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# Sacajawea Elementary School

## School Report Card 2005-06

### OUR MISSION

The mission of Sacajawea Elementary is to ensure that all students have a safe environment to acquire academic, problem solving, and technological skills to develop attitudes and behaviors for success as life-long learners and productive citizens of a global society.

### 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

Sacajawea has a strong commitment to our students in the area of reading, writing, and math. Our school improvement plan has been developed to focus on those areas. In this plan achievement goals have been set for each grade level. Action plans have also been designed to make sure all students are being taught at their instructional level. We have worked on designing this safety net for our students so that interventions can begin as soon as the students' needs are identified. The philosophy of our staff is "Every child learning every day".

### OPTIONS FOR PARENTS

Parents may visit the school to learn how Sacajawea Elementary has transitioned to a Schoolwide implementation and what that means for their students.

### WHAT WE CELEBRATE

Student achievement and citizenship is given a very high priority at our school. We celebrate student achievement in the following ways: 1) Each quarter an awards assembly honors three students from each classroom for citizenship and academic excellence. 2) Each quarter, incentive for outstanding behavior is scheduled to recognize students who have gone through the quarter without a detention. In addition, a weekly Skyhawk celebration recognizes students from each class at all grade levels for excellence in the classroom. Parents are invited with this celebration being held in the media center.

### 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

36% Who participated in programs to learn English  
80% Who qualified for free or reduced-price lunch  
5.2% 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

95% Who attended parent teacher conferences  
4.5% 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

#### ABOUT AVERAGE CLASS SIZES

Grade	Our school	District
Kindergarten	17.5	20
First	22.5	21.5
Second	22.3	21
Third	27.3	23
Fourth	22.5	25.5
Fifth	21.3	26.7

### 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: <http://www.sde.state.id.us/ipd/reportcard/SchoolReportCard.asp> or by contacting Roger Quarles in our school district.

### 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.

## Adequate Yearly Progress School Indicators 2005-06

Sacajawea Elementary School, Grades 3-8, Caldwell School District

The goal in our school, district, state, and nation is for all students in grades 3 through 8 and 10 to be proficient in reading and math by the spring of 2014. Idaho uses the Idaho Standards Achievement Test (ISAT) and the Idaho Alternate Assessment (IAA) to measure proficiency. This report shows the percentage of our schools' students meeting state goals for proficiency in reading and math and our progress on a third indicator, which is: improving the percentage of students who proficient in language usage; increasing the percentage of students who perform at the advance level; or decreasing the percentage of students who are not proficient.

Group Required comparisons	ISAT Reading		ISAT Math		Third Indicator
	% Tested	% Proficient or better	% Tested	% Proficient or better	Language Arts
	Goal 95%	Goal 72%	Goal 95%	Goal 60%	Goal: Maintain 2004-05 levels or improve
221→3 <sup>rd</sup> through 5 <sup>th</sup> graders in our school 3 <sup>rd</sup> through 8 <sup>th</sup> & 10 <sup>th</sup> graders in our district 3 <sup>rd</sup> through 8 <sup>th</sup> & 10 <sup>th</sup> graders in our state	School 99.62% District 99.15% State 99.52%	School 74.11% District 74% State 84.19%	School 100% District 99.3% State 99.52%	School 83.48% District 75.3% State 82.82%	School 70.09% District 77.23% State 86.63%(Graduation)
<b>Race/Ethnicity</b>	School ^	School ~	School ~	School ~	School ~
African American	District 100% State 99.27%	District ~ State 75.82%	District 100% State 99.42%	District ~ State 73.02%	District ~ State N/A
Asian	School * District 100% State 99.5%	School ~ District ~ State 89.27%	<b>School *</b> District 100% State 99.38	<b>School-</b> District ~ State 89.39%	School * District ~ State N/A
American Indian/ Alaskan Native	School ^% District 93.33% State: 99.06%	School ~ District ~ State 70.97%	School ^ District 99.33% State 99.14%	School ~ District ~ State 69.75%	<b>School ~</b> District ~ State 62.45%
Hispanic	School 99.34% District 99.18% State 99.24%	School 68.22% District 64.81% State 65.9	<b>School 100%</b> District 99.42% State 99.31%	School 81.4% District 68.86% State 67.33%	School ~ District N/A% State 62.55
Native Hawaiian/Pacific Islander	School * District ^ State 99.16%	School ~ District ~ State 85.41%	School * District ^ State 99.58%	School ~ District ~ State 84.25%	School * District ~ <b>State N/A</b>
White	School 100% District 99.14% State 99.59%	School 81.11% District 83.38% State 87.11%	School 100% District 99.21% State 99.57%	School 85.56% District 82.26% State: 85.36%	School N/A District N/A State N/A
Limited English Proficient Students	School 100% District 99.64% State 99.41%	School 67.31% District 58.85% State 58.1%	School 100% District 99.88% State 99.4%	School 80.77% District 68.15% State 62.23%	School 68.27% District 54.61% State 55.05%
Economically Disadvantaged	School 100% District 99.16% State 99.45%	School 71.28% District 68.84% State 75.71%	School 100% District 99.37% State 99.44%	School 82.98% District 72.31% State 75.69%	<b>School N/A</b> District N/A State N/A
Students with Disabilities	School 100% District 98.94% State 98.99%	School ~ District 33.23% State 46.29%	School 100% District 98.94% State 98.89%	School ~ District 40.56% State 51.21X%	School ~ District 31.25 State 43.8%

**Did Sacajawea Elementary School make adequate yearly progress for 2005-06?**

**No**  
If no, what state goals were not met?

*Hispanic Reading Proficiency*  
*Econ Reading Proficiency*

**Is this school identified for improvement?**

**Yes**  
How long has this school been identified for improvement?

**Year 1**  
**What options are available for parents?**

*Parents may visit the school to learn how Sacajawea Elementary has transitioned to a Schoolwide implementation.*

This report only reflects the performance of students who were enrolled for a full academic year. To protect the privacy of individual students the following symbols are used:

>95% - The group with proficiency percentages greater than 95% and <5% - The group with proficiency percentages less than 5%.

+ The group of less than 40 students did meet the state's percent tested goal. - The group of less than 40 students did not meet the state's percent tested goal.

^ 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.

\*\*\* These targets only apply for schools using Safe Harbor, an alternative method for determining if progress was made.

\* No students reported for this group.