

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

Chugiak High School

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	(L) Met AMO for Math
All Students	678	672	99.1%	Yes	652	575	88.2%	67.4%	Yes	521	79.9%	53.1%	Yes
African American	14	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & AmIn	51	51	100%	Yes	50	37	74%	56.6%	Yes	31	62%	41.3%	Yes
Asian	14	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	555	549	98.9%	Yes	536	483	90.1%	66.9%	Yes	442	82.5%	52.6%	Yes
Hispanic	21	21	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	23	23	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	97	95	97.9%	Yes	89	74	83.1%	60.3%	Yes	59	66.3%	45.4%	Yes
Disabled	87	87	100%	Yes	85	40	47.1%	60.1%	No	32	37.6%	45.1%	Yes-SH
LEP	17	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Graduation Rate: Met

81.6% (Threshold is 55.58%)

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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