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West Minico Middle School

School Performance Report 2004 – 2005

OUR MISSION

Our mission at West Minico Middle School is to provide, through the educational process, a positive learning atmosphere in which our students may achieve high success in reaching their maximum potential, both in school and in life.

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

We utilize data to drive instructional decisions, implement research driven strategies in the classroom, use remediation where necessary, use differentiated instruction, maintain successful staff collaborations, share a unified vision among all staff, improved communication with parents.

OPTIONS FOR PARENTS

Our school is not currently meeting Adequate Yearly Progress goals and is required to offer choice options for parents and supplemental services. However, there are no choice options available in our district and we are not able to offer supplemental services at this time.

WHAT WE CELEBRATE

We successfully implement middle school concepts (teaming, advisory, and exploratory), student recognition through academic excellence, upstanding character, and community involvement. We celebrate many achievements at West Minico:

- *A+ Award in Excellence 2 years
- *Team Nutrition School
- *Character Education Coalition
- *Strong Partnership with Parents

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

14 %	Participate in programs to learn English
63 %	Qualify for free or reduced-price lunches
8 %	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

63 %	Attended parent-teacher conferences
10 %	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

98%	Of our teachers are highly qualified teachers
0 %	Of our teachers are teaching as an approved consultant specialist
1 %	Of our teachers are teaching with a letter of authorization
1 %	Of our classes are not taught by highly qualified teacher
1	Of our teachers are special education teachers

AVERAGE CLASS SIZES

Grade	Our School	District
6 th	24	25
7 th	24	25
8 th	24	25

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.

**ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 6 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	100.00%	3.31%	27.81%	53.64%	15.23%	
	District	Current	100.00%	5.62%	33.14%	50.00%	11.24%	
		State	Current	99.90%	3.55%	25.35%	54.90%	16.19%
Race/ Ethnicity	African American	School	2003-2004	*	N/A	N/A	N/A	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
	American Indian/ Alaskan Native	School	2003-2004	*	N/A	N/A	N/A	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
	Asian	School	2003-2004	*	N/A	N/A	N/A	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
	Hispanic	School	2003-2004	100.00%	N/A	N/A	N/A	
			2004-2005	100.00%	6.67%	36.67%	55.00%	1.67%
		District	Current	100.00%	8.82%	41.18%	47.79%	2.21%
	Native Hawaiian/ Pacific Islander	School	2003-2004	*	N/A	N/A	N/A	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
	White	School	2003-2004	100.00%	N/A	N/A	N/A	
			2004-2005	100.00%	1.14%	20.45%	53.41%	25.00%
		District	Current	100.00%	3.57%	26.53%	52.04%	17.86%
	Disability	Students with disabilities	School	2003-2004	*	N/A	N/A	N/A
				2004-2005	*	*	*	*
District			Current	100.00%	40.91%	40.91%	9.09%	9.09%
Students taking ID Alternate Assessment		School	2003-2004	*	N/A	N/A	N/A	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
Socio- Economic	Economically Disadvantaged	School	2003-2004	100.00%	4.95%	33.66%	54.46%	
			2004-2005	100.00%	6.64%	38.94%	49.12%	5.31%
		District	Current	99.88%	5.51%	34.12%	51.40%	8.98%
Special Programs	Migrant Students	School	2003-2004	100.00%	N/A	N/A	N/A	
			2004-2005	100.00%	7.14%	28.57%	64.29%	0.00%
		District	Current	*	*	*	*	
	Limited English Proficient	School	2003-2004	100.00%	N/A	N/A	N/A	
			2004-2005	100.00%	4.76%	47.62%	47.62%	0.00%
		District	Current	100.00%	12.50%	55.36%	32.14%	0.00%
Gender	Female	School	2003-2004	100.00%	N/A	N/A	N/A	
			2004-2005	100.00%	2.82%	33.80%	53.52%	9.86%
		District	Current	100.00%	5.73%	36.94%	49.04%	8.28%
	Male	School	2003-2004	100.00%	N/A	N/A	N/A	
			2004-2005	100.00%	3.75%	22.50%	53.75%	20.00%
		District	Current	100.00%	5.00%	30.00%	51.11%	13.89%
		State	Current	99.91%	3.66%	23.57%	54.87%	17.90%

**ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 6 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	100.00%	7.95%	18.54%	55.63%	17.88%	
	District	Current	100.00%	9.47%	15.38%	49.11%	26.04%	
		State	Current	99.78%	8.31%	12.74%	47.30%	31.64%
Race/ Ethnicity	African American	School	2003-2004	*	N/A	N/A	N/A	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
	American Indian/ Alaskan Native	School	2003-2004	*	N/A	N/A	N/A	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
	Asian	School	2003-2004	*	N/A	N/A	N/A	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
	Hispanic	School	2003-2004	100.00%	8.33%	31.67%	56.67%	
			2004-2005	100.00%	14.71%	24.26%	50.00%	
		District	Current	100.00%	14.71%	24.26%	50.00%	
	Native Hawaiian/ Pacific Islander	School	2003-2004	*	N/A	N/A	N/A	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
	White	School	2003-2004	100.00%	5.68%	10.23%	55.68%	
			2004-2005	100.00%	5.10%	9.18%	48.98%	
		District	Current	100.00%	5.10%	9.18%	48.98%	
	Disability	Students with disabilities	School	2003-2004	*	N/A	N/A	N/A
				2004-2005	*	*	*	*
			District	Current	100.00%	40.91%	18.18%	31.82%
		Students taking ID Alternate Assessment	School	2003-2004	*	N/A	N/A	N/A
				2004-2005	*	*	*	*
			District	Current	*	*	*	*
Socio- Economic	Economically Disadvantaged	School	2003-2004	100.00%	10.89%	20.79%	56.44%	
			2004-2005	100.00%	11.95%	16.81%	52.21%	
		District	Current	100.00%	11.95%	16.81%	52.21%	
Special Programs	Migrant Students	School	2003-2004	100.00%	7.14%	35.71%	57.14%	
			2004-2005	100.00%	7.14%	35.71%	57.14%	
		District	Current	*	*	*	*	
	Limited English Proficient	School	2003-2004	100.00%	9.52%	19.05%	71.43%	
			2004-2005	100.00%	9.52%	19.05%	71.43%	
		District	Current	100.00%	25.00%	25.00%	46.43%	
Gender	Female	School	2003-2004	100.00%	5.63%	15.49%	61.97%	
			2004-2005	100.00%	5.63%	15.49%	61.97%	
		District	Current	100.00%	7.01%	14.01%	52.87%	
	Male	School	2003-2004	100%	10%	21.75%	50%	
			2004-2005	100%	10%	21.75%	50%	
		District	Current	100.00%	11.11%	16.67%	46.11%	
State	School	2003-2004	99.74%	10.40%	14.43%	48.11%		
		2004-2005	99.74%	10.40%	14.43%	48.11%		
	District	Current	99.74%	10.40%	14.43%	48.11%		

**ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 7 READING
IDAHO STANDARDS ACHIEVEMENT TEST**

Group			% Tested	% Below	% Basic	% Proficient	% Advanced	
All Students	School	2003-2004	99.32%	8.16%	22.45%	46.94%	22.45%	
		2004-2005	100.00%	8.90%	19.86%	47.95%	23.29%	
	District	Current	100.00%	11.76%	20.05%	46.26%	21.93%	
	State	Current	99.85%	5.52%	14.22%	45.36%	34.91%	
Race/ Ethnicity	African American	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	99.45%	8.79%	14.84%	48.35%	28.02%
	American Indian/ Alaskan Native	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	99.70%	10.67%	24.70%	46.04%	18.60%
	Asian	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	100.00%	4.76%	13.85%	41.99%	39.39%
	Hispanic	School	2003-2004	98.11%	13.46%	32.69%	44.23%	9.62%
			2004-2005	100.00%	16.33%	28.57%	44.90%	10.20%
		District	Current	100.00%	18.63%	26.09%	44.10%	11.18%
		State	Current	99.80%	15.48%	26.79%	44.97%	12.77%
	Native Hawaiian/ Pacific Islander	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	100.00%	0.00%	15.79%	47.37%	36.84%
White	School	2003-2004	100.00%	5.49%	17.58%	48.35%	28.57%	
		2004-2005	100.00%	5.21%	15.62%	48.96%	30.21%	
	District	Current	100.00%	6.28%	15.94%	47.34%	30.43%	
	State	Current	99.86%	3.87%	12.11%	45.37%	38.65%	
Disability	Students with disabilities	School	2003-2004	100.00%	31.25%	37.50%	31.25%	0.00%
			2004-2005	100.00%	27.27%	36.36%	27.27%	9.09%
		District	Current	100.00%	40.00%	20.00%	34.29%	5.71%
		State	Current	99.72%	28.31%	35.00%	29.11%	7.58%
	Students taking ID Alternate Assessment	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
District	Current	*	*	*	*			
State	Current	*	*	*	*			
Socio- Economic	Economically Disadvantaged	School	2003-2004	100.00%	8.33%	27.38%	41.67%	22.62%
			2004-2005	100.00%	12.64%	24.14%	45.98%	17.24%
		District	Current	100.00%	16.60%	22.27%	45.75%	15.38%
State	Current	99.83%	9.40%	20.31%	47.73%	22.57%		
Special Programs	Migrant Students	School	2003-2004	100.00%	20.00%	30.00%	30.00%	20.00%
			2004-2005	100.00%	36.84%	31.58%	31.58%	0.00%
		District	Current	*	*	*	*	
	State	Current	100.00%	24.48%	31.74%	35.68%	8.09%	
	Limited English Proficient	School	2003-2004	96.67%	6.90%	48.28%	37.93%	6.90%
			2004-2005	100.00%	38.89%	38.89%	22.22%	0.00%
District		Current	100.00%	40.32%	32.26%	24.19%	3.23%	
State	Current	99.78%	22.65%	30.72%	38.42%	8.22%		
Gender	Female	School	2003-2004	100.00%	7.46%	17.91%	46.27%	28.36%
			2004-2005	100.00%	8.96%	19.40%	47.76%	23.88%
		District	Current	100.00%	11.30%	19.21%	48.59%	20.90%
	State	Current	99.82%	4.49%	13.79%	46.75%	34.97%	
	Male	School	2003-2004	98.77%	8.75%	26.25%	47.50%	17.50%
			2004-2005	100.00%	9.72%	13.89%	51.39%	25.00%
District		Current	100.00%	12.77%	18.09%	45.21%	23.94%	
State	Current	99.87%	6.30%	14.45%	44.29%	34.96%		

**ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 7 MATH
IDAHO STANDARDS ACHIEVEMENT TEST**

Group			% Tested	% Below	% Basic	% Proficient	% Advanced	
All Students	School	2003-2004	99.32%	6.12%	32.65%	45.58%	15.65%	
		2004-2005	100.00%	9.59%	32.19%	43.84%	14.38%	
	District	Current	100.00%	12.03%	32.62%	39.57%	15.78%	
	State	Current	99.85%	6.08%	18.80%	48.90%	26.22%	
Race/ Ethnicity	African American	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	98.91%	12.71%	25.41%	49.17%	12.71%
	American Indian/ Alaskan Native	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	100.00%	15.81%	31.00%	40.12%	13.07%
	Asian	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	100.00%	2.16%	13.85%	49.35%	34.63%
	Hispanic	School	2003-2004	100.00%	13.21%	30.19%	54.72%	1.89%
			2004-2005	100.00%	20.41%	34.69%	38.78%	6.12%
		District	Current	100.00%	21.12%	39.75%	31.06%	8.07%
		State	Current	99.61%	14.05%	33.25%	43.25%	9.45%
	Native Hawaiian/ Pacific Islander	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	100.00%	3.51%	26.32%	45.61%	24.56%
White	School	2003-2004	98.90%	2.22%	35.56%	40.00%	22.22%	
		2004-2005	100.00%	4.17%	30.21%	46.88%	18.75%	
	District	Current	100.00%	4.83%	27.05%	45.89%	22.22%	
	State	Current	99.89%	4.64%	16.32%	49.93%	29.11%	
Disability	Students with disabilities	School	2003-2004	100.00%	31.25%	43.75%	25.00%	0.00%
			2004-2005	100.00%	27.27%	36.36%	36.36%	0.00%
		District	Current	100.00%	4.83%	27.05%	45.89%	22.22%
		State	Current	99.30%	28.57%	38.35%	27.26%	5.83%
	Students taking ID Alternate Assessment	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
District	Current	*	*	*	*			
State	Current	*	*	*	*			
Socio- Economic	Economically Disadvantaged	School	2003-2004	98.81%	7.23%	34.94%	44.58%	13.25%
			2004-2005	100.00%	16.09%	32.18%	41.38%	10.34%
		District	Current	100.00%	18.22%	35.22%	35.63%	10.93%
State	Current	99.74%	10.13%	25.85%	47.94%	16.09%		
Special Programs	Migrant Students	School	2003-2004	100.00%	0.00%	50.00%	50.00%	0.00%
			2004-2005	100.00%	36.84%	26.32%	36.84%	0.00%
		District	Current	*	*	*	*	
	State	Current	99.59%	18.33%	38.96%	37.92%	4.79%	
	Limited English Proficient	School	2003-2004	100.00%	10.00%	33.33%	56.67%	0.00%
			2004-2005	100.00%	44.44%	27.78%	22.22%	5.56%
District		Current	100.00%	33.87%	40.32%	22.58%	3.23%	
State	Current	99.34%	18.44%	37.32%	38.07%	6.17%		
Gender	Female	School	2003-2004	100.00%	7.46%	25.37%	49.25%	17.91%
			2004-2005	100.00%	10.45%	37.31%	38.81%	13.43%
		District	Current	100.00%	11.30%	37.85%	36.72%	14.12%
	State	Current	99.82%	6.12%	20.01%	50.39%	23.48%	
	Male	School	2003-2004	98.77%	5.00%	38.75%	42.50%	13.75%
			2004-2005	100.00%	5.56%	27.78%	51.39%	15.28%
District		Current	100.00%	11.17%	28.19%	43.09%	17.55%	
State	Current	99.86%	5.84%	17.70%	47.61%	28.85%		

**ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 7 LANGUAGE
IDAHO STANDARDS ACHIEVEMENT TEST**

Group			% Tested	% Below	% Basic	% Proficient	% Advanced	
All Students	School	2003-2004	99.32%	4.76%	28.57%	47.62%	19.05%	
		2004-2005	100.00%	13.70%	16.44%	46.58%	23.29%	
	District	Current	100.00%	13.90%	19.79%	43.85%	22.46%	
	State	Current	99.81%	9.21%	13.32%	47.83%	29.65%	
Race/ Ethnicity	African American	School	2003-2004	*	*	*	*	*
			2004-2005	*	*	*	*	*
		District	Current	*	*	*	*	*
			State	Current	100.00%	13.66%	13.66%	53.01%
	American Indian/ Alaskan Native	School	2003-2004	*	*	*	*	*
			2004-2005	*	*	*	*	*
		District	Current	*	*	*	*	*
			State	Current	99.70%	17.07%	22.87%	46.95%
	Asian	School	2003-2004	*	*	*	*	*
			2004-2005	*	*	*	*	*
		District	Current	*	*	*	*	*
			State	Current	100.00%	6.06%	9.96%	42.42%
	Hispanic	School	2003-2004	98.11%	5.77%	38.46%	46.15%	9.62%
			2004-2005	100.00%	28.57%	22.45%	40.82%	8.16%
		District	Current	100.00%	23.60%	26.71%	42.24%	7.45%
			State	Current	99.80%	22.98%	21.84%	44.62%
	Native Hawaiian/ Pacific Islander	School	2003-2004	*	*	*	*	*
			2004-2005	*	*	*	*	*
		District	Current	*	*	*	*	*
			State	Current	100.00%	8.77%	5.26%	52.63%
White	School	2003-2004	100.00%	4.40%	24.18%	49.45%	21.98%	
		2004-2005	100.00%	6.25%	13.54%	48.96%	31.25%	
	District	Current	100.00%	6.28%	14.98%	44.44%	34.30%	
		State	Current	99.81%	6.94%	11.91%	48.30%	32.86%
Disability	Students with disabilities	School	2003-2004	100.00%	18.75%	43.75%	37.50%	0.00%
			2004-2005	100.00%	36.36%	27.27%	36.60%	0.00%
		District	Current	100.00%	48.57%	22.86%	22.86%	5.71%
			State	Current	99.30%	40.18%	27.82%	26.03%
	Students taking ID Alternate Assessment	School	2003-2004	*	*	*	*	*
			2004-2005	*	*	*	*	*
District	Current	*	*	*	*	*		
	State	Current	*	*	*	*	*	
Socio- Economic	Economically Disadvantaged	School	2003-2004	100.00%	3.57%	30.95%	48.81%	16.67%
			2004-2005	100.00%	19.54%	14.94%	50.57%	14.94%
		District	Current	100.00%	19.43%	21.86%	45.34%	13.36%
State	Current		99.67%	15.21%	18.37%	49.12%	17.30%	
Special Programs	Migrant Students	School	2003-2004	100.00%	10.00%	30.00%	50.00%	10.00%
			2004-2005	100.00%	47.37%	21.05%	31.58%	0.00%
		District	Current	*	*	*	*	*
	State		Current	100.00%	33.61%	21.99%	37.54%	7.05%
	Limited English Proficient	School	2003-2004	96.67%	3.45%	44.83%	48.28%	3.45%
			2004-2005	100.00%	55.56%	27.78%	16.67%	0.00%
District		Current	100.00%	40.32%	29.03%	29.03%	1.16%	
	State	Current	99.34%	18.44%	37.32%	38.07%	6.17%	
Gender	Female	School	2003-2004	100.00%	0.00%	13.43%	53.73%	32.84%
			2004-2005	100.00%	8.96%	10.45%	52.24%	28.36%
		District	Current	100.00%	9.04%	17.51%	47.46%	25.99%
	State		Current	99.80%	6.26%	10.93%	48.02%	34.80%
	Male	School	2003-2004	98.77%	8.75%	41.25%	42.50%	7.50%
			2004-2005	100.00%	18.06%	18.06%	43.06%	20.83%
District		Current	100.00%	18.09%	20.74%	40.96%	20.21%	
	State	Current	99.82%	11.81%	15.50%	47.82%	24.87%	

**ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 8 READING
IDAHO STANDARDS ACHIEVEMENT TEST**

Group			% Tested	% Below	% Basic	% Proficient	% Advanced	
All Students	School	2003-2004	99.41%	4.17%	20.83%	52.38%	22.62%	
		2004-2005	100.00%	3.23%	10.97%	49.68%	36.13%	
	District	Current	100.00%	7.56%	15.41%	42.44%	34.59%	
	State	Current	99.81%	6.09%	12.25%	41.45%	40.21%	
Race/ Ethnicity	African American	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	100.00%	8.74%	16.94%	41.53%	32.79%
	American Indian/ Alaskan Native	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	99.66%	14.63%	21.77%	42.52%	21.09%
	Asian	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	100.00%	5.02%	9.13%	37.44%	48.40%
	Hispanic	School	2003-2004	100.00%	8.16%	36.73%	51.02%	4.08%
			2004-2005	100.00%	5.56%	11.11%	70.37%	12.96%
		District	Current	100.00%	15.38%	22.31%	47.69%	14.62%
		State	Current	99.83%	19.04%	22.35%	41.61%	17.00%
	Native Hawaiian/ Pacific Islander	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	98.51%	7.58%	10.61%	48.48%	33.33%
	White	School	2003-2004	99.16%	2.54%	14.41%	52.54%	30.51%
			2004-2005	100.00%	2.08%	11.46%	38.54%	47.92%
		District	Current	100.00%	2.44%	11.71%	39.02%	46.83%
		State	Current	99.81%	4.15%	10.70%	41.43%	43.71%
Disability	Students with disabilities	School	2003-2004	100.00%	15.00%	45.00%	25.00%	15.00%
			2004-2005	100.00%	18.18%	54.55%	18.18%	9.09%
		District	Current	100.00%	6.25%	13.44%	44.38%	35.94%
		State	Current	99.39%	29.44%	32.75%	29.63%	7.68%
	Students taking ID Alternate Assessment	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
District	Current	*	*	*	*			
State	Current	*	*	*	*			
Socio- Economic	Economically Disadvantaged	School	2003-2004	99.11%	6.31%	27.03%	47.75%	18.92%
			2004-2005	100.00%	5.95%	13.10%	52.38%	28.57%
		District	Current	100.00%	11.50%	45.00%	36.50%	7.00%
State	Current	99.74%	10.39%	17.87%	44.07%	27.67%		
Special Programs	Migrant Students	School	2003-2004	100.00%	20.00%	60.00%	20.00%	0.00%
			2004-2005	100.00%	13.33%	26.67%	53.33%	6.67%
		District	Current	100.00%	10.50%	20.50%	43.50%	25.50%
	State	Current	99.52%	31.74%	22.91%	40.10%	5.25%	
	Limited English Proficient	School	2003-2004	100.00%	12.50%	46.88%	40.62%	0.00%
			2004-2005	100.00%	17.65%	29.41%	52.94%	0.00%
District		Current	100.00%	30.00%	32.00%	34.00%	4.00%	
State	Current	99.92%	34.82%	24.73%	34.49%	5.96%		
Gender	Female	School	2003-2004	100.00%	3.61%	19.28%	54.22%	22.89%
			2004-2005	100.00%	2.78%	5.56%	45.83%	45.83%
		District	Current	100.00%	6.25%	15.00%	43.12%	35.62%
	State	Current	99.81%	4.84%	10.47%	41.13%	43.56%	
	Male	School	2003-2004	98.84%	4.71%	22.35%	50.59%	22.35%
			2004-2005	100.00%	4.00%	12.00%	53.33%	30.67%
District		Current	100.00%	9.09%	14.20%	41.48%	35.23%	
State	Current	99.80%	7.18%	13.91%	41.80%	37.10%		

**ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 8 MATH
IDAHO STANDARDS ACHIEVEMENT TEST**

Group			% Tested	% Below	% Basic	% Proficient	% Advanced	
All Students	School	2003-2004	97.63%	10.30%	39.39%	41.82%	8.48%	
		2004-2005	100.00%	5.81%	44.52%	41.29%	8.39%	
	District	Current	100.00%	9.59%	41.28%	39.24%	9.88%	
	State	Current	98.86%	6.45%	24.44%	47.60%	21.51%	
Race/ Ethnicity	African American	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	100.00%	12.57%	30.60%	44.26%	12.57%
	American Indian/ Alaskan Native	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	100.00%	17.63%	33.56%	41.36%	7.46%
	Asian	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	99.09%	3.69%	11.98%	46.54%	37.79%
	Hispanic	School	2003-2004	95.92%	21.28%	51.06%	25.53%	2.13%
			2004-2005	100.00%	9.26%	55.56%	31.48%	3.70%
		District	Current	100.00%	12.31%	54.62%	30.00%	3.80%
		State	Current	99.83%	14.82%	39.87%	39.04%	6.26%
	Native Hawaiian/ Pacific Islander	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	100.00%	1.49%	32.84%	55.22%	10.45%
White	School	2003-2004	98.32%	5.98%	35.04%	47.86%	11.11%	
		2004-2005	100.00%	4.17%	37.50%	46.88%	11.46%	
	District	Current	100.00%	7.32%	33.17%	44.88%	14.63%	
	State	Current	99.86%	5.09%	22.23%	48.90%	23.79%	
Disability	Students with disabilities	School	2003-2004	95.00%	21.05%	57.89%	15.79%	5.26%
			2004-2005	100.00%	18.18%	45.45%	36.36%	0.00%
		District	Current	100.00%	29.17%	37.50%	29.17%	4.17%
		State	Current	99.88%	3.82%	22.42%	50.35%	23.41%
	Students taking ID Alternate Assessment	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
District	Current	*	*	*	*			
State	Current	*	*	*	*			
Socio- Economic	Economically Disadvantaged	School	2003-2004	97.32%	12.84%	45.87%	37.61%	3.67%
			2004-2005	100.00%	5.95%	45.24%	40.48%	8.33%
		District	Current	100.00%	11.50%	45.00%	36.50%	7.00%
State	Current	99.81%	10.69%	32.43%	43.94%	12.94%		
Special Programs	Migrant Students	School	2003-2004	100.00%	30.00%	50.00%	10.00%	10.00%
			2004-2005	100.00%	20.00%	40.00%	40.00%	0.00%
		District	Current	*	*	*	*	
	State	Current	99.52%	17.90%	41.53%	36.28%	4.30%	
	Limited English Proficient	School	2003-2004	93.75%	23.33%	53.33%	20.00%	3.33%
			2004-2005	100.00%	17.65%	47.06%	35.29%	0.00%
District		Current	100.00%	22.00%	52.00%	26.00%	0.00%	
State	Current	99.59%	19.83%	43.40%	31.87%	4.90%		
Gender	Female	School	2003-2004	96.39%	8.75%	40.00%	42.50%	8.75%
			2004-2005	100.00%	5.56%	45.83%	40.28%	8.33%
		District	Current	100.00%	8.75%	48.12%	37.50%	5.62%
	State	Current	99.84%	6.35%	26.03%	48.96%	18.67%	
	Male	School	2003-2004	98.84%	11.76%	38.82%	41.18%	8.24%
			2004-2005	100.00%	5.33%	42.67%	42.67%	9.33%
District		Current	100.00%	10.23%	34.66%	40.91%	14.20%	
State	Current	99.87%	6.46%	22.91%	46.47%	24.16%		

**ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT SPRING 2005 GRADE 8 LANGUAGE
IDAHO STANDARDS ACHIEVEMENT TEST**

Group			% Tested	% Below	% Basic	% Proficient	% Advanced	
All Students	School	2003-2004	100.00%	6.51%	30.18%	52.66%	10.65%	
		2004-2005	100.00%	7.74%	16.77%	54.84%	20.65%	
	District	Current	100.00%	9.59%	41.28%	39.24%	9.88%	
	State	Current	99.75%	10.50%	15.89%	49.32%	24.30%	
Race/ Ethnicity	African American	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	100.00%	13.11%	15.85%	54.10%	16.94%
	American Indian/ Alaskan Native	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	99.66%	24.49%	24.83%	40.14%	10.54%
	Asian	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	99.54%	6.88%	12.39%	38.53%	42.20%
	Hispanic	School	2003-2004	100.00%	16.33%	40.82%	40.82%	2.04%
			2004-2005	100.00%	9.26%	25.93%	53.70%	11.11%
		District	Current	100.00%	12.31%	54.62%	30.00%	3.08%
		State	Current	99.78%	24.66%	23.71%	42.89%	8.74%
	Native Hawaiian/ Pacific Islander	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
		District	Current	*	*	*	*	
		State	Current	98.51%	9.09%	19.70%	56.06%	15.15%
White	School	2003-2004	100.00%	2.52%	25.21%	57.98%	14.29%	
		2004-2005	100.00%	7.29%	12.50%	54.17%	26.04%	
	District	Current	100.00%	7.32%	33.17%	44.88%	14.63%	
	State	Current	99.75%	8.35%	14.71%	50.40%	26.54%	
Disability	Students with disabilities	School	2003-2004	100.00%	20.00%	55.00%	20.00%	5.00%
			2004-2005	100.00%	18.18%	45.45%	36.36%	0.00%
		District	Current	100.00%	8.12%	41.56%	40.00%	10.31%
		State	Current	98.83%	46.27%	28.00%	21.36%	4.37%
	Students taking ID Alternate Assessment	School	2003-2004	*	*	*	*	
			2004-2005	*	*	*	*	
District	Current	*	*	*	*			
State	Current	*	*	*	*			
Socio- Economic	Economically Disadvantaged	School	2003-2004	100.00%	7.14%	37.50%	50.00%	5.36%
			2004-2005	100.00%	8.33%	21.43%	52.38%	17.86%
		District	Current	100.00%	11.50%	45.00%	36.50%	7.00%
State	Current	99.70%	16.95%	21.39%	46.98%	14.69%		
Special Programs	Migrant Students	School	2003-2004	100.00%	10.00%	60.00%	30.00%	0.00%
			2004-2005	100.00%	20.00%	26.67%	46.67%	6.67%
		District	Current	*	*	*	*	
	State	Current	99.52%	31.74%	22.91%	40.10%	5.25%	
	Limited English Proficient	School	2003-2004	100.00%	18.75%	50.00%	31.25%	0.00%
			2004-2005	100.00%	17.65%	29.41%	52.94%	0.00%
District		Current	100.00%	22.00%	52.00%	26.00%	0.00%	
State	Current	99.92%	34.82%	24.73%	34.49%	5.96%		
Gender	Female	School	2003-2004	100.00%	6.02%	24.10%	57.83%	12.05%
			2004-2005	100.00%	5.56%	6.94%	59.72%	27.78%
		District	Current	100.00%	8.75%	48.12%	37.50%	5.62%
	State	Current	99.80%	6.71%	12.71%	50.14%	16.83%	
	Male	School	2003-2004	100.00%	6.98%	36.05%	47.67%	9.30%
			2004-2005	100.00%	9.33%	25.33%	49.33%	16.00%
District		Current	100.00%	10.23%	34.66%	40.91%	14.20%	
State	Current	99.70%	13.95%	18.94%	47.79%	19.32%		

Adequate Yearly Progress School Indicators 2004-05

WEST MINICO MIDDLE School, Grades 6,7,8, MINIDOKA 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 WEST MINICO MIDDLE School make adequate yearly progress for 2004-05? Yes or No If no, what state goals were not met?
	% Tested	% Proficient or better	% Tested	% Proficient or better		
Required comparisons	Goal 95%	Goal 66%	Goal 95%	Goal 51%	Goal: Maintain 2003-04 levels or improve	
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 District State 99.46%	School District State 82.95%	School District State 99.45%	School District State 77.57%	School District State 84%(Graduation)	Is this school identified for improvement? Yes or No
Race/Ethnicity African American	School District State 99.23%	School District State 77.72%	School District State 99.45%	School District State 77.57%	School *** District	How long has this school been identified for improvement?
American Indian/ Alaskan Native	School District State 99.22%	School District State 66.62%	School District State 99.13%	School District State 59.06%	School *** District	
Asian	School Dist State: 99.43%	School District State 86.31%	School District State 99.18%	School District State 86.36%	School *** District	What options are available for parents?
Hispanic	School District State 99.12%	School District State 62.66%	School District State 99.14%	School District State 59.08%	School *** District	
Native Hawaiian/Pacific Islander	School % District % State 99.07%	School % District % State 86.78%	School % District % State 99.3%	School % District % State 78.85%	School % *** District %	
White	School % District % State 99.53%	School % District % State 86.04%	School % District % State 99.52%	School % District % State: 80.49%	School % *** District %	
Limited English Proficient Students	School % District % State 99.28%	School % District % State 53.88%	School % District % State 99.13%	School % District % State 53.19%	School % *** District %	

Economically Disadvantaged	School %	School %	School %	School %	School % ***
	District %	District %	District %	District %	District %
	State 99.42%	State 73.96%	State 99.38%	State 68.59%	
Students with Disabilities	School %	School %	School %	School %	School % ***
	District %	District %	District %	District %	District %
	State 98.62%	State 44.19%	State 98.46%	State 42.79%	

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.