

**Anchorage School District
2006-2007 Adequate Yearly Progress - Growth Report**

Meets AYP

Meets Growth

Aurora Elementary

AMO For Language Arts: 71.48%

AMO For Math: 57.61%

Group	"FAY"	Language Arts Performance				Math Performance			
		(E) Number of Students Proficient or on Track to Proficiency on LA	(F) Percent Proficient or on Track to Proficiency on LA	(G) LA Target	(H) Met AMO for LA	(I) Number of Students Proficient or on Track to Proficiency on Math	(J) Percent Proficient or on Track to Proficiency on Math	(K) Math Target	(L) Met AMO for Math
If there are 20 or fewer students enrolled, value is "N/A"	(D) Tested and Enrolled "FAY"	(E) Number of Students Proficient or on Track to Proficiency on LA	(F) Percent Proficient or on Track to Proficiency on LA	(G) LA Target	(H) Met AMO for LA	(I) Number of Students Proficient or on Track to Proficiency on Math	(J) Percent Proficient or on Track to Proficiency on Math	(K) Math Target	(L) Met AMO for Math
All Students	177	***	95% or less	71.48%	Yes	152	85.9%	57.61%	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & AmIn	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	118	***	95% or more	71.48%	Yes	***	95% or less	57.61%	Yes
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	68	***	95% or less	71.48%	Yes	***	95% or less	57.61%	Yes
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Participation Rate: Met

Other Indicator: Met

N/A is used to indicate:

(1) Subgroups with 20 or fewer students enrolled on the first day of testing shall not be included in participation rate calculation.

(2) Subgroups with 25 or fewer students enrolled for the "full academic year" shall not have the performance score computed.

* 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.

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

This document was prepared by the ASD Assessment and Evaluation Department.

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