

Anchorage School District
2011-12 School Report Card for Spring Hill Elementary School

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Principal
Lana Bailey

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, developing self-discipline, positive decision-making and exercising good interpersonal skills. We encourage students and parents to be active participants in the learning process. Spring Hill continues to focus on supporting reading instruction in the classroom. This

support includes a strong focus on phonics, vocabulary, fluency and comprehension. Our focus on building reading skills continues through all grade levels. We help our students learn to read so that as they grow older, they can read to learn.

School Goals for 2011-12

All students at Spring Hill will complete two pieces of “published” writing each quarter. Attained

Spring Hill Elementary School will increase the number of students proficient as determined by the AIMSWEB screening in grades K-4 and in 5-6 using CoreK12. Attained

Spring Hill Elementary will increase overall Peer Climate in the school from 2.88 to at least 3.0, as reported on the ASD Climate and Connectedness Survey in grades 3-6. Attained

Our school helps students succeed through quality staff, parent involvement and community partnerships.

Parent Involvement

Parents play a crucial role in establishing school goals and making sure their children do well in school. Principals are required to share their school achievement data with parents and they actively seek parents’ suggestions, comments and participation in setting annual school goals. For schools that did not make Adequate Yearly Progress, principals will also work with parents and staff to develop detailed school improvement plans. Contact your school’s principal for information on how parents can become involved in these activities.

School Business Partners

Horace Mann Insurance/Capital Insurance Services

Community Volunteers

Parents and other community members volunteered an average of 25 hours per week in the school.

Spring Hill Elementary School Characteristics

	School	District
Attendance Rate	94.73%	92.91%
Retention Rate K-8	0.26%	0.35%
Transiency Rate	23.52%	26.33%
Percent Economically Disadvantaged	61.84%	45.59%
Average Weekly Volunteer Hours	25	5,217*
4-year Cohort Graduation Rate – Preliminary as of 8/7/2012	N/A	72.77%
Dropout Rate – Preliminary as of 8/7/2012	N/A	4.87%
Percent change in Enrollment	5.59%	-0.79%
School Business Partnerships	1	N/A

ASD Teacher Qualification Information (2011-12)

	School	District
Number of teachers	27	3412
Fully licensed teachers	100%	100%
Teachers with advanced degrees	30%	39%
National Board Certified teachers	0	51
Classes taught by highly qualified teachers	100%	97%

School Climate & Connectedness Survey

	Parent		Student	
	#	%	#	%
Participation rate	113	29.74%	75	70.09%

Volunteer
s grades K-12.

Elementary, Middle and K-8 schools

TerraNova: The TerraNova is a standardized norm-referenced test used to provide information about students' achievement in various areas of the curriculum. When standardized tests are administered, the scores compare your student's performance with all other students who took the same test in the national norm group.

Spring Hill Elementary School Terra Nova
Number and percentage of students in each quartile

	Top quarter 76-99		Third quarter 51-75		Second quarter 26-50		Bottom quarter 1-25		Percentile Rank
	#	%	#	%	#	%	#	%	
Reading									
Grade 5	9	17.65%	4	7.84%	17	33.33%	21	41.18%	35
Language									
Grade 5	8	15.69%	10	19.61%	21	41.18%	12	23.53%	41
Mathematics									
Grade 5	8	15.69%	11	21.57%	11	21.57%	21	41.18%	39

Alaska Standards Based Assessment

The Alaska Standards Based Assessments (SBAs) are statewide tests designed to provide information about what students know and are able to do in reading, writing, mathematics and science. They estimate the degree to which students haven't mastered the Academic Performance Standards as outlined in the Grade Level Expectations. These assessments are written specifically for Alaska and are the foundation of the Alaska school-accountability system. Charts detailing this information are here and on the following page(s).

Two-year SBA comparison for Spring Hill Elementary School						
	% Proficient		% Not proficient		# Tested	
Reading	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
Grade 3	88.46%	77.78%	11.54%	22.22%	52	54
Grade 4	66.67%	59.52%	33.33%	40.48%	54	42
Grade 5	80.77%	72.73%	19.23%	27.27%	52	44
Grade 6	67.92%	58.70%	32.08%	41.30%	53	46
Writing	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
Grade 3	84.62%	64.15%	15.38%	35.85%	52	53
Grade 4	79.63%	61.90%	20.37%	38.10%	54	42
Grade 5	76.92%	75.56%	23.08%	24.44%	52	45
Grade 6	58.49%	65.22%	41.51%	34.78%	53	46
Math	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
Grade 3	78.85%	61.82%	21.15%	38.18%	52	55
Grade 4	70.37%	54.76%	29.63%	45.24%	54	42
Grade 5	65.38%	57.78%	34.62%	42.22%	52	45
Grade 6	58.49%	58.70%	41.51%	41.30%	53	46
Science	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
Grade 4	32.73%	28.57%	67.27%	71.43%	55	42

Note: SBA data is preliminary as of 6/13/2012.

Spring Hill Elementary School Report Card

Spring Hill Elementary School 2011-12 Standards Based Assessments

Reading												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	23.22%	38.14%	35.51%	52.61%	43.83%	43.35%	17.54%	12.27%	13.46%	6.64%	5.77%	7.68%
Female	27.37%	42.90%	39.56%	52.63%	42.91%	43.03%	13.68%	10.01%	11.42%	6.32%	4.18%	5.99%
Male	19.83%	33.63%	31.66%	52.59%	44.69%	43.66%	20.69%	14.40%	15.39%	6.90%	7.28%	9.29%
African American	9.09%	23.42%	24.70%	72.73%	49.61%	50.45%	9.09%	18.20%	17.35%	9.09%	8.77%	7.49%
Alaska Native/ American Indian	14.29%	18.72%	14.28%	50.00%	48.66%	41.99%	28.57%	20.22%	25.86%	7.14%	12.40%	17.87%
Asian/Pacific Islander	26.83%	24.06%	26.77%	53.66%	48.60%	49.64%	12.20%	19.32%	16.98%	7.32%	8.03%	6.62%
Caucasian	31.25%	52.41%	48.25%	53.13%	37.96%	40.87%	12.50%	6.73%	7.20%	3.13%	2.90%	3.69%
Hispanic	25.00%	28.80%	30.71%	38.89%	50.00%	49.90%	33.33%	14.24%	13.12%	2.78%	6.96%	6.27%
2 or more races	12.90%	34.95%	35.31%	61.29%	46.53%	47.31%	9.68%	12.65%	11.62%	16.13%	5.87%	5.76%
Economically disadvantaged	15.17%	23.82%	22.03%	54.48%	49.06%	46.12%	22.76%	17.96%	19.82%	7.59%	9.16%	12.03%
Students with disabilities	8.51%	9.61%	9.35%	40.43%	37.69%	35.86%	29.79%	29.54%	29.53%	21.28%	23.16%	25.26%
Limited English proficient	15.09%	12.64%	2.34%	43.40%	49.03%	28.90%	30.19%	25.65%	38.20%	11.32%	12.68%	30.55%
Migrant education	11.76%	25.99%	20.64%	41.18%	48.11%	45.58%	35.29%	17.64%	20.79%	11.76%	8.26%	12.99%

Writing												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	21.33%	36.85%	32.42%	53.55%	42.22%	42.09%	22.27%	18.20%	21.75%	2.84%	2.72%	3.74%
Female	29.47%	44.75%	39.74%	52.63%	39.56%	40.30%	16.84%	14.16%	17.61%	1.05%	1.54%	2.35%
Male	14.66%	29.38%	25.48%	54.31%	44.75%	43.79%	26.72%	22.03%	25.66%	4.31%	3.84%	5.07%
African American	18.18%	22.78%	23.21%	63.64%	45.56%	46.84%	9.09%	26.78%	26.09%	9.09%	4.89%	3.86%
Alaska Native/ American Indian	7.14%	16.43%	12.81%	67.86%	45.73%	37.93%	25.00%	31.83%	40.23%	0.00%	6.00%	9.04%
Asian/Pacific Islander	21.95%	27.27%	29.43%	56.10%	45.19%	45.32%	17.07%	24.02%	22.24%	4.88%	3.51%	3.02%
Caucasian	31.25%	49.55%	43.17%	51.56%	38.27%	41.76%	15.63%	10.85%	13.33%	1.56%	1.33%	1.74%
Hispanic	22.22%	28.96%	29.16%	33.33%	45.96%	47.25%	41.67%	21.90%	20.66%	2.78%	3.18%	2.93%
2 or more races	12.90%	32.88%	31.80%	61.29%	44.71%	46.16%	22.58%	19.59%	19.53%	3.23%	2.81%	2.50%
Economically disadvantaged	15.17%	23.18%	19.97%	53.79%	45.99%	43.16%	26.90%	26.36%	30.87%	4.14%	4.47%	6.00%
Students with disabilities	10.64%	8.96%	7.41%	38.30%	39.28%	37.50%	42.55%	41.39%	43.91%	8.51%	10.37%	11.18%
Limited English proficient	9.43%	14.34%	2.58%	52.83%	47.04%	27.94%	32.08%	33.65%	55.48%	5.66%	4.97%	14.00%
Migrant education	0.00%	24.18%	19.23%	64.71%	47.45%	42.44%	29.41%	24.59%	31.78%	5.88%	3.78%	6.54%

Note: District and State data includes only those grades tested at this school.
SBA data is preliminary as of 6/13/2012.

Spring Hill Elementary School Report Card

Spring Hill Elementary School 2011-12 Standards Based Assessments (continued)

Mathematics												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	25.59%	41.12%	37.05%	42.65%	34.79%	35.00%	17.54%	12.74%	14.11%	14.22%	11.35%	13.84%
Female	31.58%	41.28%	37.49%	42.11%	35.94%	36.05%	14.74%	12.34%	13.67%	11.58%	10.44%	12.79%
Male	20.69%	40.98%	36.63%	43.10%	33.69%	34.00%	19.83%	13.11%	14.53%	16.38%	12.22%	14.84%
African American	18.18%	21.19%	22.47%	54.55%	38.41%	39.29%	9.09%	18.87%	19.12%	18.18%	21.52%	19.12%
Alaska Native/ American Indian	25.00%	23.88%	18.07%	35.71%	37.43%	33.82%	25.00%	18.91%	20.43%	14.29%	19.78%	27.69%
Asian/Pacific Islander	26.83%	32.84%	35.13%	46.34%	36.60%	36.60%	14.63%	15.92%	15.21%	12.20%	14.65%	13.05%
Caucasian	29.69%	54.14%	47.76%	43.75%	31.51%	34.04%	17.19%	8.51%	10.54%	9.38%	5.84%	7.67%
Hispanic	25.00%	30.82%	31.63%	30.56%	38.86%	39.73%	16.67%	14.24%	14.50%	27.78%	16.08%	14.14%
2 or more races	19.35%	37.39%	37.95%	51.61%	36.57%	36.78%	19.35%	14.60%	14.41%	9.68%	11.45%	10.86%
Economically disadvantaged	19.31%	27.70%	24.62%	43.45%	37.54%	36.16%	18.62%	17.17%	18.39%	18.62%	17.59%	20.82%
Students with disabilities	10.64%	12.37%	11.45%	31.91%	29.92%	28.91%	17.02%	22.14%	23.66%	40.43%	35.57%	35.98%
Limited English proficient	13.21%	18.31%	5.26%	41.51%	38.77%	26.67%	22.64%	20.10%	25.01%	22.64%	22.82%	43.06%
Migrant education	17.65%	31.19%	26.24%	23.53%	37.92%	35.98%	41.18%	15.19%	16.94%	17.65%	15.70%	20.85%

Science												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	7.27%	21.26%	19.33%	25.45%	32.25%	30.59%	41.82%	31.50%	30.91%	25.45%	14.99%	19.18%
Female	9.09%	19.01%	17.45%	27.27%	33.16%	32.00%	30.30%	32.99%	32.06%	33.33%	14.84%	18.49%
Male	4.55%	23.42%	21.12%	22.73%	31.38%	29.24%	59.09%	30.06%	29.81%	13.64%	15.14%	19.84%
African American	0.00%	7.39%	6.99%	33.33%	24.35%	26.34%	50.00%	45.22%	43.82%	16.67%	23.04%	22.85%
Alaska Native/ American Indian	0.00%	6.04%	5.68%	14.29%	23.83%	18.26%	42.86%	41.28%	35.90%	42.86%	28.86%	40.16%
Asian/Pacific Islander	22.22%	9.74%	11.27%	11.11%	22.98%	25.74%	22.22%	40.63%	39.82%	44.44%	26.65%	23.18%
Caucasian	5.56%	32.90%	28.45%	38.89%	39.10%	37.13%	44.44%	22.32%	25.15%	11.11%	5.68%	9.27%
Hispanic	12.50%	13.53%	14.22%	25.00%	29.47%	30.37%	37.50%	35.51%	35.38%	25.00%	21.50%	20.03%
2 or more races	0.00%	19.67%	20.79%	14.29%	32.10%	32.60%	57.14%	34.32%	32.47%	28.57%	13.91%	14.15%
Economically disadvantaged	2.63%	8.91%	9.47%	23.68%	27.37%	24.62%	50.00%	40.16%	36.62%	23.68%	23.55%	29.29%
Students with disabilities	10.00%	8.10%	6.95%	20.00%	19.37%	19.14%	30.00%	36.97%	36.59%	40.00%	35.56%	37.32%
Limited English proficient	16.67%	3.82%	0.38%	8.33%	19.80%	3.83%	25.00%	42.29%	32.54%	50.00%	34.09%	63.25%
Migrant education	*	8.86%	9.10%	*	24.05%	22.69%	*	45.99%	36.57%	*	21.10%	31.64%

Note: District and State data includes only those grades tested at this school.
SBA data is preliminary as of 6/13/2012.

*Results cannot be published without releasing personally identifiable information.

	Total Tested	% Tested		
	School	School	District	State
All students	212	98.15%	98.60%	99.20%
Female	96	98.97%	98.96%	99.45%
Male	116	97.48%	98.25%	98.97%
African American	11	100.00%	99.13%	99.31%
Alaska Native/ American Indian	28	96.55%	97.77%	98.84%
Asian/Pacific Islander	41	100.00%	98.58%	99.03%
Caucasian	65	97.01%	98.68%	99.38%
Hispanic	36	97.30%	98.51%	99.13%
2 or more races	31	100.00%	98.71%	99.32%
Economically disadvantaged	145	98.64%	98.68%	98.91%
Students with disabilities	47	87.04%	88.15%	94.33%
Limited English proficient	53	100.00%	99.08%	99.05%
Migrant education	17	100.00%	100.00%	99.22%

	Attendance Rate
	State Target 85%
All students	94.73%
Female	94.97%
Male	94.52%
African American	94.67%
Alaska Native/ American Indian	93.35%
Asian/Pacific Islander	94.76%
Caucasian	95.62%
Hispanic	94.09%
2 or more races	94.68%
Economically disadvantaged	94.40%
Students with disabilities	94.74%
Limited English proficient	94.31%
Migrant education	94.27%

Note: District and State data includes only those grade levels tested at this school.
SBA data is preliminary as of 6/13/2012.

Spring Hill Elementary School 2011-12 Adequate Yearly Progress Status Report

Does Not Meet AYP – Level 5

Attendance rate: Met

AMO for Language Arts: 82.88%

AMO for Mathematics: 74.57%

Group	Participation Rate				"FAY" (D) Tested & Enrolled	Language Arts Performance				Mathematics Performance			
	(A) Number Enrolled	(B) Number Tested	%	(C) Met		(E) Proficient	(F) Percent Proficient	(G) Target	(H) Met AMO**	(I) Proficient	(J) Percent Proficient	(K) Target	(L) Met AMO**
All students	216	214	99.1%	Yes	184	137	74.5%	76.4%	Yes-SH	129	70.1%	67.1%	Yes
AF AM	11	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AKNA/AI	29	29	100.0%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/NH/OPI	41	41	100.0%	Yes	36	29	80.6%	68.3%	Yes	28	77.8%	57.7%	Yes
White	67	66	98.5%	Yes	61	50	82.0%	71.6%	Yes	45	73.8%	61.6%	Yes
Hispanic	37	36	97.3%	Yes	32	17	53.1%	67.4%	No	17	53.1%	56.6%	No
2 or more races	31	31	100.0%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
EDS	147	146	99.3%	Yes	120	80	66.7%	74.9%	Yes-SH	76	63.3%	65.3%	Yes-SH
SWD	54	54	100.0%	Yes	49	28	57.1%	70.3%	Yes-SH	25	51.0%	60.1%	Yes-SH
LEP	53	53	100.0%	Yes	44	27	61.4%	69.6%	Yes-SH	25	56.8%	59.3%	Yes-SH

Note: 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 50, participation is met when no more than two miss the test. Groups can also meet this target using the average of the past two or three years. ** When a group achieves a "Yes" without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor. *** The results cannot be published without releasing personally identifiable protocol.

District Adequate Yearly Progress

According to the Elementary and Secondary Education Act, ASD is in its seventh year of Level 4 corrective status. In 2011-12, the All Students, African-American, Alaska Native, Two or More Races, Low Income, Disabled and Limited English Proficient student groups did not meet AYP in both language arts and math performance. The Asian and Hispanic student groups did not meet AYP in math performance only. Additionally, the district did not meet the 85 percent graduation rate threshold. Parents are strongly encouraged to participate in the development of school and district improvement plans that address the achievement of all students.

This AYP document was prepared by the ASD Assessment and Evaluation Department, 8/14/2012.

Detailed information regarding the district's performance is available in the Profile of Performance. More school report card information is available at www.eed.state.ak.us/its/assessment. This document and the district report card are available online at www.asdk12.org/depts/assess_eval or through the Communications Department, 742-4153.