

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

Baxter Elementary

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

**Does Not Meet AYP
Level 1**

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	(L) Met AMO for Math
All Students	240	239	99.6%	Yes	220	175	79.5%	64.4%	Yes	175	79.5%	49.8%	Yes
African American	30	30	100%	Yes	27	17	63%	51.2%	Yes	16	59.3%	35.5%	Yes
AkNa & AmIn	36	36	100%	Yes	32	26	81.2%	52.9%	Yes	24	75%	37.3%	Yes
Asian	21	21	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	123	122	99.2%	Yes	110	94	85.5%	61.4%	Yes	96	87.3%	46.6%	Yes
Hispanic	9	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	21	21	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	111	111	100%	Yes	104	73	70.2%	61.2%	Yes	73	70.2%	46.3%	Yes
Disabled	55	55	100%	Yes	49	23	46.9%	56.5%	No	24	49%	41.2%	Yes
LEP	27	27	100%	Yes	26	14	53.8%	50.8%	Yes	17	65.4%	35%	Yes

Attendance Rate: Met

93.9% (Threshold is 85%)

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.

** 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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