



Spirit Lake Community Schools

Annual Progress Report

2025 - 2026

(2024-25 data)

District Mission

All students will learn and become responsible citizens.

Administration

Dr. David Smith, Superintendent of Schools
Casey O'Rourke, High School Principal
Terry Bruinsma, Middle School Principal
Jessica Vancura, Elementary School Principal

School Board

Teresa Beck, President
Sonja Hamm, Vice President
Greta Gruys
Jeromy Mouw
Mieka Stecker

District Cabinet

Dr. David Smith, Superintendent of Schools
Casey O'Rourke, High School Principal
Terry Bruinsma, Middle School Principal
Jessica Vancura, Elementary School Principal
Angela Olsen, District Office/Bus Partnerships
Ashley Weber, HR/Finance Co-Director
Jane Loveall, HR/Finance Co-Director
Sonja Hamm, Board of Education
Cathy Kuker, High School Teacher
Kim Sierk, High School Teacher
Marcy Toews, High School Teacher
Carol Fordyce, Middle School Teacher
Terry Butler, Middle School Teacher
David Frostestad, Middle School Teacher
Michelle Black, Elementary Teacher
Lucas Doxtad, Elementary Teacher
Doug Stueven, Elementary Teacher

Sam Van Genderen, student
CeCe Harris, student
Carter Trautman, student
Carly Farmer, student
Abby Scott, student
Dietrich Dirks, student
Marie Mueeting student
Grant Meyer, student
Addy Petersen, student
Anthony Stecker, parent
Brett Johnson, parent
Jason Eygabroud, parent
Amanda Smith, parent
Jessica Marx, parent

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Student Achievement Goals for 2025-2026

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Spirit Lake Community School District Goals 2024-25

Spirit Lake Schools will offer educational programming that prepares students for their futures through:

- Academic content
 - rigorous and relevant
 - personalized to meet students need

Essential content is prioritized among grade levels and content teams. Teachers work diligently at preparing engaging lessons that offer hands-on learning experiences to make it real and relevant. The elementary team underwent Level II training of LTRS training this year (with a few beginning in Level I) which addresses a rigorous and relevant curriculum of literacy for the early grades. Many additional opportunities are provided for students to learn both inside and outside the classroom, including field trips, classroom speakers, unique programming (School of the Wild, Spring Academy, Fall and Winter Blast, J-term, Life Skills). These opportunities personalize learning to student interests as well as allow them to apply their skills in real and relevant settings. Students also have the opportunity to attend Career Fairs, do career exploration, career shadow, and take part in an internship - all personalized to meet the level of readiness and interest area of the students.

MTSS structures were also present and revised in each building to provide interventions and additional support to struggling learners, particularly in math and literacy.

The Pegasus (TAG) program was revised and recreated to present meaningful hands-on units in various developmental areas that tie to student interests and skill sets with different grades having specific units and goals the students were to meet, including the pursuit of a passion project in several grades.

- Culture Playbook
 - Building relationships
 - Displaying integrity
 - Embracing growth

Activities were provided at the elementary level which tied to the core values of the culture playbook on a monthly basis. Continual discussion was held in all buildings related to the core values. Arnold's Park and homecoming both had a day focused on the culture playbook. All of our special programming, offering different activities in student areas and striving to prepare students for life is directly connected to the culture playbook...the skills and values of each align perfectly together. Throughout the school year, various intergrade level activities were hosted, allowing older students to help support the learning of younger students, alongside all three core values of the culture playbook. In addition, our unified activities, including PE, special olympic events and the connection between special education

and unified partners is outstanding and offers a unique opportunity for building culture playbook values.

- Proactive on student health, well being & safety
 - Demonstrate accountability (academically & behaviorally)
 - Normalize reliability, hard work, and consistency
 - Focus on school work & being good people: reduce time on self, social media/phones

Mental health first aid is provided to high school students through life skills, as well as focus on personal health and wellness - academically and behaviorally - through life skills programming, speakers and events hosted on the topic, and lessons/activities designed to have students process the importance of health and wellness as well as further develop their skills in decision making, resources available if they (or someone they know) are struggling.

The attendance policy at all three buildings, in conjunction with summer school and potential retention was designed and implemented at all levels over the past 2 years for accountability and we believe it is making a positive impact. Teachers are at the heart of attendance conversations, along with assistant principals, who are doing an incredible job at helping students grow in accountability.

The intentionality of the cell phone policy (ahead of the state mandate) has also proven to further engage students and focus their efforts on school tasks. Each building is ahead of the mandate in implementing this and each building has taken the responsibility of implementing this policy.

FINAL:

This goal is always relevant. So while we made great strides and gains in this goal this year, the items included are critical and always undergoing evaluation, analysis, and revision to be sure we are adequately meeting student needs for their futures.

2024-2025 High School Building Goals

Building Goal:

In order to maintain and improve our attendance rates for the 24-25 academic year, the SLHS staff are building a tiered process for improving our attendance. Tiered plans will include check-in and check-out strategies and interventions for the following core attendance goals.

(2023-24: 95.38%) (2024-25: 96.22%)

Teaching and Learning Goal:

Foster a supportive and interactive school environment by promoting **positive relationships, enhancing face-to-face communication, and reducing reliance on cellular devices** during school hours. By focusing on these objectives, Spirit Lake High School aims to create a more connected and engaged school community, fostering an environment where students can thrive academically and socially.

Achievement Goal:

Spirit Lake High School will increase the percentage of students in grades 9-11 who score at proficient or above in ELA and Math ISASP tests.

ISASP DATA	ELA 2024 % Proficient	ELA 2025 % Proficient	Math 2024 % Proficient	Math 2025 % Proficient
Class of 2026 (11th)	62/91 = 68%	70%	61/91 = 67%	66%
Class of 2027 (10th)	72/93 = 77%	84%	67/93 = 72%	78%
Class of 2028 (9th)	79/96 = 82%	88%	82/96 = 84%	75%

*** Students who score proficient or advanced in all three ISASP testing disciplines (Science, Math, ELA) or if they are deemed Non-Proficient but show a growth of 10 or more points in all areas will be given a "Free Day OFF" from school and it will be counted as exempt on Infinite Campus.

The building goal was accomplished yet is a work in progress. We continue to work on attendance and how to actively engage the students in learning activities and opportunities that make them want to be at school and participate. Our attendance percentage is up this year compared to last. For ISASP achievement, 4 of our 6 categories the number proficient did increase. We offered test prep in content areas, tested in content classrooms (and not all on the same day) and took on the computer for the first time. A lot of variables but feel like the improved scores are a start in the right direction but we technically did not meet the achievement goal since not all the percentages are higher for Math (grades 9 and 11).

2024 - 2025 Middle School Building Goals

Building Goal: Through the cooperation and collaboration of all stakeholders our middle school will promote an environment that lives out our building's mission to *Positively Impact the Lives of Others.*

Teaching and Learning Goal:

- The middle school will continue to implement our success skills at all levels. We will reevaluate our middle school success skills and develop a simplified version of skills for each grade level.
 - Each grade level worked to implement 21st century skills necessary for success in the classroom and in social situations. Goal achieved (always in progress)
- Continued implementation and expansion of our School of the Wild programming. We will continue to collaborate with the University of Iowa as well as local entities to provide a unique and purposeful learning experience. New locations for some grade levels will provide for different opportunities.
 - School of the Wild programming was again a success. School of the Wild took place September 24th - 27th. Camp Foster YMCA was more greatly utilized as a location this year. Each year this program will continue to be reevaluated for effectiveness/available resources/timing. Goal Achieved
- Spring Academy will be developed to take place the last week of the school year to provide a hands-on project based experience that will highlight the culmination of the school year. New classes will be provided based on review and reflection from previous years.
 - Spring Academy took place the last week of school again this year. New classes were put together for students to choose from. Like School of the Wild, each year we will reevaluate this program. This year, the last week of school was difficult based on the number of events happening, staff being out, etc. The program still performed well, but timing could look different next year. Goal Achieved
- Emphasis will be placed on the Culture Playbook and its importance for promoting positive results. Activities and learning surrounding these standards will take place for both staff and students.
 - Many of our Spirit Time activities were planned around our Culture Playbook. Each Wednesday activities were planned to emphasize our core values - Relationship, Integrity, Growth

Achievement Goals:

Reading Goal for 2024-2025

- Increase the percentage of students in cohort (5th-7th) achieving growth.
 - Overall cohort achievement dropped from 79% to 78%
- Increase the percentage of students reaching proficiency.
 - 5th grade - Not Met (percent moved from 93% to 71%)
 - 6th grade - Met (percent moved from 67% to 81%)
 - 7th grade - Not Met (percent moved from 82% to 79%)

- 8th grade - Met (percent moved from 77% to 82%)
- 23-24 Overall 77%
- 24-25 Overall 78%
 - Goal Met

Math Goal for 2024-2025

- Increase the percentage of students in cohort (5th-7th) achieving growth.
 - Overall cohort achievement rose from 79% to 80%
- Increase the percentage of students reaching proficiency.
 - 5th grade - Met (percent moved from 78% to 79%)
 - 6th grade - Met (percent moved 83% to 84%)
 - 7th grade - Not Met (percent moved from 79% to 74%)
 - 8th grade - Met (percent moved from 75% to 80%)
 - 23-24 81%
 - 24-25 79%
 - Goal Not Met

Science Goal for 2024-2025

- Increase the percentage of students in cohort (5th & 8th) achieving growth.
- Increase the percentage of students reaching proficiency 5th and 8th.
 - 8th grade - Met (percent moved from 64% to 75%)
 - 23-24 74%
 - 24-25 68%
 - Goal Not Met

(A communication process will be implemented throughout the school year for students and families to more readily understand state test scores and the work being done to improve student achievement. Also, incentives, both internal and external, will be used to promote positive growth and proficiency).

Attendance Goal:

- Increase the daily average attendance for the school year.
 - New elementary/middle school attendance policy will be used to monitor student attendance while also promoting an urgency to be at school and understanding the importance of attendance and its effects on achievement.
 - 23-24 ADA - 93.59%
 - 24-25 ADA - 94.37%
 - Goal Met

2024-2025 Elementary Building Goals

Reading Goals:

1. From SPRING testing term 2024 to Spring testing term 2025, SLES will increase the percentage of students achieving aReading growth goals as measured by the FAST reading results.

2023-2024	2024-2025
59% of students met growth goals.	64% of students met growth goals

2. From SPRING testing 2024 to SPRING 2025, we will decrease the number of students who are persistently at-risk as measured by the aReading assessment on FAST.

2023-2024	2024-2025
32% persistently at-risk on spring assessment.	35% persistently at-risk on spring assessment

3. From SPRING testing 2024 to SPRING 2025 SLES, we will decrease the number of students who are non-proficient as measured by the ISASP assessment for the 2033 Cohort group (currently 3rd) and 2032 Cohort (currently 4th grade).

2023-2024	2024-2025
16% not proficient for the 2033 cohort. 7% not proficient for the 2032 cohort.	17% not proficient for the 2033 cohort 17% not proficient for the 2034 cohort

While we met our proficiency benchmark for FAST from spring testing to spring testing, we did not decrease the number of students who were persistently at risk on the aReading growth goals nor the ISASP, despite test preparation. We will continue to look at ways to improve our scores.

Math Goals:

1. From SPRING testing 2024 to spring 2025 SLES will increase the percentage of students achieving growth goals in the aMath assessment.

2023-2024	2024-2025
62% achieved growth goals.	69% achieved growth goals

2. From SPRING testing 2024 to SPRING 2025 SLES, we will decrease the number of students who are non-proficient as measured by the ISASP assessment for the 2033 Cohort group (currently 3rd) and 2032 Cohort (currently 4th grade).

2023-2024**2024-2025**

10% not proficient for the 2033 cohort. 22% not proficient for the 2032 cohort.	22% not proficient for the 2033 cohort 10% not proficient for the 2034 cohort
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In two of the three categories, we met our goal. We increased the percentage of students who achieved their growth goals in math and over half of our percentage of those scoring non proficient grew to proficiency. The only area we did not meet our goal was the 2033 cohort on the ISASP reducing the number not proficient.

Building Goals:

1. We want to foster a well rounded student. By doing this we want to focus on our culture playbook which focuses on encouraging relationships, displaying integrity and embracing growth.

Each month, we dedicated time to focus on one of our core values from the Culture Playbook. We explored the deeper meaning behind each value, engaged in meaningful discussions, and reflected on how it applies to our daily work and team dynamics. As a team, we looked holistically at how we could embody these values more intentionally, identifying actionable ways to bring them to life in our culture and operations. Some of the activities we completed include:

- Quarterly meetings with our cross-age classroom buddies to complete activities centered around our core values
- Created Homecoming stations for all students with Culture Playbook emphasis
- Created building-wide temporary murals for each core value
- Held student incentives for displaying core values
- Morning announcements highlighting our core values and student shoutouts for those demonstrating the principles
- Held monthly Principal's Award for students demonstrating our core values
- Hosted Donovan Taylor Hall assembly in conjunction with the Behavioral Health Coalition
- Participated in activities for Inclusion Week

2. Our analysis for the upcoming academic year of 2024-2025 indicates that our primary focus should be on enhancing literacy skills. To achieve this, we will introduce a fresh reading curriculum and provide comprehensive LETRS training, which is grounded in the science of reading and considered the most effective approach.

We took a deep dive into our instructional reading practices, reflecting on how we can improve to better center our efforts on student needs. Alongside this, we conducted monthly data digs to closely analyze student data. These sessions allowed us to identify trends, gaps, and opportunities for targeted support, ensuring that every student receives the attention and resources they need to thrive.

3. Students benefit the most from their education when they have consistent attendance at school. By attending classes regularly, students are able to stay up to date with the material being taught, participate in discussions, and engage with their peers. This helps them to fully grasp the concepts being taught and build a strong foundation for future learning.

This year, we placed a strong emphasis on improving student attendance, recognizing that consistent presence is foundational to academic success. We closely monitored attendance patterns and proactively engaged with families when concerns arose. For students struggling with attendance, we held meetings with parents or guardians and collaboratively developed individualized plans to support

Iowa Statewide Assessment of Student Progress

first given in 2018-2019 - not given in 2019-20 due to COVID 19

ISASP Elementary School

Percent Proficient LITERACY

Grade	18-19 ELA Spirit Lake (Iowa)	20-21 ELA Spirit Lake (Iowa)	22-23 ELA Spirit Lake (Iowa)	22-23 ELA Spirit Lake (Iowa)	23-24 ELA Spirit Lake (Iowa)	24-25 ELA Spirit Lake (Iowa)
3rd Grade	73% (65%)	52% (50%)	83% (65%)	94% (66%)	84% (64%)	83% (68%)
4th Grade	90% (70%)	85% (74%)	88% (73%)	85% (73%)	93% (73%)	83% (76%)
Building (3-4)	81.5% (67.5%)	68.5% (62%)	85.5% (69%)	89.5% (69.5%)	88.5% (68.5%)	83% (72%)

Percent Proficient MATH

Grade	18-19 Math Spirit Lake (Iowa)	20-21 Math Spirit Lake (Iowa)	21-22 Math Spirit Lake (Iowa)	22-23 Math Spirit Lake (Iowa)	23-24 Math Spirit Lake (Iowa)	24-25 Math Spirit Lake (Iowa)
3rd Grade	76% (71%)	78% (71%)	87% (71%)	83% (76%)	90% (76%)	90% (76%)
4th Grade	85% (73%)	72% (67%)	92% (71%)	78% (73%)	88% (72%)	78% (74%)
Building (3-4)	81.5% (80.5%)	75% (69%)	89.5% (71%)	80.5% (74.5%)	89% (74%)	84% (75%)

**** 2019 - 2020 data is not available due to Covid 19 cancellations**

2024 - 2025 data
ISASP Elementary School

Percent Proficient

Grade	ELA Spirit Lake	ELA State	Math Spirit Lake	Math State
3rd Grade	83%	68%	90%	76%
4th Grade	83%	76%	78%	74%
Building (3-4)	83%	72%	84%	75%

ISASP Middle School
2018 - 2025 data

Percent Proficient LITERACY

Grade	18-19 ELA Spirit Lake (Iowa)	20-21 ELA Spirit Lake (Iowa)	21-22 ELA Spirit Lake (Iowa)	22-23 ELA Spirit Lake (Iowa)	23-24 ELA Spirit Lake (Iowa)	24-25 ELA Spirit Lake (Iowa)
5th Grade	65% (67%)	67% (66%)	75% (66%)	84% (69%)	67% (69%)	71% (70%)
6th Grade	72% (67%)	89% (73%)	72% (68%)	65% (73%)	82% (74%)	81% (72%)
7th Grade	73% (69%)	62% (64%)	80% (72%)	90% (74%)	77% (77%)	80% (74%)
8th Grade	86% (69%)	85% (75%)	83% (74%)	89% (76%)	82% (77%)	82% (80%)
Bldg (5-8)	74% (68%)	76% (70%)	78% (70%)	82% (73%)	77% (74.3%)	79% (74%)

Percent Proficient MATH

Grade	18-19 Math Spirit Lake (Iowa)	20-21 Math Spirit Lake (Iowa)	21-22 Math Spirit Lake (Iowa)	22-23 Math Spirit Lake (Iowa)	23-24 Math Spirit Lake (Iowa)	24-25 Math Spirit Lake (Iowa)
5th Grade	83% (69%)	68% (63%)	86% (64%)	83% (71%)	83% (71%)	79% (71%)
6th Grade	76% (69%)	81% (67%)	87% (66%)	74% (70%)	79% (71%)	84% (72%)
7th Grade	80% (70%)	64% (70%)	86% (65%)	83% (68%)	75% (70%)	75% (72%)
8th Grade	87% (72%)	71% (69%)	87% (65%)	83% (72%)	85% (73%)	80% (74%)
Bldg (5-8)	82% (70%)	71% (67%)	87% (65%)	81% (70%)	80.5% (71%)	80% (72%)

Percent Proficient SCIENCE

Grade	18-19 Sci Spirit Lake (Iowa)	20-21 Sci Spirit Lake (Iowa)	21-22 Sci Spirit Lake (Iowa)	22-23 Sci Spirit Lake (Iowa)	23-24 Sci Spirit Lake (Iowa)	24-25 Sci Spirit Lake (Iowa)
5th Grade	57% (52%)	61% (54%)	70% (59%)	60% (63%)	64% (60%)	62% (64%)
6th Grade	NA	NA	NA	N/A	N/A	N/A
7th Grade	NA	NA	NA	N/A	N/A	N/A
8th Grade	75% (58%)	73% (65%)	73% (66%)	78% (66%)	82% (65%)	75% (70%)
Bldg(5 -8)	66% (55%)	67% (59.5%)	71.5% (62.5%)	69% (64.5%)	73% (62.5%)	68% (67%)

**** 2019 - 2020 data is not available due to Covid 19 cancellations**

2024 - 2025 data
ISASP Middle School

Grade	ELA Spirit Lake	ELA State	Math Spirit Lake	Math State	Science Spirit Lake	Science State
5th Grade	71%	70%	79%	71%	62%	64%
6th Grade	81%	72%	84%	72%	N/A	N/A
7th Grade	80%	74%	75%	72%	N/A	N/A
8th Grade	82%	80%	80%	74%	75%	70%
Building (5-8)	79%	74%	80%	72%	68%	67%

Iowa Statewide Assessment of Student Progress

first given in 2018-2019 - not given in 2019-20 due to COVID 19

2018 - 2025 ISASP High School

Percent Proficient LITERACY

Grade	18-19 SL ELA	18-19 IA ELA	20-21 SL ELA	20-21 IA ELA	21-22 SL ELA	21-22 IA ELA	22-23 SL ELA	22-23 IA ELA	23-24 SL ELA	23-24 IA ELA	24-25 SL ELA	24-25 IA ELA
9th	92%	76%	91%	72%	74%	71%	73%	70%	77%	74%	87%	76%
10th	83%	74%	88%	75%	81%	72%	75%	73%	68%	73%	84%	75%
11th	87%	71%	84%	74%	75%	70%	74%	69%	71%	70%	70%	69%
Bldg (9-11)	87.3%	73.7%	87.7%	73.7%	76.7%	71%	74%	70.7%	72%	72.3%	80%	73%

Percent Proficient MATH

Grade	18-19 SL Math	18-19 IA Math	20-21 SL Math	20-21 IA Math	21-22 SL Math	21-22 IA Math	22-23 SL Math	22-23 IA Math	23-24 SL Math	23-24 IA Math	24-25 SL Math	24-25 IA Math
9th	77%	69%	77%	61%	76%	57%	65%	61%	72%	62%	74%	66%
10th	76%	66%	80%	64%	63%	61%	62%	66%	67%	65%	78%	68%
11th	81%	66%	75%	65%	67%	60%	71%	67%	70%	66%	66%	66%
Bldg (9-11)	78%	67%	77.3%	63.3%	68.7%	59.3%	66%	64.7%	69.7%	64.3%	73%	67%

Percent Proficient SCIENCE

Grade	18-19 SL Sci	18-19 IA Sci	20-21 SL Sci	20-21 IA Sci	21-22 SL Sci	21-22 IA Sci	22-23 SL Sci	22-23 IA Sci	23-24 SL Sci	23-24 IA Sci	24-25 SL Sci	24-25 IA Sci
9th	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10th	67%	63%	80%	64%	67%	63%	67%	62%	53%	59%	83%	67%
11th	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Bldg (9-11)	66%	55%	67%	59.5%	67%	63%	67%	62%	53%	59%	83%	67%

**** 2019 - 2020 data is not available due to Covid 19 cancellation**

2024 - 2025 data
ISASP High School

Percent Proficient

Grade	ELA Spirit Lake	ELA State	Math Spirit Lake	Math State	Science Spirit Lake	Science State
9th Grade	87%	76%	74%	66%	NA	NA
10th Grade	84%	75%	78%	68%	83%	67%
11th Grade	70%	69%	66%	66%	NA	NA
Building (9-11)	80%	73%	73%	67%	83%	67%

2024-25 SUBGROUP DATA

Elementary School Subgroup Data

Free and Reduced Lunch Status

	Free & Reduced Percent Proficient		
FR Status	Literacy	Math	Science
Grade 3	83	83	NA
Grade 4	70	60	NA
Grade 5	64	70	55
Grade 6	68	73	NA
Grade 7	70	50	NA
Grade 8	70	71	62
Grade 9	83	67	NA
Grade 10	59	47	65
Grade 11	79	58	NA

IEP Students

	IEP Percent Proficient		
IEP Status	Literacy	Math	Science
Grade 3	31	62	NA
Grade 4	35	44	NA
Grade 5	50	58	42
Grade 6	9	45	NA
Grade 7	33	44	NA
Grade 8	20	40	50
Grade 9	33	22	NA
Grade 10	29	29	43
Grade 11	12	0	NA

Gender

	Gender Percent Proficient					
Gender	Literacy		Math		Science	
	Male	Female	Male	Female	Male	Female
Grade 3	73	93	91	89	NA	
Grade 4	81	86	81	74	NA	
Grade 5	60	81	83	75	70	54
Grade 6	83	78	86	83	NA	
Grade 7	70	91	72	79	NA	
Grade 8	76	88	78	81	74	76
Grade 9	87	88	77	71	NA	
Grade 10	75	95	69	88	75	93
Grade 11	60	84	65	66	NA	

Race/Ethnicity

	Race/Ethnicity Percent Proficient		
Race/Ethnicity Status	Literacy	Math	Science
Grade 3	85	85	NA
Grade 4	81	54	NA
Grade 5	40	40	33
Grade 6	90	63	NA
Grade 7	54	46	NA
Grade 8	56	60	60
Grade 9	88	76	NA
Grade 10	63	54	45
Grade 11	67	43	NA

- Data for Asian and Black/African American is redacted due to cohort size being ten or below.

High School Indicators of Success

ACT scores

- A score of 20 or above is considered an indicator of post-secondary success. Iowa's estimated percent of graduates tested is at 43%. The Spirit Lake class of 2024 had nearly 56% of their graduates take the ACT.

	English		Math		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State
2016	22.0	21.4	20.9	21.4	23.1	22.7	22.7	22.3	22.3	22.1
2017	22.5	21.2	21.3	21.3	23.0	22.6	22.9	22.1	22.6	21.9
2018	21.8	21	20.7	21.2	23.1	22.5	23	22	22.2	21.8
2019	22.8	20.8	21.8	21.0	22.8	22.3	22.9	21.8	22.7	21.6
2020	22.2	20.7	21.0	20.8	22.9	22.2	22.8	21.8	22.4	21.5
2021	20	20.4	20.4	20.1	22.2	22.5	22.4	21.7	21.5	21.3
2022	20.5	20.4	20.6	20.6	21.8	22.3	22.3	21.6	21.4	21.4
2023	20.3	19.7	20.5	20.1	21.5	21.8	22.5	21.2	21.3	20.8
2024	19.6	19.8	19.7	20.1	21.8	22.1	21.6	21.4	20.8	21.0
2025	19.4	19.9	19.5	20.3	21.4	22.1	22.1	21.3	20.7	21.0

Pursuing Post-Secondary Training

- Data indicates the percent of seniors intending to pursue post-secondary education, including military training.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
80.9%	91%	80.6%	75.7%	90%	78.7%	77.5%	79.6%	69.8%	69.2%

Completion of a core program of study

- A core program of study is defined by the state of Iowa. It is to include four years of English, as well as three or more years of science, math, and social studies.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
99%	99%	99%	99%	100%	94.5%	93%	94.4%	93%	99%*

*reported as the percent of graduates who completed the program of study defined by state of IA

Dropout Rate

- Defined by when a 7-12 grade student withdraws from school for a reason other than death or transfer to an approved school, or has been expelled with no option to return.

2015-16	2016-17	2017-18	2018-19	2019 - 20	2020-21	2021-22	2022-23	2023-24	2024-25
.01%	0%	1%	1.23%	0%	0.71%	2.12%	1.36%	1.21%	1.55%

Graduation Rate

- The four-year graduation rate is calculated by dividing the number of students (denominator) who graduate with a regular high school diploma in four years or less by the number of first-time 9th graders enrolled minus the number of students who transferred out plus the total number of students who transferred in.

2015-16	2016-17	2017-18	2018-19	2019 - 20	2020-21	2021-22	2022-23	2023-24	2024-25
91.3%	94.21%	91.59%	95.5%	96.9%	93.62%	92.2%	88.8%	86.41%	89.8%

Average Daily Attendance Rates

	Elementary School	Middle School	High School
2016-2017	96.00%	95.59%	94.99%
2017-2018	95.81%	95.62%	94.17%
2018-2019	98.5%	95.0%	94.42%
2019 - 2020	94.66%	96.2%	94.16%
2020-2021	96.31%	94.96%	94.98%
2021-2022	96.3%	94.8%	93.4%
2022-23	93.9%	93.7%	91.4%
2023-24	94.78%	93.59%	95.38%
2024-25	95.2%	94.3%	96.2%

Teaching, Learning and Achievement Goals for 2025 - 2026

District Goals

Spirit Lake Community School District Goal Spirit Lake Schools will:

- deliver programming that is personalized and rooted in academic excellence, character, creativity and community.
 - analyze content standards to create a grade level/curricular area scope and sequence focused on the essential content standards required for students' success in the future.
 - create a culture that promotes student health, well being, engagement, and accountability.
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2025 - 2026 High School Building Goals

Building Goal:

In order to maintain and improve our attendance rates for the 25-26 academic year, the SLHS staff are building a tiered process for improving our attendance. Tiered plans will include check-in and check-out strategies and interventions for the following core attendance goals.

Year	Attendance Rate
2024 - 2025	96.22 %
2023 - 2024	95.38 %

Teaching and Learning Goal:

During the 2025-2026 school year, all teaching staff will collaboratively align instructional practices and assessments with state and national standards.

Achievement Goal:

Spirit Lake High School will increase the percentage of students in grades 9-11 who score at proficient or above in ELA and Math ISASP tests.

ISASP DATA	ELA 2025 % Proficient	ELA 2026 % Proficient	Math 2025 % Proficient	Math 2026 % Proficient
Class of 2027 (11th)	84 %		78 %	
Class of 2028 (10th)	88 %		75 %	
Class of 2029 (9th)	82 %		79 %	

2025 - 2026 Middle School Building Goals

Building Goal: Through the cooperation and collaboration of all stakeholders our middle school will promote an environment that lives out our building's mission to *Positively Impact the Lives of Others.*

Teaching and Learning Goal:

Teaching staff in all curriculum areas will align instructional strategies to state and/or national standards.

- Specific emphasis will be placed on on created a common vocabulary across ELA grade levels
- Specific to the middle school will be vertical alignment to elementary and high school curricular areas
- Utilize AI tools to make an efficient and effective process for staff members.

Communication:

- Staff members will be given specific/intentional time (grade level team meeting times, PD, etc.) to communicate with families about growth of students in their classrooms.
 - Data about who communicated, how many families were communicated with, and the nature of the communication will be compiled.

Attendance Goal:

The middle school will work to improve attendance rates for the 2025-2026 school year using our board approved attendance policy.

Year	Average Daily Attendance Rate (ADA)
2025-2026	?
2024-2025	94.37%
2023-2024	93.59%

Achievement Goals:

Spirit Lake middle school will increase the percent of students who score at or above proficiency in ELA, Math, and Science. Data will be collected by cohort models.

ISASP Data	ELA 2025 %proficient	ELA 2026 %proficient	Math 2025 %proficient	Math 2026 %proficient	Science 2025 %proficient	Science 2026 %proficient
Class of 2033 (5th)						
Class of 2032 (6th)	71%		79%		62%	
Class of 2031 (7th)	81%		84%			
Class of 2030 (8th)	79%		74%			

2025 - 2026 Elementary Building Goals

Reading Goals:

1. From SPRING testing term 2025 to Spring testing term 2026, SLES will increase the percentage of students achieving aReading growth goals as measured by the FAST reading results.

2024-2025

2025-2026

64% of students met growth goals

2. From SPRING testing 2025 to SPRING 2026, we will decrease the number of students who are persistently at-risk as measured by the aReading assessment on FAST.

2024-2025

2025-2026

35% persistently at-risk on spring assessment.

3. From SPRING testing 2025 to SPRING 2026 SLES, we will decrease the number of students who are non-proficient as measured by the ISASP assessment for the 2033 Cohort group (currently 3rd) and 2032 Cohort (currently 4th grade).

2024-2025

2025-2026

17% not proficient for the 2033 cohort 17% not proficient for the 2034 cohort

Math Goals:

1. From SPRING testing 2025 to spring 2026 SLES will increase the percentage of students achieving growth goals in the aMath assessment.

2024-2025

2025-2026

69% achieved growth goals

2. From SPRING testing 2025 to SPRING 2026 SLES, we will decrease the number of students who are non-proficient as measured by the ISASP assessment for the 2034 Cohort group (currently 3rd) and 2033 Cohort (currently 4th grade).

2024-2025

2025-2026

22% not proficient for the 2033 cohort 10% not proficient for the 2034 cohort

Building Goals:

1. We continued to build on the foundation of our Culture Playbook this year, with a strong focus on helping students internalize and live out our core values. Our goal is to ensure that every student understands what it means to build positive relationships, demonstrate integrity, and embrace a growth mindset. Through intentional teaching, modeling, and daily practice, we are creating a school culture where these values are not just talked about—they are actively practiced and celebrated. This work is central to developing confident, compassionate, and resilient learners.

2. To improve reading scores, we are committed to using both student data and our professional knowledge to guide our instructional decisions. By closely analyzing assessment results and classroom performance, we can identify specific areas of need for each student. This allows us to provide targeted interventions, adjust instructional strategies, and allocate resources more effectively. Our goal is to ensure that every student receives the support they need to grow as confident, capable readers.

3. We are committed to continuing our work on improving student attendance, recognizing its vital role in academic success. Moving forward, we will partner closely with students and families to positively influence attendance habits. Through open communication, relationship-building, and supportive strategies, our goal is to create a shared commitment to consistent school attendance and ensure every student has the opportunity to fully engage in learning.