

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

**Willow Crest Elementary**

**AMO For Language Arts: 71.48%**

**AMO For Math: 57.61%**

**Does Not Meet AYP  
Level 3**

Group	Participation Rate				"FAY"	Language Arts Performance				Math Performance			
	(A) Number Enrolled	(B) Number Tested	(C) 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	214	212	99.1%	Yes	177	117	66.1%	63.6%	Yes	112	63.3%	49%	Yes
African American	9	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & AmIn	55	54	98.2%	Yes	41	25	61%	55.1%	Yes	23	56.1%	39.6%	Yes
Asian	36	36	100%	Yes	32	18	56.2%	52.9%	Yes	19	59.4%	37.3%	Yes
Caucasian	75	74	98.7%	Yes	65	53	81.5%	58.4%	Yes	52	80%	43.3%	Yes
Hispanic	23	23	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	16	16	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	143	141	98.6%	Yes	110	67	60.9%	61.4%	No	62	56.4%	46.6%	Yes
Disabled	41	40	97.6%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	74	73	98.6%	Yes	62	36	58.06%	58.12%	No	32	51.6%	43%	Yes

Attendance Rate: 92.6% (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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