

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

Wendler Middle School

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

**Meets AYP under Safe Harbor
Level 3 - (First Year Meeting AYP)**

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
All Students	878	869	99%	Yes	814	644	79.1%	67.8%	Yes	511	62.8%	53.6%	Yes
African American	130	127	97.7%	Yes	120	78	65%	61.9%	Yes	50	41.7%	47.1%	Yes-SH
AkNa & AmIn	140	139	99.3%	Yes	123	80	65%	62%	Yes	65	52.8%	47.2%	Yes
Asian	97	97	100%	Yes	92	71	77.2%	60.5%	Yes	60	65.2%	45.6%	Yes
Caucasian	411	407	99%	Yes	390	346	88.7%	66.2%	Yes	290	74.4%	51.8%	Yes
Hispanic	61	60	98.4%	Yes	54	40	74.1%	57.2%	Yes	24	44.4%	41.9%	Yes
Multi-Ethnic	39	39	100%	Yes	35	29	82.9%	53.7%	Yes	22	62.9%	38.1%	Yes
Low Income	367	361	98.4%	Yes	319	211	66.1%	65.6%	Yes	154	48.3%	51.2%	Yes-SH
Disabled	145	143	98.6%	Yes	134	56	41.8%	62.4%	Yes-SH	38	28.4%	47.7%	Yes-SH
LEP	115	114	99.1%	Yes	104	67	64.4%	61.2%	Yes	55	52.9%	46.3%	Yes

Attendance Rate: 92.9% (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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