

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

College Gate 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	184	184	100%	Yes	166	134	80.7%	63.3%	Yes	133	80.1%	48.7%	Yes
African American	29	29	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	31	31	100%	Yes	27	18	66.7%	51.2%	Yes	19	70.4%	35.5%	Yes
Asian	20	20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	70	70	100%	Yes	64	60	93.8%	58.3%	Yes	60	93.8%	43.2%	Yes
Hispanic	10	10	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	83	83	100%	Yes	73	59	80.8%	59.2%	Yes	55	75.3%	44.1%	Yes
Disabled	37	37	100%	Yes	36	18	50%	53.9%	Yes-SH	18	50%	38.4%	Yes
LEP	28	28	100%	Yes	26	22	84.6%	50.8%	Yes	20	76.9%	35%	Yes

Attendance Rate: Met

94% (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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