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Spirit Lake Elementary School

Report Card 2006-07

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 seven 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% Who participated in programs to learn English
- 60% 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
- 15% 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
- 1 Number who are special education teachers
- 4 National Board Certified

ABOUT AVERAGE CLASS SIZES

Grade	Our school	District
Kindergarten	15.0	18.56
First	20.0	18.17
Second	21.2	20.57
Third	24.0	21.66
Fourth	29	22.34
Fifth	26.5	21.67
Sixth	29.0	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/.

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 which goals our school met and those we may have missed.

2006-07 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 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	% Tested	% Proficient	
		or better		or better	
	Goal 95%	Goal 78%	Goal 95%	Goal 70%	
Grade(s) 3,4,5,6 3rd-8th & 10th 3rd-8th & 10th	School 100% District 99.83% State 99.39%	School 89.6% District 88% State 80.88%	School 99.54% District 99.78% State 99.37%	School 91.09% District 86.33% State 77.04%	School 82.67%
Subgroups Required Comparisons	ISAT Reading		ISAT Math		ISAT Language 78% Proficient or better or maintain 2006-07 levels or better
	% Tested	% Proficient	% Tested	% Proficient	
		or better		or better	
	Goal 95%	Goal 78%	Goal 95%	Goal 70%	
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 *	School ~	School *	School ~	School *
	District 100%	District ~	District 100%	District ~	
	State 99.21%	State 85.77%	State 99.21%	State 86.48%	
American Indian/Alaska Native	School ^	School ~	School ^	School ~	School ~
	District 100%	District ~	District 100%	District ~	
	State 99.21%	State 64.97%	State 99.12%	State 58.97%	
Hispanic	School ^	School ~	School ^	School ~	School ~
	District 100%	District 90.91%	District 98%	District 86.36%	
	State 99.13%	State 60.64%	State 99.14%	State 58.67%	
Native Hawaiian/Pacific Islander	School *	School ~	School *	School ~	School *
	District ^	District ~	District ^	District ~	
	State 99.81%	State 81.65%	State 99.81%	State 75.4%	
White	School 100%	School 89.06%	School 100%	School 90.62%	School n/a
	District 99.82%	District 88.14%	District 99.82%	District 86.54%	
	State 99.47%	State 84.29%	State 99.44%	State 80.23%	
Limited English Proficient Students (lep)	School *	School ~	School *	School ~	School *
	District *	District ~	District *	District ~	
	State 99.3%	State 49.58%	State 99.15%	State 51.58%	

Economically Disadvantaged (econ)	School 100%	School 86.11%	School 100%	School 90.74%	School n/a
	District 99.78%	District 83.48%	District 99.66%	District 82.7%	
	State 99.32%	State 71.3%	State 99.3%	State 67.73%	
Students with Disabilities (swd)	School <u>100%</u>	School ~	School <u>100%</u>	School ~	School ~
	District 99.49%	District 49.18%	District 100%	District 46.99%	
	State 98.8%	State 45.09%	State 98.73%	State 44.22%	

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.

**Did SPIRIT LAKE
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