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Betty Kiefer Elementary

School Report Card 2006-07

OUR MISSION

Betty Kiefer Elementary's mission is to provide the best possible education for every student in every classroom. We intend to realize this mission through: effective teacher, strong administrative support and leadership, quality curriculum, safe/positive learning environment, high expectations for students and staff, and parent and community involvement.

KEEPING YOU INFORMED

This report is a summary of some indicators of the performance of our school. No single report can tell the whole story of our school's educational program or the people who work and learn here. We encourage you to find out firsthand by visiting our school. If you are a parent of one of our students, we invite you to take an active role in your child's learning because studies show that when parents are involved, students do better in school.

HOW WE ARE IMPROVING

At Betty Kiefer Elementary we are focused on providing a high quality education for all of our students. We are proud that our students continue to perform significantly above the state average on all assessments. We also believe that the school-wide discipline plan we have in place instills in our students the desire to be kind, tolerant, and respectful to others. We believe that all students can be Self Managers and earn the privileges that come with that status.

WHAT WE CELEBRATE

- Idaho School of Merit
8 consecutive years 1999-2007
- BKE exceeded every academic target set by state and federal standards
- A+ IEA Excellence in Education Award 1999/2000, 2001/2002, 2002/2003, 2003/2004, 2004/2004
- National School Match
- Technology School of Excellence Award

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% Who participated in programs to learn English
- 44% Who qualified for free or reduced-price lunch
- 2% Who 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% Who attended parent teacher conferences
- 30% Who 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
- 3 Number who are special education teachers

ABOUT AVERAGE CLASS SIZES

Grade	Our school	District
Kindergarten	20.5	20
First	22.0	20
Second	20.0	20
Third	19.0	20
Fourth	26.0	24
Fifth	20.0	24
Sixth	23.0	24

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/ or by contacting Ron Schmidt at the District Office.

OUR STUDENTS' ACADEMIC ACHIEVEMENT

ABOUT OUR STUDENTS' TEST RESULTS

Included with this are "Adequate Yearly Progress Assessment Reports." These reports provide detailed information about the academic performance of our students and specific groups of students on state reading, math, and language usage tests.

ABOUT OUR SCHOOL'S PROGRESS

The results from these tests also are used to measure the progress of our school toward state and federal goals. The report called "Adequate Yearly Progress Indicators" details the goals our school met.

2006-07 Adequate Yearly Progress Report
BETTY KIEFER ELEMENTARY SCHOOL (0513), 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 2006-07, 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.

Group - All Students Required Comparisons	ISAT Reading		ISAT Math		3rd Indicator Language Usage
	% Tested	% Proficient or better Goal 95%	% Tested	% Proficient or better Goal 70%	
Grade(s) 3,4,5,6 3rd-8th & 10th 3rd-8th & 10th	School 99.62% District 99.83% State 99.39%	School 85.02% District 88% State 80.88%	School 99.62% District 99.78% State 99.37%	School 87.85% District 86.33% State 77.04%	School 80.24%
Subgroups Required Comparisons	ISAT Reading		ISAT Math		ISAT Language
	% Tested	% Proficient or better Goal 95%	% Tested	% Proficient or better Goal 70%	78% Proficient or better or maintain 2006-07 levels or better
African American	School ^ District 100% State 99.27%	School ~ District ~ State 72.91%	School ^ District 100% State 99%	School ~ District ~ State 63.16%	School ~
Asian	School * District 100% State 99.21%	School ~ District ~ State 85.77%	School * District 100% State 99.21%	School ~ District ~ State 86.48%	School *
American Indian/ Alaska Native	School ^ District 100% State 99.21%	School ~ District ~ State 64.97%	School ^ District 100% State 99.12%	School ~ District ~ State 58.97%	School ~

Did BETTY KIEFER ELEMENTARY SCHOOL make adequate yearly progress for 2006-07?

Yes

Reading Status

Met Goal

Math Status

Met Goal

3rd Indicator Status

Met Goal

[Idaho Field Definitions](#)
[AYP Spring 2007](#)

[Needs Improvement](#)
[Timeline Chart](#)

[LAKELAND DISTRICT](#)

Hispanic	School ^ District 100% State 99.13%	School ~ District 90.91% State 60.64%	School ^ District 98% State 99.14%	School ~ District 86.36% State 58.67%	School ~
Native Hawaiian/ Pacific Islander	School ^ District ^ State 99.81%	School ~ District ~ State 81.65%	School ^ District ^ State 99.81%	School ~ District ~ State 75.4%	School ~
White	School 99.6% District 99.82% State 99.47%	School 85.11% District 88.14% State 84.29%	School 99.6% District 99.82% State 99.44%	School 89.36% District 86.54% State 80.23%	School n/a
Limited English Proficient Students (lep)	School * District * State 99.3%	School ~ District ~ State 49.58%	School * District * State 99.15%	School ~ District ~ State 51.58%	School *
Economically Disadvantaged (econ)	School 99% District 99.78% State 99.32%	School 80.68% District 83.48% State 71.3%	School 99% District 99.66% State 99.3%	School 80.68% District 82.7% State 67.73%	School n/a
Students with Disabilities (swd)	School <u>100%</u> District 99.49% State 98.8%	School ~ District 49.18% State 45.09%	School <u>100%</u> District 100% State 98.73%	School ~ District 46.99% State 44.22%	School ~

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.

