

Adequate Yearly Progress School Indicators 2005-06

MT. Hall Elementary School, Grades 3-5, Boundary County 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.**

Did MT. Hall School make adequate yearly progress for 2005-06?

Yes

If no, what state goals were not met?

Met

Is this school identified for improvement?

No

How long has this school been identified for improvement?

n/a

What options are available for parents?

n/a

Group Required comparisons	ISAT Reading		ISAT Math		Third Indicator
	% Tested	% Proficient or better	% Tested	% Proficient or better	Language
	Goal 95%	Goal 72%	Goal 95%	Goal 60%	Goal: Maintain 2004-05 levels or improve
3 rd , 4 th & 5 th graders in our school 3 rd through 8 th & 10 th graders in our district 3 rd through 8 th & 10 th graders in our state	School 100% District 100% State 99.52%	School 85.14% District 83% State 84.19%	School 100% District 100% State 99.52%	School 90.54% District 77.86% State 82.82%	School 87.84% District 75% State 86.63%(Graduation)
Race/Ethnicity					
African American	School * District ^ State 99.27%	School ~% District ~% State 75.82%	School * District ^ State 99.42%	School ~ District ~ State 73.02%	School *** District * State N/A
Asian	School * District ^ State 99.5%	School ~% District ~% State 89.27%	School * District ^ State 99.38	School XX% District XX% State 89.39%	School ~ District ~ State N/A
American Indian/ Alaskan Native	School ^ District 100% State 99.06%	School ^ District ^ State 70.97%	School * District 100 State 99.14%	School ~ District ~ State 69.75%	School ~
Hispanic	School 100% District 100% State 99.24%	School ~% District 73.33% State 65.9	School 100% District 100% State 99.31%	School ~ District ~% State 67.33%	School ~
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 *
White	School 100% District 100% State 99.59%	School 88.06% District 83.24% State 87.11%	School 100% District 100% State 99.57%	School 89.55% District 78.35% State: 85.36%	School n/a District n/a State N/A
Limited English Proficient Students	School 100% District 100% State 99.41%	School ~% District 65% State 58.1%	School 100% District 100% State 99.4%	School ~ District 70% State 62.23%	School ~ District XX% State 55.05%
Economically Disadvantaged	School 100% District 100% State 99.45%	School 84.21% District 79.34% State 75.71%	School 100% District 100% State 99.44%	School 86.84% District 74.88% State 75.69%	School n/a District n/a State N/A
Students with Disabilities	School 100% District 100% State 98.99%	School ~ District 50.55% State 46.29%	School 100% District 100% State 98.89%	School ~ District 52.75% State 51.21X%	~ District State 43.8%

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.