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# Spirit Lake Elementary School

## Report Card 2005-06

### OUR MISSION

Spirit Lake Elementary is committed to the academic, social, moral, and physical development of each student in a safe and supportive environment. The school is dedicated to building bridges that connect the home, the school, and the community.

### BELIEFS:

- Teachers, staff, administrators, parents, students, and community members share in the responsibility for providing a supportive learning environment within our school.
- All students will be provided with optimal learning opportunities that encourage life long learning.
- High expectation of student academic performance should guide curriculum, effective instructional strategies and assessment.
- Effective communication skills are essential for student to be successful in today's society.
- Knowledge and application of current technology prepares students for tomorrow's world.
- A healthy child is a better learner.
- Students can develop positive character traits using self-control in making appropriate choices in order to become responsible citizens.
- Students can develop a positive self-image through their accomplishments and successes at school and home.
- The school will strengthen ties with families and the community through open and on going communication.

### HOW WE ARE IMPROVING

Through our School Improvement Process, teachers analyze achievement test data to determine student's strengths and weaknesses. Action plans for improvement in math, reading and language have been implemented. Students' progress is monitored and adjustments are made if necessary. Teachers are continuously involved in professional development to sharpen their skills and instructional strategies. Parents are surveyed in order to get their input and perceptions on Spirit Lake Elementary.

### WHAT WE CELEBRATE

SLE has proudly received Idaho School of Merit given by the State Department of Education for significantly exceeding accreditation standards for six consecutive years.

### OUR SCHOOL COMMUNITY

Many factors, such as how often a child attends school, moving frequently, and English language experience, influence school achievement. Measuring these characteristics helps us understand our students' needs.

#### ABOUT OUR STUDENTS

- 0% participated in programs to learn English
- 60% qualified for free or reduced-price lunch
- 2% participated in gifted and talented programs

Our school values the involvement of parents and we thank all parents who are able to visit the school during the year.

#### ABOUT OUR PARENTS

- 100% attended parent teacher conferences
- 15% volunteered their time

We are committed to ensuring that highly trained and qualified teachers instruct our students. Parents are welcome to request information about the qualification of their child's teachers at anytime. In addition, if the need arises for your child to be taught by a teacher without complete qualifications for more than four weeks, we will notify you.

#### ABOUT OUR TEACHERS

- 100 Percent who are highly qualified teachers
- 0 Percent who are teaching as an approved consultant specialist
- 0 Percent who are teaching with a letter of authorization
- 0 Percent of classes not taught by highly qualified teachers
- 2 Number who are special education teachers
- 4 National Board Certified

#### ABOUT AVERAGE CLASS SIZES

Grade	Our school	District
Kindergarten	15.3	18.56
First	21.2	18.17
Second	20.4	21.57
Third	22.5	21.66
Fourth	26	22.34
Fifth	27	21.67
Sixth	23.3	25.93

### OUR SCHOOL ENVIRONMENT

Our goal is to provide a place for students to learn without distractions and concerns for safety. We closely monitor activities on our campus and offer comprehensive programs to prevent alcohol, tobacco, and substance abuse. As required by state and federal laws and rules, we collect, monitor, and report on crimes and substance abuse incidents on our campus and at school activities. A complete report of this information about our school and district is available at: [www.sde.state.id.us/ipd/reportcard/](http://www.sde.state.id.us/ipd/reportcard/).

### OUR STUDENTS' ACADEMIC ACHIEVEMENT

#### ABOUT OUR STUDENTS' TEST RESULTS

Included with this report is the "Adequate Yearly Progress Assessment Report." This report provides detailed information about the academic performance of our students and specific groups of students on state reading, math, and language usage tests. This same report also details district and school performance in meeting Federal AYP Targets.

# 2005-06 Adequate Yearly Progress Report

## SPIRIT LAKE ELEMENTARY SCHOOL (0745), LAKELAND DISTRICT #272

The goal for schools, districts, state, and nation is for all students in grades 3 through 8 and 10 to be proficient in reading and math and language by the spring of 2014. In 2005-06, students in grades 3 through 8, and 10 were tested using the Idaho Standards Achievement Test (ISAT). This report shows the percentage of the school's students meeting state goals for reading proficiency and the percentage of our schools' students meeting state goals for proficiency. This report shows required comparison of our school's students in the district and state. Goals missed are highlighted in red below and listed at the right. Goals highlighted in blue had the FED Flex rule applied.

All Students	ISAT Reading				ISAT Math				3rd Indicator	
	% Tested	% Prof	% Tested	% Prof	% Tested	% Prof	% Tested	% Prof	Language Usage	
	Goal 95%	Goal 72%	Goal 95%	Goal 60%						
<b>Grade(s)3,4,5,6</b>	Sch 100%	Sch 87.38%	Sch 100%	Sch >95%						
3rd-8th & 10th	Dist 99.92%	Dist 92%	Dist 99.96%	Dist 90.73%					Sch 91.26%	
3rd-8th & 10th	St 99.52%	St 84.19%	St 99.52%	St 82.82%						
Subgroups	ISAT Reading				ISAT Math				ISAT Language	
<b>African American</b>	Sch *	Sch ~	Sch *	Sch ~						
	Dist 92.86%	Dist ~	Dist 100%	Dist ~					Sch *	
	St 99.27%	St 78.52%	St 99.42%	St 73.02%						
<b>Asian</b>	Sch ^	Sch ~	Sch ^	Sch ~						
	Dist 100%	Dist ~	Dist 100%	Dist ~					Sch ~	
	St 99.5%	St 89.27%	St 99.38%	St 89.39%						
<b>American Indian/Alaska Native</b>	Sch ^	Sch ~	Sch ^	Sch ~						
	Dist 100%	Dist ~	Dist 100%	Dist ~					Sch ~	
	St 99.06%	St 70.97%	St 99.14%	St 69.75%						
<b>Hispanic</b>	Sch ^	Sch ~	Sch ^	Sch ~						
	Dist 100%	Dist 97.87%	Dist 100%	Dist 93.62%					Sch ~	
	St 99.24%	St 65.9%	St 99.31%	St 67.33%						
<b>Native Hawaiian/Pacific Islander</b>	Sch *	Sch ~	Sch *	Sch ~						
	Dist ^	Dist ~	Dist ^	Dist ~					Sch *	
	St 99.16%	St 85.41%	St 99.58%	St 84.25%						
<b>White</b>	Sch 100%	Sch 86.87%	Sch 100%	Sch >95%						
	Dist 99.96%	Dist 91.39%	Dist 99.96%	Dist 90.78%					Sch n/a	
	St 99.59%	St 87.11%	St 99.57%	St 85.36%						
<b>LEP</b>	Sch *	Sch ~	Sch *	Sch ~						
	Dist *	Dist ~	Dist *	Dist ~					Sch *	
	St 99.41%	St 58.1%	St 99.4%	St 62.23%						
<b>ECON</b>	Sch 100%	Sch 79.81%	Sch 100%	Sch 95.19%						
	Dist 100%	Dist 87.29%	Dist 100%	Dist 86.82%					Sch n/a	
	St 99.45%	St 75.71%	St 99.44%	St 75.69%						

**Did SPIRIT LAKE ELEMENTARY SCHOOL make adequate yearly progress for 2005-06?**

Yes

Reading Status

Met Goal

Math Status

Met Goal

3rd Indicator Status

Met Goal

<b>SWD</b>	Sch	<u>100%</u>	Sch	~	Sch	<u>100%</u>	Sch	~	
	Dist	99.54%	Dist	58.33%	Dist	100%	Dist	59.02%	Sch ~
	St	98.99%	St	46.29%	St	98.99%	St	51.21%	

To protect the privacy of individual students the following symbols are used.

>95% - The group with proficiency percentages greater than 95%.

<5% - The group with proficiency percentages less than 5%.

^ No participation determinations are made for groups of less than 10 students. The participation rate of students in this group is included in district and state totals.

~ No proficiency determinations are made for groups of less than 34 students. The proficiency level of students in this group is included in district and state totals.

\* The school has not reported any students in this group.

