

Table 1

Abbott Loop School Overview

Statement of Program	
<p>Abbott Loop Elementary School houses a K-6 traditional program with a full-day kindergarten program. Abbott Loop emphasizes academic achievement and mastery of the basics for all students. The academic staff includes classroom teachers, music teacher, P. E. teacher, librarian and bilingual tutors. An art teacher, orchestra teacher, speech specialist, school nurse and school psychologist provide instruction and services. Special education teachers provide both in-class and individualized instruction.</p>	
<p>Abbott Loop has a student assistant team and is a partner in the student advocate team, which consists of a community medical representative, social worker, counselor, and the school nurse. The team meets once a month to hear school cases that do not meet student assistance case requirements or needs.</p>	
<p>Abbott Loop's traditional setting, aimed at a variety of teacher strategies and student learning styles, provides the following: a curriculum designed to offer a variety of options and experiences; a discipline policy aimed at pupil responsibility for appropriate behavior; activities that promote self direction, mutual respect, decision making, critical thinking and positive self-image; a comprehensive evaluation process based on planning and selection of appropriate materials to measure growth and achievement. Abbott Loop also has a before and after school child care program; and is involved in building positive attitudes in youth through community events and school business partnerships.</p>	

From the Budget book 03-04

SCHOOL GOALS	
Goal	Level of Achievement
Mathematics Achievement	Attained
Safe and Healthy School Program	Attained
NCLB Level I Improvement Plan	Attained

From the School Report Card

BUDGET*	
2002-03 Revised Expenditures	\$1,704,343
2003-04 Revised Budgeted Amount	\$1,821,355
2004-05 Proposed Budget	\$1,841,113
*Dollars budgeted or expended are general fund only.	

From IFAS

Abbott Loop School Overview

School Report Card Statement

Abbott Loop Elementary School

Paul Wieneke

The PTA Enrichment Program provided for after school sports activities, family fun nights, the science fair, field trips, computers in the school, a new hockey rink, a new school sign (installed last summer), clubs and classes.

From the School Report Card

Abbott Loop School Characteristics

SCHOOL MEMBERSHIP				
September 30, 2003 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
439	87%	68	2	62

Membership and Percent of Capacity from Membership 9/20/04
Spec Ed, Gifted, and Bilingual from Fall Oasis

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
417.681	443.572	94.163%

From SMS

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	5	6	-
Intermediate	2	5	-
Combination	1	-	-

From grade level memo

SCHOOL BUSINESS PARTNERSHIPS	
	2

From MLP

Abbott Loop School Characteristics

ETHNICITY REPORT - OCTOBER 2003							
Caucasian	African American	Alaska Native	American Indian	Asian/ Pac. Islander	Hispanic	Multi Ethnic	Total
232	42	63	4	41	20	46	448
51.8%	9.4%	14.1%	.9%	9.2%	4.5%	10.3%	

From Fall Oasis

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low-income Families*	Percent of Children from Low-income Families*
2003-04	Elementary	439	158	36%

* Estimate of children from low-income families is based on Free/Reduced Lunch Program.

From Student Nutrition (6/4/04)

RETENTION REPORT								
Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	2	4	0	0	0	0	0	6
Percent Not Promoted	.4%	.9%	0%	0%	0%	0%	0%	1.3%

From IT SMS report (6/11/04)

STUDENT POPULATION MOBILITY			
New Enrollment	Withdrawals	Transfer Out	Transfer In
36	28	22	34

From IT SMS report (6/16/04)

PERCENT OF ENROLLMENT CHANGE DUE TO STUDENT TRANSFER (TRANSIENCY RATE)		
Students Enrolled for >170 days	Students Enrolled for >1 day	Students Enrolled for >1 day
410	493	16.8%

From IT SMS report (6/16/04)

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
238	222	93.3%

From test participation file (3-10 graders)

2003-2004 Adequate Yearly Progress (AYP)
 Pending final alignment of District and State calculations
 Abbott Loop

AMO for Language Art: 64.03%
 AMO for Math: 54.86%

Meets AYP

Group	Participation Rate				"FAY" (D) Tested & Enrolled FAY	Language Arts (LA) Performance (LA=R+W)				Math Performance			
	(A) Number Enrolled	(B) Number Tested	Participation Rate (%)	(C) Participation Rate Met		(E) Proficient in LA	(F) Percent Proficient in LA	(G) Lower CI for LA AMO	(H) Met AMO LA	(I) Proficient in Math	(J) Percent Proficient in Math	(K) Lower CI for Math AMO	(L) Met AMO Math
All Students	238	238	100.0%	Yes	222	161	72.5%	56.5%	Yes	137	61.7%	47.1%	Yes
African American	29	29	100.0%	Yes	N/A	N/A	*	*	N/A	N/A	*	*	N/A
Alaska Native	30	30	100.0%	Yes	29	17	58.6%	43.3%	Yes	13	44.8%	33.3%	Yes
American Indian	2	2	*	N/A	N/A	N/A	*	*	N/A	N/A	*	*	N/A
Asian	20	20	*	N/A	N/A	N/A	*	*	N/A	N/A	*	*	N/A
Caucasian	144	144	100.0%	Yes	138	105	76.1%	54.5%	Yes	95	68.8%	45.0%	Yes
Hispanic	13	13	*	N/A	N/A	N/A	*	*	N/A	N/A	*	*	N/A
Econ Disadvantaged	74	74	100.0%	Yes	65	37	56.9%	50.2%	Yes	30	46.2%	40.5%	Yes
Disabled	40	40	100.0%	Yes	38	N/A	*	*	N/A	N/A	*	*	N/A
LEP	35	35	100.0%	Yes	35	N/A	*	*	N/A	N/A	*	*	N/A

Prepared by the ASD Assessment and Evaluation Department, July 28, 2004

Attendance Rate 94.2%

NCLB Designated groups are based upon enrollment on SMS on 1st day of testing (2/17/04).

N/A: (1) If 20 or less students are enrolled in a group (Column A) for all groups except "All Students", then "N/A" is used for participation & performance, per EED.

(2) For the Disabled & LEP groups only, if 40 or less students are in Column D (Tested & Enrolled FAY), then N/A is used for performance only.

* Not calculated because "n" was below minimum developed by EED.

(A) Number enrolled on 1st day of week of testing in grades 3-10

(B) Number tested (grades 3-10) with one or more valid scores in R, W, or M

(C) For groups w/enrollment >40, participation rate met when rate is $\geq 95\%$. For the group "All Students" w/enrollment ≤ 40 , rate is met when no more than 2 miss the test. For all other groups w/enrollment ≤ 40 & > 20 , rate is met when not more than 2 miss the test

(D) Number tested & enrolled for "Full Academic Year" (FAY) (grades 3-10)

(E) Number of FAY Students Proficient in Language Arts (R+W=LA)

(F) Percent proficient in Language Arts (Column E divided by column D times 100)

(G) & (K) Lower limit of the 99% confidence interval (CI) for the Annual Measurable Objective (AMO)

(H) & (L) Category meets the AYP target when the percent proficient is greater than CI lower limit (G&K)

(I) Number of FAY students Proficient in Math

(J) Percent Proficient in Math (Column I divided by Column D times 100)

Abbott Loop

Reading – All Grades, Distribution by Proficiency Level										
		Proficiency Level								
		Advanced		Proficient		Below Proficient		Far Below		Total
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	All Students	70	29.9%	94	40.2%	45	19.2%	25	10.7%	234
Race/Ethnicity	African American	6	21.4%	11	39.3%	6	21.4%	5	17.9%	28
	Alaska Native	6	23.1%	9	34.6%	8	30.8%	3	11.5%	26
	American Indian	*	*	*	*	*	*	*	*	*
	Asian	4	21.1%	10	52.6%	*	*	*	*	19
	Hispanic	3	23.1%	6	46.2%	*	*	*	*	13
	Caucasian	47	35.1%	54	40.3%	23	17.2%	10	7.5%	134
	Other	4	33.3%	4	33.3%	*	*	*	*	12
Low Income	Yes	17	23.6%	26	36.1%	15	20.8%	14	19.4%	72
	No	53	32.7%	68	42.0%	30	18.5%	11	6.8%	162
Disabled	Yes	3	8.3%	8	22.2%	12	33.3%	13	36.1%	36
	No	67	33.8%	86	43.4%	33	16.7%	12	6.1%	198
LEP	Yes	7	20.0%	18	51.4%	5	14.3%	5	14.3%	35
	No	63	31.7%	76	38.2%	40	20.1%	20	10.1%	199
Migrant	Yes	3	37.5%	*	*	*	*	*	*	8
	No	67	29.6%	92	40.7%	43	19.0%	24	10.6%	226
Gender	Female	37	32.2%	48	41.7%	22	19.1%	8	7.0%	115
	Male	33	27.7%	46	38.7%	23	19.3%	17	14.3%	119

Anchorage School District, Spring 2004 Testing

Assessment & Evaluation Department, 8/4/04

Abbott Loop

Writing – All Grades, Distribution by Proficiency Level										
		Proficiency Level								
		Advanced		Proficient		Below Proficient		Far Below		Total
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	All Students	32	13.7%	141	60.3%	55	23.5%	6	2.6%	234
Race/Ethnicity	African American	*	*	15	53.6%	7	25.0%	*	*	28
	Alaska Native	*	*	17	65.4%	7	26.9%	*	*	26
	American Indian	*	*	*	*	*	*	*	*	*
	Asian	*	*	12	63.2%	5	26.3%	*	*	19
	Hispanic	*	*	9	69.2%	4	30.8%	*	*	13
	Caucasian	*	*	80	59.7%	27	20.1%	*	*	134
	Other	*	*	7	58.3%	5	41.7%	*	*	12
Low Income	Yes	7	9.7%	37	51.4%	24	33.3%	4	5.6%	72
	No	*	*	104	64.2%	31	19.1%	*	*	162
Disabled	Yes	*	*	13	36.1%	18	50.0%	*	*	36
	No	*	*	128	64.6%	37	18.7%	*	*	198
LEP	Yes	*	*	23	65.7%	10	28.6%	*	*	35
	No	30	15.1%	118	59.3%	45	22.6%	6	3.0%	199
Migrant	Yes	*	*	5	62.5%	3	37.5%	*	*	8
	No	32	14.2%	136	60.2%	52	23.0%	6	2.7%	226
Gender	Female	*	*	67	58.3%	29	25.2%	*	*	115
	Male	14	11.8%	74	62.2%	26	21.8%	5	4.2%	119

Anchorage School District, Spring 2004 Testing

Assessment & Evaluation Department, 8/4/04

Abbott Loop

Math – All Grades, Distribution by Proficiency Level										
		Proficiency Level								
		Advanced		Proficient		Below Proficient		Far Below		Total
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	All Students	79	33.2%	66	27.7%	47	19.7%	46	19.3%	238
Race/Ethnicity	African American	6	21.4%	6	21.4%	6	21.4%	10	35.7%	28
	Alaska Native	4	14.8%	8	29.6%	10	37.0%	5	18.5%	27
	American Indian	*	*	*	*	*	*	*	*	*
	Asian	8	42.1%	*	*	*	*	6	31.6%	19
	Hispanic	3	23.1%	5	38.5%	*	*	*	*	13
	Caucasian	55	40.1%	40	29.2%	24	17.5%	18	13.1%	137
	Other	3	25.0%	4	33.3%	*	*	*	*	12
Low Income	Yes	18	24.3%	16	21.6%	16	21.6%	24	32.4%	74
	No	61	37.2%	50	30.5%	31	18.9%	22	13.4%	164
Disabled	Yes	*	*	*	*	8	20.0%	25	62.5%	40
	No	77	38.9%	61	30.8%	39	19.7%	21	10.6%	198
LEP	Yes	14	40.0%	9	25.7%	5	14.3%	7	20.0%	35
	No	65	32.0%	57	28.1%	42	20.7%	39	19.2%	203
Migrant	Yes	*	*	*	*	*	*	4	50.0%	8
	No	78	33.9%	65	28.3%	45	19.6%	42	18.3%	230
Gender	Female	42	35.9%	32	27.4%	23	19.7%	20	17.1%	117
	Male	37	30.6%	34	28.1%	24	19.8%	26	21.5%	121

Anchorage School District, Spring 2004 Testing

Assessment & Evaluation Department, 8/4/04