

**Anchorage School District  
2005-2006 Adequate Yearly Progress**

**Gladys Wood Elementary**

**AMO For Language Arts: 71.48%  
AMO For Math: 57.61%**

**Meets AYP under Safe Harbor**

Group	Participation Rate				"FAY"	Language Arts Performance				Math Performance			
	(A) Number Enrolled	(B) Number Tested	Participation Rate (%)	(C) Participation Rate Met		(D) Tested and Enrolled "FAY"	(E) Proficient on LA	(F) Percent Proficient on LA	(G) LA Target	(H) Met AMO for LA	(I) Proficient on Math	(J) Percent Proficient in Math	(K) Math Target
If there are 20 or fewer students enrolled, value is "N/A"													
All Students	279	277	99.3%	Yes	263	216	82.1%	65%	Yes	193	73.4%	50.5%	Yes
African American	13	13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & AmIn	45	44	97.8%	Yes	38	27	71.1%	54.4%	Yes	23	60.5%	38.9%	Yes
Asian	24	24	100%	Yes	22	17	77.3%	49.1%	Yes	16	72.7%	33.1%	Yes
Caucasian	158	157	99.4%	Yes	152	130	85.5%	62.9%	Yes	119	78.3%	48.3%	Yes
Hispanic	6	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	33	33	100%	Yes	33	27	81.8%	53.2%	Yes	23	69.7%	37.6%	Yes
Low Income	124	123	99.2%	Yes	113	86	76.1%	61.6%	Yes	73	64.6%	46.8%	Yes
Disabled	53	53	100%	Yes	51	26	51%	56.7%	Yes-SH	22	43.1%	41.5%	Yes
LEP	26	26	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Rate: 93.8% (Threshold is 85%)

N/A is used to indicate when a group does not need to be evaluated when:

(1) 20 or less students are enrolled in a group for all groups except "All Students".

(2) 40 or less students are enrolled FAY (column D) in the Disabled & LEP groups.

\* For the groups where the number enrolled is less than or equal to 40, participation is met when no more than 2 miss the test. Groups can also meet this target using the average of the past two or three years.

\*\* Where a group achieves a "Yes" without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor.

\*\*\* Results cannot be published without releasing personally identifiable information.

This document was prepared by the ASD Assessment and Evaluation

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