

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

Meets AYP under Safe Harbor

Does Not Meet Growth

**Taku 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)	(F)	(G)	(H)	(I)	(J)	(K)	(L)
All Students	215	168	78.1%	71.48%	Yes	160	74.4%	57.61%	Yes
African American	26	***	90% or less	71.48%	Yes	***	90% or less	57.61%	Yes
AkNa & AmIn	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	27	***	90% or more	71.48%	Yes	***	90% or less	57.61%	Yes
Caucasian	94	***	95% or less	71.48%	Yes	70	74.5%	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	129	***	95% or less	71.48%	Yes	90	69.8%	57.61%	Yes
Disabled	33	***	90% or less	71.48%	No	***	90% or less	57.61%	No
LEP	51	***	95% or less	71.48%	Yes	***	95% or less	57.61%	Yes

**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.

9/14/2007