

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

Lake Otis 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	205	99%	Yes	184	148	80.4%	63.7%	Yes	131	71.2%	49.1%	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	46	46	100%	Yes	39	30	76.9%	54.6%	Yes	23	59%	39.2%	Yes
Asian	30	30	100%	Yes	26	23	88.5%	50.8%	Yes	22	84.6%	35%	Yes
Caucasian	72	70	97.2%	Yes	66	56	84.8%	58.5%	Yes	52	78.8%	43.4%	Yes
Hispanic	17	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	26	26	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	128	126	98.4%	Yes	110	85	77.3%	61.4%	Yes	75	68.2%	46.6%	Yes
Disabled	34	33	97.1%	Yes	31	7	22.6%	52.6%	No	5	16.1%	36.9%	No
LEP	53	53	100%	Yes	43	30	69.8%	55.4%	Yes	27	62.8%	40.1%	Yes

Attendance Rate: Met

91.9% (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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