

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

Klatt Elementary

AMO For Language Arts: 71.48%

AMO For Math: 57.61%

**Does Not Meet AYP
Level 1**

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	207	207	100%	Yes	195	140	71.8%	63.9%	Yes	147	75.4%	49.4%	Yes
African American	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & AmIn	43	43	100%	Yes	39	28	71.8%	54.6%	Yes	30	76.9%	39.2%	Yes
Asian	47	47	100%	Yes	45	29	64.4%	55.8%	Yes	32	71.1%	40.4%	Yes
Caucasian	79	79	100%	Yes	73	54	74%	59.2%	Yes	59	80.8%	44.1%	Yes
Hispanic	25	25	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	10	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	106	106	100%	Yes	99	66	66.7%	60.9%	Yes	65	65.7%	46%	Yes
Disabled	40	40	100%	Yes	39	18	46.2%	54.6%	No	21	53.8%	39.2%	Yes
LEP	81	81	100%	Yes	75	47	62.7%	59.3%	Yes	48	64%	44.3%	Yes

Attendance Rate: Met

93.4% (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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