

# Adequate Yearly Progress District Indicators 2005-06

## Boundary County School District #101

The goal in our 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 progress toward this goal. This report shows the percentage of our district's students meeting 2005-06 goals for proficiency in reading and math and our district's progress on a third academic indicator, which is improving or maintaining **our graduation rate or LEA charter school indicator when no high school grades are served.**

**Did Boundary County School District #101 make adequate yearly progress for 2005-06?**

Yes  
If no, what state goals were not met?

XXX

**Is this district or LEA identified for improvement?**

Yes or No

**How long has this district or LEA been identified for improvement?**

2 or 3 years

**How is the district or LEA improving?**

XXXX

Group	ISAT Reading		ISAT Math		Third Academic Indicator Graduation Rate Goal: Maintain levels or improve
	% Tested Goal 95%	% Proficient or better Goal 72%	% Tested Goal 95%	% Proficient or better Goal 60%	
All 3 <sup>rd</sup> - 8 <sup>th</sup> & 10 <sup>th</sup> graders in our district/LEA	District 100%	District 82.94%	District 100%	District 77.86%	District 76.35%
All 3 <sup>rd</sup> - 8 <sup>th</sup> & 10 <sup>th</sup> graders in our state	State 99.52%	State 84.19%	State 99.52%	State 82.82%	State 86.63%
<b>Race/Ethnicity</b>	District ^	District ~	District ^	District ~	District ***~
African American	State 99.27%	State 75.82%	State 99.42%	State 73.02%	State n/a
Asian	District ^	District ~	District ^	District ~	District ***~
	State: 99.5%	State 89.27%	State 99.38%	State 89.39%	State n/a
American Indian/Alaskan Native	District 100%	District ~	District 100%	District ~	District ***~
	State 99.06%	State 70.97%	State 99.14%	State 69.75%	State 62.45%
Hispanic	District 100%	District ~	District 100%	District ~	District ***~
	State 99.24%	State 65.9%	State 99.31%	State 67.33%	State 62.55%
Native Hawaiian/ Pacific Islander	District ^	District ~	District ^	District ~	District ~
	State 99.16%	State 85.41%	State 99.58%	State 84.25%	State n/a
White	District 100%	District 83.24%	District 100%	District 78.38%	District n/a
	State 99.59%	State 87.11%	State 99.57%	State: 85.36%	State n/a
Limited English Proficient Students	District 100%	District ~	District 100%	District ~	District ~
	State 99.41%	State 58.1%	State 99.4%	State 62.23%	State 55.05%
Economically Disadvantaged	District 100%	District 79.34%	District 100%	District 74.88%	District n/a
	State 99.45%	State 75.71%	State 99.44%	State 75.69%	State n/a
Students with disabilities	District 100%	District 50.58%	District 100%	District 52.75%	District 53.85%
	State 98.99%	State 46.29%	State 98.99%	State 51.21%	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. Our third indicator for Safe Harbor purposes is **improving the percentage of students who proficient in language usage; increase the percentage of students who perform at the advance level; or decreasing the percentage of students who are not proficient.**

\* No students reported for this group.