Chapter 5 - Education

Vision Statement:

The quality of education in the Gem Community is a reflection of our values and culture, significantly affects our quality of life, and affects the area’s ability to attract quality economic and community development.

Purpose:

To encourage public and private development of high quality educational services that will:
- be available to every group of citizens in the Gem Community,
- contribute positively to community life, and
- strengthen our workforce.

Introduction:

The focus of this chapter is to identify and describe the local issues affecting education for children in public, private and home school settings, career preparation and workforce development, and enrichment and lifelong learning for citizens of all ages. Goals and objectives are intended to guide education providers and community leaders in finding and implementing the most effective educational services for all learners.

Delivery Systems: Existing Conditions & Historical Perspectives:

The Gem Community includes a number of education providers including public state-funded schools, a state-funded charter and several privately-funded pre-school and faith-based providers.

- Public education:

  Emmett Independent School District 221 (EISD) provides basic educational programs from preschool (developmental) through high school at nine eight school sites (Appendix 5-1). EISD also provides the educational component through memorandum of agreement with the Patriot Center, an Emmett program for adjudicated youth, grades 7-12. The Payette River Regional Technical Academy (PR2TA), a state-approved, district-managed public charter school offers workforce skills training. Most PR2TA students are dual enrollees in EISD for academic coursework.

  EISD is the major employer in the county, a landowner and traffic generator in the Gem Community. Founded in 1895, the school district comprises all of Gem County, including the City of Emmett and the rural townships of Letha, Sweet and Ola, and 640 acres of rangeland in northwestern Boise County, contiguous to Gem County. EISD’s stated mission is ‘Ensuring Educational Excellence.’

When the Boise Cascade mill closed in 2000, school enrollment of 3000 declined by 15% Enrollment has declined by 10% over the next seven years (Appendix 5-2) as families left the county for employment elsewhere. The decline has paralleled the loss of good-paying jobs in the county with closure of the local Boise Cascade mill in 2000 and slow or no growth of local industry, resulting in families moving out of the county. Enrollment also has declined because the district has been burdened for many years by
negative attitudes about facilities and educational quality, despite advanced placement, online and dual credit courses offered and student test scores that meet and often exceed state standards. High school completion rates have steadily improved to 91.24% in 2008-09. Since 2012 enrollment stabilized and in 2019 the district saw a significant increase, to 2678, though still 87% of the 3000 students in 2002.

EJSD has documented significant growth in dual credit courses offering college credit, taken by students at both EHS and Black Canyon HS. Online courses through the Idaho School District (IDLA) are another popular option, with more than 100 students online yearly, and the district’s participation in the Idaho Education Network (IEN) ensures availability of the online programs. In May 2018, 60 PR2TA seniors were awarded ‘ cords of completion’ of career technical education courses ranging from agricultural science to pre-engineering. More than $2.8 million in scholarships were awarded to 47 graduating seniors in 2018.

Forge International (FI) is a new public charter school located in the neighboring Middleton School District with enrollment boundaries extending to Emmett, opening in the fall of 2019. The charter offers an international baccalaureate program modeled after Sage International School of Boise, open since 2010. FI expects ultimately to serve a target regional enrollment of 650 K-12 students from eight different school districts including Emmett.

Workforce skills training and access by high school students to courses offering college credit, already available albeit limited, will increase as result of (1) passage of a school district supplemental levy enabling upgrading of science and technology labs, (2) the district’s participation in the Idaho Education Network (IEN) that will significantly increase availability of online courses, and (3) opening of the Payette River Technical Academy in Fall 2010, a state-approved district managed public charter school that will offer new professional/technical classes in partnership with neighboring school districts.

Both the Payette River Technical Academy and IEN will offer the opportunity for collaborative agreements with local public and private employers for customized workplace skills and professional training, and with other community organizations or citizens desiring educational services.

• Private education (Appendix 5-3)

Providers include a Christian-based school, release time Christian education by two providers and a boarding school for boys. There is at least one home school association and as many as 200 children may be home schooled within the Gem community.

(1) Calvary Christian Academy, providing K-12 faith-based education in Emmett for almost 40 years, has incorporated the faith-based services previously provided by Emmett Valley Christian, and plans to build a new, larger facility. The Academy focuses on small class size; is non-accredited and all classes are taught from a 'biblical' perspective.

(2) Christian Education Release Time (CERT) is sponsored by the Emmett Valley Ministerial Association and is located in a facility adjacent to EHS grounds. Similarly, the LDS Seminary, a released time program, operates from a facility adjacent to EHS grounds.

(3) Two private therapeutic boarding schools for teenage boys, mostly from out-of-state families, are operated by Cherry Gulch and the Novitas Academy.

(4) A probable 100-300 school-age children are home schooled in the Gem Community; there is one organized Gem County Christian Home School group and a homeschooler cooperative.
(5) The school district offers public preschool at two sites to serve 35 children. Private preschool is provided by at least six sites that enroll 60-100 children annually. Number of private providers has increased significantly in recent years.

- **Community education**

(1) The EISD offers English as a Second Language (ESL) evening classes for parents of ESL students in K-12, as well as other community residents who are identified by the parents as needing ESL training. The classes are funded by the Idaho State Department of Education through a grant to EISD.

(2) The Emmett public library promotes reading and literacy with year-round programs and events that include access to computers and a wide range of information resources.

(3) Interact, a volunteer program for in-school youth ages 12-18, is sponsored jointly by the Emmett Rotary Club and Gem County Chamber of Commerce. Volunteers assist youth to organize service projects that will engage them in learning about various professions and businesses, and also fundraise to support the projects they have chosen.

- The Gem County Chamber of Commerce collaborates periodically with Boise State University and the ESD to present business-oriented online courses in school district computer labs. The Emmett public library promotes reading and literacy, and offers computer access to information for both youth and adults.

- **Post-Secondary education**

As required by Idaho Code, Gem County budgets yearly to pay out-of-district tuition, computed @ $500 per semester for a maximum six semesters, for each Gem Community resident, including high school students, enrolled in any two-year, in-state post-secondary institution. For 2020, the county budget included $75,000 for expected tuition costs. With the opening of College of Western Idaho in adjacent Canyon County offering an additional avenue of post-secondary education for Gem County residents, out-of-district tuition costs are increasing significantly.

**Educational Profile**

The Emmett school district has provided demographic student profiles for school years 2015-16, 2016-17, and 2017-18 (Appendix 5-4) that give us valuable information about our Gem Community children and youth. It is concerning that more than half (51.86%) of all students were low-income they were eligible for free or reduced price lunches, and 13.6% were receiving special education services.

The 2017 update of the US Census’ American Community Survey of Gem County residents offers a perspective that is similar to county youth populations. Of all county residents, 22% were found in poverty, and 32% of children fewer than 18 years of age were below the poverty level.

The census data found the median income in Gem County households was $40,767 compared to the statewide median income of $49,174. An estimated 19% of households had incomes below $15,000/year, compared to 12% statewide.

Despite the barriers, US Census found 87% of Gem Community residents 25 years and older had at least graduated from high school and 15% had a bachelor’s degree or higher. An estimated 13% had not
completed high school. The data include all adults in Gem County, including those who have moved into our community and did not attend Emmett schools. The educational data does include a continuing need for accessible workplace and language skills training for adults, and preparation for those who wish to pursue higher education.

A 2008 community profile from Idaho Department of Commerce, with data based on updates of the 2000 census, reveals that education levels in Gem County have steadily improved, with 11.2% of residents 25 years and older having attained a bachelor or graduate degree, compared to 8.1% in 1980. Another 32.6% had completed some college work, as compared to just 15% in 1980. There has been a strong reduction in the proportion of adults 25 years and older with no high school diploma, from 36.9% in 1980 to 20.4%, based on the 2008 census updates. This figure includes all adults in Gem County, including those who have moved into our community and did not attend Emmett schools. Overall, the educational profile does indicate a continuing need for accessible workplace skills training as well as higher-quality preparation for those who wish to pursue higher education.

Population growth in Gem County has been slow but steady since 1990, with greater gains within groups beyond school age (35-60 and 80+), and losses or small gains in school age populations, from under 5 to 19 years. Coupled with home schooling that may impact 25% of school-age population, based on national trends, there may be a continuing decrease in enrollment in Gem County's public schools. An exception is the growth of school-age Hispanic youth, who now comprise 10% of public school enrollees.

The 2008 profile reported age-related growth in non-labor income, with in-migration of retirees who like our valley and rural lifestyle, past residents moving back, and retiree-parents of children who live in the county. This trend will exacerbate the downward trend of public school enrollments, until and unless the county economy begins to provide higher paying jobs to keep young families in the valley and attract in-migration of young families. In 2008, 63% of the county labor force-commuted 'over the hill' to work in adjacent counties.

The Gem Community has been burdened with a persistent pattern of poverty that is higher than the state average. The poverty rate remained almost static from 1979 (15%) to 2005 (14%), and among children under 18 years old, the rate was 19.7%. Data on poverty by family type documented that 57.7% of single mother households in Gem County have incomes below poverty level. Since 2004, students eligible for free or reduced rate lunches equal almost 50% of the Emmett School District's entire school population.

**Critical issues and trends:**

- As stated above, the school district's enrollment decline has stabilized and increased significantly in 2019, but still remained at 87% of the 3000 student enrollment of 2002. Population in the Gem Community is steadily increasing, with families and retirees seeking a more rural lifestyle. Idaho Commerce and Labor forecasts the steady growth in the Gem Community. To date, the growth has not resulted in major increases of families with school-age children. Significant increased enrollment would trigger increased state education funding that is based primarily on enrollment numbers.
- EISD depends on local dollars generated by bonds and levies to adequately address facility needs because state funding is not sufficient to support operational needs. Facility needs have been a major concern of the school trustees and patrons for several years – in particular, the funding of a new high
school. A state funding formula will be implemented in 2020 but it is not yet known if more funds will be available not only for student/teacher needs but also for facility improvements.

- The demographic student profiles document that Latino-Hispanic enrollments have steadily increased, from 10% in 2020 to almost 14% in 2018, and close to 5% were limited English speakers.
- Christian-based private education and home schooling may impact up to 25% of Gem Community school-age populations, based on national trends.

Future Conditions and Desired Outcomes:

Forecast Needs & Services: EISD trustees in 2018 authorized a new facilities committee that held town hall meetings to discuss facility needs and options for new buildings and/or remodel of existing facilities. Some patrons have objected to remodel of an old building (middle school) and there is a continuing desire for a new high school to replace the 31-year-old ‘domes’. Facility needs remain a priority for trustees, who must ensure that all facilities are state-certified as operational. Voters in May 2019 approved a $1.5-million operations levy.

Forecast Demographics: The number of EISD students has not increased substantially over the past decade. Home schooling and Christian-based educational services seem likely to increase in the future, which may affect public school planning. EISD planning should take note, however, of the increasing numbers of limited English-speaking students and a probable need for specialized language training that could extend to their adult family members.

The quality of educational opportunities will be reflected in the successful transition of Gem Community youth into higher education and/or into the workforce. Additionally, collaborative education planning among local economic, government and education leaders, and public and private planning bodies, would provide access to a broad array of basic adult, career, post-secondary, enrichment and alternative education programs for Gem Community citizens of all ages.

Goal Statements and Policies:

Goal 1.0: Support the maintenance and enhancement of the Emmett School District educational system, as described in the district’s Strategic Plan.  
(See EISD website, Appendix 5-4—EHS Strategic Plan 2009)

5.1.1. Support the Emmett school district’s efforts to provide quality academic programming, including gifted and talented and advanced placement courses beginning at elementary level, online and dual credit courses that can provide secondary students with college credits, and student access to workforce skills training through a professional-technical public charter school.

5.1.2. Encourage development by the Emmett school district of a long range facilities plan that addresses future needs for upgrading of existing facilities to ensure that all facilities are healthy, pleasant and inviting learning environments, and includes an analysis of future new facility needs based on population and student enrollment projections.

5.1.3. Encourage the school district to continue to make school sites available for civic and community functions when classes are not in session.
Goal 2.0: Promote and encourage community trust in and support for the local institutions and organizations engaged in offering opportunities for learning to Gem Community residents of all ages.

5.2.1. Encourage public recognition of academic and extra-curricular successes of all Gem Community youth and adults.

Goal 3.0: Promote broad-based education planning within the Gem Community.

5.3.1. Encourage local city, county and education officials to hold periodic establish a public forums where Gem Community citizens have opportunities to voice ideas for innovative education programming, and for creation of new alternatives for learning within and beyond the traditional public educational system.

5.3.2. Encourage all educators to engage with local citizen education planners, so that the broader community gains an understanding of educational offerings, needs and opportunities.

5.3.3. Encourage research to identify best practices in education delivery systems in Idaho as well as in other states, to provide local educators with opportunities for innovation and improvements.

5.3.4. Encourage Gem County Commissioners and Emmett School District to investigate and analyze the academic and economic feasibility of joining the College of Western Idaho college district.

Goal 4.0: Promote coordination with education providers by Gem Community officials, both city and county, on issues such as subdivision planning and zoning for growth and transportation.

5.4.1. Prepare and provide relevant information on proposed residential development applicants to all education providers.

5.4.2. Encourage development regulations that require applicants for large-scale developments to consult with all education providers at the pre-application stage, to avoid future problems and conflicts for students and their parents as the development is created and sold.

5.4.3. Encourage joint sites of schools and parks whenever possible, either in the building of new facilities or upgrading of school properties.

5.4.4. Encourage and support the continuation of an EJSD, and Emmett city and county partnerships to seek yearly grants enabling establishment of safe school routes to encourage students to walk or ride bikes to their schools, emphasizing fitness and safety.

5.4.5. Encourage coordination among city, county and school district transportation officials for review of appropriateness and safety of yearly school district bus routes.

Accountability and Communication Strategy:

Gem County Commissioners and Emmett Mayor and Council members, through their respective zoning commissions or other official committees, are accountable for ordinances and/or regulations that
impact school district properties, access by EJSD school bus fleets to streets and roadways to transport students to and from school sites, and collaboration for joint recreational or social activities.

The EJSD (Emmett Independent School District) is independently governed by a six-member board of trustees elected county-wide by patrons in four zones encompassing all of Gem County. All EJSD schools are accredited by the State of Idaho. Until 2006 the school district was authorized to obtain local funds through property taxes to support costs of system operation. As result of state legislative action, state sales tax revenue now is the source of a yearly state allocation to ESD that covers about 80% of the yearly budget. The remainder is provided by federal allocations for special populations and by public or private grants. The majority of funding for these schools comes from the Idaho State General Fund and Gem County property taxes. The remainder of funding comes from a variety of federal allocations and some additional state funding sources. EJSD is authorized by Idaho Code to impose emergency levies to support unexpected increase in student enrollment, and would be eligible for a state-underwritten loan program if a facility were found unsafe for use.

Private education providers are accountable to their patrons and funding sources; may be governed by boards of directors or operate as self-governed entrepreneurs.

**Funding and Resources Strategies:**

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March 8, 2010 January 27, 2020
NOTES:
--State allocations to school districts are based on enrollment and attendance, with higher % of attendance resulting in higher allocations
--Federal allocations to school districts flow through the State Dept of Education and are based on number of enrollments in special populations (disability, limited English, low income, technology, stimulus)-including special needs children enrolled in private school, i.e., Emmett Valley Calvary Christian Academy School.
--State & federal grants are awarded on the basis of proposals submitted by the district for specific educational programs or activities, and some grants are also open to non-profit and for-profit education providers
--Private foundations generally award based on submitted proposals
--Fees or tuition: Some online courses accessible at EJSD require student fees. Homeschoolers or private school students who take state tests at EHS pay for costs of the hardcopy or online tests.
--Home schooling costs are the responsibility of the parent or guardian.
--Private donations: EJSD high school/junior high athletic programs are highly supported by booster clubs.

The Emmett ministerial association and individual donations support the Christian Education Released Time program.

LDS seminary teachers are employees of the Salt Lake City-based LDS Church Educational System (CES)
--EJSD is allowed by Idaho Code to propose two-year supplemental levies for any educational purpose with 51% voter approval required. EISD also may seek plant facility levies that require voter approval ranging from 55% to 66.6%, based on district debt load, and may extend for up to 10 years.
--EJSD is allowed by Idaho Code to propose long-term bonds for new facilities and/or facility improvements that require approval by super-majority (State Code) at least 2/3 of the voters.
Chapter 5 – Education

Appendix 5-1 - Emmett School District - Emmett Independent School District (EISD):

Butte View Developmental Pre-School, 400 S Pine St, Emmett
Butte View Elementary, 400 S Pine St, Emmett - grades K-3
Shadow Butte Elementary, 3900 W Idaho Blvd, Emmett - grades K-6 K-5
Kenneth Carberry Intermediate, 1950 E 12th St, Emmett - grades 4-6 K-4
Emmett Junior High School, 301 E 4th St., Emmett - grades 7-9 5-8
Black Canyon High School, 315 S Johns Ave, Emmett 400 S. Street - grades 9-12 for at-risk youth
Emmett High School, 721 W 12th St, Emmett - grades 10-12 9-12
Ola Elementary, 11475 Ola School Rd, Ola - grades K-6
Sweet Elementary, 6600 Sweet-Ola Highway, Sweet - grades K-6 K-5

EISD provides the educational component for the Patriot Center, 330 W Main St, Emmett, a secure facility for adjudicated youth - grades 7-12-6-12


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| Elementary | 1192 | 1247 | 1276 | 1312 | 1351 | 1390 |
| Middle School | 597  | 617  | 627  | 610  | 607  | 606  |
| High School   | 798  | 785  | 825  | 864  | 875  | 892  |
| Total         | 2587 | 2649 | 2728 | 2786 | 2833 | 2888 |

Appendix 5-3 – Private Education Providers

Emmett Valley Christian School, 833 Tyler Rd, Emmett—grades K-12
Cherry Gulch Therapeutic Boarding School for Boys, 3770 E Black Canyon Hwy, Emmett - ages 10-14
Christian Education Release Time (CERT) 619 W 12th St, Emmett – grades 9-12
LDS Seminary (released time), 621 W 12th St, Emmett – grades 9-12
Gem LDS Homeschoolers serving Gem County and Emmett area—contact information unavailable
Gem County Christian Home School, 398-9868 —grades K-12
Calvary Christian Academy, 498 W. Idaho Blvd, Emmett – grades K-12
Novitas Academy – Therapeutic Boarding School for Boys, 2625 N. Plaza Rd., Emmett - grades 9-12
LDS Seminary (release time), 621 W 12th St., Emmett – grades 9-12
Appendix 5-4 – Emmett School District Strategic Plan 2009 – ATTACHED EISD Student Profile

Analysis of Demographic Data

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<td>Number</td>
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<tr>
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<td>Free/Reduced Lunch Program</td>
<td>1439</td>
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<td>Special Education Students</td>
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<td>13.04%</td>
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<tr>
<td>Limited English Speaking Students</td>
<td>101</td>
<td>3.95%</td>
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Emmett School District #221
5-Year Strategic Educational and Operational Plan
Developed in 2009

Goal 1: Ensure that all students are college and career ready and are prepared to meet the requirements of our ever-changing global culture

Strategies:
- Develop a rigorous three-tier curriculum that prepares all students for college, Career and Technical Education (CTE) and citizenship in the 21st century that meets and exceeds state and national standards
- Ensure high-quality authentic instruction that is based on researched best practices and standards-based curriculum
- For all students to achieve their highest potential, develop comprehensive timely intervention programs that support students that require further challenge and students that need extra time or differentiation of instructional approaches to meet set curricular expectations
- Prepare our students for a multicultural and multilingual world and with technological skills necessary for 21st-Century careers

Goal 2: Develop clear and focused processes for collaboration, communication, and continuous improvement using a 21st-Century outlook

Strategies:
Gem Community Comprehensive Plan
APPENDIX

o Work toward a district-wide understanding of the district-vision/mission-statements and district belief-statements.
o Effectively understand and utilize collaboration on all levels
o Develop a district-wide communication plan that enables and ensures two-way communication between staff, parents, students, and community
o Implement the continuous improvement model for district-wide planning and operations

Goal 3: Expand on-going professional development for school leaders, teachers, and parents that incorporate a continuous use of best practices

Strategies:
o Develop a common understanding of the meaning of high-expectations
o Develop a district-wide set of professional development expectations that would be offered to staff through a variety of delivery models
o Develop teachers, staff, and administrators as educational leaders
o Actively recruit, retain, and develop highly competent, caring, and student-focused staff.

Goal 4: Establish a community-wide educational culture built on collective responsibility, individual accountability, and timely assessment in support of learning for all

Strategies:
o Develop a balanced assessment program that includes summative and formative measures to continually monitor curriculum, programs, instruction, and student progress
o Develop the ability to analyze reliable assessment results in order to improve teaching and student learning
o Develop a strong accountability process that specifies the general and specific responsibilities of all stakeholders in the education of ESD graduates.
o Encourage the development of strong support by all stakeholders through promotion of positive school cultures.

Goal 5: Ensure a supportive learning environment at all levels

Strategies:
o Provide safe and secure facilities to provide an atmosphere conducive to learning.
o Develop a climate within and in between each school where supportive relationships are foundational.
o Provide technology and educational resources to support learning needs.
o Continuously improve the effectiveness and efficiency of district operations.

Goal 6: Ensure budgeting processes and use of resources is driven through the use of this educational plan

Strategies:
o Develop long-range financial and facility plans
o Ensure that district is investing funds in programs that support district goals, vision and strategic plan.
o Develop new resource streams to support existing or potential programs.
Appendix 5-5 - Emmett Independent School District Strategic Plan

Our Mission:
Emmett School District will prepare all students for individual success.

Our Vision:
Emmett School District implements innovative and best educational practices utilizing cutting edge technology and rigorous curriculum. Passionate, visionary professionals' guarantee high level learning across all grades. Our district works collaboratively in state of the art facilities to ensure all students are empowered to succeed in life beyond high school.

Goal One:

Academics: Ensure that all students are college and career ready and are prepared to meet the requirements of our ever-changing global culture.

1.1 Develop a rigorous three-tier curriculum that meets and exceeds state and national standards
1.2 Implement an Emmett instructional model that ensures high quality authentic instruction that is based on researched best practices and standards based curriculum
1.3 Implement intervention programs that support students that require further challenge and students that need extra time or differentiation of instructions
1.4 Prepare our students for a multicultural and multilingual world and with technological skills necessary for 21st Century careers
1.5 Implement timely assessments in support of learning for all
1.6 Develop a common understanding of the meaning of high expectations

Goal Two:

Safety and Facilities: Ensure a supportive learning environment at all levels.

2.1 Provide safe and secure facilities to provide an atmosphere conducive to learning
2.2 Develop a climate within and in between each school where supportive relationships are foundational
2.3 Embrace the synergy among a child’s academic, social, emotional and physical well-being
2.4 Build and maintain high quality facilities that provide a positive educational environment

Goal Three:

Organizational Effectiveness: Develop clear and focused processes for collaboration, communication and continuous improvement using a 21st Century outlook.

3.1 Provide technology and educational resources to support learning needs
3.2 Continuously improve the effectiveness and efficiency of district operations
3.3 Build fiscal stability that provides the resources needed for academic and facility needs
3.4 Ensure that the district is investing funds in programs that support district goals, vision, and strategic plan
3.5 Actively recruit, retain and develop highly competent, caring and student-focused staff
3.6 Focus professional development for teachers, staff and administrators to improve teaching and learning and deeply implement initiatives

3.7 Implement a district wide communication plan that enables and ensures two-way communication between staff, parents, students and community