

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

Dimond High School

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

**Meets AYP under Safe Harbor
Level 4 (First Year Meeting AYP)**

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	911	905	99.3%	Yes	850	748	88%	67.9%	Yes	664	78.1%	53.7%	Yes
African American	35	35	100%	Yes	33	29	87.9%	53.2%	Yes	21	63.6%	37.6%	Yes
AkNa & AmIn	90	89	98.9%	Yes	79	56	70.9%	59.6%	Yes	51	64.6%	44.7%	Yes
Asian	129	129	100%	Yes	118	103	87.3%	61.8%	Yes	98	83.1%	47%	Yes
Caucasian	580	575	99.1%	Yes	550	502	91.3%	67%	Yes	449	81.6%	52.7%	Yes
Hispanic	38	38	100%	Yes	33	26	78.8%	53.2%	Yes	21	63.6%	37.6%	Yes
Multi-Ethnic	39	39	100%	Yes	37	32	86.5%	54.2%	Yes	24	64.9%	38.7%	Yes
Low Income	193	191	99%	Yes	168	127	75.6%	63.4%	Yes	100	59.5%	48.7%	Yes
Disabled	77	75	97.4%	Yes	71	32	45.1%	59%	Yes-SH	26	36.6%	43.9%	Yes-SH
LEP	110	110	100%	Yes	97	74	76.3%	60.8%	Yes	67	69.1%	45.9%	Yes

Graduation Rate: Met

83.1% (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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