intimate knowledge of how the school and district operate. Schools 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 approaches meet student needs and lead to the attainment of student learning standards. Leaders are standards-driven at all levels.</td>
</tr>
</tbody>
</table>

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**Leadership:** The administrative team rated the district a Three in Approach, a Two in Implementation, and a Three in Outcome.

**Next Step:** The administrative team agreed it needs to articulate the professional learning plan.
## District Continuous Improvement Continuums

### Partnership Development

<table>
<thead>
<tr>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no system for input from parents, business, or community. Status quo is desired for managing the school district.</td>
<td>Partnerships are sought, but mostly for money and things.</td>
<td>School district 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.</td>
<td>School district 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.</td>
<td>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 regularly takes place beyond the school and district walls.</td>
</tr>
<tr>
<td>Barriers are erected to close out involvement of outsiders. Outsiders are managed for least impact on status quo.</td>
<td>A team is assigned to get partners and to receive input from parents, the community, and business in the school district.</td>
<td>Involvement of business, community, and parents begins to take place in some schools and after school hours related to the vision. Partners begin to realize how they can support each other in achieving district goals. District staff understands what partners need from the partnership.</td>
<td>There is a systematic utilization of parents, community, and businesses district wide. Areas in which the active use of these partnerships benefit student learning are clear.</td>
<td>Partnership development is articulated across all district groupings. Parents, community, business, and educators work together in an innovative fashion to increase student learning and to prepare students for the Twenty-first Century. Partnerships are evaluated for continuous improvement.</td>
</tr>
<tr>
<td>There is little or no involvement of parents, business, or community at-large. The district is a closed, isolated system.</td>
<td>Much effort is given to establishing partnerships. Some spotty trends emerge, such as receiving donated equipment.</td>
<td>Some substantial gains are achieved in implementing partnerships. Some student achievement increases can be attributed to this involvement.</td>
<td>Gains in student satisfaction with learning and school are clearly related to partnerships. All partners benefit.</td>
<td>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 district does for students.</td>
</tr>
</tbody>
</table>

---

**Partnership Development:** The administrative team rated the district a Three in Approach, Implementation, and in Outcome.

**Next Step:** The administrative team agreed it needs to evaluate the effectiveness of the program by accessing links to student achievement. It also agreed to create a plan for partnership development including parent partnerships.
## District Continuous Improvement Continuums

### Continuous Improvement and Evaluation

<table>
<thead>
<tr>
<th>Approach</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
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<th>Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neither goals nor strategies exist for the evaluation and continuous improvement of the district organization or for elements of the organization.</td>
<td>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.</td>
<td>Some elements of the district organization are evaluated for effectiveness. Some elements are improved on the basis of the evaluation findings.</td>
<td>All elements of the district’s operations are evaluated for improvement. Efforts are consistently made to ensure congruence of the elements with respect to the continuum of learning across schools.</td>
<td>All aspects of the district organization are rigorously evaluated and improved on a continuous basis. Students, and the maintenance of a continuum of learning for students, become the focus of all aspects of the school district improvement process.</td>
<td></td>
</tr>
</tbody>
</table>

| Implementation | With no overall plan for evaluation and continuous improvement, strategies are changed by individual schools, teachers, and/or 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 district organization in response to problem incidents. Changes are not preceded by comprehensive analyses, such as an understanding of the contributing causes of undesirable results. The effectiveness of the elements of the district organization is not known. | Elements of the district organization are improved on the basis of comprehensive data analyses, analyses of contributing causes of undesirable results, and the analysis of process effectiveness. | Continuous improvement analyses of student achievement and instructional strategies are rigorously reinforced within each classroom and across learning levels to develop a continuum of learning for students and to prevent student failure. | Comprehensive continuous improvement becomes the way of doing business throughout the district. Teachers continuously improve the appropriateness and effectiveness of instructional strategies based on student feedback and performance. All aspects of the district organization are improved to support teachers’ efforts. |

| Outcome | Individuals struggle with system failure. Finger pointing and blaming others for failure occur. 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 district are incongruent, keeping the district 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 supported by the district. | The district becomes a congruent and effective learning organization. Only instruction and assessment strategies that produce quality student achievement are used. A true continuum of learning is in place for all students and staff. The impact of improvements is measured. |

---

**Continuous Improvement and Evaluation:** The administrative team rated the district a Three in Approach, a Two in Implementation, and a Three in Outcome.

**Next Step:** The administrative team agreed it needs to finish the profile and share with others.
Perceptions

Inter-Lakes School District

Students, parents, and staff were surveyed during 2007/2008, 2008/2009, and 2009/2010 school years to see how they perceive our schools. The district uses surveys developed by Education for the Future as part of its ongoing commitment to use data to continuously improve learning for all students. Respondents were asked to rate a variety of items on a scale of 1 to 5, with 5 being “Strongly Agree” and 1 being “Strongly Disagree. People were also given the opportunity to write comments at the conclusion of the survey. Students, staff and parents completed the survey anonymously on line; parents were provided the additional option of completing a paper survey and having the school input the answers.

Student Surveys

Student responses are shown in Figures below by School or Level over time.

Sandwich Central School

At Sandwich Central School students were in high agreement:

- My teacher is a good teacher.
- My family wants me to do well in school.
- My family believes I can do well in school.

At Sandwich Central School students responded neutrally to:

- I have choices in what I learn.
- I am challenged by the work my teachers asks me to do.
- I can be a better student.
Figure 49  Sandwich Central School – Student Survey

Inter-Lakes School District
Student Survey - Sandwich Central School
December 2007, March 2009 & March 2010

Disagree Neutral Agree

0 1 2 3 4 5

I belong I am safe I have fun learning I like this school
This school is good I have freedom at school
I have choices in what I learn
My teacher treats me with respect My teacher cares about me My teacher thinks I will be successful
My teacher listens to my ideas My principal cares about me My teacher is a good teacher
My teacher believes I can learn I am recognized for good work
I am challenged by the work my teacher asks me to do
The work I do in class makes me think I know what I am supposed to be learning in my classes I am a good student
I can be a better student
Very good work is expected at my school
I behave well at school
Students are treated fairly by teachers Students are treated fairly by the principal
Students at my school treat me with respect Students at my school are friendly I have lots of friends I have support for learning at home
My family believes I can do well in school My family believes me to do well in school

SCS Total Survey Respondents December 2007 (N=29)  SCS Total Survey Respondents March 2009 (N=43)  SCS Total Survey Respondents March 2010 (N=45)
At Inter-Lakes Elementary students were in high agreement:

- My family wants me to do well in school.
- My family believes I can do well in school.

At Inter-Lakes Elementary students responded neutrally to:

- I have choices in what I learn.
- I am challenged by the work my teachers asks me to do.

Figure 50 Inter-Lakes Elementary Student Survey
At Inter-Lakes Middle Tier students were in high agreement:

- My family wants me to do well in school.
- My family believes I can do well in school.

At Inter-Lakes Middle Tier students responded neutrally to:

- I have choices in what I learn.
- I have freedom in school.

Figure 51 Inter-Lakes Middle Tier Student Survey
At Inter-Lakes High School students were in the most agreement with:

- Doing well in school makes me feel good about myself.
- I feel ready for the real world with reference to my ability to read.

At Inter-Lakes High School students responded neutrally to:

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

**Figure 52 Inter-Lakes High School Student Survey**

![Graph showing student survey results at Inter-Lakes High School](image-url)
Figure 53 Inter-Lakes High School Student Survey (continued)

Inter-Lakes School District
Student Survey - High School
April 2009, March 2009, & March 2010 (continued)

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0 1 2 3 4 5

MY TEACHERS: expect students to do their best
expect me to do my best
are understanding when students have personal problems
set high standards for learning in their classes
help me gain confidence in my ability to learn
know me well
listen to my ideas
care about me
make learning fun
are excited about the subject they teach

give me individual attention when I need it

I FEEL READY FOR THE REAL WORLD, WITH REFERENCE TO:
my ability to write
my ability to read
my ability with mathematics
my ability to process information
my presentation skills
my technology skills

my ability to learn on my own outside of a classroom

IN MY CLASSES, TIME IS SPENT:
listening to the teacher talk
in whole class discussions
working in small groups
answering questions from a book or worksheet
working on projects or research
using computers

I LEARN WELL WHEN:
I am working on projects or research
the teacher is leading a discussion
I am working in a small group
I am working on my own outside of a classroom
my teacher is designing a lesson that helps
I am participating in problem-solving activities

I AM WORKING ON:
I am working on a project or research
I am working on my own outside of a classroom
I am working in a small group
I am working in a whole class discussion
I am working on something that will matter

---

Total Survey Respondents April 2008 (N=302)
Total Survey Respondents March 2009 (N=299)
Total Survey Respondents March 2010 (N=295)
**Parent Surveys**

Parent responses are shown in Figures below by School or Level over time.

**Sandwich Central School**

Areas of highest agreement for parents at Sandwich Central School were:

- I respect the school’s teachers.
- I support my child’s learning at home.

At Sandwich Central School parents responded neutrally to:

- I like the school’s report cards/progress reports.
- Students show respect for other students.

**Figure 54 Sandwich Central School Parent Survey**
Inter-Lakes Elementary School

Areas of highest agreement for parents at Inter-Lakes Elementary were:

- I respect the school’s principal.
- I support my child’s learning at home.

At Inter-Lakes Elementary parents responded neutrally to:

- I like the school’s report cards/progress reports.
- Students show respect for other students.

Figure 55 Inter-Lakes Elementary Parent Survey
Inter-Lakes Middle Tier

Areas of highest agreement for parents at Inter-Lakes Middle Tier were:

- I respect the school's principal.
- I support my child's learning at home.
- I feel good about myself as a parent.

At Inter-Lakes Middle Tier parents responded neutrally to:

- I like the school's report cards/progress reports.
- Students show respect for other students.

Figure 56 Inter-Lakes Middle Tier Parent Survey
Inter-Lakes High School

Areas of highest agreement for parents at Inter-Lakes High School were:

- Parent volunteers are vital to the school community.
- I support my child's learning at home.

Areas of lowest agreement for parents at Inter-Lakes High School were:

- Students are treated fairly by other students.
- The school clearly communicates how parent volunteers can help.

Figure 57 Inter-Lakes High School Parent Survey
Staff Surveys

Staff trends to look for are areas of highest agreement and lowest agreement by school and across schools.

Sandwich Central School

Areas of highest agreement for staff were:

- My administrators treat me with respect.
- I believe student achievement can increase through providing a threat free environment.

Areas of lowest agreement for staff were:

- I work effectively with ethnically/racially diverse students.
- We have an action plan in place that can get us to our vision.

Figure 58 Sandwich Central School Staff Survey
Figure 59  Sandwich Central School Staff Survey (continued)

Figure 60  Sandwich Central School Staff Survey (Teachers & Instructional Assistants)
Inter-Lakes Elementary School

Areas of highest agreement for staff were:

- I love to teach.
- I believe every student can learn.

Areas of lowest agreement for staff were:

- I believe I communicate with parents often about their child’s progress.
- I believe I communicate with parents often about class activities.

Figure 61 Inter-Lakes Elementary School Staff Survey
Figure 62 Inter-Lakes Elementary School Staff Survey (continued)

Inter-Lakes School District
Staff Survey - Inter-Lakes Elementary (continued)
December 2007, March 2009, & March 2010

Figure 63 Inter-Lakes Elementary School Staff Survey (Teachers and Instructional Assistants)

Inter-Lakes School District
Staff Survey - Inter-Lakes Elementary
December 2007, March 2009, & March 2010
Areas of highest agreement for staff were:

- I love to teach.
- I believe every student can learn.
- I love seeing the results of my work with students.

Areas of lowest agreement for staff were:

- Teachers in this school communicate with each other to make student learning consistent across grades.
- I believe I communicate with parents often about class activities.

Figure 64 Inter-Lakes Middle Tier Staff Survey
Figure 65 Inter-Lakes Middle Tier Staff Survey (continued)

Figure 66 Inter-Lakes Middle Tier Staff Survey (Teachers & Instructional Assistants)
Areas of high agreement for staff were:

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

Areas of lowest agreement for staff were:

- I believe I communicate with parents often about class activities.
- Morale is high on the part of students.

Figure 67 Inter-Lakes High School Staff Survey

![Graph showing staff survey results for Inter-Lakes High School]

**Subtitle:**

Inter-Lakes High School

**Text:**

Inter-Lakes School District

Staff Survey - Inter-Lakes High School

December 2007, March 2009, & March 2010
Figure 68 Inter-Lakes High School Staff Survey

Inter-Lakes School District
Staff Survey - Inter-Lakes High School
December 2007, March 2009, & March 2010

- Working effectively with:
  - Special education students
  - English learners
  - Ethnically/racially diverse students
  - Students who live in poverty
  - Low-achieving students

- Students
- Teacher
- Support Staff
- Administrators

- Morale is high on the part of:
  - Teachers
  - Students
  - Support Staff
  - Administrators

- The vision for this school is clear
- The vision for this school is shared
- We have an action plan in place which can get us to our vision

- This school has a good public image
  - It is important to communicate often with parents
  - I communicate with parents often about their child's progress
  - I communicate with parents often about class activities

- Quality work is expected of all students
  - At this school
  - Of me
  - Of all the adults working at this school

- The instructional program at this school is challenging
- This school provides an atmosphere where every student can succeed
- Quality work is expected of all students
- I love working at this school

- I believe every student can learn
- Seeing the results of my work with students
- Working with challenging students

- Inter-Lakes School District Profile
Page 76 of 107
Figure 69 Inter-Lakes High School Staff Survey (Teachers and Instructional Assistants)
**What Are Our Results?**

**Student Achievement**

The Inter-Lakes School District uses the New England Common Assessment Program (NECAP) criterion-referenced test. The test is given for state accountability purposes in grades three through eight and eleven. We also use the Northwest Evaluation Association Measures of Academic Progress (MAP) tests, a criterion-referenced test that is also normed with national test results. These tests are the main basis for assessing student performance.

The NECAP is given in the fall of each year. Student results are provided by proficiency levels. The definition of each proficiency level is as follows:

- **Proficient with Distinction (Level 4)** – Students performing at this level demonstrate the prerequisite knowledge and skills needed to participate and excel in instructional activities aligned with the GLE (Grade Level Expectation) at the current grade level. Errors made by the students are few and minor and do not reflect gaps in prerequisite knowledge and skills.

- **Proficient (Level 3)** – Students performing at this level demonstrate minor gaps in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. It is likely that any gaps in prerequisite knowledge and skills demonstrated by these students can be addressed during the course of typical classroom instruction.

- **Partially Proficient (Level 2)** – Students performing at this level demonstrate gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. Additional instructional support may be necessary for these students to meet grade level expectations.

- **Substantially Below Proficient (Level 1)** – Students performing at this level demonstrate extensive and significant gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. Additional instructional support is necessary for these students to meet grade level expectations.
The following figures show our district NECAP results over time in graphic representations.

**Figure 70  NECAP: Proficient or Above**

Inter-Lakes School District NECAP Results 2005-2010
Percentage of Students Proficient or Above
Figure 71  NECAP: Math-Proficient or Above

Inter-Lakes School District NECAP
Math 2005-2010 Percentage of Students Proficient or Above

Inter-Lakes School District Profile
Figure 72 NECAP: Reading-Proficient or Above

Inter-Lakes School District NECAP
Reading Results 2005-2010
Percentage of Students Proficient or Above

Figure 73 NECAP: Writing Proficient or Above

Inter-Lakes School District
NECAP District Writing - Proficient or Higher - Teaching Year
2005-2010
Below are our NECAP results for our students with IEP (Individual Educational Plan) status by year over time in graphic representations.

Figure 74 2005 NECAP District Special Education Proficiency Levels - Math

![Graph showing NECAP proficiency levels for 2005](image1)

Figure 75 2006 NECAP District Special Education Proficiency Levels - Math

![Graph showing NECAP proficiency levels for 2006](image2)
Figure 76 2007 NECAP District Special Education Proficiency Levels – Math

Figure 77 2008 NECAP District Special Education Proficiency Levels = Math
Figure 78 2009 NECAP District Special Education Proficiency Levels - Math

Figure 79 2010 NECAP District Special Education Proficiency Levels - Math
Figure 82 2007 NECAP District Special Education Proficiency Levels – Reading

Figure 83 2008 NECAP District Special Education Proficiency Levels - Reading
Figure 84 2009 NECAP District Special Education Proficiency Levels - Reading

Figure 85 2010 NECAP District Special Education Proficiency Levels - Reading
Below are our NECAP results for students receiving Title I services.

**Figure 86 2006 NECAP Students Receiving Title I Services - Math**

<table>
<thead>
<tr>
<th>Score Level</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1 - Substantially Below Proficient</td>
<td>20</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>L2 - Partially Proficient</td>
<td>30</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>L3 - Proficient</td>
<td>40</td>
<td>35</td>
<td>30</td>
</tr>
<tr>
<td>L4 - Proficient with Distinction</td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

**Figure 87 2007 NECAP Students Receiving Title I Services - Math**

<table>
<thead>
<tr>
<th>Score Level</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1 - Substantially Below Proficient</td>
<td>25</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>L2 - Partially Proficient</td>
<td>35</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>L3 - Proficient</td>
<td>45</td>
<td>40</td>
<td>35</td>
</tr>
<tr>
<td>L4 - Proficient with Distinction</td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>
Figure 88 2008 NECAP Students Receiving Title I Services – Math

Figure 89 2009 NECAP Students Receiving Title I Services – Math
Figure 90 2010 NECAP Students Receiving Title 1 Services – Math

Inter-Lakes School District Profile
Figure 91 2006 NECAP Students Receiving Title 1 Services–Reading

Figure 92 2007 NECAP Students Receiving Title 1 Services–Reading
Figure 93 2008 NECAP Students Receiving Title I Services–Reading
(Please note the grade 7 2008 bar represents one student)

Figure 94 2009 NECAP Students Receiving Title I Services – Reading
Figure 95 2010 NECAP Students Receiving Title I Services – Reading
Below are our NECAP results for male students.

Figure 96 2005 NECAP Results Male Students – Math

Figure 97 2006 NECAP Results Male Students – Math
Figure 100 2009 NECAP Results Male Students – Math

Figure 101 2010 NECAP Results Male Students – Math
Figure 106 2009 NECAP Results Male Students – Reading

Figure 107 2010 NECAP Results Male Students – Reading
Below are our NECAP results for female students.

Figure 108 2005 NECAP Results Female Students – Math

Figure 109 2006 NECAP Results Female Students – Math
Figure 112 2009 NECAP Results Female Students - Math

Figure 113 2010 NECAP Results Female Students – Math
Figure 119 2010 NECAP Results Female Students - Reading
Figure 120 2008-2010 AYP Results for I-LSD Economically Disadvantaged and Educationally Disabled Students K-8

* Indicates the number required to meet Adequate Yearly Progress.

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading</th>
<th>Math</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td>Index Score</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>111</td>
<td>86.5</td>
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<tr>
<td>Educational Disability</td>
<td>78</td>
<td>71.8</td>
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<tr>
<td>Whole School</td>
<td>91.6</td>
<td>101</td>
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### Figure 121 2008-2010 AYP Results for I-LSD Economically Disadvantaged and Educationally Disabled Students 9-12

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading</th>
<th>Math</th>
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<td><strong>Grades 9-12</strong></td>
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<tr>
<td><strong>Group</strong></td>
<td>Number of Students</td>
<td>Index Score</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>13</td>
<td>53.8</td>
</tr>
<tr>
<td>Educational Disability</td>
<td>15</td>
<td>62.7</td>
</tr>
<tr>
<td>Whole School</td>
<td>100</td>
<td>85.8</td>
</tr>
</tbody>
</table>