

School: Acequia Elementary
Principal: Suzette Miller
Enrollment: 282
Address: Acequia, Idaho 83350
Phone: 208-436-6985
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Website: www.sd331.k12.id.us

ACEQUIA ELEMENTARY SCHOOL

School Performance Report 2004 – 2005

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 student's needs.

ABOUT OUR STUDENTS

35% Participate in programs to learn English
68% Qualify for free or reduced-price lunches
5% Participated in gifted and talented programs

Studies show that when parents are involved, students do better in school. We thank all of our parents who are able to visit our school during the year.

ABOUT OUR PARENTS

85% Attended parent-teacher conferences
25% Volunteered their time at school

We are committed to ensuring that our students are taught by a highly trained and qualified staff of instructors.

ABOUT OUR TEACHERS

100% Of our teachers are highly qualified teachers
0% Of our teachers are teaching as an approved consultant specialist
8% Of our teachers are teaching with a letter of authorization
0% Of our classes are not taught by highly qualified teacher
8% Of our teachers are special education teachers

AVERAGE CLASS SIZES

Grade	Our School	District
Kinder	20	19
1 st	20	22
2 nd	22	21
3 rd	25	22
4 th	18	22
5 th	25	21

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 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: www.sde.state.id.us/ipd/reportcard/ or by contacting Michele Widmier in our school district.

HOW OUR STUDENTS PERFORMED

ABOUT OUR STUDENTS' TEST RESULTS

Included with this report 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 are also 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.

OUR MISSION

The mission of the Minidoka County Joint School District is to ensure academic excellence, ethical behavior, and personal responsibility in a caring environment.

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

Students at Acequia continue to make strong academic growth in reading, math and language usage.

OPTIONS FOR PARENTS

Our school is currently meeting Adequate Yearly Progress goals and is not offering choice options for parents or supplemental services.

WHAT WE CELEBRATE

We are proud to be a Reading First school and have seen an increase in our reading scores due to the emphasis on using a research based reading curriculum. We were awarded an A+ award again this year. Our students have the opportunity to learn the importance of giving service to the community through our K Kids program sponsored by the Kiwanis organization.

ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 3 READING

IDAHO STANDARDS ACHIEVEMENT TEST

Group			% Tested	% Below	% Basic	% Proficient	% Advanced	
All Students	School	2003-2004	100%	2.56%	15.38%	35.9%	46.15%	
		2004-2005	100%	2.13%	6.38%	21.28%	70.21%	
	District	Current	99.68%	7.10%	16.77%	36.45%	39.68%	
		State	Current	99.89%	4.55%	11.64%	33.21%	50.60%
Race/ Ethnicity	African American	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	100%	4.15%	9.84%	36.79%
	American Indian/ Alaskan Native	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	100%	8.91%	24.09%	36.63%
	Asian	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	99.56%	3.12%	9.82%	24.55%
	Hispanic	School	2003-2004	100%	5.56%	16.67%	50%	22.78%
			2004-2005	100%	4.76%	4.76%	23.81%	66.67%
		District	Current	100%	11.19%	24.63%	38.81%	25.37%
			State	Current	99.89%	10.75%	22.62%	40.16%
	Native Hawaiian/ Pacific Islander	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	100%	6.58%	11.84%	31.58%
White	School	2003-2004	100%	0%	14.29%	23.81%	61.9%	
		2004-2005	100%	0%	7.69%	19.23%	73.08%	
	District	Current	99.43%	4.02%	10.92%	34.48%	50.57%	
		State	Current	99.89%	3.31%	9.49%	32.13%	55.07%
Disability	Students with disabilities	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	100%	30.56%	27.78%	13.89%	27.78%
			State	Current				
Students taking ID Alternate Assessment	School	2003-2004						
		2004-2005						
	District	Current						
		State	Current					
Socio- Economic	Economically Disadvantaged	School	2003-2004	100%	3.57%	17.89%	46.43%	32.14%
			2004-2005	100%	2.86%	8.59%	28.57%	60%
		District	Current	99.58%	8.47%	19.49%	40.25%	31.78%
			State	Current	99.85%	6.96%	16.56%	38.42%
Special Programs	Migrant Students	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	100%	16.97%	24.35%	37.13%
	Limited English Proficient	School	2003-2004	100%	6.25%	18.75%	56.25%	18.75%
			2004-2005	100%	5.26%	5.26%	26.32%	63.16%
District	Current	100%	13.33%	24%	42.67%	20%		
	State	Current	99.84%	14.49%	26.24%	39.20%	20.07%	
Gender	Female	School	2003-2004	100%	0.00%	25%	25%	50%
			2004-2005	100%	0.00%	4%	20%	76%
		District	Current	99.40%	5.45%	15.15%	35.76%	43.64%
			State	Current	99.88%	3.51%	10.24%	32.91%
	Male	School	2003-2004	100%	5.26%	5.26%	47.37%	42.11%
			2004-2005	100%	4.55%	9.09%	22.73%	63.64%
District	Current	100%	8.97%	18.62%	37.24%	35.17%		
	State	Current	99.90%	5.39%	12.90%	33.50%	48.22%	

**ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 3 MATH
IDAHO STANDARDS ACHIEVEMENT TEST**

Group			% Tested	% Below	% Basic	% Proficient	% Advanced	
All Students	School	2003-2004	100%	2.56%	23.08%	61.54%	12.82%	
		2004-2005	100%	4.26%	14.89%	65.96%	14.89%	
	District	Current	99.68%	4.52%	22.58%	57.10%	15.81%	
		State	Current	99.81%	2.35%	15.63%	53.77%	28.26%
Race/ Ethnicity	African American	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	99.54%	8.29%	23.04%	51.61%
	American Indian/ Alaskan Native	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	100%	6.27%	27.39%	56.44%
	Asian	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	99.11%	2.24%	9.42%	37.67%
	Hispanic	School	2003-2004	100%	5.56%	27.78%	66.67%	0%
			2004-2005	100%	4.76%	9.52%	71.43%	14.29%
		District	Current	100%	5.97%	31.34%	54.48%	8.21%
			State	Current	99.92%	4.52%	31.21%	54.20%
	Native Hawaiian/ Pacific Islander	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	99.92%	4.52%	31.21%	54.20%
White	School	2003-2004	100%	0%	19.05%	57.14%	23.81%	
		2004-2005	100%	3.85%	19.23%	61.54%	15.38%	
	District	Current	99.43%	3.45%	16.09%	58.62%	21.84%	
		State	Current	99.80%	1.84%	12.71%	53.91%	31.55%
Disability	Students with disabilities	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	100%	22.22%	36.11%	25%	16.67%
			State	Current	99.32%	10.97%	29.99%	47.05%
Students taking ID Alternate Assessment	School	2003-2004						
		2004-2005						
		District	Current					
Socio- Economic	Economically Disadvantaged	School	2003-2004	100%	3.57%	28.57%	64.29%	3.57%
			2004-2005	100%	5.71%	17.14%	62.86%	14.29%
		District	Current	99.58%	5.08%	26.27%	55.51%	13.14%
			State	Current	99.84%	3.55%	22.24%	55.56%
Special Programs	Migrant Students	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	100%	5.39%	33.33%	53.49%
	Limited English Proficient	School	2003-2004	100%	6.25%	25%	68.75%	0%
			2004-2005	100%	5.26%	5.26%	73.68%	15.79%
District	Current	100%	6.67%	30.67%	52%	10.67%		
	State	Current	99.84%	6.18%	35.48%	50.79%	7.55%	
Gender	Female	School	2003-2004	100%	0%	25%	70%	5%
			2004-2005	100%	0%	16%	68%	16%
		District	Current	99.40%	2.42%	21.82%	59.39%	16.36%
			State	Current	99.83%	2.31%	16.85%	55.62%
	Male	School	2003-2004	100%	5.26%	21.05%	52.63%	21.05%
			2004-2005	100%	9.09%	13.64%	63.64%	13.64%
District	Current	100%	6.90%	23.45%	54.48%	15.17%		
	State	Current	99.79%	2.25%	14.38%	52.05%	31.32%	

ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 3 LANGUAGE

IDAHO STANDARDS ACHIEVEMENT TEST

Group			% Tested	% Below	% Basic	% Proficient	% Advanced	
All Students	School	2003-2004	100%	0%	5.13%	58.97%	35.90%	
		2004-2005	100%	4.26%	8.51%	38.30%	48.94%	
	District	Current	100%	12.86%	14.47%	38.59%	34.08%	
		State	Current	99.83%	7.06%	11.81%	36.96%	44.17%
Race/ Ethnicity	African American	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	100%	17.43%	6.42%	41.74%
	American Indian/ Alaskan Native	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	100%	15.84%	19.80%	43.23%
	Asian	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	99.56%	5.36%	6.70%	24.11%
	Hispanic	School	2003-2004	100%	0%	11.11%	72.22%	16.67%
			2004-2005	100%	4.76%	14.29%	42.86%	38.1%
		District	Current	100%	18.66%	14.93%	43.28%	23.13%
			State	Current	99.81%	15.58%	19.25%	41.51%
	Native Hawaiian/ Pacific Islander	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	100%	5.26%	14.47%	35.53%
White	School	2003-2004	100%	0%	0%	47.62%	52.38%	
		2004-2005	100%	3.85%	3.85%	34.62%	57.69%	
	District	Current	100%	8.57%	14.29%	34.86%	42.29%	
		State	Current	99.82%	5.34%	10.52%	36.22%	47.92%
Disability	Students with disabilities	School	2003-2004	0%	0%	0%	0%	
			2004-2005	0%	0%	0%	0%	
		District	Current	100%	27.78%	25%	30.56%	16.67%
			State	Current	99.39%	23.06%	22.75%	35.27%
	Students taking ID Alternate Assessment	School	2003-2004					
			2004-2005					
District	Current							
	State	Current						
Socio- Economic	Economically Disadvantaged	School	2003-2004	100%	0%	7.14%	64.29%	28.57%
			2004-2005	100%	5.71%	11.43%	45.71%	37.14%
		District	Current	100%	15.19%	17.30%	39.24%	28.27%
			State	Current	99.85%	10.79%	16.06%	40.65%
Special Programs	Migrant Students	School	2003-2004	0%	0%	0%	0%	
			2004-2005	0%	0%	0%	0%	
		District	Current	0%	0%	0%	0%	0%
			State	Current	99.8%	20.2%	19.8%	40.4%
	Limited English Proficient	School	2003-2004	100%	0%	12.5%	75%	12.5%
			2004-2005	100%	5.26%	10.53%	42.11%	42.11%
District	Current	100%	22.67%	12%	41.33%	24%		
	State	Current	99.78%	19.04%	21.23%	41.85%	17.89%	
Gender	Female	School	2003-2004	100%	0%	0%	65%	35%
			2004-2005	100%	0%	12%	32%	56%
		District	Current	100%	6.63%	13.25%	36.75%	43.37%
			State	Current	99.84%	5.01%	9.93%	36.14%
	Male	School	2003-2004	100%	0%	10.53%	52.63%	36.84%
			2004-2005	100%	9.09%	4.55%	45.45%	40.91%
District	Current	100%	20%	15.86%	40.69%	23.45%		
	State	Current	99.81%	8.88%	13.52%	37.76%	39.83%	

ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 4 READING

IDAHO STANDARDS ACHIEVEMENT TEST

Group			% Tested	% Below	% Basic	% Proficient	% Advanced	
All Students	School	2003-2004	100%	5.56%	12.96%	38.89%	42.59%	
		2004-2005	100%	0%	11.76%	47.06%	41.18%	
	District	Current	100%	3.45%	15.52%	45.52%	35.52%	
		State	Current	99.86%	3.48%	10.61%	41.70%	44.21%
Race/ Ethnicity	African American	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	100%	7%	16%	39%
	American Indian/ Alaskan Native	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	100%	8.28%	17.79%	46.01%
	Asian	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	100%	5.24%	6.55%	28.38%
	Hispanic	School	2003-2004	100%	16.67%	38.89%	22.22%	22.22%
			2004-2005	100%	0%	11.76%	70.59%	17.65%
		District	Current	100%	4.62%	19.67%	55.74%	19.67%
			State	Current	99.66%	9.38%	21.58%	48.76%
	Native Hawaiian/ Pacific Islander	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	100%	1.47%	5.88%	50%
White	School	2003-2004	100%	0%	0%	47.22%	52.78%	
		2004-2005	100%	0%	11.76%	23.53%	64.71%	
	District	Current	100%	2.41%	12.65%	37.95%	46.99%	
		State	Current	99.90%	2.31%	8.59%	40.58%	48.52%
Disability	Students with disabilities	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	100%	25%	35%	30%	10%
			State	Current	99.58%	17.17%	29.83%	38.90%
	Students taking ID Alternate Assessment	School	2003-2004					
		2004-2005						
District	Current							
	State	Current						
Socio- Economic	Economically Disadvantaged	School	2003-2004	100%	7.89%	18.42%	36.84%	36.84%
			2004-2005	100%	0%	8.70%	60.87%	30.43%
		District	Current	100%	4.11%	15.53%	48.86%	31.51%
			State	Current	99.83%	5.61%	15.27%	47.43%
Special Programs	Migrant Students	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	99.79%	13.83%	25.96%	48.30%
	Limited English Proficient	School	2003-2004	100%	18.75%	37.50%	25%	18.75%
			2004-2005	100%	0%	9.09%	72.73%	18.18%
District	Current	100%	3.95%	15.79%	56.58%	23.68%		
	State	Current	99.67%	12.56%	25.06%	46.76%	15.62%	
Gender	Female	School	2003-2004	100%	0%	17.39%	30.43%	52.17%
			2004-2005	100%	0%	5.88%	58.82%	35.29%
		District	Current	100%	2.94%	11.76%	48.53%	36.76%
			State	Current	99.89%	2.51%	9.27%	42.06%
	Male	School	2003-2004	100%	9.68%	9.68%	45.16%	35.48%
			2004-2005	100%	0%	17.65%	35.29%	47.06%
		District	Current	100%	3.90%	18.83%	42.86%	34.42%
			State	Current	99.83%	4.31%	11.87%	41.32%

**ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 4 MATH
IDAHO STANDARDS ACHIEVEMENT TEST**

Group			% Tested	% Below	% Basic	% Proficient	% Advanced	
All Students	School	2003-2004	100%	3.70%	18.52%	51.85%	25.93%	
		2004-2005	100%	0%	17.65%	52.94%	29.41%	
	District	Current	100%	3.10%	14.83%	52.07%	30%	
	State	Current	99.78%	1.36%	8.76%	46.99%	42.89%	
Race/ Ethnicity	African American	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
		State	Current	99%	3.03%	14.65%	51.01%	31.31%
	American Indian/ Alaskan Native	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
		State	Current	99.69%	4.92%	16.62%	50.15%	28.31%
	Asian	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
		State	Current	100%	0.87%	6.11%	34.50%	58.52%
	Hispanic	School	2003-2004	100%	11.11%	38.89%	44.44%	5.56%
			2004-2005	100%	0%	29.41%	52.94%	17.65%
		District	Current	100%	5.74%	19.67%	58.20%	16.39%
		State	Current	99.70%	3.12%	20.12%	56.14%	20.62%
	Native Hawaiian/ Pacific Islander	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
		State	Current	100%	0%	8.82%	47.06%	44.12%
White	School	2003-2004	100%	0%	8.33%	55.56%	36.11%	
		2004-2005	100%	0%	5.88%	52.94%	41.18%	
	District	Current	100%	1.20%	11.45%	46.99%	40.36%	
	State	Current	99.80%	0.97%	6.59%	45.50%	46.94%	
Disability	Students with disabilities	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	100%	30%	30%	30%	10%
		State	Current	99.30%	8.07%	27.02%	48.58%	16.33%
	Students taking ID Alternate Assessment	School	2003-2004					
		2004-2005						
District	Current							
	State	Current						
	Socio- Economic	School	2003-2004	100%	5.26%	21.05%	47.37%	26.32%
			2004-2005	100%	0%	26.09%	47.83%	26.09%
District		Current	100%	3.20%	18.26%	51.14%	27.40%	
State		Current	99.68%	2.17%	13.09%	52.88%	31.86%	
Special Programs	Migrant Students	School	2003-2004	0%	0%	0%	0%	0%
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
		State	Current	99.62%	7.71%	35.07%	45.86%	11.37%
	Limited English Proficient	School	2003-2004	100%	6.25%	43.75%	43.75%	6.25%
			2004-2005	100%	0%	27.27%	54.55%	18.18%
		District	Current	100%	2.63%	15.79%	64.47%	17.11%
		State	Current	99.50%	3.80%	23.31%	55.62%	17.27%
Gender	Female	School	2003-2004	100%	0%	17.39%	56.52%	26.09%
			2004-2005	100%	0%	17.65%	58.82%	23.53%
		District	Current	100%	4.41%	14.71%	53.68%	27.21%
		State	Current	99.81%	1.21%	9.46%	48.97%	40.36%
	Male	School	2003-2004	100%	6.45%	19.35%	48.39%	25.81%
			2004-2005	100%	0%	17.65%	47.06%	35.29%
		District	Current	100%	1.95%	14.94%	50.65%	32.47%
		State	Current	99.75%	1.41%	8.09%	45.03%	45.47%

**ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 4 LANGUAGE
IDAHO STANDARDS ACHIEVEMENT TEST**

Group			% Tested	% Below	% Basic	% Proficient	% Advanced		
All Students	School	2003-2004	96.30%	0%	7.69%	65.38%	29.92%		
		2004-2005	100%	0%	14.71%	55.88%	29.41%		
	District	Current	100%	8.62%	14.48%	45.17%	31.72%		
		State	Current	99.80%	6.78%	10.77%	37.86%	44.59%	
Race/ Ethnicity	African American	School	2003-2004	0%	0%	0%	0%	0%	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	0%	0%	0%	0%	0%	
			State	Current	99.50%	11.56%	11.56%	42.21%	34.67%
	American Indian/ Alaskan Native	School	2003-2004	0%	0%	0%	0%	0%	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	0%	0%	0%	0%	0%	
			State	Current	100%	14.42%	16.87%	41.41%	27.30%
	Asian	School	2003-2004	0%	0%	0%	0%	0%	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	0%	0%	0%	0%	0%	
			State	Current	100%	5.24%	6.99%	30.13%	57.64%
	Hispanic	School	2003-2004	88.89%	0%	12.50%	75%	12.50%	
			2004-2005	100%	0%	17.65%	70.59%	11.76%	
		District	Current	100%	15.57%	18.03%	48.36%	18.03%	
			State	Current	99.62%	17.35%	18%	41.76%	22.88%
	Native Hawaiian/ Pacific Islander	School	2003-2004	0%	0%	0%	0%	0%	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	0%	0%	0%	0%	0%	
			State	Current	100%	4.41%	11.76%	41.18%	42.65%
White	School	2003-2004	100%	0%	5.56%	61.11%	33.33%		
		2004-2005	100%	0%	11.76%	41.18%	47.06%		
	District	Current	100%	3.61%	12.05%	42.17%	42.17%		
		State	Current	99.84%	4.77%	9.44%	37.19%	48.61%	
Disability	Students with disabilities	School	2003-2004	0%	0%	0%	0%	0%	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	100%	40%	20%	30%	10%	
			State	Current	99.54%	25.79%	23.70%	35.47%	15.04%
Students taking ID Alternate Assessment	School	2003-2004							
		2004-2005							
		District	Current						
State	Current								
	Socio- Economic	Economically Disadvantaged	School	2003-2004	94.74%	0%	8.33%	61.11%	30.56%
				2004-2005	100%	0%	17.39%	69.57%	13.04%
District			Current	100%	10.50%	14.16%	47.49%	27.85%	
	State	Current	99.82%	10.64%	15.28%	41.78%	32.30%		
Special Programs	Migrant Students	School	2003-2004	0%	0%	0%	0%	0%	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	0%	0%	0%	0%	0%	
			State	Current	99.58%	23.45%	22.81%	35.39%	18.34%
	Limited English Proficient	School	2003-2004	87.50%	0%	7.14%	78.57%	14.29%	
			2004-2005	100%	0%	13.04%	43.48%	43.48%	
District	Current	100%	13.16%	18.42%	51.32%	17.11%			
	State	Current	99.61%	21.94%	21.38%	38.69%	17.98%		
Gender	Female	School	2003-2004	100%	0%	4.35%	73.91%	21.74%	
			2004-2005	100%	0%	11.76%	64.71%	23.53%	
		District	Current	100%	8.09%	11.03%	47.79%	33.09%	
			State	Current	99.81%	4.74%	8.36%	37.17%	49.74%
	Male	School	2003-2004	93.55%	0%	10.34%	58.62%	31.03%	
			2004-2005	100%	0%	17.65%	47.06%	35.29%	
District	Current	100%	9.09%	17.53%	42.86%	30.52%			
	State	Current	99.79%	8.65%	13.05%	38.55%	39.75%		

ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 5 READING

IDAHO STANDARDS ACHIEVEMENT TEST

Group			% Tested	% Below	% Basic	% Proficient	% Advanced	
All Students	School	2003-2004		N/A	N/A	N/A	N/A	
		2004-2005	98%	6.12%	10.20%	46.94%	34.73%	
	District	Current	99.69%	12.77%	20.87%	42.68%	23.68%	
		State	Current	99.86%	7.71%	16.85%	43.24%	32.21%
Race/ Ethnicity	African American	School	2003-2004		N/A	N/A	N/A	N/A
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	100%	14.87%	24.10%	42.56%
	American Indian/ Alaskan Native	School	2003-2004		N/A	N/A	N/A	N/A
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	99.37%	18.93%	27.76%	41.96%
	Asian	School	2003-2004		N/A	N/A	N/A	N/A
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	100%	5.96%	11.49%	44.26%
	Hispanic	School	2003-2004		N/A	N/A	N/A	N/A
			2004-2005	100%	20%	26.67%	40%	13.33%
		District	Current	100%	22.63%	27.74%	42.34%	7.30%
			State	Current	99.61%	19.87%	29.18%	39.98%
	Native Hawaiian/ Pacific Islander	School	2003-2004		N/A	N/A	N/A	N/A
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	100%	3.77%	11.32%	54.72%
	White	School	2003-2004		N/A	N/A	N/A	N/A
			2004-2005	100%	0%	3.03%	48.48%	48.48%
		District	Current	100%	5.56%	15%	43.33%	36.11%
			State	Current	99.92%	5.47%	14.64%	43.74%
Disability	Students with disabilities	School	2003-2004		N/A	N/A	N/A	N/A
			2004-2005	0%	0%	0%	0%	0%
		District	Current	96.77%	46.67%	13.33%	26.67%	13.33%
			State	Current	99.60%	33.11%	30.60%	28.01%
	Students taking ID Alternate Assessment	School	2003-2004		N/A	N/A	N/A	N/A
			2004-2005					
District	Current							
	State	Current						
Socio- Economic	Economically Disadvantaged	School	2003-2004		N/A	N/A	N/A	N/A
			2004-2005	96.77%	10%	16.67%	40%	33.33%
		District	Current	99.57%	15.65%	23.04%	43.04%	18.26%
			State	Current	99.77%	12.31%	23.01%	43.62%
Special Programs	Migrant Students	School	2003-2004		N/A	N/A	N/A	N/A
			2004-2005	0%	0%	0%	0%	0%
		District	Current	0%	0%	0%	0%	0%
			State	Current	99.37%	34.25%	28.54%	31.92%
	Limited English Proficient	School	2003-2004		N/A	N/A	N/A	N/A
			2004-2005	100%	27.27%	36.36%	27.27%	9.09%
District	Current	100%	27.71%	27.71%	40.96%	3.61%		
	State	Current	99.76%	26.89%	31.62%	34.95%	6.54%	
Gender	Female	School	2003-2004		N/A	N/A	N/A	N/A
			2004-2005	100%	0%	15%	55%	30%
		District	Current	100%	12.03%	22.78%	44.94%	20.25%
			State	Current	99.88%	6.12%	16.40%	45.46%
	Male	School	2003-2004		N/A	N/A	N/A	N/A
			2004-2005	96.67%	10.34%	6.90%	41.38%	41.38%
District	Current	99.39%	13.50%	19.02%	40.49%	26.99%		
	State	Current	99.85%	9.03%	17.24%	41.23%	32.50%	

**ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 5 MATH
IDAHO STANDARDS ACHIEVEMENT TEST**

Group			% Tested	% Below	% Basic	% Proficient	% Advanced		
All Students	School	2003-2004		N/A	N/A	N/A	N/A		
		2004-2005	100%	4%	12%	48%	36%		
	District	Current	100%	5.59%	22.67%	47.83%	23.91%		
	State	Current	99.85%	3.81%	18.29%	50.55%	27.36%		
Race/ Ethnicity	African American	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	0%	0%	0%	0%	0%	
		State	Current	98.46%	10.94%	28.65%	44.27%	16.15%	
	American Indian/ Alaskan Native	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	0%	0%	0% ^	0%	0%	
		State	Current	98.75%	9.21%	32.70%	44.44%	13.65%	
	Asian	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	0%	0%	0%	0%	0%	
		State	Current	100%	1.70%	10.21%	52.77%	35.32%	
	Hispanic	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	100%	13.33%	26.67%	40%	20%	
		District	Current	100%	9.49%	26.28%	56.20%	8.03%	
		State	Current	99.84%	8.45%	30.49%	48.97%	12.09%	
	Native Hawaiian/ Pacific Islander	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	0%	0%	0%	0%	0%	
		State	Current	100%	1.89%	16.98%	50.94%	31.09%	
	White	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	100%	0%	6.06%	51.52%	42.42%	
		District	Current	100%	2.78%	20%	41.67%	35.56%	
		State	Current	99.89%	2.90%	16.01%	50.95%	30.13%	
Disability	Students with disabilities	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	100%	19.35%	41.94%	22.58%	16.13%	
		State	Current	99.60%	16.64%	37.14%	37.58%	8.64%	
	Students taking ID Alternate Assessment	School	2003-2004		N/A	N/A	N/A	N/A	
		2004-2005							
District	Current								
	State	Current							
	Socio- Economic	Economically Disadvantaged	School	2003-2004		N/A	N/A	N/A	N/A
				2004-2005	100%	6.45%	16.13%	45.16%	32.26%
District		Current	100%	5.63%	26.84%	49.78%	17.75%		
State		Current	99.86%	5.84%	24.75%	51.39%	18.02%		
Special Programs	Migrant Students	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	0%	0%	0%	0%	0%	
		State	Current	100%	11.34%	35.50%	44.96%	8.19%	
	Limited English Proficient	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	100%	18.18%	36.36%	27.27%	18.18%	
District	Current	100%	13.25%	21.69%	59.04%	6.02%			
State	Current	99.58%	10.56%	35.07%	45.87%	8.50%			
Gender	Female	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	100%	0%	10%	50%	40%	
		District	Current	100%	5.70%	22.78%	51.27%	20.25%	
		State	Current	99.82%	3.64%	18.61%	52.15%	25.60%	
	Male	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	100%	6.67%	13.33%	46.67%	33.33%	
District	Current	100%	5.49%	22.56%	44.51%	27.44%			
State	Current	99.88%	3.82%	17.96%	49.12%	29.09%			

ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 5 LANGUAGE

IDAHO STANDARDS ACHIEVEMENT TEST

Group			% Tested	% Below	% Basic	% Proficient	% Advanced		
All Students	School	2003-2004		N/A	N/A	N/A	N/A		
		2004-2005	100%	2%	4%	52%	42%		
	District	Current	100%	10.87%	13.35%	49.07%	26.71%		
	State	Current	99.81%	8.08%	13.20%	44.06%	34.66%		
Race/ Ethnicity	African American	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	0%	0%	0%	0%	0%	
		State	Current	100%	18.97%	17.44%	40%	23.59%	
	American Indian/ Alaskan Native	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	0%	0%	0%	0%	0%	
		State	Current	99.37%	18.61%	19.56%	45.74%	16.09%	
	Asian	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	0%	0%	0%	0%	0%	
		State	Current	99.57%	5.13%	7.69%	38.03%	49.15%	
	Hispanic	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	100%	6.67%	13.33%	46.67%	33.33%	
		District	Current	100%	17.52%	14.60%	55.47%	12.41%	
		State	Current	99.65%	19.03%	22.12%	42.50%	16.34%	
	Native Hawaiian/ Pacific Islander	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	0%	0%	0%	0%	0%	
		State	Current	100%	3.77%	7.55%	52.83%	35.85%	
	White	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	100%	0%	0%	54.55%	45.45%	
		District	Current	100%	6.11%	12.22%	44.44%	37.22%	
		State	Current	99.85%	6.02%	11.67%	44.41%	37.90%	
Disability	Students with disabilities	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	100%	41.94%	25.81%	16.13%	16.13%	
		State	Current	99.47%	32.08%	26.30%	32.62%	9.01%	
	Students taking ID Alternate Assessment	School	2003-2004		N/A	N/A	N/A	N/A	
		2004-2005							
District	Current								
	State	Current							
	Socio-Economic	Economically Disadvantaged	School	2003-2004		N/A	N/A	N/A	N/A
				2004-2005	100%	3.23%	6.45%	48.39%	41.94%
District		Current	100%	12.12%	15.58%	50.65%	21.65%		
State		Current	99.78%	12.90%	17.94%	46.06%	23.11%		
Special Programs	Migrant Students	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	0%	0%	0%	0%	0%	
		District	Current	0%	0%	0%	0%	0%	
		State	Current	99.16%	30.51%	22.88%	35.59%	11.02%	
	Limited English Proficient	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	100%	9.09%	9.09%	54.55%	27.27%	
District	Current	100%	20.84%	15.66%	51.81%	12.05%			
State	Current	99.70%	25.03%	23.64%	39.21%	12.12%			
Gender	Female	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	100%	0%	10%	45%	45%	
		District	Current	100%	6.33%	17.09%	48.10%	28.48%	
		State	Current	99.86%	5.66%	10.80%	44.30%	39.24%	
	Male	School	2003-2004		N/A	N/A	N/A	N/A	
			2004-2005	100%	33.33%	0%	56.67%	40%	
District	Current	100%	15.24%	9.76%	50%	25%			
State	Current	99.76%	10.17%	15.45%	43.91%	30.48%			

Adequate Yearly Progress School Indicators 2004-05

Acequia Elementary School, Grades 3,4,5 Minidoka County Joint 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	ISAT Reading		ISAT Math		Third Indicator	Did Acequia School make adequate yearly progress for 2004-05? Yes If no, what state goals were not met? Goals Met
	% Tested Goal 95%	% Proficient or better Goal 66%	% Tested Goal 95%	% Proficient or better Goal 51%	Language usage Goal: Maintain 2003-04 levels or improve	
Required comparisons						
3,4,5, 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 99.24% District 98.82 State 99.46%	School 90.16% District 76% State 82.95%	School 100% District 98.82% State 99.45%	School 83.74% District 64.79% State 77.57%	School 90.24% District XX% State 84%(Graduation)	Is this school identified for improvement? No
Race/Ethnicity	School * District 100% State 99.23X%	School ~ District ` State 75.72%	School * District 100% State 99.45%	School XX% District XX% State 77.57%	School XX% *** District XX%	How long has this school been identified for improvement?
African American						
American Indian/ Alaskan Native	School XX% District XX% State 99.22%	School XX% District XX% State 66.62%	School XX% District XX% State 99.13%	School XX% District XX% State 59.06%	School XX% *** District XX%	Goals Met
Asian	School XX% District XX% State: 99.43%	School XX% District XX% State 86.31%	School XX% District XX% State 99.18%	School XX% District XX% State 86.36%	School XX% *** District XX%	What options are available for parents?
Hispanic	School 100% District 98.57% State 99.12%	School 83.33% District 61.62% State 62.66%	School 100% District 98.57% State 99.14%	School 77.08% District 52.54% State 59.08%	School XX% *** District XX%	
Native Hawaiian/Pacific Islander	School XX% District XX% State 99.07%	School XX% District XX% State 86.78%	School XX% District XX% State 99.3%	School XX% District XX% State 78.85%	School XX% *** District XX%	
White	School 100% District 99.03% State 99.53%	School 94.52% District 84.63% State 86.04%	School 100% District 98.96% State 99.52%	School 87.67% District 72.36% State: 80.49%	School XX% *** District XX%	
Limited English Proficient Students	School 100% District 99.32% State 99.28%	School 80.56% District 52.56% State 53.88%	School 100% District 99.32% State 99.13%	School 77.78% District 50.94% State 53.19%	School XX% *** District XX%	

Economically Disadvantaged	School 98.88% District 99.06% State 99.42%	School 87.5% District 69.85% State 73.96%	School 100% District 99.13% State 99.38%	School 77.78% District 59.8% State 68.59%	School XX% *** District XX%	
Students with Disabilities	School ^ District 96.72% State 98.62%	School ~ District 38.79 State 44.19%	School ^ District 97.27% State 98.46%	School ~ District 34.94% State 42.79%	School XX% *** District XX%	

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.