

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

William Tyson Elementary

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

**Does Not Meet AYP
Level 4**

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	231	228	98.7%	Yes	191	103	53.9%	63.9%	No	119	62.3%	49.3%	Yes
African American	20	20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & AmIn	51	50	98%	Yes	38	21	55.3%	54.4%	Yes	24	63.2%	38.9%	Yes
Asian	119	117	98.3%	Yes	101	51	50.5%	61%	Yes-SH	62	61.4%	46.2%	Yes
Caucasian	12	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	19	19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	231	228	98.7%	Yes	191	103	53.9%	63.9%	No	119	62.3%	49.3%	Yes
Disabled	32	32	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	151	149	98.7%	Yes	132	69	52.3%	62.3%	Yes-SH	80	60.6%	47.6%	Yes

Attendance Rate: Met

92.5% (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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