

Table 23

Government Hill School Overview

Statement of Program

Government Hill Elementary is a multicultural community encompassing grades K-6. Diversity is celebrated at Government Hill. We believe that all students can learn and we hold all students to very high standards of academic achievement, behavior, and community service. Our school houses a Spanish immersion program and a neighborhood program. We are a Title I school. We are committed to a model of inclusion for all students. Our international tutors assist teachers in providing a stellar education for students within their classrooms. We are supported by an outstanding cadre of parents and community volunteers.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
The number of students reading at or above proficiency level will increase by 5%.	Partially Attained
Student performance in mathematics will improve by 5% as determined by scores on Standards Based Assessments.	Partially Attained

From the School Report Card

2004-2005 Actual Expenditures	\$2,103,545
2005-2006 Revised Budgeted Amount	\$2,307,099
2006-2007 Proposed Budget	\$2,442,321
*Dollars budgeted or expended are general fund only.	

From IFAS

	School	District	Source of Information
Membership	479	50,051	Fall OASIS
Capacity	94%	N/A	Board Report - #189 3/7/06
Attendance Rate	93%	93%	SMS end of year report
Retention Rate	0.4%	1.2%	Report Card File
Transiency Rate	14.40%	22.72%	Report Card File
Economically Disadvantaged	210	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	70	5,032	Report Card File
Students Taking an Alternate Assessment	0	264	SMS
Change in Enrollment	-1.0%	0.3%	Report Card File

Anchorage School District: Profile of Performance 2005-2006
 Government Hill School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
29	100%	33%	0	92%

SCHOOL BUSINESS PARTNERSHIPS
Alaska Railroad AT&T Alascom

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
139	37	35	16	181	71	479
29.02%	7.72%	7.31%	3.34%	37.79%	14.82%	100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
240	231	96.3%

From participation file (3-10 graders)

**Anchorage School District
2005-2006 Adequate Yearly Progress**

Government Hill Elementary

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

Meets AYP

Group	Participation Rate				"FAY"	Language Arts Performance				Math Performance			
	(A) Number Enrolled	(B) Number Tested	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
If there are 20 or fewer students enrolled, value is "N/A"													
All Students	240	239	99.6%	Yes	230	191	83%	64.5%	Yes	176	76.5%	50%	Yes
African American	19	19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	13	13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	9	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	80	79	98.8%	Yes	78	67	85.9%	59.6%	Yes	65	83.3%	44.6%	Yes
Hispanic	94	94	100%	Yes	90	73	81.1%	60.4%	Yes	67	74.4%	45.5%	Yes
Multi-Ethnic	25	25	100%	Yes	25	***	≥ 90%	***	Yes	19	76%	34.6%	Yes
Low Income	102	102	100%	Yes	94	69	73.4%	60.6%	Yes	63	67%	45.7%	Yes
Disabled	13	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	114	114	100%	Yes	109	89	81.7%	61.4%	Yes	83	76.1%	46.6%	Yes

Attendance Rate: 93.4% (Threshold is 85%)

N/A is used to indicate when a group does not need to be evaluated when:

- (1) 20 or fewer students are enrolled in a group for all groups except "All Students".
- (2) 40 or fewer students are enrolled FAY (column D) in the Disabled & LEP groups.

* For the groups where the number enrolled is fewer 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.

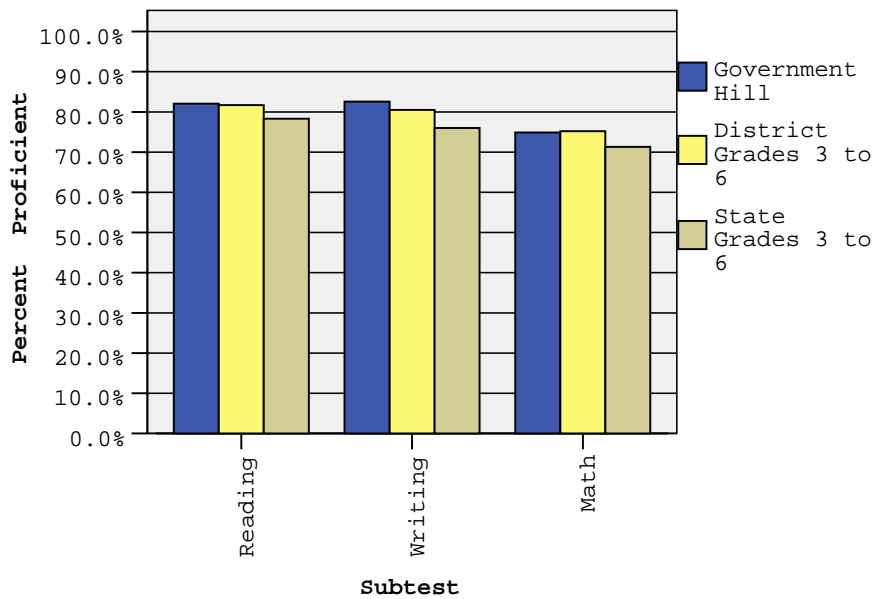
*** Results cannot be published without releasing personally identifiable information.

This document was prepared by the ASD Assessment and Evaluation 7/19/2006

Government Hill Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	81.4%	82.1%	78.5%	82.6%	74.4%	74.9%
3 rd Grade	89.2%	91.2%	83.3%	84.2%	80.3%	89.5%
4 th Grade	73.8%	81.0%	69.5%	87.9%	68.3%	66.7%
5 th Grade	77.8%	80.6%	76.6%	77.4%	75.0%	65.1%
6 th Grade	84.5%	75.4%	84.5%	81.0%	73.3%	79.7%

SBA Spring 2006 Proficiency Rate Comparison of School, District, and State *



* District and State Grades 3 to 6

Anchorage School District: Profile of Performance 2005-2006

Government Hill SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	82.1%	17.9%	82.6%	17.4%	74.9%	25.1%
	African American	63.2%	36.8%	78.9%	21.1%	57.9%	42.1%
	AK Native/ American Indian	69.2%	30.8%	61.5%	38.5%	61.5%	38.5%
	Asian	77.8%	22.2%	88.9%	11.1%	77.8%	22.2%
	Caucasian	86.1%	13.9%	84.8%	15.2%	82.3%	17.7%
	Hispanic	80.9%	19.1%	84.4%	15.6%	73.4%	26.6%
	Multi-Ethnic	96.0%	4.0%	80.0%	20.0%	76.0%	24.0%
LowIncome	Yes	72.4%	27.6%	71.4%	28.6%	63.7%	36.3%
	No	89.0%	11.0%	90.5%	9.5%	83.2%	16.8%
Disabled	Yes	33.3%	66.7%	16.7%	83.3%	16.7%	83.3%
	No	84.7%	15.3%	86.1%	13.9%	78.0%	22.0%
LEP	Yes	82.6%	17.4%	82.7%	17.3%	74.6%	25.4%
	No	81.6%	18.4%	82.4%	17.6%	75.2%	24.8%
Migrant	Yes	100.0%	0.0%	87.5%	12.5%	75.0%	25.0%
	No	81.4%	18.6%	82.4%	17.6%	74.9%	25.1%
Gender	Female	84.2%	15.8%	89.3%	10.7%	75.6%	24.4%
	Male	79.8%	20.2%	75.4%	24.6%	74.1%	25.9%

Anchorage School District: Profile of Performance 2005-2006

Government Hill SBA Mean Scale Score Comparison: 2004-2005 to 2005-2006

		Reading		Writing		Math	
		2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score
Ethnicity	All Students	364.4	376.1	358.5	373.8	355.9	364.5
	African American	320.2	345.5	323.3	342.1	313.7	326.0
	AK Native/ American Indian	336.7	331.2	317.9	318.3	335.1	326.7
	Asian	374.8	421.7	381.1	428.0	393.8	394.7
	Caucasian	400.8	405.2	391.5	398.6	390.6	397.9
	Hispanic	349.9	356.9	346.5	359.5	337.3	345.5
	Multi-Ethnic	368.8	382.0	362.4	380.2	362.7	368.3
Low Income	Yes	333.6	345.0	327.0	340.3	331.8	334.4
	No	386.1	398.4	381.0	397.7	373.1	386.9
Disabled	Yes	287.2	269.2	278.6	262.7	303.1	272.6
	No	370.5	381.8	364.8	379.8	360.0	369.3
LEP	Yes	350.2	357.5	351.3	364.7	344.2	351.2
	No	377.6	392.3	365.1	381.8	366.9	376.6
Migrant	Yes	376.3	386.0	352.8	360.1	359.0	374.8
	No	364.1	375.7	358.6	374.3	355.8	364.1
Gender	Female	378.2	394.5	372.8	395.1	363.1	372.2
	Male	353.4	356.6	346.9	351.1	350.0	356.3

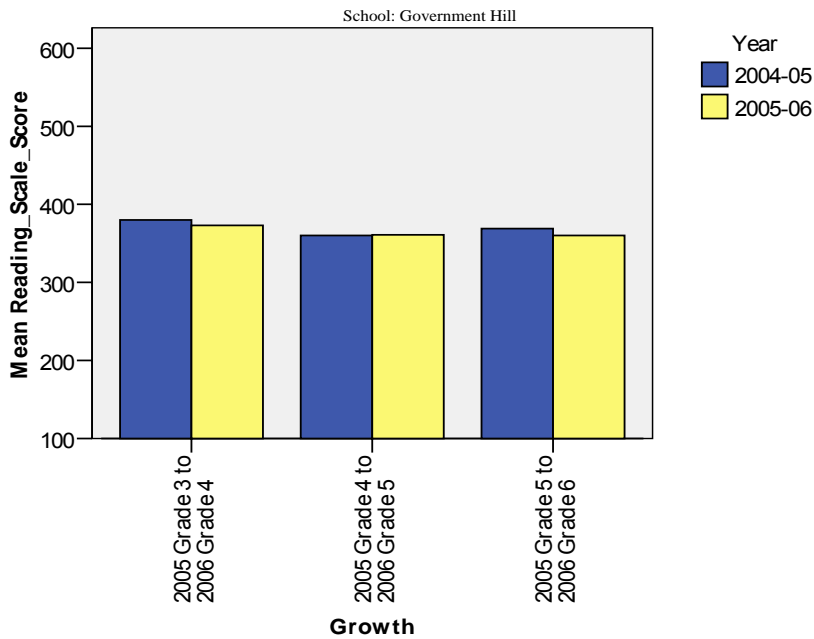
Anchorage School District: Profile of Performance 2005-2006

Government Hill SBA Growth in Average Scale Score by NCLB Groups: Reading

		Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
		Grade 3 in 2005	Grade 4 in 2006	Difference	Grade 4 in 2005	Grade 5 in 2006	Difference	Grade 5 in 2005	Grade 6 in 2006	Difference
Ethnicity	All Students	380.0	373.4	-6.6	359.7	361.2	1.5	368.9	360.1	-8.8
	African American	407.8	398.9	-8.9	333.7	328.3	-5.3	324.0	295.4	-28.7
	AK Native/American Indian	317.2	312.0	-5.2	311.1	305.7	-5.4	327.8	331.9	4.1
	Asian	362.3	382.8	20.5	346.4	359.7	13.3	455.2	489.0	33.8
	Caucasian	424.7	400.2	-24.5	398.9	382.1	-16.8	384.3	383.8	-0.5
	Hispanic	357.7	359.3	1.7	343.0	361.4	18.4	357.7	343.2	-14.5
	Multi-Ethnic	379.1	372.7	-6.4	352.8	335.9	-16.9	406.7	381.3	-25.4
LowIncome	Yes	347.4	347.7	0.3	333.2	341.0	7.8	344.1	335.7	-8.4
	No	408.9	394.1	-14.8	375.3	374.8	-0.5	389.4	379.7	-9.7
Disabled	Yes	296.0	282.4	-13.7	293.7	264.2	-29.5	247.9	207.1	-40.8
	No	382.8	375.9	-6.9	365.7	372.3	6.7	372.0	363.4	-8.6
LEP	Yes	358.2	356.0	-2.2	352.1	364.7	12.6	353.8	340.9	-12.9
	No	399.3	387.8	-11.5	369.4	355.7	-13.7	382.2	377.0	-5.2
Migrant	Yes	371.7	385.2	13.5	.	.	.	401.3	374.8	-26.5
	No	379.7	372.3	-7.3	360.0	361.4	1.4	367.7	359.2	-8.5
Gender	Female	381.1	377.7	-3.4	378.8	383.9	5.1	385.7	379.3	-6.3
	Male	378.4	366.7	-11.7	344.2	344.0	-0.2	353.1	340.7	-12.4

. No students tested in both years in this category

Measure of Growth in SBA Reading for Students Who Tested in 2005 and Again in 2006



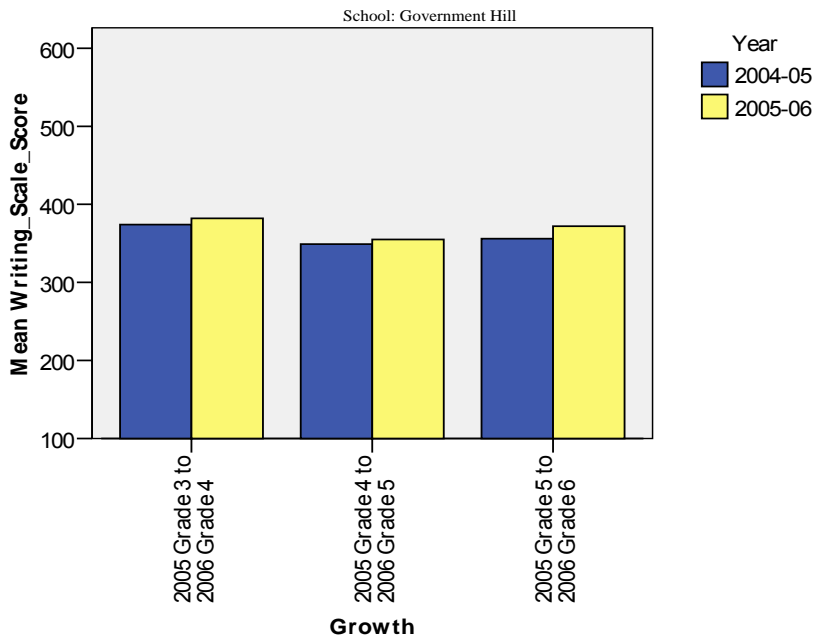
Anchorage School District: Profile of Performance 2005-2006

Government Hill SBA Growth in Average Scale Score by NCLB Groups: Writing

		Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
		Grade 3 in 2005	Grade 4 in 2006	Difference	Grade 4 in 2005	Grade 5 in 2006	Difference	Grade 5 in 2005	Grade 6 in 2006	Difference
Ethnicity	All Students	373.7	382.2	8.5	348.9	355.1	6.2	356.3	371.8	15.5
	African American	398.7	393.3	-5.3	319.0	317.4	-1.6	314.7	302.2	-12.5
	AK Native/American Indian	331.1	320.7	-10.4	297.8	236.9	-60.9	300.7	347.3	46.7
	Asian	390.4	399.7	9.3	334.2	357.0	22.8	466.1	468.7	2.6
	Caucasian	397.9	406.1	8.2	395.3	381.8	-13.5	371.4	397.7	26.3
	Hispanic	355.0	365.4	10.4	330.7	357.2	26.5	351.9	364.1	12.2
	Multi-Ethnic	386.8	401.9	15.1	313.7	336.3	22.7	361.0	372.4	11.4
LowIncome	Yes	344.2	358.0	13.8	315.1	325.7	10.6	328.8	338.9	10.1
	No	400.3	402.8	2.5	368.4	374.7	6.3	377.2	399.0	21.8
Disabled	Yes	313.7	295.2	-18.5	284.9	258.1	-26.8	214.3	221.8	7.5
	No	375.7	385.3	9.7	355.0	366.4	11.4	358.7	375.2	16.5
LEP	Yes	360.1	371.7	11.6	344.8	367.9	23.1	345.7	361.3	15.7
	No	387.4	391.7	4.3	353.2	341.0	-12.2	365.1	382.7	17.6
Migrant	Yes	366.9	370.1	3.2	.	.	.	347.4	385.7	38.3
	No	375.0	383.4	8.4	348.7	355.2	6.5	355.9	372.1	16.2
Gender	Female	377.8	394.9	17.1	366.7	390.3	23.7	378.0	392.4	14.4
	Male	370.2	368.0	-2.2	334.1	327.7	-6.4	332.8	351.9	19.1

. No students tested in both years in this category

Measure of Growth in SBA Writing for Students Who Tested in 2005 and Again in 2006



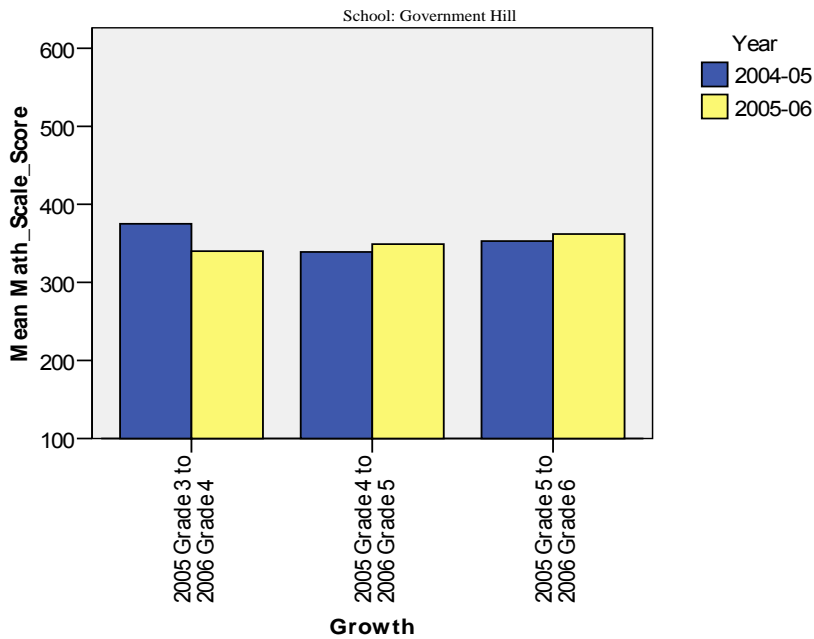
Anchorage School District: Profile of Performance 2005-2006

Government Hill SBA Growth in Average Scale Score by NCLB Groups: Math

		Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
		Grade 3 in 2005	Grade 4 in 2006	Difference	Grade 4 in 2005	Grade 5 in 2006	Difference	Grade 5 in 2005	Grade 6 in 2006	Difference
Ethnicity	All Students	375.3	339.8	-35.5	339.4	348.7	9.3	353.2	362.0	8.8
	African American	383.7	342.2	-41.5	330.9	289.1	-41.8	282.3	308.8	26.5
	AK Native/ American Indian	352.7	308.3	-44.4	318.0	259.4	-58.7	293.7	353.2	59.5
	Asian	379.1	360.7	-18.4	261.8	304.9	43.1	458.7	462.3	3.7
	Caucasian	409.4	373.7	-35.7	393.2	393.0	-0.2	370.1	378.7	8.6
	Hispanic	345.9	315.1	-30.8	319.3	346.8	27.5	353.4	359.7	6.3
	Multi-Ethnic	398.0	364.4	-33.7	283.7	300.2	16.5	368.9	342.1	-26.8
LowIncome	Yes	345.8	315.9	-29.9	306.7	325.3	18.7	324.0	345.4	21.4
	No	400.2	364.0	-36.2	358.1	366.7	8.6	373.8	376.9	3.1
Disabled	Yes	309.3	280.8	-28.5	286.4	275.7	-10.7	188.2	221.0	32.8
	No	376.7	343.2	-33.5	343.9	357.1	13.2	356.3	364.8	8.5
LEP	Yes	352.7	324.3	-28.4	332.0	359.4	27.4	341.7	353.2	11.5
	No	395.1	356.7	-38.4	346.8	338.9	-7.9	361.7	371.3	9.7
Migrant	Yes	395.4	351.7	-43.7	.	.	.	345.1	382.7	37.6
	No	373.9	340.1	-33.8	339.3	348.8	9.5	353.4	361.7	8.3
Gender	Female	375.0	335.4	-39.7	343.7	359.2	15.5	375.9	375.1	-0.8
	Male	373.8	346.9	-26.9	333.7	342.3	8.7	329.0	349.4	20.4

. No students tested in both years in this category

Measure of Growth in SBA Math for Students Who Tested in 2005 and Again in 2006



Anchorage School District: Profile of Performance 2005-2006

Government Hill Grades 3-6 SBA Results Compared with District and State: Reading

Reading		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	33.8%	34.6%	31.2%	48.3%	47.1%	47.1%	13.7%	12.0%	14.1%	4.3%	6.3%	7.7%	240	99.6%	98.1%	98.1%
	African American	31.6%	20.7%	21.4%	31.6%	51.1%	52.9%	31.6%	18.9%	17.1%	5.3%	9.4%	8.6%	19	100.0%	98.2%	98.5%
	AK Native/ American Indian	15.4%	19.3%	12.4%	53.8%	49.7%	45.5%	23.1%	19.1%	25.7%	7.7%	11.9%	16.4%	13	100.0%	97.5%	97.7%
	Asian	55.6%	24.7%	27.4%	22.2%	49.6%	50.7%	11.1%	16.3%	14.8%	11.1%	9.4%	7.0%	9	100.0%	97.1%	97.5%
	Caucasian	53.2%	44.8%	41.6%	32.9%	44.3%	46.3%	7.6%	7.4%	8.2%	6.3%	3.5%	3.8%	80	98.8%	98.5%	98.3%
	Hispanic	18.0%	22.4%	22.4%	62.9%	51.8%	53.0%	16.9%	17.3%	17.3%	2.2%	8.5%	7.3%	94	100.0%	97.0%	97.2%
	Multi-Ethnic	32.0%	27.4%	28.2%	64.0%	50.5%	50.5%	4.0%	14.8%	13.9%	0.0%	7.4%	7.3%	25	100.0%	98.5%	98.7%
Low Income	Yes	19.4%	18.7%	17.4%	53.1%	51.0%	48.4%	22.4%	19.4%	21.3%	5.1%	11.0%	12.9%	102	100.0%	97.6%	97.9%
	No	44.1%	45.1%	41.4%	44.9%	44.5%	46.1%	7.4%	7.2%	8.6%	3.7%	3.3%	3.8%	138	99.3%	98.4%	98.2%
Disabled	Yes	0.0%	8.8%	8.1%	33.3%	36.7%	35.2%	33.3%	28.5%	29.9%	33.3%	26.1%	26.8%	13	92.3%	93.7%	94.0%
	No	35.6%	39.1%	34.9%	49.1%	48.9%	49.1%	12.6%	9.1%	11.4%	2.7%	2.9%	4.5%	227	100.0%	98.9%	98.8%
LEP	Yes	21.1%	15.1%	9.0%	61.5%	52.1%	43.7%	13.8%	20.5%	28.6%	3.7%	12.4%	18.7%	114	100.0%	96.7%	97.3%
	No	44.8%	38.3%	35.5%	36.8%	46.1%	47.8%	13.6%	10.4%	11.2%	4.8%	5.2%	5.6%	126	99.2%	98.3%	98.2%
Migrant	Yes	50.0%	20.0%	13.0%	50.0%	53.7%	44.6%	0.0%	17.1%	25.2%	0.0%	9.2%	17.2%	8	100.0%	99.4%	98.1%
	No	33.2%	35.1%	32.3%	48.2%	46.9%	47.3%	14.2%	11.8%	13.3%	4.4%	6.2%	7.1%	232	99.6%	98.0%	98.1%
Gender	Female	49.2%	39.3%	34.9%	35.0%	46.2%	47.0%	12.5%	10.0%	12.3%	3.3%	4.5%	5.8%	123	100.0%	98.5%	98.4%
	Male	17.5%	30.0%	27.5%	62.3%	47.9%	47.2%	14.9%	13.9%	15.7%	5.3%	8.1%	9.5%	117	99.1%	97.7%	97.7%

Anchorage School District: Profile of Performance 2005-2006

Government Hill Grades 3-6 SBA Results Compared with District and State: Writing

Writing		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	34.0%	31.4%	27.4%	48.5%	49.1%	48.6%	16.6%	18.0%	21.9%	0.9%	1.6%	2.1%	240	99.6%	98.1%	98.1%
	African American	15.8%	18.0%	18.8%	63.2%	50.7%	52.0%	21.1%	29.2%	27.3%	0.0%	2.1%	1.9%	19	100.0%	98.2%	98.3%
	AK Native/ American Indian	15.4%	15.5%	10.5%	46.2%	52.5%	45.2%	38.5%	28.7%	39.6%	0.0%	3.2%	4.7%	13	100.0%	97.5%	97.9%
	Asian	66.7%	25.7%	27.6%	22.2%	49.8%	51.0%	11.1%	21.9%	19.3%	0.0%	2.6%	2.0%	9	100.0%	97.0%	97.5%
	Caucasian	50.6%	40.5%	36.3%	34.2%	47.1%	49.0%	13.9%	11.6%	13.7%	1.3%	0.8%	1.0%	80	98.8%	98.5%	98.2%
	Hispanic	23.3%	20.9%	20.2%	61.1%	52.7%	55.2%	14.4%	24.5%	23.1%	1.1%	1.8%	1.5%	94	100.0%	97.0%	97.2%
	Multi-Ethnic	32.0%	25.2%	25.6%	48.0%	51.2%	51.5%	20.0%	21.8%	21.0%	0.0%	1.9%	1.9%	25	100.0%	98.5%	98.6%
Low Income	Yes	18.4%	16.4%	15.3%	53.1%	52.2%	48.7%	26.5%	28.5%	32.4%	2.0%	2.9%	3.6%	102	100.0%	97.6%	98.0%
	No	45.3%	41.3%	36.5%	45.3%	47.0%	48.6%	9.5%	11.1%	13.9%	0.0%	0.7%	0.9%	138	99.3%	98.4%	98.1%
Disabled	Yes	0.0%	7.7%	6.4%	16.7%	40.2%	38.5%	75.0%	45.6%	47.9%	8.3%	6.5%	7.2%	13	92.3%	93.8%	94.2%
	No	35.9%	35.5%	30.9%	50.2%	50.6%	50.3%	13.5%	13.1%	17.6%	0.4%	0.7%	1.2%	227	100.0%	98.9%	98.7%
LEP	Yes	27.3%	14.9%	9.1%	55.5%	53.9%	45.1%	16.4%	28.3%	41.0%	0.9%	2.9%	4.8%	114	100.0%	96.6%	97.5%
	No	40.0%	34.6%	31.0%	42.4%	48.1%	49.3%	16.8%	16.0%	18.1%	0.8%	1.3%	1.5%	126	99.2%	98.3%	98.2%
Migrant	Yes	37.5%	20.2%	12.2%	50.0%	50.6%	43.4%	12.5%	26.5%	39.8%	0.0%	2.7%	4.5%	8	100.0%	99.4%	98.3%
	No	33.9%	31.8%	28.4%	48.5%	49.0%	49.0%	16.7%	17.7%	20.7%	0.9%	1.5%	1.9%	232	99.6%	98.0%	98.1%
Gender	Female	46.3%	37.8%	33.4%	43.0%	47.8%	47.9%	10.7%	13.5%	17.4%	0.0%	1.0%	1.3%	123	100.0%	98.4%	98.4%
	Male	21.1%	25.2%	21.7%	54.4%	50.3%	49.3%	22.8%	22.3%	26.2%	1.8%	2.2%	2.8%	117	99.1%	97.7%	97.7%

Anchorage School District: Profile of Performance 2005-2006

Government Hill Grades 3-6 SBA Results Compared with District and State: Math

Math		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	41.4%	38.3%	32.9%	33.5%	37.0%	38.4%	16.7%	13.1%	14.7%	8.4%	11.7%	14.0%	240	99.6%	98.4%	98.2%
	African American	15.8%	19.2%	19.7%	42.1%	39.8%	40.5%	26.3%	18.2%	19.7%	15.8%	22.9%	20.0%	19	100.0%	98.2%	98.5%
	AK Native/ American Indian	23.1%	24.5%	16.3%	38.5%	40.1%	37.1%	30.8%	17.2%	21.4%	7.7%	18.1%	25.2%	13	100.0%	97.4%	97.7%
	Asian	44.4%	33.8%	35.2%	33.3%	37.3%	39.0%	11.1%	13.7%	13.5%	11.1%	15.2%	12.4%	9	100.0%	98.6%	98.8%
	Caucasian	60.8%	47.7%	41.6%	21.5%	35.1%	38.5%	10.1%	10.3%	11.2%	7.6%	6.9%	8.6%	80	98.8%	98.5%	98.3%
	Hispanic	30.9%	27.2%	26.4%	42.6%	39.1%	40.9%	19.1%	19.3%	18.3%	7.4%	14.5%	14.4%	94	100.0%	99.0%	98.7%
	Multi-Ethnic	48.0%	31.5%	32.1%	28.0%	39.6%	39.6%	16.0%	13.9%	13.6%	8.0%	15.0%	14.7%	25	100.0%	98.7%	98.8%
Low Income	Yes	26.5%	23.2%	20.5%	37.3%	39.3%	38.6%	22.5%	18.1%	19.3%	13.7%	19.4%	21.6%	102	100.0%	98.1%	98.1%
	No	52.6%	48.3%	42.1%	30.7%	35.4%	38.3%	12.4%	9.7%	11.2%	4.4%	6.6%	8.4%	138	99.3%	98.6%	98.3%
Disabled	Yes	8.3%	12.7%	11.0%	8.3%	29.6%	28.7%	50.0%	22.4%	22.6%	33.3%	35.3%	37.7%	13	92.3%	93.7%	94.1%
	No	43.2%	42.7%	36.5%	34.8%	38.2%	40.0%	15.0%	11.4%	13.4%	7.0%	7.6%	10.1%	227	100.0%	99.3%	98.9%
LEP	Yes	33.3%	23.6%	14.7%	41.2%	38.5%	35.1%	16.7%	18.1%	22.4%	8.8%	19.8%	27.8%	114	100.0%	98.8%	98.3%
	No	48.8%	41.2%	36.5%	26.4%	36.7%	39.1%	16.8%	12.1%	13.1%	8.0%	10.1%	11.3%	126	99.2%	98.3%	98.2%
Migrant	Yes	62.5%	25.7%	18.7%	12.5%	38.4%	35.1%	25.0%	17.6%	20.1%	0.0%	18.4%	26.1%	8	100.0%	99.4%	98.1%
	No	40.7%	38.7%	33.8%	34.2%	36.9%	38.7%	16.5%	12.9%	14.3%	8.7%	11.4%	13.2%	232	99.6%	98.4%	98.2%
Gender	Female	45.5%	38.1%	33.0%	30.1%	37.8%	39.2%	19.5%	13.3%	14.8%	4.9%	10.9%	13.1%	123	100.0%	98.7%	98.5%
	Male	37.1%	38.5%	32.8%	37.1%	36.2%	37.7%	13.8%	12.9%	14.6%	12.1%	12.5%	14.9%	117	99.1%	98.1%	97.9%

Anchorage School District: Profile of Performance 2005-2006

Government Hill TerraNova 5th grade

Percent in each quartile

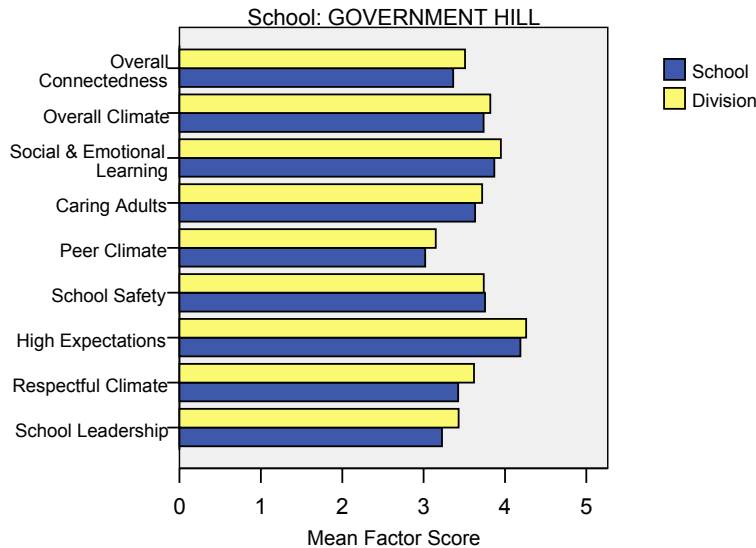
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	21.7%	30.4%	26.7%	26.8%	25.0%	24.5%	26.7%	18.3%
2004-2005	25.8%	29.2%	27.3%	27.6%	28.8%	24.5%	18.2%	18.7%
2003-2004	20.0%	30.6%	26.7%	26.9%	35.0%	24.2%	18.3%	18.3%
2002-2003	33.8%	29.1%	23.1%	26.6%	26.2%	23.8%	16.9%	20.5%
2001-2002	32.3%	30.3%	21.5%	26.0%	23.1%	24.6%	23.1%	19.0%

Language	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	26.7%	34.0%	23.3%	26.5%	33.3%	22.0%	16.7%	17.5%
2004-2005	28.8%	32.1%	24.2%	28.3%	25.8%	21.2%	21.2%	18.4%
2003-2004	25.0%	34.1%	25.0%	26.5%	30.0%	21.7%	20.0%	17.7%
2002-2003	40.0%	32.8%	23.1%	26.5%	20.0%	20.9%	16.9%	19.8%
2001-2002	29.2%	32.3%	26.2%	26.4%	18.5%	22.9%	26.2%	18.4%

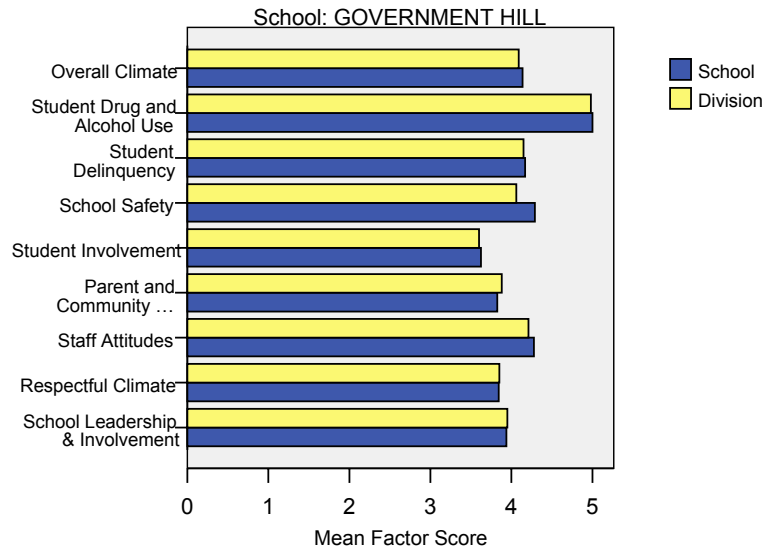
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	26.2%	28.4%	26.2%	31.9%	21.3%	22.3%	26.2%	17.5%
2004-2005	30.3%	26.9%	31.8%	31.1%	21.2%	22.9%	16.7%	19.1%
2003-2004	21.7%	28.3%	28.3%	29.3%	26.7%	22.6%	23.3%	19.8%
2002-2003	26.2%	24.7%	26.2%	30.6%	29.2%	22.6%	18.5%	22.1%
2001-2002	23.1%	24.1%	27.7%	30.1%	24.6%	24.8%	24.6%	20.9%

Government Hill School Climate Survey Results

2006 Student Climate Survey Results



2006 Staff Climate Survey Results



The factors measured in the Student and Staff Climate Survey were:

- **Overall Connectedness – Student Survey:** The Overall Connectedness score for the student survey was computed as an average of three scales: Respectful Climate, Peer Climate, and Caring Adults.
- **Overall Climate – Student Survey:** The Overall Climate score for the student survey was computed as the average of three scales: School Leadership, High Expectations, and School Safety.
- **Overall Climate – Staff Survey:** The Overall Climate score for the staff survey was computed as the average of 6 scales: School Leadership, Respectful Climate, Staff Attitudes, Parent and Community Involvement, Student Involvement, School Safety, Student Delinquency, and Drug and Alcohol Use scores.
- **School Leadership:** Reflects feelings about the decision making of school leaders, fairness of school rules, and student participation in school governance. 1 indicates a low level of school leadership and 5 indicates a high level of school leadership.
- **Respectful Climate:** Fairness of rules and how well students and staff treat one another. 1 indicates a lack of respect and 5 indicates a highly respectful climate.
- **High Expectations:** Expectations of students from peers and adults. 1 indicates a lack of high expectations and 5 indicates very high expectations.

- **School Safety:** Presence of school bullies, gangs and general crime and violence in the community. 1 indicates a low level of safety and 5 indicates a high level of safety.
- **Peer Climate:** Reflects feelings about how respectful and helpful students are to one another. 1 indicates a negative peer climate and 5 indicates a very positive climate.
- **Caring Adults:** Reflects the caring adult relationships students have in the school. 1 indicates a lack of caring relationships and 5 indicates a high number of caring adults.
- **Social & Emotional Learning:** Reflects students' ability to think about the consequences of their actions and to empathize with others. 1 indicates poor social and emotional learning and 5 indicates higher levels of social and emotional learning.
- **Staff Attitudes:** Reflects feelings about competence and attitude towards jobs. 1 indicates more negative attitudes and 5 indicates highly positive attitudes.
- **Parent and Community Involvement:** Accessibility of the school for parents and how connected adults in the community are to the school. 1 indicates a low level of parent and community involvement and 5 indicates a high level of parent and community involvement.
- **Student Involvement:** Reflects feelings about how involved students are in the schools' decision making process. 1 indicates a low level of student involvement and 5 indicates a high level of student involvement.
- **Student Delinquency:** Reflects staff members' reports of witnessed student fights, stealing, and bullying. 1 indicates a high level of delinquency and 5 indicates a low level (5 is most desired).
- **Student Drug and Alcohol Use:** Reflects staff members' reports of observing students under the influence of drugs or alcohol. 1 indicates a high level of drug and alcohol use and 5 indicates a low level (5 is most desired).