

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

**West High School**

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

**Does Not Meet AYP  
Level 5**

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	984	960	97.6%	Yes	872	682	78.2%	67.9%	Yes	572	65.6%	53.7%	Yes
African American	67	64	95.5%	Yes	51	33	64.7%	56.7%	Yes	24	47.1%	41.5%	Yes
AkNa & Amln	152	147	96.7%	Yes	126	86	68.3%	62.1%	Yes	62	49.2%	47.4%	Yes
Asian	158	155	98.1%	Yes	144	104	72.2%	62.7%	Yes	91	63.2%	48%	Yes
Caucasian	471	463	98.3%	Yes	428	375	87.6%	66.4%	Yes	333	77.8%	52%	Yes
Hispanic	74	71	95.9%	Yes	70	46	65.7%	58.9%	Yes	34	48.6%	43.8%	Yes
Multi-Ethnic	62	60	96.8%	Yes	53	38	71.7%	57%	Yes	28	52.8%	41.8%	Yes
Low Income	386	371	96.1%	Yes	321	199	62%	65.6%	Yes-SH	152	47.4%	51.2%	Yes-SH
Disabled	96	95	99%	Yes	79	22	27.8%	59.6%	Yes-SH	11	13.9%	44.7%	No
LEP	234	227	97%	Yes	214	131	61.2%	64.3%	Yes-SH	107	50%	49.7%	Yes

Graduation Rate: Met

56.3% (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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