



INTER-LAKES SCHOOL DISTRICT

Growth & Proficiency Goals 2025-2026 School Year



NHED FEDERAL ACCOUNTABILITY

PROFICIENCY GOALS

ELA

70.61%

MATH

54.21%

STATE: 51%
INTER-LAKES: 45%

2022 GOALS

ELA: 62.54%
MATH: 50.14%

STATE: 40%
INTER-LAKES: 41%

STATE: 52%
INTER-LAKES: 53%

2023 GOALS

ELA: 64.40%
MATH: 51.05%

STATE: 42%
INTER-LAKES: 44%

STATE: 53%
INTER-LAKES: 55%

2024 GOALS

ELA: 66.11%
MATH: 51.90%

STATE: 41%
INTER-LAKES: 45%

STATE: 55%
INTER-LAKES: 56%

2025 GOALS

ELA: 67.69%
MATH: 52.70%

STATE: 42%
INTER-LAKES: 45%

STATE: TBD
INTER-LAKES: TBD

2026 GOALS

ELA: 69.19%
MATH: 53.47%

STATE: TBD
INTER-LAKES: TBD

STATE: TBD
INTER-LAKES: TBD

2027 GOALS

ELA: 70.61%
MATH: 54.21%

STATE: TBD
INTER-LAKES: TBD

EXECUTIVE SUMMARY

The Inter-Lakes School District strives to enhance the overall quality of education to better prepare all learners for future success. It is through analyzing our data, setting goals, and tracking our progress that we adjust strategies to ensure all learners are meeting high expectations of achievement. This continuous cycle of improvement provides a process that supports incremental improvements over time. ***The Inter-Lakes School District is making consistent progress, over time, as we strive toward excellence.***

Our overall proficiency was slightly above the state average in the spring of 2025. We have been making gradual, incremental gains in overall proficiency in English Language Arts (ELA) and Science over the past three school years. While overall math proficiency is holding steady over the past two years, we remain above the state average. Within the averages, there are many bright spots, the most important one being participation. Although the federal government requires a participation rate of 95% per school, the **New Hampshire Education Department (NHED)** allows families to opt out of statewide assessment. Any school falling below the 95% participation rate receives a score of 0 for each learner falling below this threshold, negatively impacting a school's achievement score. Last spring, the district average participation rate was 98% in ELA and Math, an increase from 95%. These figures reflect our community's shared commitment to the value of statewide assessment.



Within our school district averages, there are many other bright spots that reflect areas of pride; your attention will be drawn to them by a blue star and text.

We continue our commitment to academic excellence, which includes:

- Deep analysis of local and state data
- Targeted facilitation of professional development opportunities
- Increased preparation for statewide assessment
- Rigorous progress monitoring and responsive practices
- Expansion of evidence-based instructional resources

We are confident this continued commitment will deliver the aggressive growth goals we have set, and the achievement of the established accountability goals set by **NHED**. The School District is working toward the following growth and proficiency goals for the 2025-26 school year:

- NHED Accountability 2026 Goals: ELA 69.19% & Math 53.47%
 - as measured by NH SAS (Grades 3-8 & 11) and the SAT (Grade 11)
 - as measured by NWEA MAP Growth Spring RIT scores falling within or beyond the 61st percentile (Grades K-2)
- 70% of learners will meet their growth goal as measured by the NWEA: Spring to Spring (K-8) and pre- and post- (Grade 9)

-
- Actions to Support Continuous Growth: **pages 4-7**
 - Goals, Demographics, and Recent Performance: **pages 5-16**
 - Federal Accountability: **pages 17-20**
 - Definitions of Key Terminology: **page 21**

DISTRICT-WIDE ACTIONS TO SUPPORT CONTINUED GROWTH & PROFICIENCY



- All staff responsible for supporting the administration of the **NH SAS** completed the Test Administration Certification in the fall of 2025 in order to facilitate increased integration of **NH SAS** practice modulars.
- Regular district communication of engagement opportunities for staff to attend state-sponsored professional development events in the areas of Mathematics, Science, English Language Arts, **NH SAS** modulars, data analysis, etc.
- The Curriculum Coordinator has joined the State Assessment Advisory Group and the New Hampshire Accountability Task Force to deepen understanding, engagement, and to support changes to state accountability practices.
- District and School Administrators attended the third annual Statewide Assessment and Accountability Conference.
- School staff attended the Content Advisory Committee to deepen understanding of and provide technical feedback to the development of test questions used on the **NH SAS**.
- Routine integration of the **NH SAS** modulars is integrated into the schools' Assessment Menu.
- Creation of educator resources to support statewide assessment, including a revised checklist to clarify the accessibility features available to all learners.
- Year four of offering opportunities to engage in **Math Empowered** professional development focused on developing engaging teaching practices.
- Expanded integration of **Self-Regulated Strategy Development (SRSD)** for writing in all schools.
- Reallocation of human resources to support student growth and achievement:
 - The assignment of additional paraprofessionals in grade 5 at ILES to support targeted instruction.
 - In grade 8 to support targeted instruction and smaller class sizes due to the high concentration of special education needs.
 - Year two of the position of Student Services Coordinator at Inter-Lakes Elementary School and Inter-Lakes Middle High School and the realignment of the position of Dean of Learning to the Inter-Lakes Middle High School.
- Deepening our commitment to excellence through building new and fostering stronger existing relationships with the community as the district's **strategic plan** is developed.
- Focusing on meeting *and exceeding* our legal responsibilities in the areas of special education, 504 plans, and student supervision.
- Exploring the integration of AI into our practices to increase workflow efficiency and support targeted student learning with the implementation of **Khanmigo**.
- Continued access of **Discovery Education** via grant funding from the **NHED**.
- Strengthening family and community communication and engagement with the implementation of **ParentSquare**.
- Professional development to support our statewide assessment shared through the district's internal, weekly communication tool, the **Friday Focus**.
- Differentiated professional development offerings for teachers and paraeducators hosted during the district's annual **Competency Camp**.
- Intentionally integrating **NH SAS** modulars professional development facilitated by content consultants from the New Hampshire Education Department.
- Expansion of literacy training to support ongoing **structured interventions** for learners in our three schools.

INTER-LAKES ELEMENTARY SCHOOL ACTIONS TO SUPPORT CONTINUED GROWTH & PROFICIENCY



- ★ Year 1 of implementing the **95% Phonics Core Program** in grades 4 and 5 (year two in grade 3 and year 3 in grades K-2).
- ★ Year 1 of a school-wide focus on developing stronger behavioral support systems and management strategies. This year we are "Riding the Blue Wave of Respect and Responsibility".
- ★ Year 1 of school-wide **Self-Regulated Strategy Development (SRSD) writing instructional model**.
 - Year 1 with aligned literacy intervention across grades levels using the **95% program intervention resources**.
 - Year 1 of the Behavior Support Team to analyze student behavior data and create solutions for trends in tiers 1 and 2 behaviors.
 - Year 1 piloting the use of Khan Academy Learning Pathways in grades 5-6 to support individualized learning progress during math practice blocks.
 - Year 1 using Mystery Science instructional resources supplemented by our original FOSS kits.
 - Year 1 focusing Collaborative Planning Blocks on SRSD training.
 - Year 1 of increased Tier 3 instruction through training in both **Wilson Reading System** and the **Orton-Gillingham** approach for special education teachers and intervention providers.
 - Year 3 of separate 30-minute daily blocks for practice and intervention in English Language Arts and Mathematics.
 - Year 3 of literacy oversight and instructional support provided by the Reading Specialist and administration during Collaborative Planning Blocks and Professional Development days.
 - Year 3 of in-house data wall management, overseen by the Reading Specialist and the math interventionist.
 - Year 3 of school counseling lessons designed to proactively and responsively support school-wide needs; lessons are integrated for all learners.
 - Year 4 of strategic assessment calendars at each grade level are designed collaboratively by educators and administrators. All grades coherently utilize **NWEA**, Acadience and Mastertrack assessments to support planning for individual student learning.
 - Year 4 of routine integration of **NH SAS** modulars in Grades 3-6 and year 1 working towards strategic integration within our core instruction and assessment practices.
 - Growing Roots continues to provide access to mental health services.
 - Year 6 of **Wonders** as an evidence based resource for supporting reading and language comprehension.

****Evidence-based strategies***

SANDWICH CENTRAL SCHOOL ACTIONS TO SUPPORT CONTINUED GROWTH & PROFICIENCY



- Year one of *Math Empowered* leadership training (Principal and one classroom Teacher).
- Year one of a review of math programming and instructional strategies. Budgeting for a partnership with *Math Empowered*.
- Year one of topic and competency mapping with a focus on the strategic integration of English Language Arts skills in Science and Social Studies.
- ★ **Year one of redesigned Special Education/Intervention Model, supported by two special education case managers. Both professionals trained in *Orton Gillingham*.**
- Year two of in-house licensed therapy provided by *Growing Roots*.
- Year three of implementing a systematic core phonics program from the **University of Florida, UFLI**, in grades K-3, as well as in our intervention programming. Inclusion of the *Recipe for Reading* phonics program from *Orton Gillingham*.
- Year three of in-house **data wall** management overseen by the school Reading Specialist.
- Year three of strategic assessment calendars at each grade level, designed collaboratively by educators and administrators.
- ★ **Year three of increased literacy oversight and instructional support provided by the school Reading Specialist and administration during Collaborative Planning Blocks and Professional Development days.**
- ★ **Year three of implementing *Self Regulated Strategy Development, SRSD writing strategies*.**
- Year four of intentional integration of **NH SAS modulars** in grades 3-6 prior to the spring summative assessment.
- Year six of calibrating on the implementation of effective instructional practices in the area of literacy.
- Year six of professional learning for all K-5 educators to support the implementation of systematic core reading instruction. This includes the addition of *Morphology Plus* from **Institute for Multi-Sensory Education, ISME** in grades 4 and 5.
- School counseling lessons designed to proactively and responsively support school-wide needs; lessons are integrated for all learners.

**Evidence-based strategies*

INTER-LAKES MIDDLE HIGH SCHOOL ACTIONS TO SUPPORT CONTINUED GROWTH & PROFICIENCY



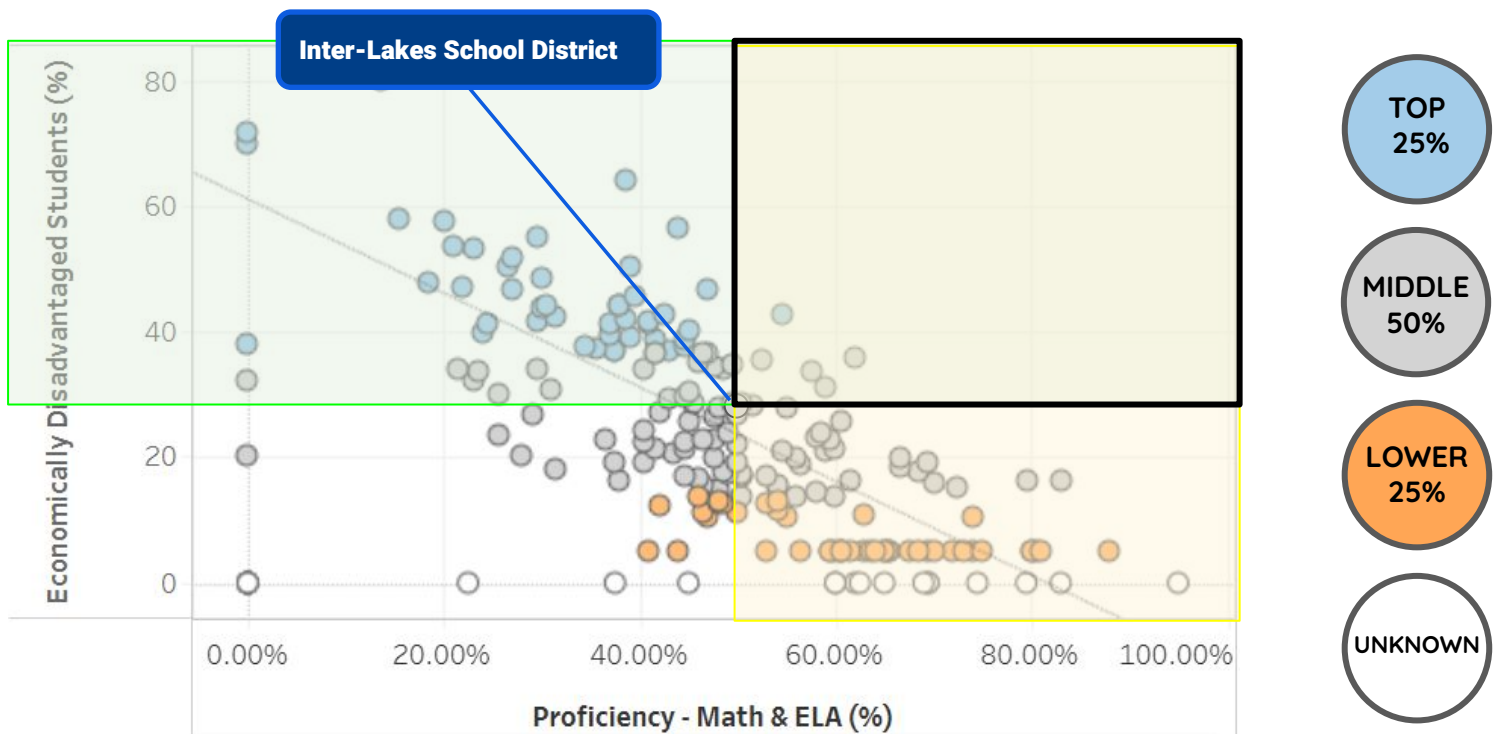
- Year one of our Reading specialist, 2 special educators, and 2 paraeducators trained in **Orton Gillingham** phonics instruction with 3 of these also trained in **Morphology Plus** both through the **Institute for Multisensory Education, IMSE**
- ★ **Year two of expanded integration of Self Regulated Strategy Development for Writing, SRSD in 7th grade classes across all subject areas.**
- Year two of a full-time Reading Intervention Paraeducator working directly with the Reading Specialist delivering literacy interventions.
- Year two of targeted alignment of Science units in K-12 to align with the blueprint of the **NH SAS**.
- Year three of incentivizing statewide assessment practice hours for our learners in grades 7, 8, and 11.
- Year three of our Reading Specialist, Reading Intervention Paraeducator, Special Education Case Managers, and middle school English Language Arts Teachers working collaboratively to plan quarterly reading and writing interventions in grades 7 and 8.
- Year three of practicing Science interims in grade 11 for the **NH SAS** Science assessment prior to the spring summative assessment during Chemistry classes (this year) and Office Hours (previous two years).
- Year three of in-house **data wall** management overseen by the school Reading Specialist.
- ★ **Year four of Grades 7 & 8 teachers routinely practicing modulars with their students in class prior to the spring summative assessment.**
- ★ **Year four of Growing Roots providing increased access to mental health services.**
 - School counseling lessons designed to proactively and responsively support school-wide needs; lessons are integrated for all learners.

****Evidence-based strategies***

DEMOGRAPHICS - ECONOMICALLY DISADVANTAGED

To understand our district's performance, it's important to look further into overall results and consider how we serve groups of learners who may face additional challenges. Examining the percentages of economically disadvantaged students and students with disabilities, and how our district compares to others, helps us understand our context and ensure that our strategies support all learners effectively.

During the 2024-2025 school year, the Inter-Lakes School District fell within the Middle 50% of the State for the percentage of **economically disadvantaged** learners, at 28.67%. This fell slightly above the state average of 25.8%. Each dot in the graph below represents a district within New Hampshire. Each district shown in the quadrant highlighted has a similar or higher percentage of **economically disadvantaged** learners *and* a higher percentage of overall proficiency than Inter-Lakes.



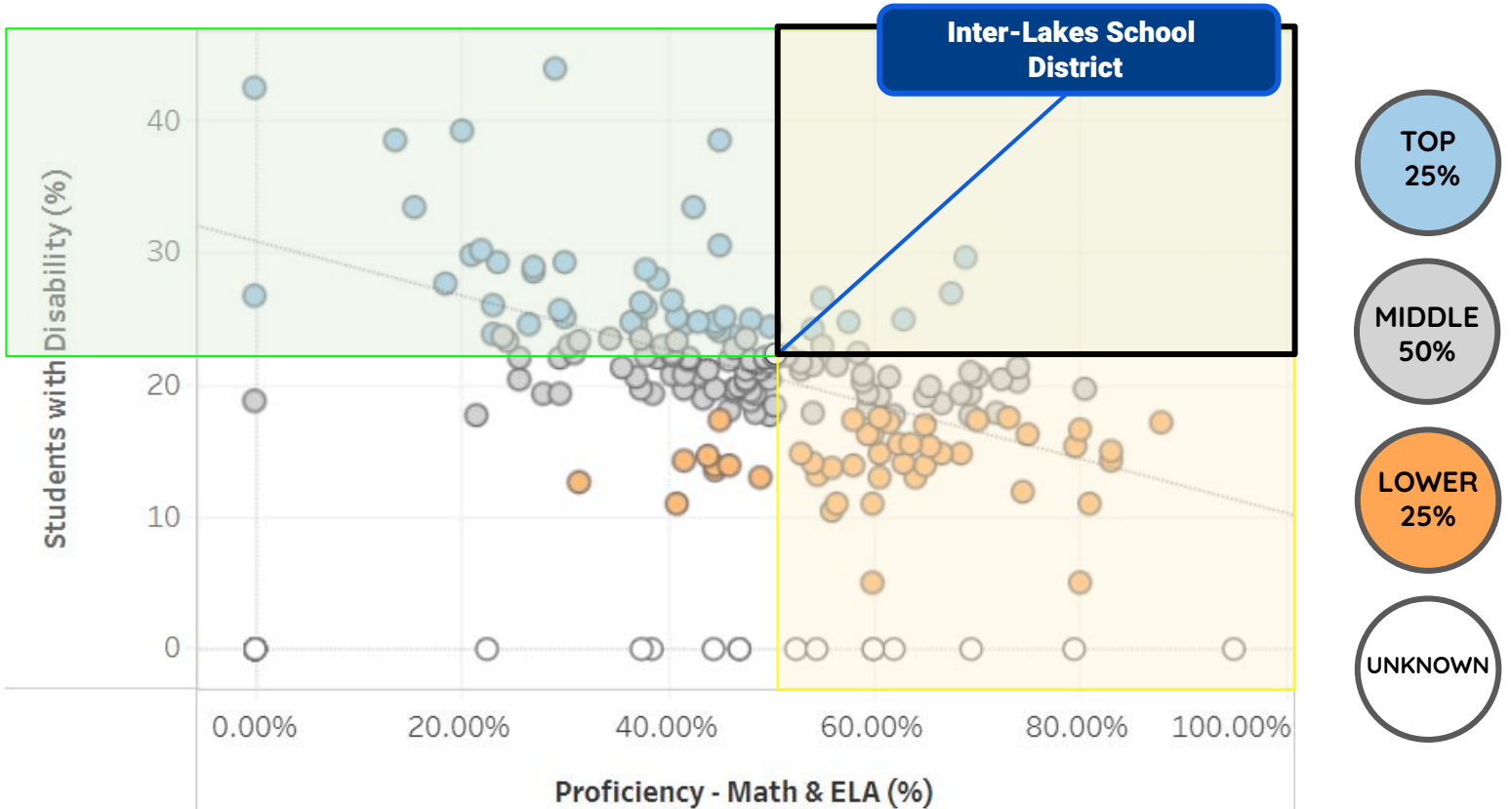
The following chart shows how each school's percentage of economically disadvantaged learners contributes to our district's average, and how our percentages compare to our state averages.

% of Economically Disadvantaged by School

SCHOOL YEAR	ILES	SCS	ILMS	ILHS	STATE AVERAGE
2024	31.38%	SUPRESSED DUE TO SAMPLE SIZE	22.97%	20.98%	26.2%
2025	33.33%	SUPRESSED DUE TO SAMPLE SIZE	29.93%	26.61%	25.8%

DEMOGRAPHICS - LEARNERS WITH A DISABILITY

During the 2024-2025 school year, the Inter-Lakes School District fell within the Middle 50% of the State for the percentage of **learners with a disability**, at 22.21%. This fell at about the state average of 20.7%. Each dot in the graph below represents a district within New Hampshire. Each district shown in the quadrant highlighted has a similar or higher percentage of **learners with a disability** and a higher percentage of overall proficiency than Inter-Lakes.



The following chart shows how each school's percentage of learners with a disability contributes to our district's average, and how our percentages compare to our state averages.

% of Learners with Disability by School					
SCHOOL YEAR	ILES	SCS	ILMS	ILHS	STATE AVERAGE
2024	23.99%	15.79%	17.57%	16.07%	20.3%
2025	22.47%	12.94%	29.83%	20.60%	20.7%

Both the percentage of **economically disadvantaged** and **learners with a disability** have negative correlations with overall proficiency.



There are very few other districts with similar or higher percentages of learners who face the additional challenges of being economically disadvantaged and learning disabilities whose overall district proficiency is higher than Inter-Lakes.

Local Measurements of GROWTH

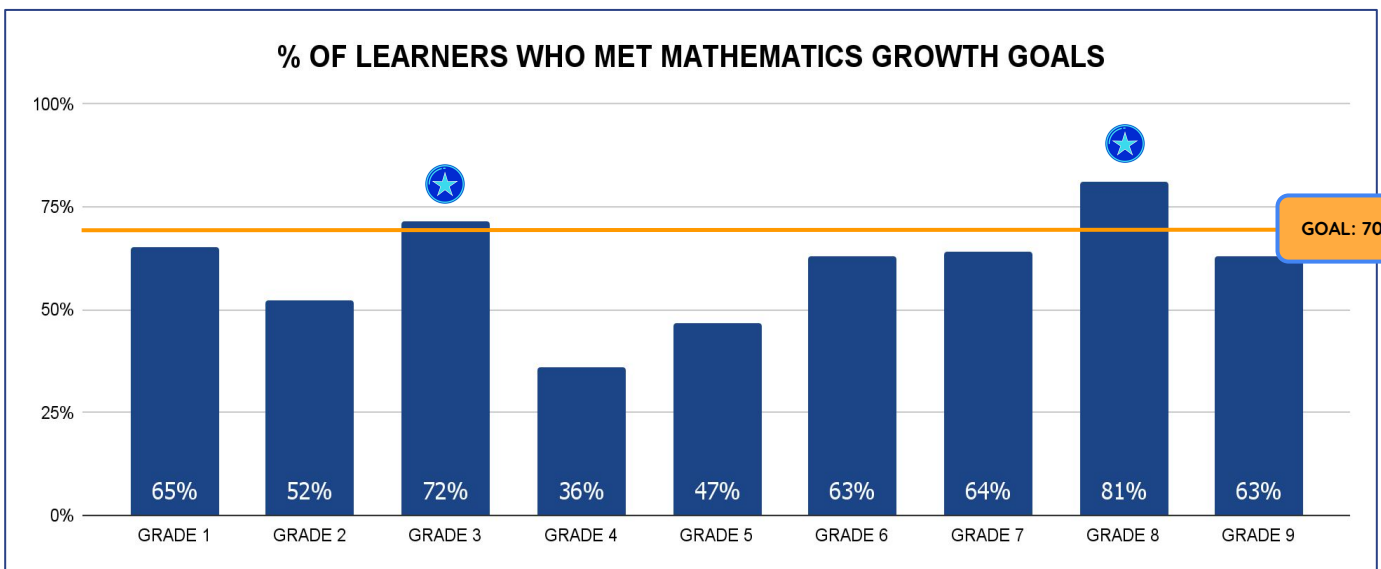
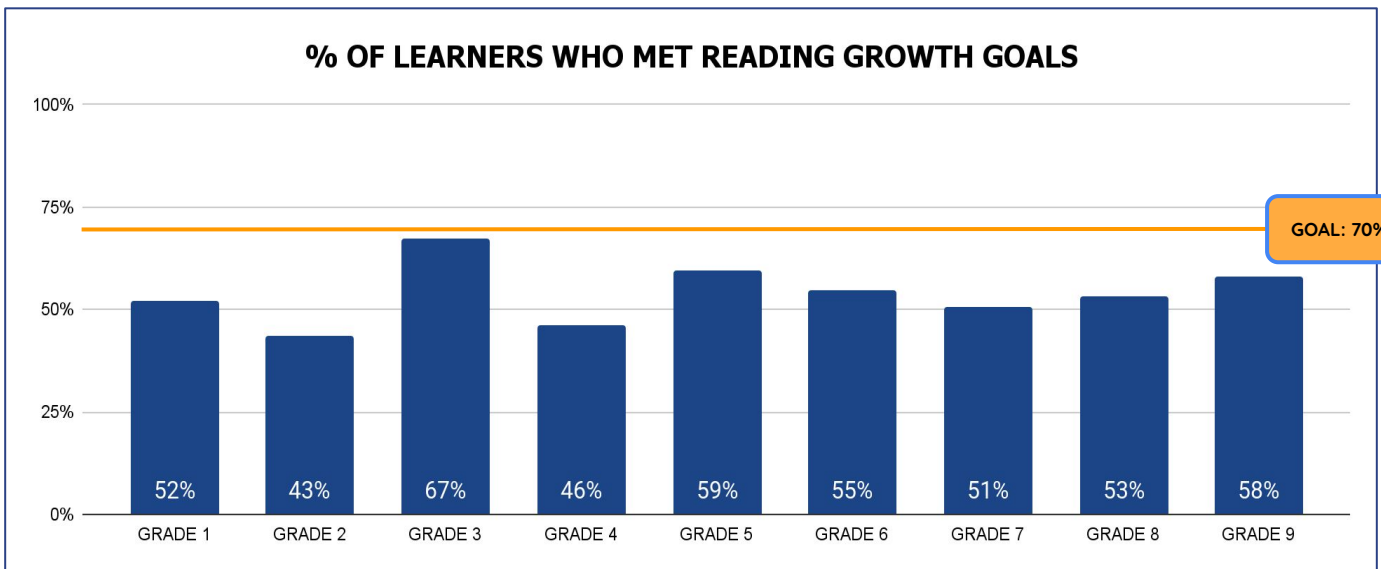
Our district uses local assessments throughout the year, along with the statewide spring assessment, to monitor student learning and growth. These check-ins give educators timely information about what students know, where they may need support, and how to adjust instruction. A key tool is the NWEA assessment, which measures both achievement and growth. Proficiency shows whether students meet an expected level, while growth shows whether they are improving at a pace that will help them reach or maintain proficiency.

Historically we have defined proficiency by reaching the 41st percentile; in spring of 2023 we raised this benchmark to the 61st percentile to align with emergent research from the field showing the correlation between **RIT scores** and statewide assessment proficiency in grade 3 and beyond. To support strong outcomes for all learners, our district sets annual growth goals in addition to proficiency goals. For 2024–2025, we established an ambitious goal: **70% of students will meet their individual growth goals** as measured from spring 2024 to spring 2025.

These goals are tailored to each student's starting point, ensuring that progress is recognized for every learner, those who need to catch up, those who are already proficient, and those who are ready to extend their learning even further.

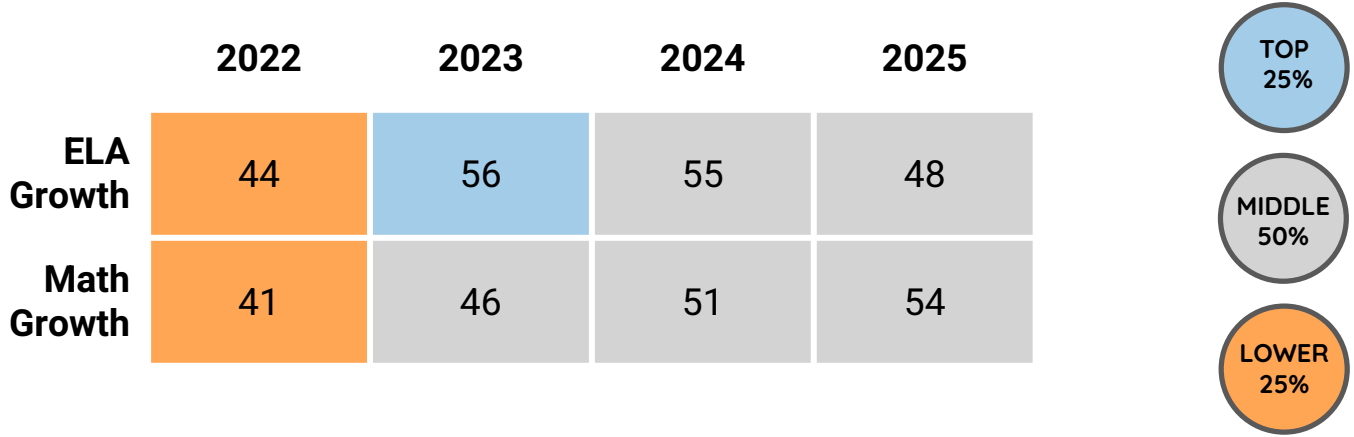


The graphs below show the percentage of students in each grade level who met their growth goal over the past year. Students in grades 3 and 8 exceeded our districtwide goal in mathematics, reflecting the hard work of our learners and educators. This data helps us celebrate areas of success while also identifying where additional focus is needed as we work toward continuous improvement across all grades.

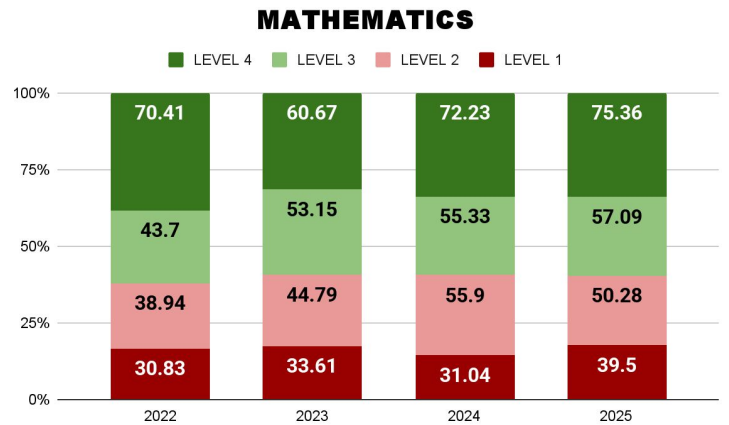
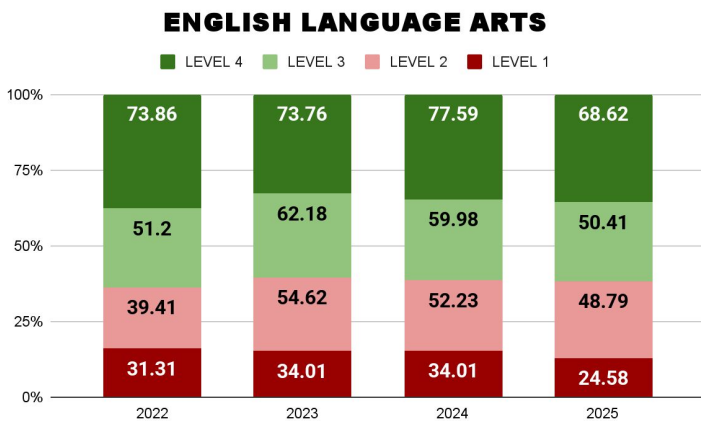


Statewide Measurements of GROWTH

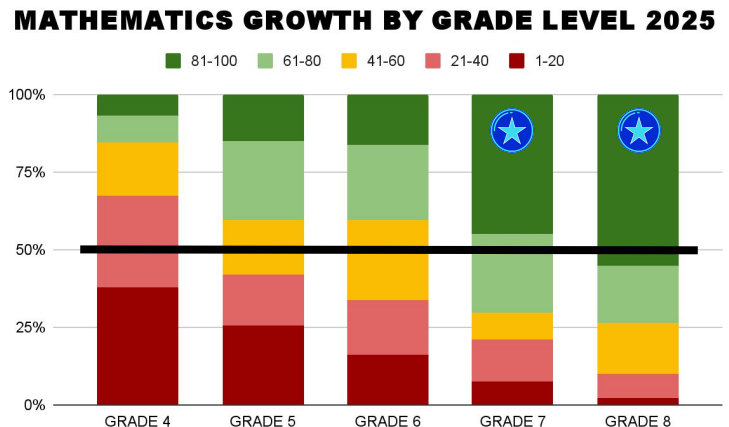
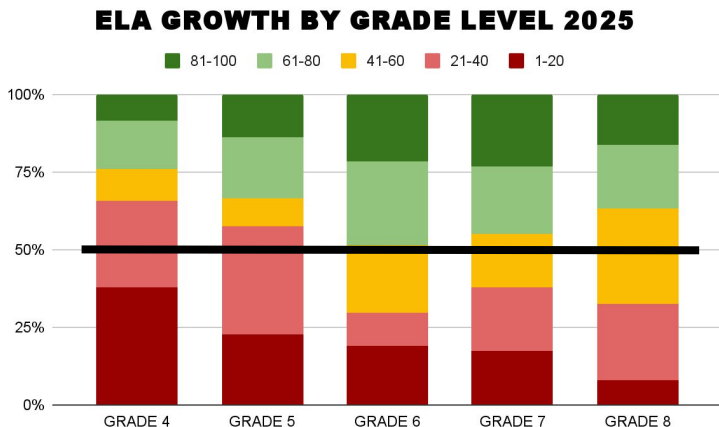
In addition to measuring proficiency, our statewide assessment results also report how much students grow academically each year compared to their academic peers across the state. This metric, the **Mean Growth Percentile (MGP)**, helps us understand whether our learners are making expected, higher, or lower levels of progress over time. The charts below show our district's four-year growth trends in English Language Arts and Mathematics. This measurement represents learners' growth in grades 4 through 8.



The following graphs provide a four-year, historical view of our School District's **MGP** trends on the NH SAS in English Language Arts and Mathematics, by each of the four performance levels.



The following graphs provide a breakdown of our School District's **MGP** trends on the NH SAS in English Language Arts and Mathematics from our 2025 results by grade level.



Our learners' growth in mathematics in grades 7 and 8 is significantly higher than our statewide averages.

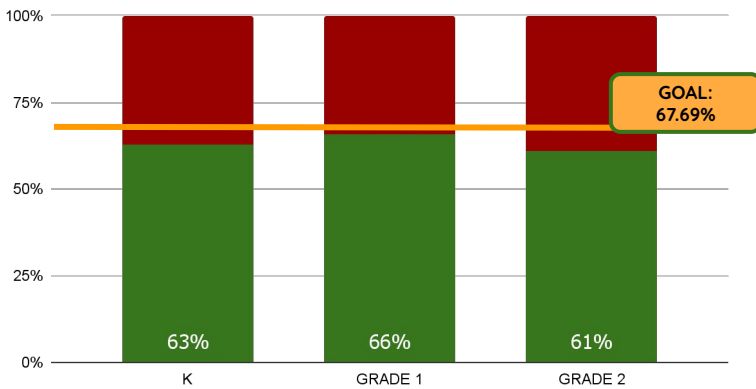
Measurements of PROFICIENCY

Our district proficiency goals are in alignment with the goals set forth by the **NHED**. In grades K-3 we measure proficiency by the **NWEA MAP** assessments. We define proficiency by reaching the 61st percentile to align with emergent research from the field showing the correlation between **RIT scores** and statewide assessment proficiency in grade 3 and beyond. Our proficiency goals for K-2 are as follows:

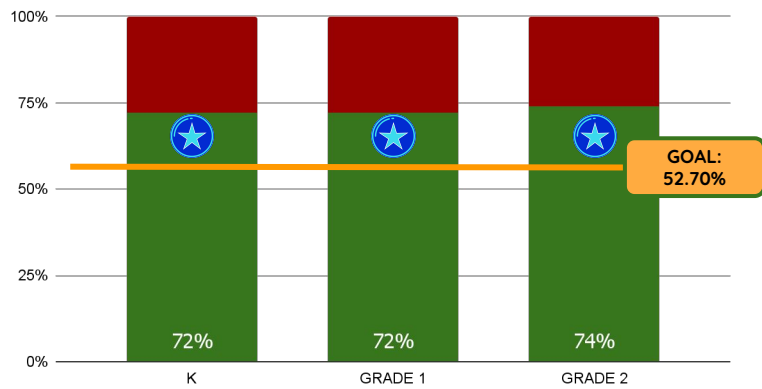
- **By spring 2025, 67.69% of K-2 learners will demonstrate proficiency in Reading.**
- **By spring 2025, 52.70% of K-2 learners will demonstrate proficiency in Mathematics.**

The graphs below reflect these goals as well as our results from spring of 2025.

SPRING 2025 NWEA READING



SPRING 2025 NWEA MATH



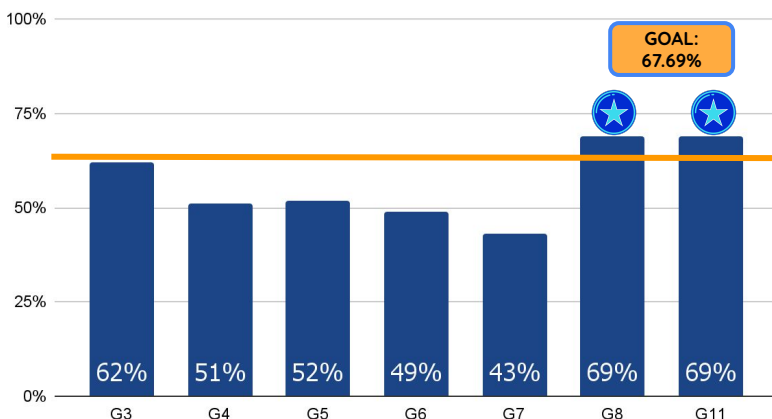
- ★ **Our second grade % proficient has increased by 20% in both reading and math.**
- ★ **All three of our early primary grade levels have exceeded our proficiency goals in Mathematics.**

In grades 3-8 we measure proficiency by our statewide assessment, the **NH SAS**; in grade 11 our statewide assessment is the **SAT**. We define proficiency by scoring a level 3 or 4. Our proficiency goals for these grade levels are in alignment with both **NHED** as well as K-2:

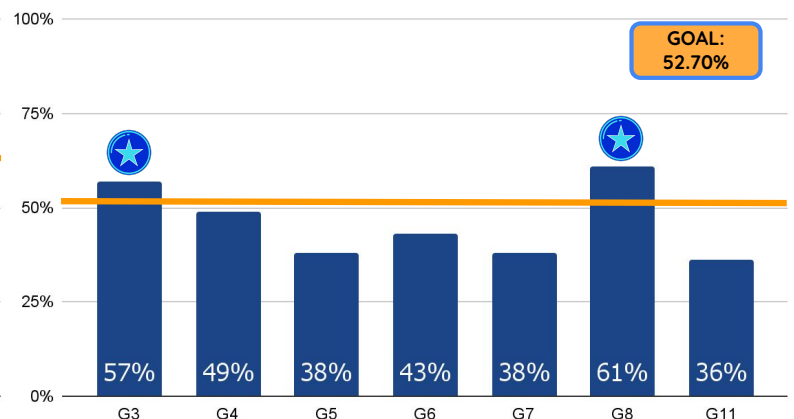
By spring 2025, learners in grades 3-8 & 11 will demonstrate proficiency as measured by the NH statewide assessment, NH SAS & SAT:

- **67.69% in English Language Arts**
- **52.70% in Mathematics**

Below are graphs that show how each grade level has performed in and ELA and math on last year's statewide assessment.



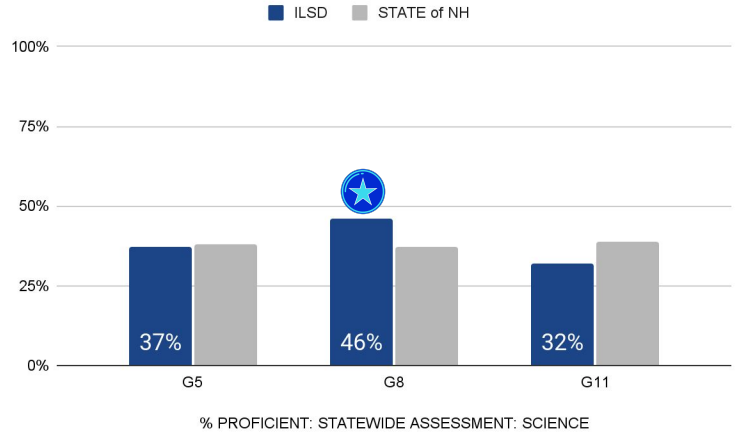
% PROFICIENT OR ABOVE: STATEWIDE ASSESSMENT: ELA



% PROFICIENT OR ABOVE: STATEWIDE ASSESSMENT: MATH

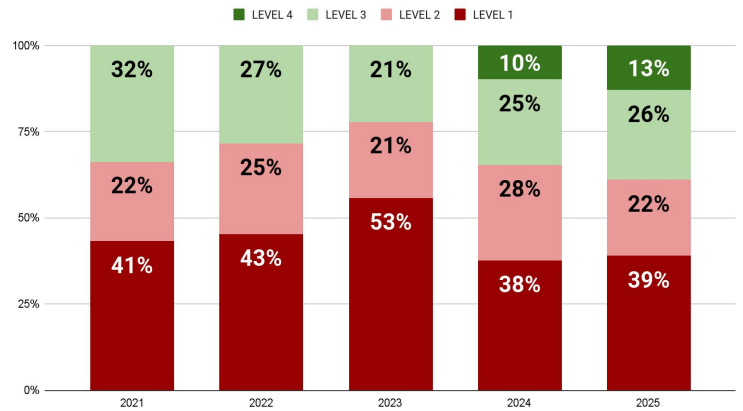
Science Snapshots of GROWTH & PROFICIENCY

While the State of New Hampshire requires assessment of learners in Science in grades 5, 8, and 11, these results are not part of Federal Accountability reporting requirements. We routinely analyze our proficiency performance as measured by the **NH SAS** to inform decisions and promote continuous improvement. Looking back at our 2025 results, grade 8 exceeded the statewide average.

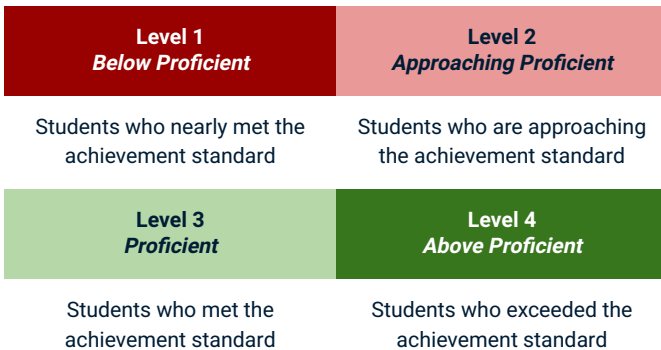


The bar chart to the right shows the School District's five-year, historical results on the **NH SAS**. The percentage of learners meeting or exceeding proficiency in 2025 is the highest percentage in our five-year history. We continue to increase the percentage of learners who are exceeding proficiency.

SCIENCE

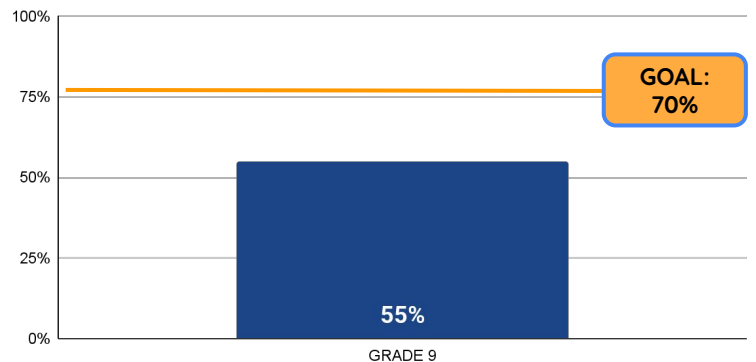


NH SAS Score Key



In addition to proficiency goals, we also monitor learner growth as measured by the **NWEA**. The bar chart to the right shows the percentage of learners who met their growth projections from spring 2024 to spring 2025.

% of Learners Meeting NWEA Growth Projections: Grade 9 Science



The percentage of learners who score a level 4 continues to increase; 13% of our learners scored above proficient in 2025.

Grade 8 performed higher than the statewide average for the second consecutive year.

In addition to analyzing performance each school year, we engage in historical analysis to inform decisions made throughout the School District. The following graphs provide a five-year, historical view of our results on the **NH SAS** in English Language Arts and Mathematics.



Similar to our trend in Science, the percentage of learners earning a level 4 has increased in both content areas over our five-year history.

NH SAS Score Key

Level 1
Below Proficient

Students who nearly met the achievement standard

Level 2
Approaching Proficient

Students who are approaching the achievement standard

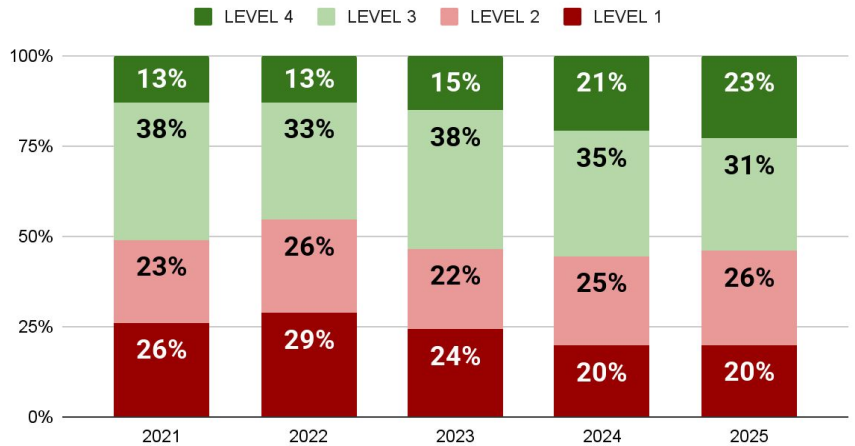
Level 3
Proficient

Students who met the achievement standard

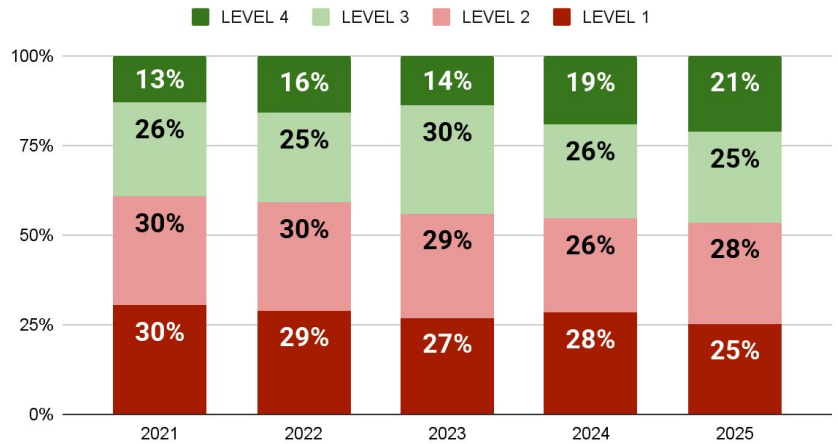
Level 4
Above Proficient

Students who exceeded the achievement standard

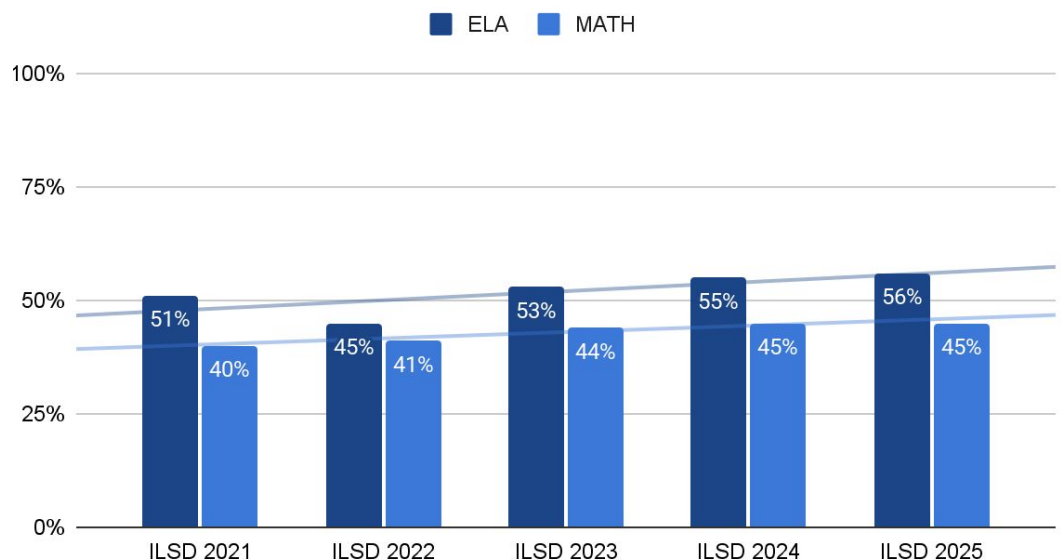
ENGLISH LANGUAGE ARTS



MATHEMATICS



ILSD % PROFICIENT OR ABOVE



The Inter-Lakes School District is making consistent progress, over time, as we strive toward excellence as evidenced in our five-year history. The trendlines reflect our **consistent progress** in ELA and **steady progress** in mathematics.

School improvement efforts through a gradual, continuous approach is strongly backed by research, which shows that schools thrive when they prioritize incremental, data-informed changes over rapid reforms.

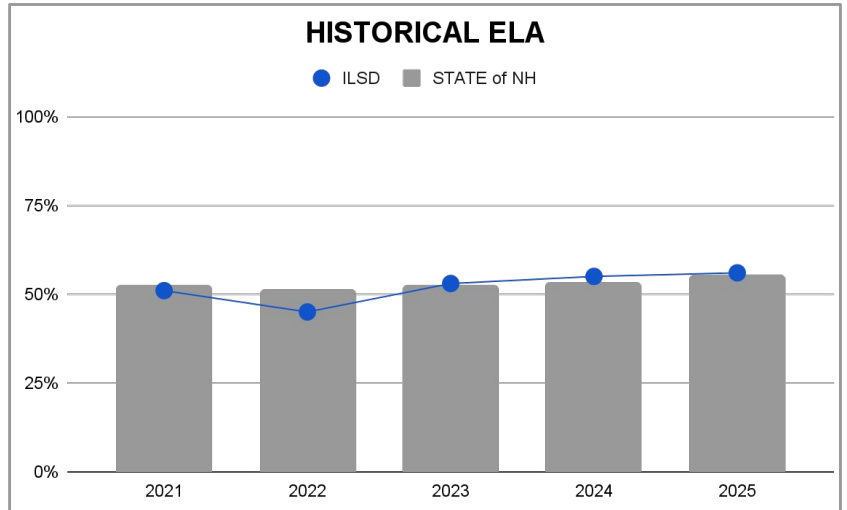
HISTORICAL MEASUREMENTS OF GROWTH & STATEWIDE AVERAGE COMPARISONS

Comparing Inter-Lakes' statewide proficiency to New Hampshire averages helps our community see how our learners are performing in relation to their peers across the state. It provides context for our results, highlights areas of strength, and identifies opportunities for growth, ensuring we continue to make informed decisions to support all students.

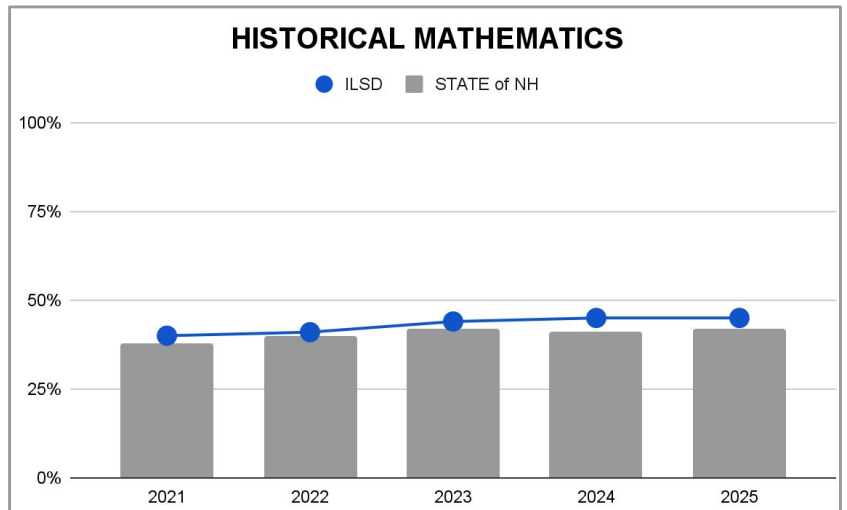
Analyzing our district's five-year history, in comparison to the state averages we can complement our consistent progress story. We are making consistent progress over time, *and* we are also making increased gains above the state in Mathematics and English Language Arts.



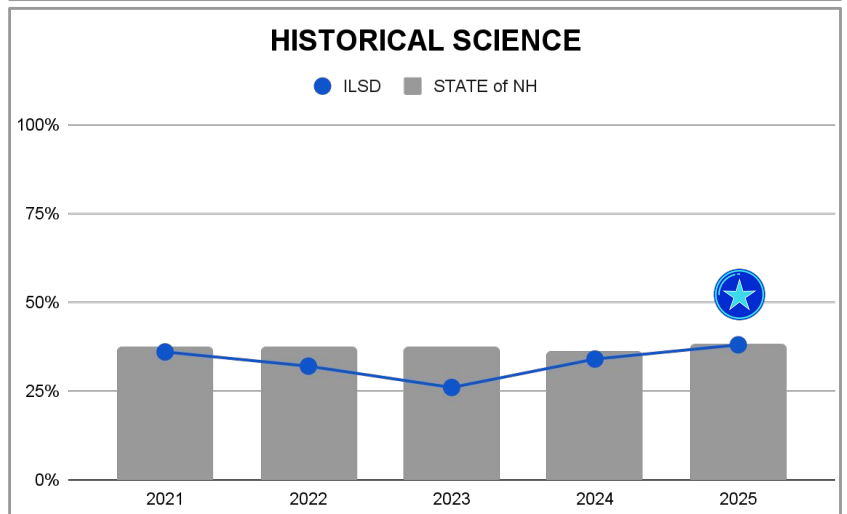
In English Language Arts, over a four-year history, we have consistently increased our percent proficient (and above) from 45% to 56%.



In Mathematics, over a four-year history, we have maintained steady improvements, from 41% to 45%.



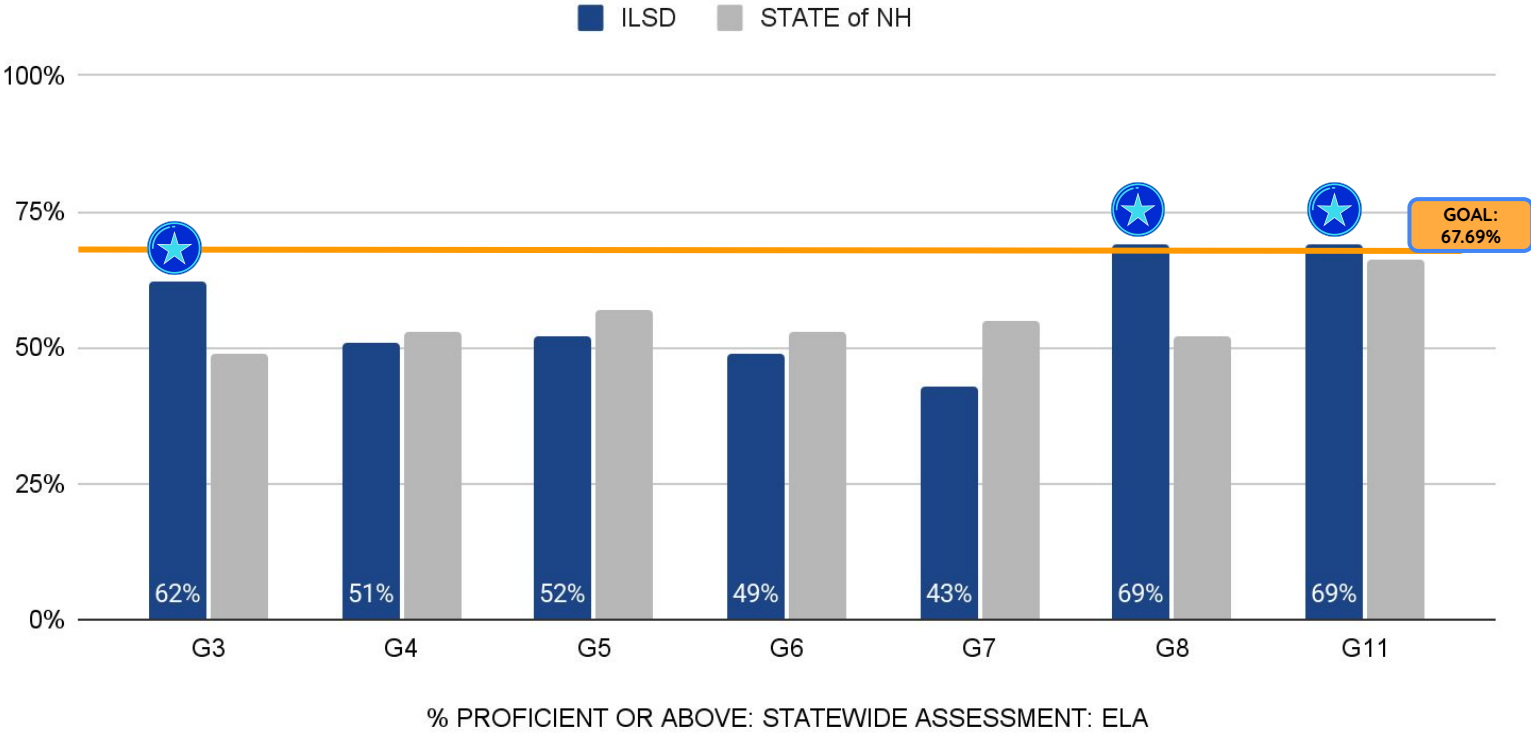
In Science, over a three-year history, we are meeting the statewide average.



The following graphs show our most recent spring proficiencies in English Language Arts and Mathematics compared to our statewide averages by grade-level. The blue columns represent our Inter-Lakes performance while the grey columns represent our statewide averages.

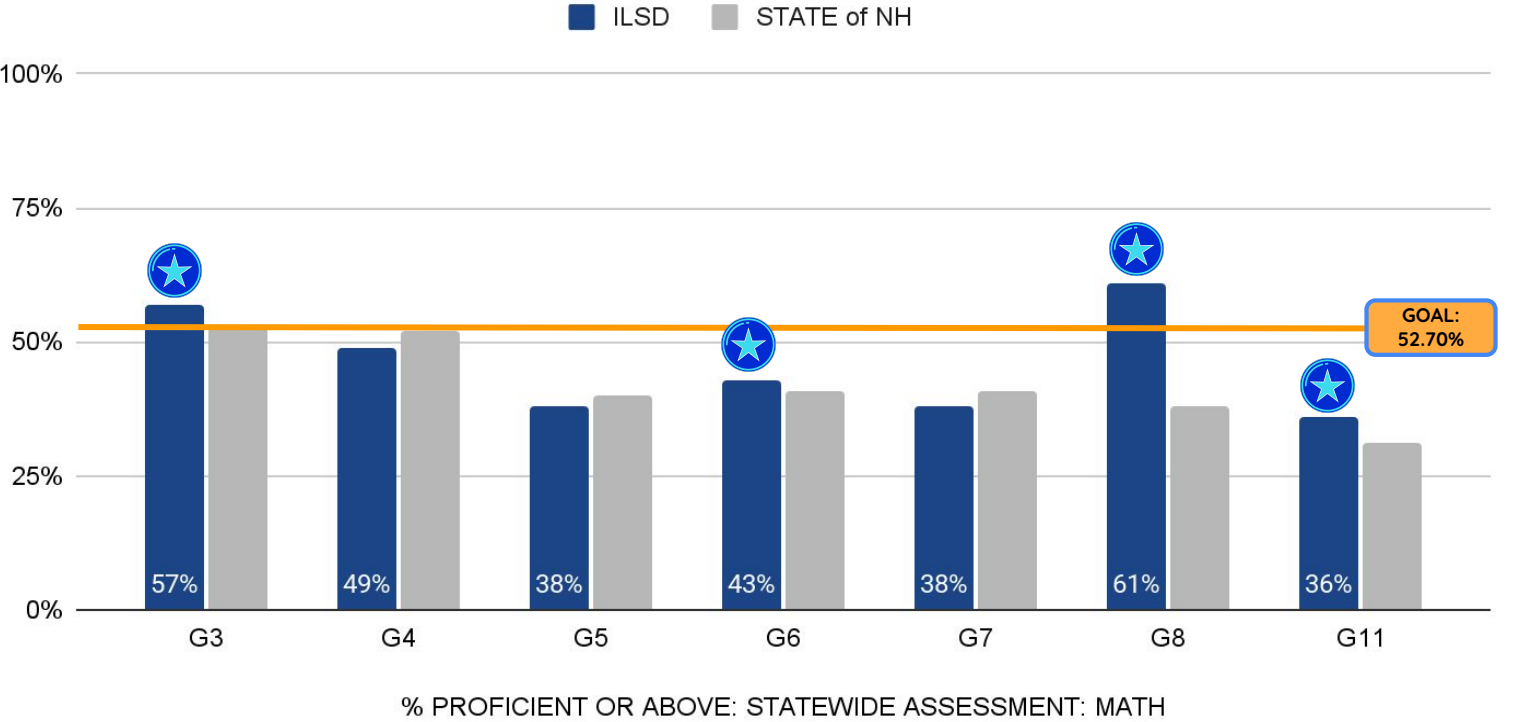
★ In English Language Arts, grades 8, and 11 exceeded the statewide proficiency goal.

★ Grade 3 exceeded the statewide average.



★ Last spring, in Mathematics, grades 3 and 8 exceeded the statewide proficiency goal.

★ Grades 6 and 11 exceeded the statewide averages.



FEDERAL ACCOUNTABILITY

The **Every Student Succeeds Act (ESSA)** requires states to develop an accountability system that measures the academic progress of students and identifies schools in need of the most support. There are many components of the federal accountability system. The long-term and interim goals guide the statewide effort to support all New Hampshire schools and students. Schools in need of the most support are identified by measuring certain indicators required under **ESSA**. The indicator data are reported publicly on the State Report Card for all students and subgroups. Identified schools receive technical assistance and other support to improve their performance. To protect students' personally identifiable information, data points that do not meet the minimum n-size of 11 are suppressed.

ESSA requires states to identify three types of schools and for each level, identification criteria have been established. The **NHED** has created an evaluation tool to help streamline the identification process. This tool takes each of the indicators used and translates ranges of performance into one of four levels. Each school receives four level ratings, one for each criterion. The same indicators are used for subgroups, for example, economically disadvantaged, racial/ethnic groups, students with disabilities, and English Language Learners. Ratings are then populated into a decision matrix that is used to make decisions regarding needed support by rank-ordering schools. It is important to note that some performance criteria can immediately flag a school in need of support, an example being the graduation rate. Any high school whose graduation rate falls at or below 67% is identified as in need of comprehensive support and improvement.

ESSA requires states to establish and measure indicators for academic achievement, growth, graduation rate, progress in achieving **English Language Proficiency (ELP)**, and school quality and student success. New Hampshire measures the achievement and **ELP** indicators for all schools. The additional indicators are growth and equity for elementary/middle schools, and graduation rate, and **College and Career Readiness (CCR)** for high schools. While the Inter-Lakes Middle High School includes grades 7 through 12, our data is separated into two separate schools for federal accountability.



Resource: [The NHED, Bureau of Assessment and Accountability](#)

The following page shows each of our schools' historical criteria ratings over a three-year history for each of the indicators used to determine school quality and student success.

FEDERAL ACCOUNTABILITY INDICATORS: ELEMENTARY & MIDDLE SCHOOLS

Academic Achievement
Student performance
(Grades 3-8) on ELA & Math
on the NH SAS or
alternate assessments

Growth
Measure of how students
are improving annually in
comparison to students with
similar achievement histories

**English Language
Proficiency (ELP)**
English Learners'
growth on the WIDA
ACCESS 2.0 assessment

Equity
Measure indicating how the
lowest achieving students
are improving

Level	Range	Level	Range	Level	Range	Level	Range
Level 1	0.0 - < 2.11	Level 1	1 - < 40.01	Level 1	0.0 - < 50	Level 1	0 - < 45
Level 2	2.11 - < 2.60	Level 2	40.01 - < 50.00	Level 2	50 - < 60	Level 2	45 - < 55
Level 3	2.60 - < 3.01	Level 3	50.00 - < 61.00	Level 3	60 - < 70	Level 3	55 - < 66
Level 4	3.01 - 4.00	Level 4	61.00 - 99.99	Level 4	70 - 99.99	Level 4	66 - 99.99

	'23	'24	'25
ILES	2.29	2.28	2.36
SCS	2.41	2.87	2.96
ILMS	2.41	2.55	2.48

	'23	'24	'25
ILES	48.65	46.05	44.06
SCS	54.20	52.92	50.79
ILMS	53.15	62.94	61.24

N/A DUE TO SAMPLE SIZE

	'23	'24	'25
ILES	51.68	48.86	40.58
SCS	49.98	56.13	46.25
ILMS	57.26	65.61	63.64

FEDERAL ACCOUNTABILITY INDICATORS: HIGH SCHOOLS

Academic Achievement
Student performance
(Grade 11) on ELA & Math on
the SAT or alternate
assessments

Graduation Rate
Mean of a school's
4- & 5-year Adjusted Cohort
Graduation Rate (ACGR)

**English Language
Proficiency (ELP)**
English Learners'
growth on the WIDA
ACCESS 2.0 assessment

**College & Career Readiness
(CCR)**
Percentage of 12th graders
meeting \geq two CCR
requirements (i.e. AP courses,
ACT scores, CTE programs)

Level	Range	Level	Range	Level	Range	Level	Range
Level 1	0.0 - < 2.11	Level 1	0 - < 70%	Level 1	0 - < 50	Level 1	0 - < 53%
Level 2	2.11 - < 2.60	Level 2	70% - < 90%	Level 2	50 - < 60	Level 2	53 - < 65%
Level 3	2.60 - < 3.01	Level 3	90% - < 94%	Level 3	60 - < 70	Level 3	65 - < 80%
Level 4	3.01 - 4.00	Level 4	\geq 94%	Level 4	70 - 99.99	Level 4	\geq 80%



'22	'23	'24	'25
2.26	2.29	2.51	2.58

'22	'23	'24	'25
86.45	86.08	88.74	89.52

N/A DUE TO SAMPLE SIZE






'22	'23	'24	'25
31%	65%	78%	84%

shown in percentages

2025 FEDERAL ACCOUNTABILITY STANDING






FEDERAL ACCOUNTABILITY INDICATORS: ELEMENTARY & MIDDLE SCHOOLS







	 Academic Achievement Student performance (Grades 3-8) on ELA & Math on the NH SAS or alternate assessments	 Growth Measure of how students are improving annually in comparison to students with similar achievement histories	 English Language Proficiency (ELP) English Learners' growth on the WIDA ACCESS 2.0 assessment	 Equity Measure indicating how the lowest achieving students are improving	 Overall Level
SCS	LEVEL 3	LEVEL 3	N/A DUE TO SAMPLE SIZE	LEVEL 2	GOOD STANDING
ILES	LEVEL 2	LEVEL 2	N/A DUE TO SAMPLE SIZE	LEVEL 1	GOOD STANDING
ILMS	LEVEL 2	LEVEL 4	N/A DUE TO SAMPLE SIZE	LEVEL 3	GOOD STANDING

FEDERAL ACCOUNTABILITY INDICATORS: HIGH SCHOOLS



	 Academic Achievement Student performance (Grade 11) on ELA & Math on the SAT or alternate assessments	 Graduation Rate Mean of a school's 4- & 5-year Adjusted Cohort Graduation Rate (ACGR)	 English Language Proficiency (ELP) English Learners' growth on the WIDA ACCESS 2.0 assessment	 College & Career Readiness (CCR) Percentage of 12th graders meeting ≥ two CCR requirements (i.e. AP courses, Dual Enrollment, CTE programs)	 Overall Level
ILHS	LEVEL 2	LEVEL 2	N/A DUE TO SAMPLE SIZE	LEVEL 4	GOOD STANDING

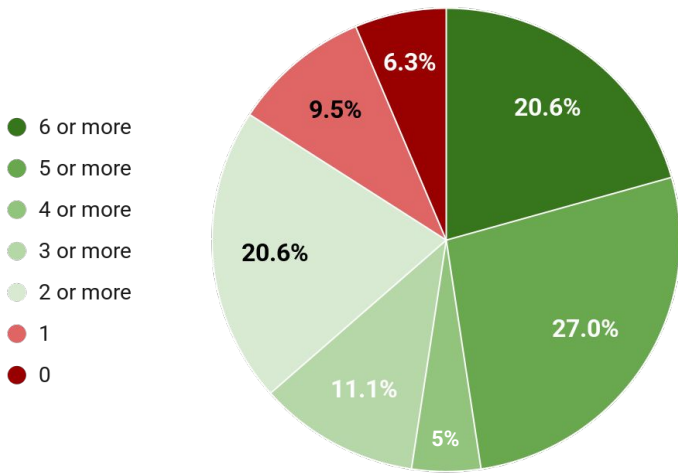
-  Each of our schools are in good standing with Federal Accountability.
-  Academic achievement at Sandwich Central School has improved consistently over the past three years.
-  All three of our federal accountability markers at ILHS have improved consistently over the past four school years.
-  The percentage of learners meeting two or more college and career readiness markers at the High School has significantly and consistently increased over the last four years, moving from a level 3 to 4 in 2025.

College and Career Readiness Markers

In New Hampshire, **College and Career Readiness (CCR)** markers help schools and families understand whether students are on track for success after high school, whether they pursue college, career training, or enter the workforce. These markers include indicators such as successful completion of rigorous coursework, industry-recognized credentials, participation in career and technical education, performance on statewide assessments, dual-enrollment or Advanced Placement (AP) coursework, and evidence of essential employability skills and certifications. To be included in our federal accountability measure at Inter-Lakes, a learner must meet **at least two CCR markers** over the course of their high school experience.

CCR markers are important because they provide a comprehensive picture of student preparedness beyond traditional academic measures. They help ensure that every graduate has the knowledge, skills, and experience needed to thrive in a rapidly changing world. By tracking these indicators, our district can better support student pathways, strengthen partnerships with higher education and local industries, and continue creating learning experiences that align with the expectations of college programs and today's workforce.

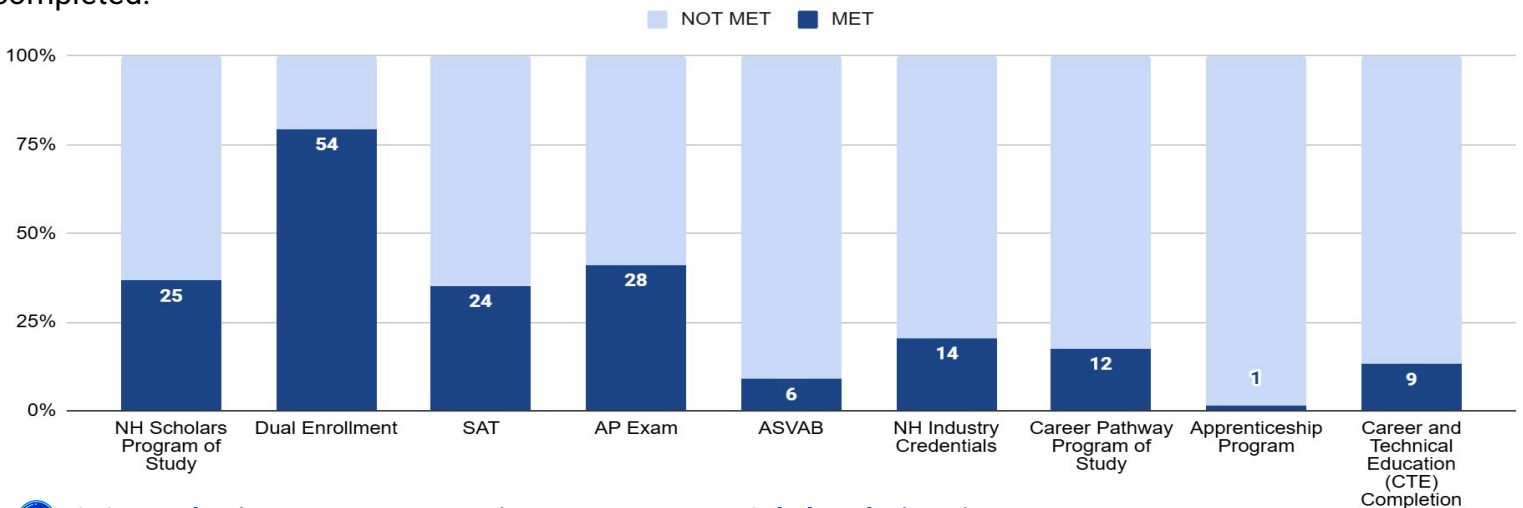
PERCENTAGE OF SENIORS MEETING CCR MARKERS 2025



This circle graph provides a visual display of the percentage of seniors meeting **CCR** markers.

- 84% of last year's seniors met two or more CCR markers during their high school experience at Inter-Lakes.
- 63.5% of our seniors exceeded the minimum established by our federal accountability system.

The graph below shows a detailed breakdown of the various markers last year's seniors successfully completed.



- 37% met the rigorous program requirements to earn NH Scholars designation.
- 79% successfully completed at least one dual enrollment course; 54% completed two or more.
- 41% successfully completed an AP exam by scoring a 3 or higher; 19% completed two or more.
- 62% successfully met rigorous requirements to prepare for industry career training and workforce entry.

Definitions of Key Terminology

DATA WALL: The data wall is a grade-level, organized collection of each of our learner's historical assessment results from all required and recommended assessments that are administered. The wall is visually coded to reflect areas of celebration as well as of concern and is used to focus reflections and conversations with our educators. Our Reading Specialists manage our data walls in each of our schools.

GROWTH GOAL: The growth goal is an individualized goal that is set for each learner based on their historical performance data. The goal is a prediction of how much a learner will grow over a specified period of time. The prediction is based on the average performance of learners and considers the baseline score, grade level, and when in the academic year the two tests used to estimate growth are administered.

MATH EMPOWERED: Karolyn Wurster, Founder of Math Empowered, has applied the research of Dr. Peter Liljedahl's [Building Thinking Classrooms in Mathematics](#) in a wraparound professional development experience for educators organized across the state; this includes active instructional modeling, coaching, and feedback as well as resource development.

MGP: The **Mean Growth Percentile** measures how much students have grown academically over the year compared to peers statewide with similar prior achievement. An MGP of 50 represents typical growth, while higher or lower scores indicate growth above or below the national average. Unlike proficiency, which shows whether students meet grade-level standards, MGP shows how much progress students are making over time.

NHED: The **New Hampshire Education Department** oversees the state's public school system and is headquartered in Concord, NH. The NHED is led by the Commissioner of Education.

NH SAS: The **New Hampshire Statewide Assessment System** refers to the general assessment of English Language Arts, Mathematics, and Science used across the state of New Hampshire. The NH SAS is developed by Cambium Assessment and has been the statewide assessment since 2016. This assessment is administered in grades 3-8 in English Language Arts and Mathematics as well as in grades 5, 8, and 11 in Science. The **Scholastic Aptitude Test**, or **SAT**, became the statewide assessment in 2016 and this is administered during grade 11 as an assessment of English Language Arts and Mathematics. The statewide assessment system includes alternative assessments which are used to measure the growth and proficiency of learners who receive specialized educational services. These assessments include the **World-class Instructional Design and Assessment, WIDA** to measure the language proficiency of our multilingual learners and the **Dynamic Learning Maps, DLM** which measures what our learners with the most significant cognitive disabilities know and can do in the areas of English Language Arts, Mathematics, and Science. Due to our small sample size, results from the DLM and WIDA are not included in this report.

NH SAS MODULAR/INTERIM: The New Hampshire Department of Education works to provide our educators with resources to help prepare our learners for the statewide assessment, such as scoring rubrics, standard blueprints, sample student work, and key vocabulary lists. The modular is a practice environment on the computer that mirrors the statewide assessment experience. These practice questions help our learners understand how to navigate the computer and all of the various tools available to support them, such as spellcheck, embedded calculator, and dictionary access. For our learners on a 504 or IEP, this is also a great way to practice any accommodations that are set up on the platform. Teachers receive the results of learner performance and can use that information to continue to drive instruction.

NWEA: The Northwest Evaluation Assessment is used as a local assessment tool that helps educators identify unique student learning needs, track skill mastery, and measure academic growth over time. The suite of assessments includes the **Measures of Academic Progress, MAP Growth**, and the MAP Reading Fluency assessments. These assessments are used in grades K through 9 in Reading and Mathematics as well as in grade 9 Science.

RIT SCORE: The **Rasch Unit** score is a measurement of a student's academic achievement and growth that is used in the NWEA MAP Growth test. It is an estimate of a learner's instructional level or the level at which they are likely to answer questions correctly 50% of the time.

SELF-REGULATED STRATEGY DEVELOPMENT for WRITING, SRSD: The **Self-Regulated Strategy Development** is an approach geared to improve students' academic skills through a six-step process that teaches learners specific academic strategies and self-regulation skills. This process is designed to help students learn, use, and adopt the strategies used by skilled writers.