

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

Campbell Elementary

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

Meets AYP under Safe Harbor

Group	Participation Rate			"FAY"	Language Arts Performance				Math Performance				
	(A) Number Enrolled	(B) Number Tested	(C) Participation Rate (%)	(D) Participation Rate Met	(E) Tested and Enrolled "FAY"	(F) Proficient on LA	(G) Percent Proficient on LA	(H) LA Target	(I) Met AMO for LA	(J) Proficient on Math	(K) Percent Proficient in Math	(L) Math Target	(M) Met AMO for Math
All Students	231	230	99.6%	Yes	211	175	82.9%	64.2%	Yes	165	78.2%	49.7%	Yes
African American	11	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	48	48	100%	Yes	44	39	88.6%	55.6%	Yes	35	79.5%	40.3%	Yes
Asian	26	26	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	103	102	99%	Yes	95	80	84.2%	60.7%	Yes	71	74.7%	45.8%	Yes
Hispanic	19	19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	24	24	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	94	94	100%	Yes	82	65	79.3%	59.9%	Yes	66	80.5%	44.9%	Yes
Disabled	46	46	100%	Yes	40	19	47.5%	54.8%	Yes-SH	17	42.5%	39.4%	Yes
LEP	52	52	100%	Yes	43	33	76.7%	55.4%	Yes	33	76.7%	40.1%	Yes

Attendance Rate: Met

93.6% (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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