

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 where students focus on academic achievement, develop self-discipline, positive decision-making and exercise good interpersonal skills. We welcome students and parents as active participants in the learning process. Spring Hill has completed the third year of implementing Reading First, a federal grant program supporting reading instruction in the primary grades. The grant activities include a strong focus on phonics, vocabulary, fluency and comprehension. Our focus on building reading comprehension skills continues through all grade levels. We help our students learn to read so that as they grow older, they can read to learn.

From the School Report Card

SCHOOL GOALS	
Goal	Level of Achievement
The number of students rated proficient on the state reading assessments will increase 2 percent for each grade level.	Partially Attained
Student proficiency on the state writing assessments will increase 2 percent for each grade level. The number of students rated advanced will also increase.	Partially Attained

From the School Report Card

BUDGET*	
2005-2006 Actual Expenditures	\$1,923,299
2006-2007 Revised Budgeted Amount	\$1,969,255
2007-2008 Proposed Budget	\$1,957,016
*Dollars budgeted or expended are general fund only.	

From IFAS

Spring Hill School Characteristics

	School	District	Source of Information
Membership	368	49,230	Fall OASIS
Capacity	80%	N/A	Board Report - #202 3/12/07
Attendance Rate	93.8%	92.5%	NCLB Summer Data Collection
Retention Rate K-8	0.0%	1.0%	SMS and NCLB Summer Data Collection
Transiency Rate	22.1%	26.8%	NCLB Summer Data Collection
Economically Disadvantaged	175	18,325	Fall OASIS
Ave. Weekly Volunteer Hours	9	5,111	Dept of Ed Report Card Report
Students Taking the Alternate Assessment	1	230	SMS
Change in Enrollment	-1.1%	-1.0%	Fall Oasis

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
28	100%	38%	0	100%

SCHOOL BUSINESS PARTNERSHIPS
Horace Mann Super Suppers

From the School Report Card

ETHNICITY REPORT - OCTOBER 2006						
White	Black	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	2 or more races	Total
165	19	69	46	33	36	368

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
200	190	95.0%

From participation file (3-10 graders)

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

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	(C) Participation Rate (%)	(D) Participation Rate Met	(E) Tested and Enrolled "FAY"	(F) Proficient on LA	(G) Percent Proficient on LA	(H) LA Target	(I) Met AMO for LA	(J) Proficient on Math	(K) Percent Proficient in Math	(L) Math Target	(M) Met AMO for Math
All Students	200	199	99.5%	Yes	189	165	87.3%	63.8%	Yes	169	89.4%	49.2%	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	43	42	97.7%	Yes	41	32	78%	55.1%	Yes	32	78%	39.6%	Yes
Asian	26	26	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	90	90	100%	Yes	84	76	90.5%	60%	Yes	76	90.5%	45%	Yes
Hispanic	15	15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	18	18	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	92	91	98.9%	Yes	85	70	82.4%	60.1%	Yes	72	84.7%	45.1%	Yes
Disabled	42	42	100%	Yes	41	32	78%	55.1%	Yes	30	73.2%	39.6%	Yes
LEP	47	47	100%	Yes	45	34	75.6%	55.8%	Yes	41	91.1%	40.4%	Yes

Attendance Rate: Met

93.8% (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

7/30/2007

Anchorage School District
2006-2007 Adequate Yearly Progress - Growth Report

Meets AYP
Meets Growth

Spring Hill Elementary

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

Group	"FAY"	Language Arts Performance				Math Performance			
		(E) Number of Students Proficient or on Track to Proficiency on LA	(F) Percent Proficient or on Track to Proficiency on LA	(G) LA Target	(H) Met AMO for LA	(I) Number of Students Proficient or on Track to Proficiency on Math	(J) Percent Proficient or on Track to Proficiency on Math	(K) Math Target	(L) Met AMO for Math
If there are 20 or fewer students enrolled, value is "N/A"	(D) Tested and Enrolled "FAY"	(E) Number of Students Proficient or on Track to Proficiency on LA	(F) Percent Proficient or on Track to Proficiency on LA	(G) LA Target	(H) Met AMO for LA	(I) Number of Students Proficient or on Track to Proficiency on Math	(J) Percent Proficient or on Track to Proficiency on Math	(K) Math Target	(L) Met AMO for Math
All Students	189	***	95% or less	71.48%	Yes	172	91%	57.61%	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & AmIn	41	***	95% or less	71.48%	Yes	***	95% or less	57.61%	Yes
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	84	***	95% or less	71.48%	Yes	***	95% or less	57.61%	Yes
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	85	***	95% or less	71.48%	Yes	***	95% or less	57.61%	Yes
Disabled	41	***	95% or less	71.48%	Yes	***	95% or less	57.61%	Yes
LEP	45	***	95% or less	71.48%	Yes	***	95% or less	57.61%	Yes

Participation Rate: Met

Other Indicator: Met

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.

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

This document was prepared by the ASD Assessment and Evaluation Department.

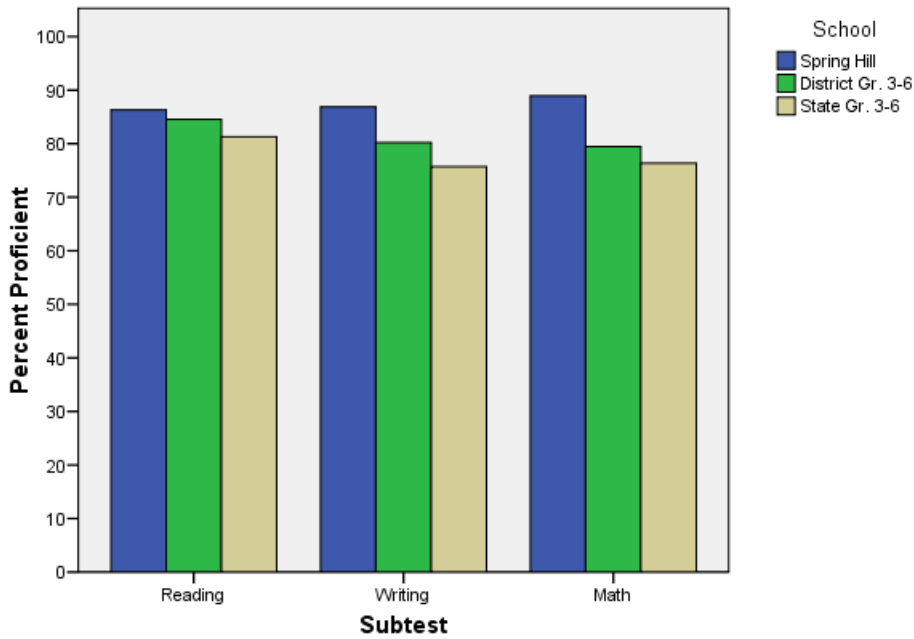
9/14/2007

SBA Proficiency Comparison by Grade for Spring Hill

Category	Subtest					
	Reading		Writing		Math	
	Year		Year		Year	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
	Percent Proficient	Percent Proficient	Percent Proficient	Percent Proficient	Percent Proficient	Percent Proficient
All Students	80.48%	86.29%	88.57%	86.87%	83.02%	88.94%
3rd Grade	88.89%	86.67%	86.67%	91.30%	89.13%	87.23%
4th Grade	76.56%	87.76%	93.75%	89.80%	95.31%	93.88%
5th Grade	94.23%	79.63%		77.78%	84.62%	87.04%
6th Grade	63.27%	91.84%	75.51%	89.80%	60.00%	87.76%

. Data is suppressed based on Alaska Department of Education and Early Development Protocol

2007 SBA Results Compared for Spring Hill, District, & State



SBA 2007 Proficient & Not Proficient by NCLB Groups for Spring Hill

	Subtest					
	Reading		Writing		Math	
	Year		Year		Year	
	2006-2007		2006-2007		2006-2007	
	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient
All Students	86.29%	13.71%	86.87%	13.13%	88.94%	11.06%
Black						
Alaska Native / American Indian	75.61%	24.39%	73.17%	26.83%	78.05%	21.95%
Asian / Pacific Islander			88.46%	11.54%		
White	87.78%	12.22%	91.21%	8.79%	89.01%	10.99%
Hispanic						
2 or More Races	83.33%	16.67%				
Low Income	83.15%	16.85%	83.33%	16.67%	85.71%	14.29%
Not Low Income	88.89%	11.11%	89.81%	10.19%	91.67%	8.33%
Disabled	65.00%	35.00%	78.05%	21.95%	69.05%	30.95%
Not Disabled	91.72%	8.28%	89.17%	10.83%	94.27%	5.73%
LEP	82.61%	17.39%	78.26%	21.74%	91.49%	8.51%
Not LEP	87.42%	12.58%	89.47%	10.53%	88.16%	11.84%
Migrant	70.59%	29.41%	64.71%	35.29%	82.35%	17.65%
Not Migrant	87.78%	12.22%	88.95%	11.05%	89.56%	10.44%
Female	90.91%	9.09%	89.61%	10.39%	91.03%	8.97%
Male	83.33%	16.67%	85.12%	14.88%	87.60%	12.40%

. Data is suppressed based on Alaska Department of Education and Early Development Protocol

SBA Mean Scale Score Comparison by NCLB Groups for Spring Hill

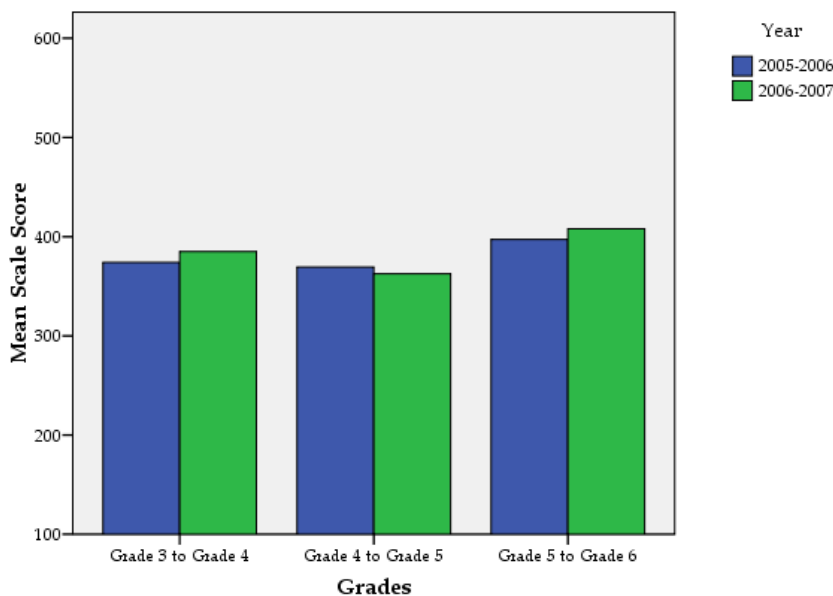
	Subtest					
	Reading		Writing		Math	
	Year		Year		Year	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score
All Students	371.21	380.72	368.92	380.41	367.33	372.49
Black	366.00	351.50	373.00	357.00	334.88	335.38
Alaska Native / American Indian	335.61	351.46	335.79	347.54	345.39	343.66
Asian / Pacific Islander	365.31	373.92	369.93	378.04	374.93	377.96
White	394.25	398.37	383.83	394.99	378.76	380.86
Hispanic	347.13	381.14	352.61	376.00	345.09	367.80
2 or More Races	387.82	381.61	392.24	398.83	395.53	408.39
Low Income	356.90	370.03	365.51	373.42	359.50	366.20
Not Low Income	385.51	389.53	372.27	386.23	375.00	377.80
Disabled	331.88	328.10	338.39	347.80	341.52	329.95
Not Disabled	383.18	394.13	378.22	388.92	375.29	383.87
LEP	352.34	357.30	357.64	362.07	361.65	365.79
Not LEP	377.11	387.85	372.45	385.96	369.12	374.57
Migrant	369.14	355.76	368.29	348.12	386.36	367.47
Not Migrant	371.36	383.08	368.97	383.44	365.98	372.96
Female	376.50	397.12	379.34	404.01	364.91	385.17
Male	366.58	370.20	359.81	365.39	369.40	364.32

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 2006	Grade 4 in 2007	Difference	Grade 4 in 2006	Grade 5 in 2007	Difference	Grade 5 in 2006	Grade 6 in 2007	Difference
Ethnicity	All Students	374.00	385.02	11.02	369.31	362.52	-6.80	397.20	407.98	10.78
	Black	*	*	*	*	*	*	*	*	*
	AK Native / American Indian	329.38	330.63	1.25	349.15	338.85	-10.31	372.67	380.11	7.44
	Asian	360.25	381.50	21.25	357.89	364.56	6.67	354.50	361.25	6.75
	White	384.44	398.28	13.83	383.54	377.29	-6.25	425.30	434.35	9.04
	Hispanic	*	*	*	*	*	*	354.67	390.00	35.33
	2 or More Races	414.13	421.88	7.75	369.50	353.00	-16.50	*	*	*
Low Income	Yes	362.91	380.39	17.48	360.17	348.13	-12.04	382.67	396.73	14.07
	No	385.09	389.65	4.57	376.63	374.03	-2.60	404.47	413.60	9.13
Disabled	Yes	321.85	343.15	21.31	332.46	308.62	-23.85	322.33	348.67	26.33
	No	394.55	401.52	6.97	381.00	379.61	-1.39	402.55	412.21	9.67
LEP	Yes	367.70	394.90	27.20	343.76	332.00	-11.76	349.90	357.00	7.10
	No	375.75	382.28	6.53	381.05	376.54	-4.51	410.71	422.54	11.83
Migrant	Yes	367.67	381.33	13.67	362.33	333.11	-29.22	*	*	*
	No	374.44	385.28	10.84	370.71	368.40	-2.31	397.64	407.84	10.20
Gender	Female	402.47	402.05	-0.42	363.44	377.63	14.19	416.37	432.68	16.32
	Male	353.96	373.04	19.07	371.79	356.16	-15.63	383.19	389.92	6.73

*Suppressed based on Department of Education and Early Development Reporting Protocol

Growth in Mean Scale Score in Reading by Grade for Spring Hill between 2005-2006 and 2006-2007

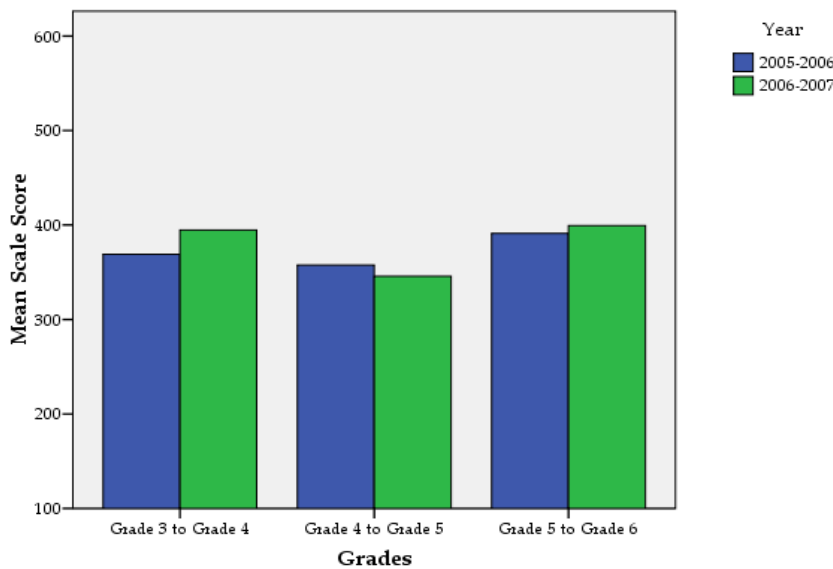


Spring Hill SBA Growth in Average Scale Score by NCLB Groups: Writing

		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 2006	Grade 4 in 2007	Difference	Grade 4 in 2006	Grade 5 in 2007	Difference	Grade 5 in 2006	Grade 6 in 2007	Difference
Ethnicity	All Students	368.93	394.61	25.67	357.57	345.70	-11.87	391.13	399.44	8.31
	Black	*	*	*	*	*	*	*	*	*
	AK Native / American Indian	309.38	315.25	5.88	354.15	330.08	-24.08	368.22	387.78	19.56
	Asian	352.25	396.75	44.50	348.00	340.78	-7.22	400.25	391.25	-9.00
	White	388.89	418.72	29.83	362.50	356.00	-6.50	405.57	413.30	7.74
	Hispanic	*	*	*	*	*	*	*	*	*
	2 or More Races	418.63	424.88	6.25	386.00	362.75	-23.25	*	*	*
Low Income	Yes	358.00	387.09	29.09	355.00	342.13	-12.88	386.73	393.40	6.67
	No	379.87	402.13	22.26	359.63	348.57	-11.07	393.33	402.47	9.13
Disabled	Yes	319.92	378.62	58.69	344.92	315.54	-29.38	329.33	323.00	-6.33
	No	388.24	400.91	12.67	361.59	355.27	-6.32	395.55	404.90	9.36
LEP	Yes	354.70	401.60	46.90	336.47	319.94	-16.53	368.30	367.80	-0.50
	No	372.89	392.67	19.78	367.27	357.54	-9.73	397.66	408.49	10.83
Migrant	Yes	366.33	335.33	-31.00	346.44	330.22	-16.22	*	*	*
	No	369.12	398.74	29.63	359.80	348.80	-11.00	391.36	399.55	8.18
Gender	Female	395.79	416.58	20.79	373.31	361.56	-11.75	421.79	432.74	10.95
	Male	350.04	379.15	29.11	350.95	339.03	-11.92	368.73	375.12	6.38

*Suppressed based on Department of Education and Early Development Reporting Protocol

Growth in Mean Scale Score in Writing by Grade for Spring Hill between 2005-2006 and 2006-2007

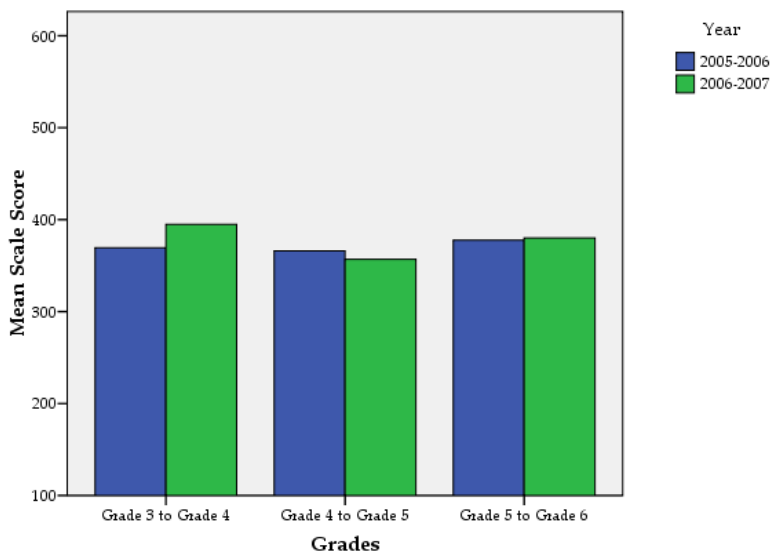


Spring Hill SBA Growth in Average Scale Score by NCLB Groups: Math

		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 2006	Grade 4 in 2007	Difference	Grade 4 in 2006	Grade 5 in 2007	Difference	Grade 5 in 2006	Grade 6 in 2007	Difference
Ethnicity	All Students	369.30	394.83	25.52	365.96	356.89	-9.07	377.73	380.09	2.36
	Black	*	*	*	*	*	*	*	*	*
	AK Native / American Indian	305.63	304.88	-0.75	358.31	329.31	-29.00	381.67	375.44	-6.22
	Asian	363.88	401.25	37.38	353.11	364.33	11.22	359.50	381.75	22.25
	White	377.44	413.78	36.33	380.38	370.17	-10.21	387.13	385.30	-1.83
	Hispanic	*	*	*	*	*	*	354.67	372.83	18.17
	2 or More Races	425.75	456.00	30.25	363.75	372.00	8.25	*	*	*
Low Income	Yes	360.00	383.91	23.91	363.00	344.50	-18.50	366.87	383.67	16.80
	No	378.61	405.74	27.13	368.33	366.80	-1.53	383.17	378.30	-4.87
Disabled	Yes	335.31	360.85	25.54	338.69	319.46	-19.23	326.00	312.33	-13.67
	No	382.70	408.21	25.52	374.61	368.76	-5.85	381.43	384.93	3.50
LEP	Yes	375.40	404.60	29.20	341.53	334.47	-7.06	342.50	369.70	27.20
	No	367.61	392.11	24.50	377.19	367.19	-10.00	387.80	383.06	-4.74
Migrant	Yes	358.00	410.33	52.33	350.89	344.11	-6.78	*	*	*
	No	370.09	393.74	23.65	368.98	359.44	-9.53	377.64	379.57	1.93
Gender	Female	388.37	415.89	27.53	367.44	377.75	10.31	383.68	390.32	6.63
	Male	355.89	380.00	24.11	365.34	348.11	-17.24	373.38	372.62	-0.77

*Suppressed based on Department of Education and Early Development Reporting Protocol

Growth in Mean Scale Score in Math by Grade for Spring Hill between 2005-2006 and 2006-2007



2007 SBA Results Compared for Spring Hill, District and State

Reading	Spring Hill	District Gr. 3-6	State Gr. 3-6	Spring Hill	District Gr. 3-6	State Gr. 3-6	Spring Hill	District Gr. 3-6	State Gr. 3-6	Spring Hill	District Gr. 3-6	State Gr. 3-6	Spring Hill	District Gr. 3-6	State Gr. 3-6
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	36.55%	40.26%	35.99%	49.75%	44.27%	45.32%	11.68%	10.62%	13.15%	2.03%	4.85%	5.54%	98.00%	98.11%	98.03%
Black	.	23.45%	23.73%	.	53.19%	54.11%	.	16.14%	15.84%	.	7.22%	6.31%	100.00%	98.34%	98.38%
Alaska Native/American Indian	19.51%	24.11%	15.61%	56.10%	50.80%	47.89%	.	16.30%	24.91%	.	8.79%	11.59%	95.35%	98.12%	97.99%
Asian/Pacific Islander	34.62%	30.28%	31.90%	57.69%	47.79%	49.48%	.	15.14%	13.86%	.	6.78%	4.76%	100.00%	96.69%	96.81%
White	47.78%	51.78%	47.36%	40.00%	38.93%	42.11%	8.89%	6.44%	7.61%	3.33%	2.86%	2.92%	98.89%	98.58%	98.28%
Hispanic	28.57%	26.49%	26.93%	64.29%	51.75%	53.59%	.	15.67%	14.23%	.	6.09%	5.25%	93.33%	96.83%	96.78%
2 or More Races	38.89%	33.67%	35.48%	44.44%	48.41%	48.32%	.	12.72%	11.32%	.	5.20%	4.87%	100.00%	97.80%	98.01%
Low Income	34.83%	24.18%	22.26%	48.31%	51.26%	49.25%	.	16.49%	19.70%	.	8.07%	8.79%	96.74%	97.62%	97.64%
Not Low Income	37.96%	52.03%	46.53%	50.93%	39.16%	42.30%	.	6.33%	8.11%	.	2.49%	3.05%	99.07%	98.47%	98.33%
Disabled	10.00%	10.97%	9.75%	55.00%	39.39%	38.40%	27.50%	28.57%	31.46%	7.50%	21.07%	20.39%	92.86%	93.89%	93.28%
Not Disabled	43.31%	45.33%	40.30%	48.41%	45.12%	46.46%	.	7.51%	10.14%	.	2.03%	3.10%	99.37%	98.88%	98.86%
LEP	21.74%	19.90%	12.01%	60.87%	51.99%	46.72%	.	19.86%	28.83%	.	8.25%	12.44%	97.87%	96.40%	97.06%
Not LEP	41.06%	44.47%	40.94%	46.36%	42.68%	45.04%	.	8.71%	9.91%	.	4.14%	4.12%	98.04%	98.47%	98.24%
Migrant	35.29%	27.27%	17.31%	35.29%	50.59%	46.88%	.	15.42%	24.98%	.	6.72%	10.84%	94.44%	98.25%	97.90%
Not Migrant	36.67%	40.74%	37.19%	51.11%	44.04%	45.22%	.	10.45%	12.38%	.	4.78%	5.20%	98.35%	98.10%	98.04%
Female	45.45%	44.81%	39.66%	45.45%	43.29%	45.27%	.	8.68%	11.05%	.	3.22%	4.02%	96.20%	98.29%	98.27%
Male	30.83%	35.88%	32.48%	52.50%	45.22%	45.38%	14.17%	12.49%	15.15%	2.50%	6.41%	7.00%	99.17%	97.94%	97.82%

. Suppressed based on Department of Education and Early Development Reporting Protocol

2007 SBA Results Compared for Spring Hill, District and State

Writing	Spring Hill	District Gr. 3-6	State Gr. 3-6	Spring Hill	District Gr. 3-6	State Gr. 3-6	Spring Hill	District Gr. 3-6	State Gr. 3-6	Spring Hill	District Gr. 3-6	State Gr. 3-6	Spring Hill	District Gr. 3-6	State Gr. 3-6
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	33.33%	37.42%	32.27%	53.54%	42.80%	43.46%	.	17.95%	21.55%	.	1.84%	2.72%	98.50%	97.89%	97.96%
Black	.	22.98%	22.88%	.	45.50%	47.67%	.	28.61%	26.69%	.	2.91%	2.76%	100.00%	98.34%	98.38%
Alaska Native/American Indian	21.95%	20.50%	13.52%	51.22%	48.21%	41.47%	.	27.50%	38.67%	.	3.79%	6.35%	95.35%	97.82%	97.89%
Asian/Pacific Islander	26.92%	31.66%	33.39%	61.54%	43.40%	44.94%	.	21.83%	19.46%	.	3.10%	2.22%	100.00%	96.50%	96.60%
White	39.56%	47.32%	41.82%	51.65%	40.08%	43.19%	.	11.74%	13.71%	.	0.86%	1.28%	100.00%	98.37%	98.24%
Hispanic	35.71%	27.04%	26.10%	50.00%	45.48%	49.40%	.	25.34%	22.63%	.	2.15%	1.87%	93.33%	96.51%	96.40%
2 or More Races	44.44%	31.96%	32.10%	50.00%	45.41%	46.06%	.	20.68%	20.01%	.	1.94%	1.83%	100.00%	97.57%	97.96%
Low Income	31.11%	21.92%	19.79%	52.22%	47.14%	44.61%	.	27.71%	31.37%	.	3.23%	4.23%	97.83%	97.49%	97.62%
Not Low Income	35.19%	48.78%	41.86%	54.63%	39.61%	42.58%	.	10.79%	14.00%	.	0.81%	1.56%	99.07%	98.19%	98.21%
Disabled	17.07%	9.08%	8.06%	60.98%	37.94%	35.73%	.	46.21%	47.78%	.	6.77%	8.42%	95.24%	94.03%	93.53%
Not Disabled	37.58%	42.35%	36.26%	51.59%	43.64%	44.74%	.	13.03%	17.23%	.	0.98%	1.78%	99.37%	98.60%	98.73%
LEP	28.26%	21.56%	12.98%	50.00%	46.28%	39.61%	.	28.29%	40.75%	.	3.86%	6.65%	97.87%	96.20%	97.01%
Not LEP	34.87%	40.70%	36.25%	54.61%	42.07%	44.26%	.	15.81%	17.59%	.	1.42%	1.91%	98.69%	98.25%	98.16%
Migrant	29.41%	22.62%	14.85%	35.29%	49.80%	41.35%	.	25.20%	38.18%	.	2.38%	5.62%	94.44%	97.86%	97.90%
Not Migrant	33.70%	37.97%	33.39%	55.25%	42.54%	43.60%	.	17.68%	20.48%	.	1.82%	2.53%	98.90%	97.89%	97.96%
Female	46.75%	45.49%	39.27%	42.86%	40.22%	42.00%	.	13.29%	16.98%	.	0.99%	1.75%	96.20%	97.95%	98.22%
Male	24.79%	29.68%	25.58%	60.33%	45.26%	44.86%	.	22.41%	25.91%	.	2.65%	3.65%	100.00%	97.84%	97.71%

. Suppressed based on Department of Education and Early Development Reporting Protocol

2007 SBA Results Compared for Spring Hill, District and State

Math	Spring Hill	District Gr. 3-6	State Gr. 3-6	Spring Hill	District Gr. 3-6	State Gr. 3-6	Spring Hill	District Gr. 3-6	State Gr. 3-6	Spring Hill	District Gr. 3-6	State Gr. 3-6	Spring Hill	District Gr. 3-6	State Gr. 3-6
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	41.71%	42.23%	37.50%	47.24%	37.21%	38.87%	5.53%	11.75%	13.26%	5.53%	8.81%	10.38%	99.00%	98.21%	98.04%
Black	.	22.38%	23.00%	.	40.92%	42.84%	.	18.82%	18.07%	.	17.88%	16.10%	100.00%	98.52%	98.45%
Alaska Native/American Indian	29.27%	29.36%	20.15%	48.78%	39.88%	39.45%	9.76%	16.68%	20.52%	12.20%	14.09%	19.88%	95.35%	98.02%	97.84%
Asian/Pacific Islander	34.62%	38.15%	39.92%	65.38%	39.38%	40.04%	.	12.31%	11.73%	.	10.17%	8.31%	100.00%	98.28%	98.22%
White	48.35%	51.71%	46.62%	40.66%	34.85%	37.82%	6.59%	8.52%	9.66%	4.40%	4.92%	5.90%	100.00%	98.28%	98.11%
Hispanic	40.00%	31.85%	31.40%	53.33%	39.53%	42.28%	.	14.81%	14.64%	.	13.81%	11.68%	100.00%	98.03%	97.55%
2 or More Races	61.11%	36.05%	37.64%	38.89%	39.38%	39.72%	.	14.11%	13.48%	.	10.47%	9.17%	100.00%	97.88%	98.21%
Low Income	41.76%	27.90%	25.44%	43.96%	41.02%	40.74%	5.49%	16.48%	18.04%	8.79%	14.61%	15.78%	98.91%	98.19%	97.97%
Not Low Income	41.67%	52.82%	46.82%	50.00%	34.39%	37.42%	5.56%	8.26%	9.57%	2.78%	4.53%	6.20%	99.07%	98.22%	98.09%
Disabled	23.81%	14.36%	12.98%	45.24%	31.17%	32.16%	11.90%	23.87%	23.53%	19.05%	30.60%	31.33%	97.62%	94.03%	93.69%
Not Disabled	46.50%	47.07%	41.54%	47.77%	38.25%	39.97%	3.82%	9.65%	11.56%	1.91%	5.03%	6.92%	99.37%	98.97%	98.80%
LEP	38.30%	27.53%	18.03%	53.19%	41.28%	38.26%	.	15.98%	21.56%	.	15.21%	22.15%	100.00%	98.28%	97.81%
Not LEP	42.76%	45.34%	41.55%	45.39%	36.35%	38.99%	5.92%	10.85%	11.53%	5.92%	7.46%	7.93%	98.69%	98.19%	98.09%
Migrant	47.06%	32.94%	23.17%	35.29%	41.81%	38.30%	.	14.40%	20.00%	.	10.85%	18.53%	94.44%	98.45%	97.82%
Not Migrant	41.21%	42.58%	38.42%	48.35%	37.04%	38.90%	4.95%	11.65%	12.82%	5.49%	8.73%	9.85%	99.45%	98.20%	98.06%
Female	48.72%	43.29%	38.12%	42.31%	37.50%	39.45%	3.85%	11.77%	13.19%	5.13%	7.44%	9.24%	97.47%	98.29%	98.21%
Male	37.19%	41.22%	36.91%	50.41%	36.92%	38.31%	6.61%	11.73%	13.32%	5.79%	10.12%	11.46%	100.00%	98.13%	97.89%

. Suppressed based on Department of Education and Early Development Reporting Protocol

Anchorage School District: Profile of Performance 2006-2007

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
2006-2007	13.8%	33.1%	41.4%	26.1%	19.0%	23.6%	25.9%	17.2%
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%

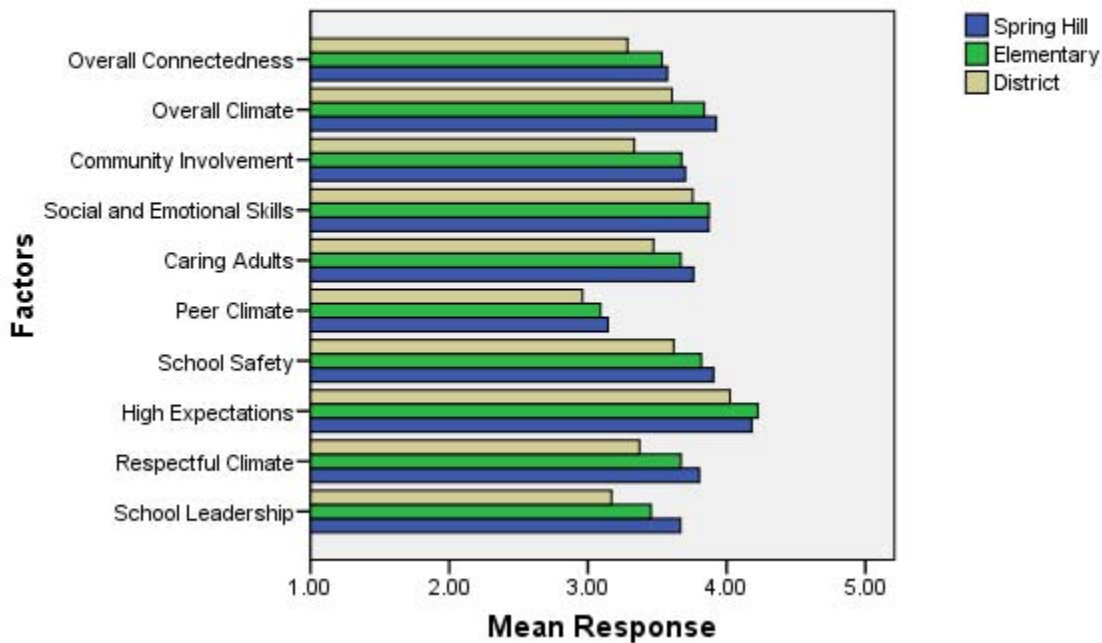
Language	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2006-2007	12.1%	34.7%	31.0%	26.9%	36.2%	21.4%	20.7%	17.0%
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
2006-2007	22.4%	29.7%	46.6%	31.6%	.	21.2%	.	17.4%
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%

.The total number of students in this category is less than 5. Rates were not calculated because of instability caused by small numbers.

Student Survey Results

2007 Climate and Connectedness Student Survey - Spring Hill



Each question in the survey related to a factor or concept, and a score was calculated based on the average response for the questions related to each factor. The factors measured in the survey were: (Individual questions provided answer categories of strongly agree, agree, agree some/disagree some, disagree, and strongly disagree; 5 being strongly agree and 1 being strongly disagree)

- **School Leadership and Student Involvement:** This factor reflects students’ feelings about the decision making of school leaders as well as student participation in the school governance.
- **Respectful Climate:** This factor reflects students’ feelings about fairness of rules and respect for students’ contributions.
- **High Expectations:** This factor reflects students’ feelings about their own expectations as well as those of adults in their school and community.
- **School Safety:** This factor reflects students’ feelings about bullies and gangs at school as well as general crime and violence in the community.
- **Peer Climate:** This factor reflects students’ feelings about how respectful students are to one another and how helpful students are to other students.
- **Caring Adults:** This factor reflects students’ feelings about how close they feel to other adults in the school.
- **Social and Emotional Learning:** This factor reflects students’ ability to think about the consequences of their actions and to empathize with others.
- **Community Involvement:** This factor reflects students’ feelings about how supportive and welcoming the school is with parents and the community.
- **Overall Climate:** The Overall Climate score was computed as the average of three scales: School Leadership, High Expectations, and School Safety.
- **Overall Connectedness:** Overall Connectedness score was computed as an average of three scales: Respectful Climate, Peer Climate, and Caring Adults.

Staff Survey Results

*The response rate is not high enough to provide statistically reliable results.

Parent/Guardian Survey Results

*The response rate is not high enough to provide statistically reliable results.