

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

Highland Tech Charter 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	164	163	99.4%	Yes	149	118	79.2%	62.9%	Yes	88	59.1%	48.2%	Yes
African American	16	16	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & AmIn	37	37	100%	Yes	29	19	65.5%	51.9%	Yes	14	48.3%	36.2%	Yes
Asian	10	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	86	85	98.8%	Yes	80	66	82.5%	59.7%	Yes	54	67.5%	44.7%	Yes
Hispanic	6	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	9	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	61	61	100%	Yes	53	38	71.7%	57%	Yes	21	39.6%	41.8%	No
Disabled	23	23	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	21	20	95.2%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Graduation Rate: Met 45.6% (IMP) (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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