

Table 49

Spring Hill School Overview

**Statement of Program**

Spring Hill Elementary is a K-6 school that provides a complete educational program for students in our neighborhood. We work together as a school community to provide a learning environment in which students achieve academically, develop self-discipline, utilize positive decision-making abilities, and exercise good interpersonal skills. We welcome students and parents as active participants in the learning process.

Spring Hill has completed the second year of implementing Reading First, a federal grant program supporting reading instruction in the primary grades. The grant activities include a strong focus on phonemic awareness, phonics, vocabulary, fluency and comprehension. Our focus on building reading comprehension skills continues throughout all grade levels. In the beginning we help our students learn to read so that as they grow older they can read to learn.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
Improving Reading Achievement.	Partially Attained
Improving Math Achievement.	Partially Attained

From the School Report Card

BUDGET*	
2004-2005 Actual Expenditures	\$1,859,309
2005-2006 Revised Budgeted Amount	\$1,889,066
2006-2007 Proposed Budget	\$1,964,972

\*Dollars budgeted or expended are general fund only.

From IFAS

	School	District	Source of Information
Membership	369	50,051	Fall OASIS
Capacity	77%	N/A	Board Report - #189 3/7/06
Attendance Rate	94%	93%	SMS end of year report
Retention Rate	0.0%	1.2%	Report Card File
Transiency Rate	22.20%	22.72%	Report Card File
Economically Disadvantaged	181	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	9	5,032	Report Card File
Students Taking an Alternate Assessment	1	264	SMS
Change in Enrollment	-5.8%	0.3%	Report Card File

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

<b>Teacher Qualification</b>				
<b># of teachers</b>	<b>% fully licensed</b>	<b>% with advanced degrees</b>	<b># Nationally Board Certified</b>	<b>% of classes taught by "highly qualified teachers"</b>
24	100%	44%	0	95%

<b>SCHOOL BUSINESS PARTNERSHIPS</b>
Wal-Mart (Dimond Location)

From MLP

<b>ETHNICITY REPORT - OCTOBER 2005</b>						
<b>Caucasian</b>	<b>African American</b>	<b>AK Native/ American Indian</b>	<b>Asian/ Pac. Islander</b>	<b>Hispanic</b>	<b>Multi-Ethnic</b>	<b>Total</b>
162	14	73	48	39	33	369
43.90%	3.79%	19.78%	13.01%	10.57%	8.94%	100.00%

From Fall Oasis

<b>FULL ACADEMIC YEAR (FAY)</b>		
<b>Students Enrolled</b>	<b>Students Enrolled for FAY</b>	<b>Percent FAY</b>
214	195	91.1%

From participation file (3-10 graders)

Anchorage School District  
2005-2006 Adequate Yearly Progress

Spring 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	214	213	99.5%	Yes	194	168	86.6%	63.9%	Yes	162	83.5%	49.3%	Yes
African American	8	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	45	45	100%	Yes	44	32	72.7%	55.6%	Yes	33	75%	40.3%	Yes
Asian	30	30	100%	Yes	27	24	88.9%	51.2%	Yes	24	88.9%	35.5%	Yes
Caucasian	91	90	98.9%	Yes	84	80	95.2%	60%	Yes	75	89.3%	45%	Yes
Hispanic	23	23	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	17	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	105	105	100%	Yes	96	81	84.4%	60.7%	Yes	80	83.3%	45.9%	Yes
Disabled	52	51	98.1%	Yes	50	34	68%	56.6%	Yes	35	70%	41.3%	Yes
LEP	51	51	100%	Yes	46	39	84.8%	56%	Yes	38	82.6%	40.6%	Yes

Attendance Rate: 94.3% (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.

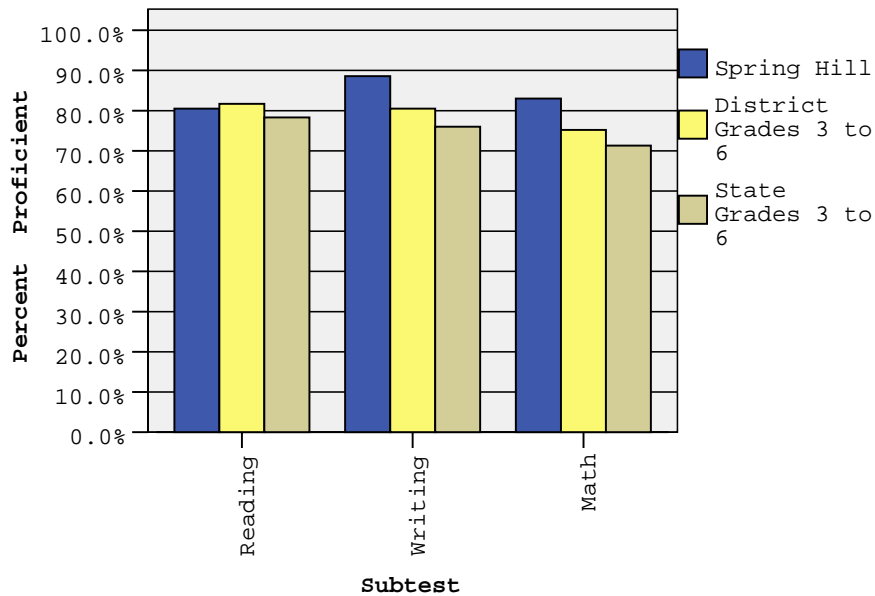
\*\*\* Results cannot be published without releasing personally identifiable information.

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

Spring Hill Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	82.4%	80.5%	79.3%	88.6%	77.1%	83.0%
3 <sup>rd</sup> Grade	71.7%	88.9%	73.6%	86.7%	88.9%	89.1%
4 <sup>th</sup> Grade	92.3%	76.6%	86.5%	93.8%	82.7%	95.3%
5 <sup>th</sup> Grade	81.8%	94.2%	74.5%	96.2%	74.5%	84.6%
6 <sup>th</sup> Grade	83.9%	63.3%	82.3%	75.5%	64.5%	60.0%

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**  
**Spring Hill SBA Proficiency by NCLB Groups – Spring 2006**

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	80.5%	19.5%	88.6%	11.4%	83.0%	17.0%
	African American	100.0%	0.0%	100.0%	0.0%	75.0%	25.0%
	AK Native/ American Indian	68.2%	31.8%	72.1%	27.9%	75.0%	25.0%
	Asian	82.8%	17.2%	96.6%	3.4%	90.0%	10.0%
	Caucasian	87.6%	12.4%	94.4%	5.6%	87.8%	12.2%
	Hispanic	60.9%	39.1%	78.3%	21.7%	65.2%	34.8%
	Multi-Ethnic	88.2%	11.8%	94.1%	5.9%	94.1%	5.9%
LowIncome	Yes	72.4%	27.6%	87.5%	12.5%	82.9%	17.1%
	No	88.6%	11.4%	89.6%	10.4%	83.2%	16.8%
Disabled	Yes	55.1%	44.9%	77.6%	22.4%	70.0%	30.0%
	No	88.2%	11.8%	91.9%	8.1%	87.0%	13.0%
LEP	Yes	76.0%	24.0%	92.0%	8.0%	82.4%	17.6%
	No	81.9%	18.1%	87.5%	12.5%	83.2%	16.8%
Migrant	Yes	85.7%	14.3%	85.7%	14.3%	92.9%	7.1%
	No	80.1%	19.9%	88.8%	11.2%	82.3%	17.7%
Gender	Female	79.6%	20.4%	91.8%	8.2%	80.6%	19.4%
	Male	81.3%	18.8%	85.7%	14.3%	85.1%	14.9%

**Anchorage School District: Profile of Performance ..... 2005-2006**

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

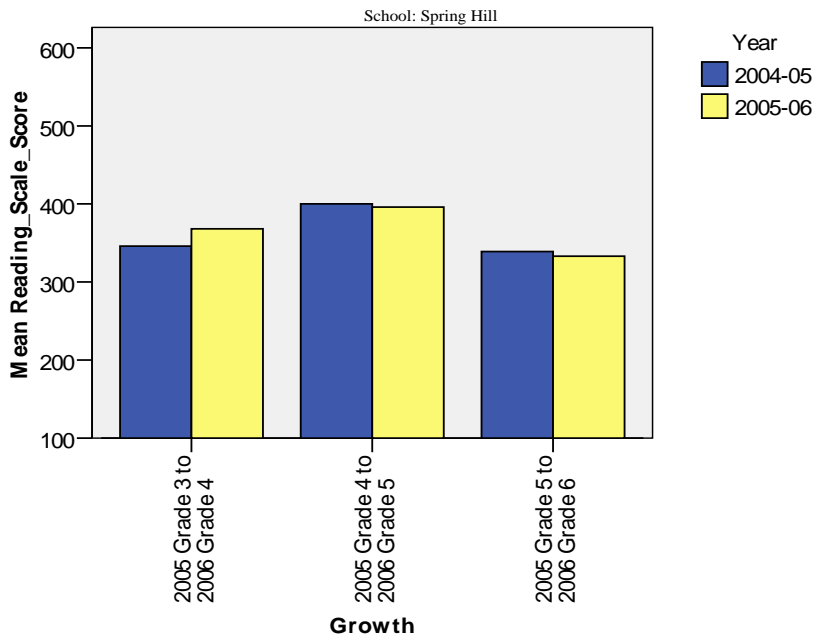
		Reading		Writing		Math	
		2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score
Ethnicity	All Students	359.8	371.2	357.5	368.9	353.2	367.3
	African American	367.4	366.0	366.0	373.0	340.8	334.9
	AK Native/ American Indian	334.2	335.6	336.4	335.8	340.4	345.4
	Asian	343.0	365.3	346.9	369.9	351.4	374.9
	Caucasian	382.0	394.2	374.5	383.8	363.7	378.8
	Hispanic	344.4	347.1	342.4	352.6	348.6	345.1
	Multi-Ethnic	371.3	387.8	373.3	392.2	347.3	395.5
Low Income	Yes	347.5	356.9	350.1	365.5	349.6	359.5
	No	370.5	385.5	363.9	372.3	356.3	375.0
Disabled	Yes	315.2	331.9	320.6	338.4	319.2	341.5
	No	373.2	383.2	368.5	378.2	363.3	375.3
LEP	Yes	341.8	352.3	346.2	357.6	351.8	361.6
	No	365.2	377.1	360.9	372.5	353.6	369.1
Migrant	Yes	334.2	369.1	356.1	368.3	381.6	386.4
	No	361.3	371.4	357.6	369.0	351.6	366.0
Gender	Female	365.7	376.5	365.0	379.3	346.3	364.9
	Male	353.9	366.6	349.8	359.8	360.2	369.4

Spring 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	346.1	367.7	21.6	399.8	395.9	-3.9	338.7	333.3	-5.3
	African American	.	392.7	.	403.2	384.0	-19.2	338.1	340.7	2.6
	AK Native/ American Indian	327.4	349.6	22.2	353.3	366.8	13.5	333.4	290.7	-42.7
	Asian	345.0	376.4	31.4	361.7	346.2	-15.5	347.9	350.1	2.2
	Caucasian	364.8	379.9	15.1	425.7	419.3	-6.3	348.0	359.4	11.4
	Hispanic	346.2	347.0	0.8	383.1	365.7	-17.4	316.8	310.9	-5.9
	Multi-Ethnic	357.3	372.8	15.5	370.4	388.7	18.3	301.2	297.0	-4.2
LowIncome	Yes	324.7	345.2	20.5	385.9	378.1	-7.8	350.3	333.8	-16.5
	No	372.7	392.3	19.7	411.0	409.4	-1.6	324.7	333.2	8.5
Disabled	Yes	303.1	330.7	27.6	366.8	377.9	11.1	307.7	296.3	-11.4
	No	363.4	380.7	17.3	405.2	398.0	-7.2	354.1	349.7	-4.4
LEP	Yes	317.9	357.1	39.2	363.3	344.8	-18.5	335.4	329.7	-5.7
	No	355.0	371.4	16.4	407.7	407.2	-0.5	339.9	335.1	-4.8
Migrant	Yes	327.8	375.9	48.1	386.7	378.3	-8.3	364.0	335.4	-28.7
	No	349.2	367.0	17.8	401.1	395.7	-5.4	336.8	332.9	-3.9
Gender	Female	346.3	366.8	20.5	416.4	407.7	-8.7	349.2	337.0	-12.2
	Male	345.7	369.2	23.5	387.9	386.1	-1.8	323.3	327.8	4.5

. 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

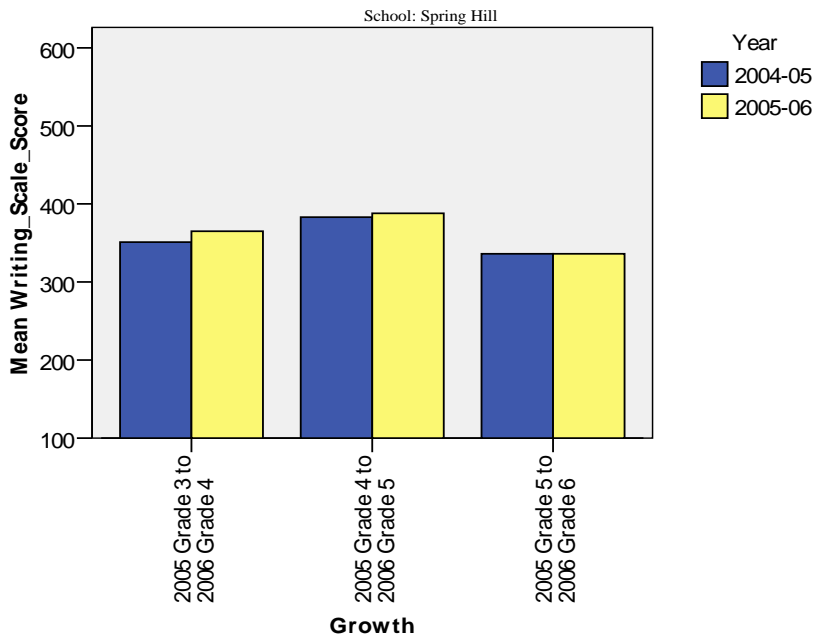


Spring Hill SBA Growth in Average Scale Score by NCLB Groups: Writing

		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	350.8	364.9	14.1	382.7	388.3	5.7	336.0	336.4	0.4
	African American	.	336.0	.	397.1	408.7	11.6	343.8	348.9	5.1
	AK Native/American Indian	338.3	348.8	10.5	349.4	358.7	9.3	324.2	311.0	-13.2
	Asian	362.7	370.2	7.5	321.9	350.1	28.2	360.3	373.8	13.5
	Caucasian	354.7	374.3	19.7	401.0	402.4	1.4	334.7	340.2	5.5
	Hispanic	358.1	322.7	-35.4	370.8	377.9	7.1	313.7	318.3	4.7
	Multi-Ethnic	373.4	382.7	9.3	348.2	361.0	12.8	361.1	301.7	-59.4
LowIncome	Yes	341.9	359.1	17.2	370.3	380.8	10.5	344.4	348.7	4.3
	No	363.0	373.4	10.4	391.7	393.2	1.5	326.9	323.1	-3.8
Disabled	Yes	326.8	347.9	21.1	333.7	363.3	29.7	311.0	301.4	-9.6
	No	361.2	372.0	10.8	389.1	390.7	1.6	348.8	351.9	3.1
LEP	Yes	338.3	354.8	16.5	341.4	352.7	11.3	349.2	346.0	-3.2
	No	355.7	369.2	13.5	391.9	395.1	3.2	331.3	331.8	0.5
Migrant	Yes	356.7	368.3	11.7	379.0	381.4	2.4	358.7	346.2	-12.5
	No	350.1	364.7	14.6	382.8	387.9	5.1	334.7	336.3	1.7
Gender	Female	357.4	373.7	16.3	399.2	408.0	8.8	341.1	347.7	6.6
	Male	346.9	360.1	13.2	370.3	371.8	1.5	328.4	317.7	-10.7

. 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

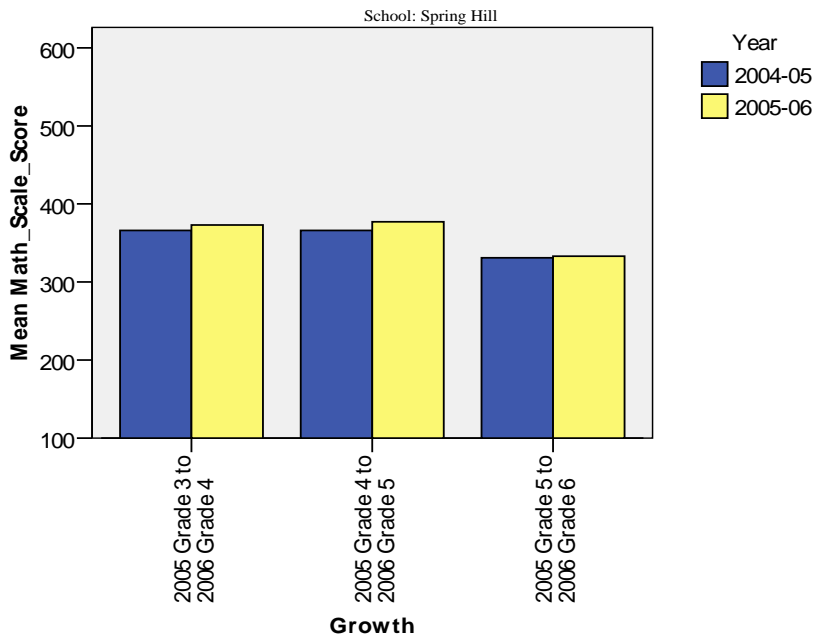


Spring Hill SBA Growth in Average Scale Score by NCLB Groups: Math

		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	366.4	372.7	6.3	366.2	377.0	10.8	331.1	332.7	1.6
	African American	.	356.1	.	364.3	366.8	2.5	251.4	231.7	-19.7
	AK Native/ American Indian	379.0	367.9	-11.2	364.7	375.2	10.5	316.4	330.1	13.7
	Asian	359.8	367.9	8.1	321.7	318.3	-3.3	381.0	388.4	7.4
	Caucasian	373.2	388.0	14.8	371.1	384.7	13.6	324.8	328.9	4.1
	Hispanic	396.3	345.8	-50.5	365.4	371.7	6.3	314.2	290.0	-24.2
	Multi-Ethnic	351.7	377.2	25.5	366.9	353.1	-13.8	358.3	376.8	18.5
LowIncome	Yes	357.7	364.3	6.7	358.0	365.4	7.4	329.7	335.2	5.5
	No	376.1	382.7	6.6	372.8	384.9	12.1	332.7	330.3	-2.3
Disabled	Yes	346.4	349.7	3.3	330.2	370.0	39.8	296.1	288.7	-7.4
	No	373.9	382.1	8.2	371.3	376.8	5.5	349.4	352.7	3.3
LEP	Yes	355.0	360.4	5.4	339.7	337.2	-2.5	360.9	349.1	-11.8
	No	368.8	376.9	8.1	371.7	385.3	13.7	319.0	326.4	7.4
Migrant	Yes	368.2	377.0	8.8	429.1	381.7	-47.4	410.8	416.9	6.1
	No	366.3	372.8	6.5	365.4	375.7	10.3	326.2	327.0	0.8
Gender	Female	355.7	371.2	15.5	361.9	380.1	18.2	328.3	329.8	1.5
	Male	372.7	375.3	2.7	370.0	374.4	4.4	334.7	336.2	1.5

. 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

Spring 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	32.4%	34.6%	31.2%	48.1%	47.1%	47.1%	15.2%	12.0%	14.1%	4.3%	6.3%	7.7%	214	99.5%	98.1%	98.1%
	African American	12.5%	20.7%	21.4%	87.5%	51.1%	52.9%	0.0%	18.9%	17.1%	0.0%	9.4%	8.6%	8	100.0%	98.2%	98.5%
	AK Native/ American Indian	13.6%	19.3%	12.4%	54.5%	49.7%	45.5%	15.9%	19.1%	25.7%	15.9%	11.9%	16.4%	45	100.0%	97.5%	97.7%
	Asian	27.6%	24.7%	27.4%	55.2%	49.6%	50.7%	17.2%	16.3%	14.8%	0.0%	9.4%	7.0%	30	100.0%	97.1%	97.5%
	Caucasian	44.9%	44.8%	41.6%	42.7%	44.3%	46.3%	10.1%	7.4%	8.2%	2.2%	3.5%	3.8%	91	98.9%	98.5%	98.3%
	Hispanic	30.4%	22.4%	22.4%	30.4%	51.8%	53.0%	39.1%	17.3%	17.3%	0.0%	8.5%	7.3%	23	100.0%	97.0%	97.2%
	Multi-Ethnic	35.3%	27.4%	28.2%	52.9%	50.5%	50.5%	11.8%	14.8%	13.9%	0.0%	7.4%	7.3%	17	100.0%	98.5%	98.7%
Low Income	Yes	29.5%	18.7%	17.4%	42.9%	51.0%	48.4%	22.9%	19.4%	21.3%	4.8%	11.0%	12.9%	105	100.0%	97.6%	97.9%
	No	35.2%	45.1%	41.4%	53.3%	44.5%	46.1%	7.6%	7.2%	8.6%	3.8%	3.3%	3.8%	109	99.1%	98.4%	98.2%
Disabled	Yes	18.4%	8.8%	8.1%	36.7%	36.7%	35.2%	32.7%	28.5%	29.9%	12.2%	26.1%	26.8%	52	98.1%	93.7%	94.0%
	No	36.6%	39.1%	34.9%	51.6%	48.9%	49.1%	9.9%	9.1%	11.4%	1.9%	2.9%	4.5%	162	100.0%	98.9%	98.8%
LEP	Yes	20.0%	15.1%	9.0%	56.0%	52.1%	43.7%	24.0%	20.5%	28.6%	0.0%	12.4%	18.7%	51	100.0%	96.7%	97.3%
	No	36.3%	38.3%	35.5%	45.6%	46.1%	47.8%	12.5%	10.4%	11.2%	5.6%	5.2%	5.6%	163	99.4%	98.3%	98.2%
Migrant	Yes	21.4%	20.0%	13.0%	64.3%	53.7%	44.6%	14.3%	17.1%	25.2%	0.0%	9.2%	17.2%	14	100.0%	99.4%	98.1%
	No	33.2%	35.1%	32.3%	46.9%	46.9%	47.3%	15.3%	11.8%	13.3%	4.6%	6.2%	7.1%	200	99.5%	98.0%	98.1%
Gender	Female	37.8%	39.3%	34.9%	41.8%	46.2%	47.0%	15.3%	10.0%	12.3%	5.1%	4.5%	5.8%	99	100.0%	98.5%	98.4%
	Male	27.7%	30.0%	27.5%	53.6%	47.9%	47.2%	15.2%	13.9%	15.7%	3.6%	8.1%	9.5%	115	99.1%	97.7%	97.7%

Anchorage School District: Profile of Performance ..... 2005-2006

Spring 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	26.2%	31.4%	27.4%	62.4%	49.1%	48.6%	11.0%	18.0%	21.9%	0.5%	1.6%	2.1%	214	99.5%	98.1%	98.1%
	African American	25.0%	18.0%	18.8%	75.0%	50.7%	52.0%	0.0%	29.2%	27.3%	0.0%	2.1%	1.9%	8	100.0%	98.2%	98.3%
	AK Native/ American Indian	11.6%	15.5%	10.5%	60.5%	52.5%	45.2%	25.6%	28.7%	39.6%	2.3%	3.2%	4.7%	45	100.0%	97.5%	97.9%
	Asian	20.7%	25.7%	27.6%	75.9%	49.8%	51.0%	3.4%	21.9%	19.3%	0.0%	2.6%	2.0%	30	100.0%	97.0%	97.5%
	Caucasian	37.8%	40.5%	36.3%	56.7%	47.1%	49.0%	5.6%	11.6%	13.7%	0.0%	0.8%	1.0%	91	98.9%	98.5%	98.2%
	Hispanic	17.4%	20.9%	20.2%	60.9%	52.7%	55.2%	21.7%	24.5%	23.1%	0.0%	1.8%	1.5%	23	100.0%	97.0%	97.2%
	Multi-Ethnic	23.5%	25.2%	25.6%	70.6%	51.2%	51.5%	5.9%	21.8%	21.0%	0.0%	1.9%	1.9%	17	100.0%	98.5%	98.6%
Low Income	Yes	24.0%	16.4%	15.3%	63.5%	52.2%	48.7%	11.5%	28.5%	32.4%	1.0%	2.9%	3.6%	105	100.0%	97.6%	98.0%
	No	28.3%	41.3%	36.5%	61.3%	47.0%	48.6%	10.4%	11.1%	13.9%	0.0%	0.7%	0.9%	109	99.1%	98.4%	98.1%
Disabled	Yes	16.3%	7.7%	6.4%	61.2%	40.2%	38.5%	20.4%	45.6%	47.9%	2.0%	6.5%	7.2%	52	98.1%	93.8%	94.2%
	No	29.2%	35.5%	30.9%	62.7%	50.6%	50.3%	8.1%	13.1%	17.6%	0.0%	0.7%	1.2%	162	100.0%	98.9%	98.7%
LEP	Yes	10.0%	14.9%	9.1%	82.0%	53.9%	45.1%	8.0%	28.3%	41.0%	0.0%	2.9%	4.8%	51	100.0%	96.6%	97.5%
	No	31.3%	34.6%	31.0%	56.3%	48.1%	49.3%	11.9%	16.0%	18.1%	0.6%	1.3%	1.5%	163	99.4%	98.3%	98.2%
Migrant	Yes	28.6%	20.2%	12.2%	57.1%	50.6%	43.4%	14.3%	26.5%	39.8%	0.0%	2.7%	4.5%	14	100.0%	99.4%	98.3%
	No	26.0%	31.8%	28.4%	62.8%	49.0%	49.0%	10.7%	17.7%	20.7%	0.5%	1.5%	1.9%	200	99.5%	98.0%	98.1%
Gender	Female	30.6%	37.8%	33.4%	61.2%	47.8%	47.9%	8.2%	13.5%	17.4%	0.0%	1.0%	1.3%	99	100.0%	98.4%	98.4%
	Male	22.3%	25.2%	21.7%	63.4%	50.3%	49.3%	13.4%	22.3%	26.2%	0.9%	2.2%	2.8%	115	99.1%	97.7%	97.7%

Anchorage School District: Profile of Performance ..... 2005-2006

Spring 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	42.0%	38.3%	32.9%	41.0%	37.0%	38.4%	9.4%	13.1%	14.7%	7.5%	11.7%	14.0%	214	99.5%	98.4%	98.2%
	African American	12.5%	19.2%	19.7%	62.5%	39.8%	40.5%	12.5%	18.2%	19.7%	12.5%	22.9%	20.0%	8	100.0%	98.2%	98.5%
	AK Native/ American Indian	36.4%	24.5%	16.3%	38.6%	40.1%	37.1%	9.1%	17.2%	21.4%	15.9%	18.1%	25.2%	45	100.0%	97.4%	97.7%
	Asian	50.0%	33.8%	35.2%	40.0%	37.3%	39.0%	6.7%	13.7%	13.5%	3.3%	15.2%	12.4%	30	100.0%	98.6%	98.8%
	Caucasian	46.7%	47.7%	41.6%	41.1%	35.1%	38.5%	6.7%	10.3%	11.2%	5.6%	6.9%	8.6%	91	98.9%	98.5%	98.3%
	Hispanic	30.4%	27.2%	26.4%	34.8%	39.1%	40.9%	26.1%	19.3%	18.3%	8.7%	14.5%	14.4%	23	100.0%	99.0%	98.7%
	Multi-Ethnic	47.1%	31.5%	32.1%	47.1%	39.6%	39.6%	5.9%	13.9%	13.6%	0.0%	15.0%	14.7%	17	100.0%	98.7%	98.8%
Low Income	Yes	39.0%	23.2%	20.5%	43.8%	39.3%	38.6%	8.6%	18.1%	19.3%	8.6%	19.4%	21.6%	105	100.0%	98.1%	98.1%
	No	44.9%	48.3%	42.1%	38.3%	35.4%	38.3%	10.3%	9.7%	11.2%	6.5%	6.6%	8.4%	109	99.1%	98.6%	98.3%
Disabled	Yes	32.0%	12.7%	11.0%	38.0%	29.6%	28.7%	12.0%	22.4%	22.6%	18.0%	35.3%	37.7%	52	98.1%	93.7%	94.1%
	No	45.1%	42.7%	36.5%	42.0%	38.2%	40.0%	8.6%	11.4%	13.4%	4.3%	7.6%	10.1%	162	100.0%	99.3%	98.9%
LEP	Yes	41.2%	23.6%	14.7%	41.2%	38.5%	35.1%	13.7%	18.1%	22.4%	3.9%	19.8%	27.8%	51	100.0%	98.8%	98.3%
	No	42.2%	41.2%	36.5%	41.0%	36.7%	39.1%	8.1%	12.1%	13.1%	8.7%	10.1%	11.3%	163	99.4%	98.3%	98.2%
Migrant	Yes	64.3%	25.7%	18.7%	28.6%	38.4%	35.1%	7.1%	17.6%	20.1%	0.0%	18.4%	26.1%	14	100.0%	99.4%	98.1%
	No	40.4%	38.7%	33.8%	41.9%	36.9%	38.7%	9.6%	12.9%	14.3%	8.1%	11.4%	13.2%	200	99.5%	98.4%	98.2%
Gender	Female	43.9%	38.1%	33.0%	36.7%	37.8%	39.2%	11.2%	13.3%	14.8%	8.2%	10.9%	13.1%	99	100.0%	98.7%	98.5%
	Male	40.4%	38.5%	32.8%	44.7%	36.2%	37.7%	7.9%	12.9%	14.6%	7.0%	12.5%	14.9%	115	99.1%	98.1%	97.9%

Spring Hill TerraNova 5th grade  
 Percent in each quartile

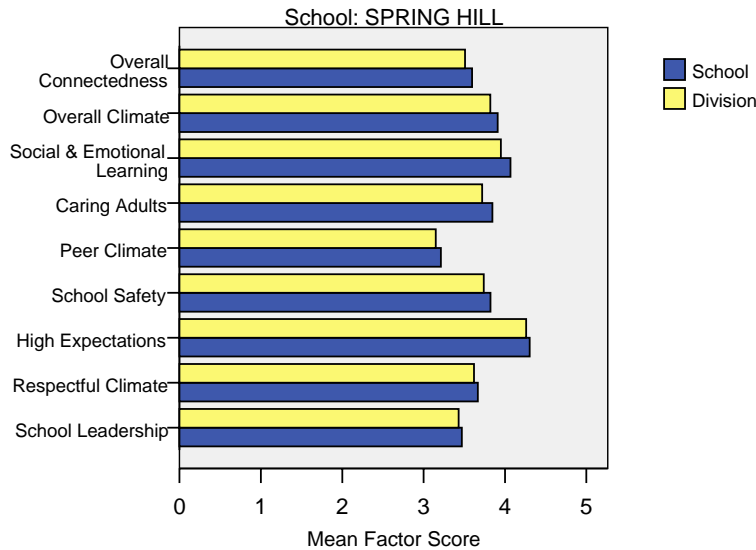
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	37.7%	30.4%	34.0%	26.8%	22.6%	24.5%	5.7%	18.3%
2004-2005	10.7%	29.2%	28.6%	27.6%	39.3%	24.5%	21.4%	18.7%
2003-2004	19.4%	30.6%	33.9%	26.9%	37.1%	24.2%	9.7%	18.3%
2002-2003	23.7%	29.1%	30.5%	26.6%	27.1%	23.8%	18.6%	20.5%
2001-2002	20.0%	30.3%	36.7%	26.0%	33.3%	24.6%	10.0%	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	37.7%	34.0%	28.3%	26.5%	24.5%	22.0%	9.4%	17.5%
2004-2005	21.4%	32.1%	35.7%	28.3%	33.9%	21.2%	8.9%	18.4%
2003-2004	21.0%	34.1%	32.3%	26.5%	30.6%	21.7%	16.1%	17.7%
2002-2003	30.5%	32.8%	16.9%	26.5%	30.5%	20.9%	22.0%	19.8%
2001-2002	21.7%	32.3%	28.3%	26.4%	31.7%	22.9%	18.3%	18.4%

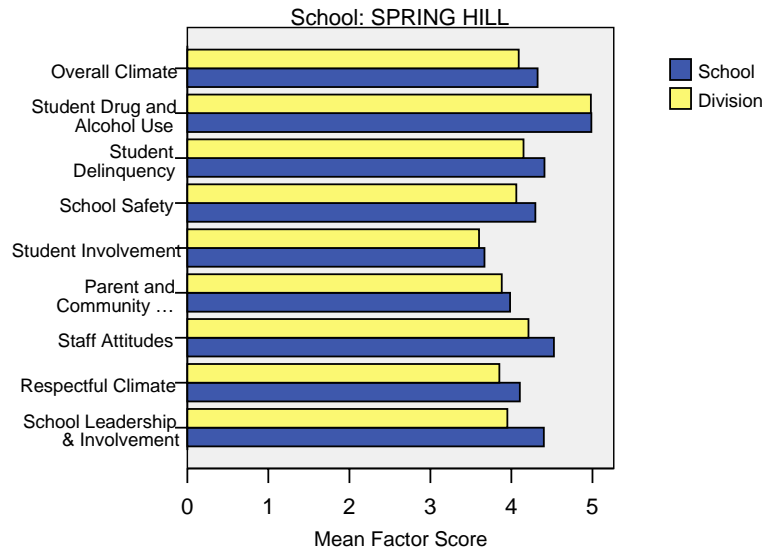
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	30.2%	28.4%	35.8%	31.9%	28.3%	22.3%	5.7%	17.5%
2004-2005	25.0%	26.9%	37.5%	31.1%	30.4%	22.9%	7.1%	19.1%
2003-2004	25.8%	28.3%	32.3%	29.3%	27.4%	22.6%	14.5%	19.8%
2002-2003	13.8%	24.7%	27.6%	30.6%	27.6%	22.6%	31.0%	22.1%
2001-2002	16.4%	24.1%	41.0%	30.1%	21.3%	24.8%	21.3%	20.9%

Spring 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).