

Table 5

Baxter School Overview

Statement of Program

Baxter Elementary School provides a comprehensive educational program for students in kindergarten through sixth grade. Baxter is one of two alternative sites for the MSI (Multi-Sensory Instruction) program in the Anchorage School District. MSI is a structured, systematic, explicit approach for teaching language arts and reading. This approach is highly effective with students with Specific Language Disability (dyslexia) and those that struggle with reading, writing, and/or spelling. Baxter has two Intensive Needs classrooms. A before and after-school child care program is available for working parents.

The Baxter staff is dedicated to providing a safe and positive educational environment in which students are challenged, excellence is expected, and diversity is valued. Baxter students are assisted in realizing their full potential as responsible, productive, contributing members of society through a balanced program that includes academics, technology, physical education, after-school sports, a pro-active schoolwide discipline plan, student mediators, music, the arts and an after-school tutoring program. At Baxter Elementary we recognize that our students' success in school is dependent on parent and community support. We are committed to building a strong, positive relationship between home, school, and our community.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
Student performance will improve by 5 points at the 3rd, 4th, and 6th grades on standard R2.1 Word ID Skills and by 5 points at 3rd-6th grades on Standards R2.7-2.10, Analysis of General Content or Structure.	Partially attained
Student performance will improve by 5 points at the 3rd-6th grades on Standards M-2 Measurement, M-3 Estimation/Computation, and M-5 Geometry.	Partially attained
Baxter Elementary will have a 10% decrease in the number of fighting/threats/violence incidents during the 2005-2006 school year.	Attained

From the School Report Card

BUDGET*	
2004-2005 Actual Expenditures	\$1,996,959
2005-2006 Revised Budgeted Amount	\$2,028,382
2006-2007 Proposed Budget	\$2,224,740

*Dollars budgeted or expended are general fund only.

From IFAS

Baxter School Characteristics

	School	District	Source of Information
Membership	447	50,051	Fall OASIS
Capacity	88%	N/A	Board Report - #189 3/7/06
Attendance Rate	95%	93%	SMS end of year report
Retention Rate	0.0%	1.2%	Report Card File
Transiency Rate	18.44%	22.72%	Report Card File
Economically Disadvantaged	211	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	50	5,032	Report Card File
Students Taking an Alternate Assessment	10	264	SMS
Change in Enrollment	3.1%	0.3%	Report Card File

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
29	100%	31%	0	72%

SCHOOL BUSINESS PARTNERSHIPS
Denali Alaskan Federal Credit Union Costco

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
213	52	89	31	20	42	447
47.65%	11.63%	19.91%	6.94%	4.47%	9.40%	100.00%

From Fall Oasis

PERCENT OF ENROLLMENT

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
267	250	93.6%

From participation file (3-10 graders)

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

Baxter Elementary

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

**Does Not Meet AYP
Level 1**

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
If there are 20 or fewer students enrolled, value is "N/A"													
All Students	267	267	100%	Yes	250	210	84%	64.8%	Yes	189	75.6%	50.3%	Yes
African American	33	33	100%	Yes	31	25	80.6%	52.6%	Yes	23	74.2%	36.9%	Yes
AkNa & Amln	48	48	100%	Yes	45	37	82.2%	55.8%	Yes	33	73.3%	40.4%	Yes
Asian	24	24	100%	Yes	21	17	81%	48.5%	Yes	15	71.4%	32.5%	Yes
Caucasian	139	139	100%	Yes	134	118	88.1%	62.4%	Yes	103	76.9%	47.7%	Yes
Hispanic	11	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	12	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	124	124	100%	Yes	113	89	78.8%	61.6%	Yes	77	68.1%	46.8%	Yes
Disabled	55	55	100%	Yes	51	28	54.9%	56.7%	Yes-SH	20	39.2%	41.5%	No
LEP	26	26	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Rate: 94.6% (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.

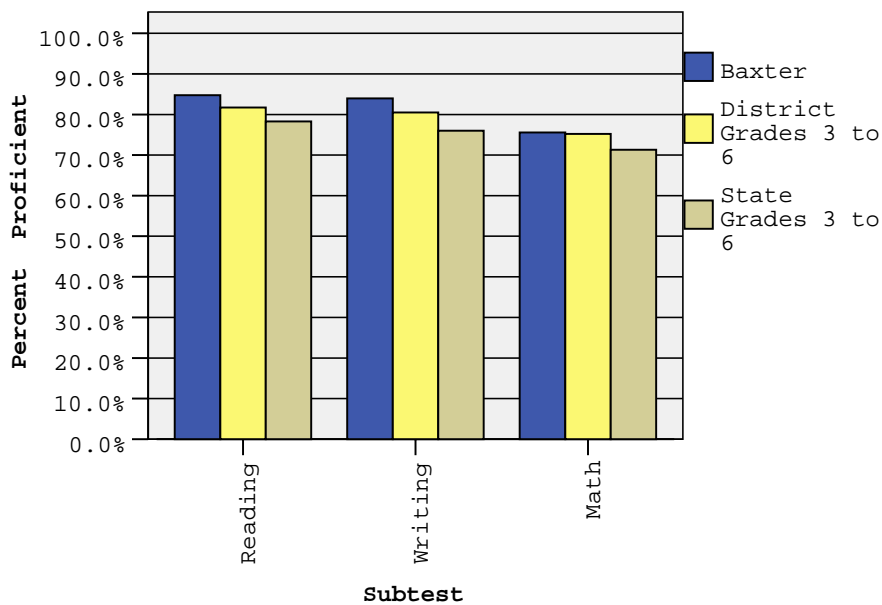
*** Results cannot be published without releasing personally identifiable information.

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

Baxter Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	81.6%	84.8%	77.6%	84.0%	73.3%	75.6%
3 rd Grade	83.3%	80.8%	85.0%	88.5%	80.0%	82.7%
4 th Grade	78.1%	86.7%	75.3%	90.0%	64.4%	75.4%
5 th Grade	82.9%	79.5%	80.0%	75.6%	75.7%	63.3%
6 th Grade	82.7%	92.4%	69.2%	84.8%	75.0%	84.8%

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

Baxter SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	84.8%	15.2%	84.0%	16.0%	75.6%	24.4%
	African American	81.8%	18.2%	81.8%	18.2%	75.8%	24.2%
	AK Native/ American Indian	82.6%	17.4%	80.4%	19.6%	73.9%	26.1%
	Asian	84.2%	15.8%	84.2%	15.8%	76.2%	23.8%
	Caucasian	86.7%	13.3%	87.4%	12.6%	75.6%	24.4%
	Hispanic	72.7%	27.3%	54.5%	45.5%	54.5%	45.5%
	Multi-Ethnic	91.7%	8.3%	91.7%	8.3%	100.0%	0.0%
LowIncome	Yes	81.0%	19.0%	78.5%	21.5%	69.4%	30.6%
	No	88.1%	11.9%	88.9%	11.1%	81.0%	19.0%
Disabled	Yes	52.2%	47.8%	54.3%	45.7%	39.1%	60.9%
	No	91.9%	8.1%	90.5%	9.5%	83.5%	16.5%
LEP	Yes	61.9%	38.1%	61.9%	38.1%	60.9%	39.1%
	No	86.8%	13.2%	86.0%	14.0%	77.0%	23.0%
Migrant	Yes	72.7%	27.3%	81.8%	18.2%	72.7%	27.3%
	No	85.3%	14.7%	84.1%	15.9%	75.7%	24.3%
Gender	Female	88.9%	11.1%	89.6%	10.4%	75.0%	25.0%
	Male	79.5%	20.5%	76.8%	23.2%	76.3%	23.7%

Anchorage School District: Profile of Performance 2005-2006

Baxter 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	359.3	366.3	353.7	364.9	338.9	340.7
	African American	352.4	358.0	345.5	356.3	323.1	330.4
	AK Native/ American Indian	336.8	358.2	338.6	346.4	322.4	322.3
	Asian	347.8	374.6	348.5	383.1	326.4	342.9
	Caucasian	373.2	373.7	362.6	373.8	352.5	349.1
	Hispanic	328.8	324.2	318.4	318.5	294.8	316.9
	Multi-Ethnic	367.0	362.5	392.8	371.9	372.8	361.9
Low Income	Yes	345.0	351.2	337.5	345.1	327.4	326.5
	No	368.4	379.8	364.1	382.5	346.2	353.1
Disabled	Yes	300.7	308.7	299.3	306.1	280.7	283.0
	No	374.7	378.9	368.0	377.8	354.1	353.2
LEP	Yes	340.6	329.8	345.3	336.7	311.3	317.4
	No	361.3	369.6	354.7	367.4	341.9	342.9
Migrant	Yes	315.7	338.1	318.6	340.0	311.6	326.7
	No	360.5	367.6	354.7	366.0	339.6	341.3
Gender	Female	367.8	375.2	367.3	374.0	342.0	338.3
	Male	348.7	354.9	337.0	353.1	334.9	343.6

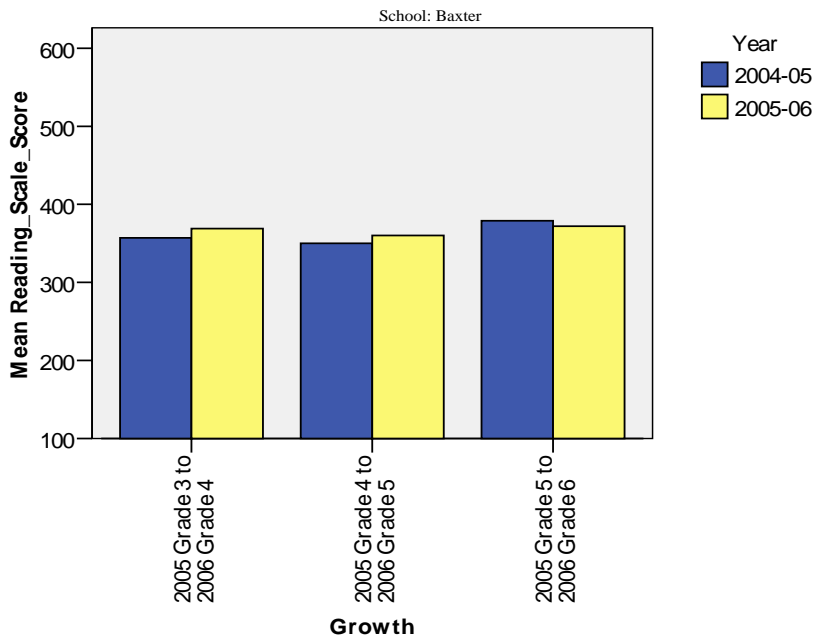
Anchorage School District: Profile of Performance 2005-2006

Baxter 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	356.9	369.1	12.2	350.3	359.8	9.5	379.4	371.7	-7.7
	African American	348.0	336.4	-11.7	335.7	357.2	21.5	398.9	377.1	-21.8
	AK Native/ American Indian	333.8	356.9	23.1	340.2	359.3	19.2	342.5	359.9	17.4
	Asian	351.2	377.0	25.8	316.1	367.7	51.6	387.8	368.9	-18.9
	Caucasian	366.3	375.8	9.5	367.4	369.7	2.3	383.2	372.0	-11.2
	Hispanic	.	298.2	.	309.9	296.1	-13.8	378.3	352.8	-25.5
	Multi-Ethnic	360.7	379.3	18.7	381.0	407.4	26.4	328.7	350.2	21.5
LowIncome	Yes	352.1	351.7	-0.4	331.8	341.9	10.1	377.7	367.3	-10.4
	No	361.4	384.7	23.3	366.2	377.0	10.8	380.1	375.7	-4.4
Disabled	Yes	306.9	334.1	27.2	281.3	284.8	3.5	298.4	309.7	11.3
	No	380.0	384.4	4.4	365.7	376.2	10.5	384.9	376.1	-8.8
LEP	Yes	348.8	348.9	0.1	281.7	313.3	31.7	336.0	316.4	-19.7
	No	358.2	373.0	14.8	355.1	362.7	7.6	380.8	374.9	-5.9
Migrant	Yes	314.3	325.8	11.5	384.4	344.7	-39.7	381.2	399.0	17.8
	No	358.7	372.2	13.5	348.9	360.1	11.2	379.3	370.8	-8.5
Gender	Female	371.7	375.3	3.7	347.0	370.4	23.4	391.7	388.2	-3.5
	Male	328.1	359.7	31.6	353.8	346.9	-6.9	359.7	349.3	-10.4

. 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



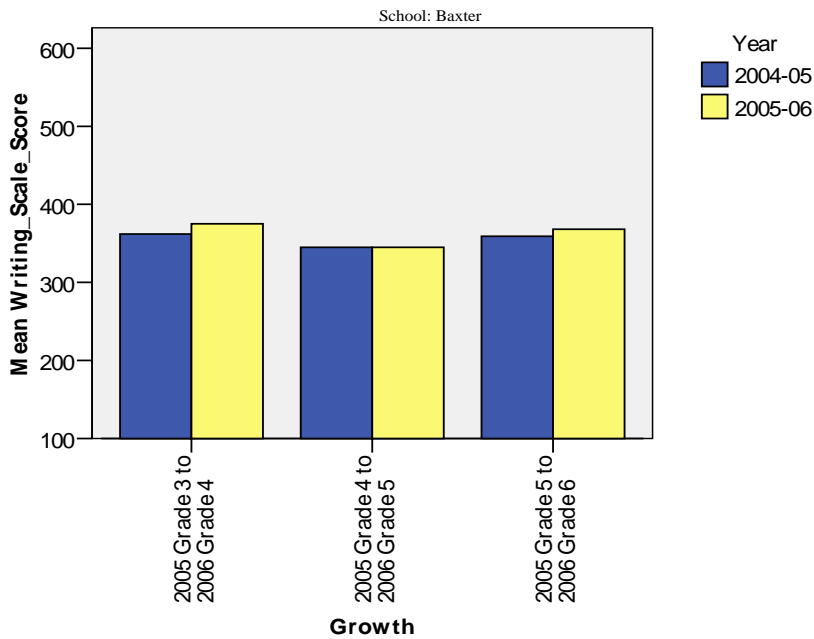
Anchorage School District: Profile of Performance 2005-2006

Baxter 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	362.3	374.8	12.5	345.4	344.7	-0.7	359.2	368.0	8.8
	African American	309.7	322.2	12.5	346.9	352.1	5.2	372.3	387.8	15.5
	AK Native/ American Indian	356.7	363.3	6.7	362.5	309.4	-53.2	335.2	359.7	24.5
	Asian	372.1	389.7	17.6	310.8	327.9	17.1	369.7	384.3	14.7
	Caucasian	368.4	381.7	13.3	351.2	360.0	8.8	363.1	363.7	0.6
	Hispanic	.	271.1	.	290.3	279.8	-10.5	374.4	337.7	-36.7
	Multi-Ethnic	362.0	393.4	31.4	420.7	388.2	-32.5	311.9	322.1	10.2
LowIncome	Yes	347.8	352.9	5.1	327.7	324.3	-3.3	348.0	355.4	7.4
	No	375.2	396.0	20.8	360.1	365.7	5.6	365.8	377.9	12.1
Disabled	Yes	319.3	333.8	14.5	276.4	271.7	-4.7	251.2	284.0	32.8
	No	382.7	393.2	10.5	360.9	361.1	0.2	366.3	372.8	6.5
LEP	Yes	379.7	366.3	-13.4	287.0	277.4	-9.6	316.7	310.2	-6.5
	No	359.1	376.7	17.6	348.8	349.9	1.1	359.7	371.3	11.7
Migrant	Yes	317.4	325.7	8.3	334.2	353.0	18.8	346.1	386.7	40.6
	No	364.9	379.1	14.2	345.3	344.8	-0.5	359.4	366.7	7.3
Gender	Female	375.0	389.4	14.4	349.7	354.2	4.5	368.9	379.1	10.2
	Male	337.8	351.9	14.1	338.7	333.3	-5.3	342.0	352.4	10.4

. 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



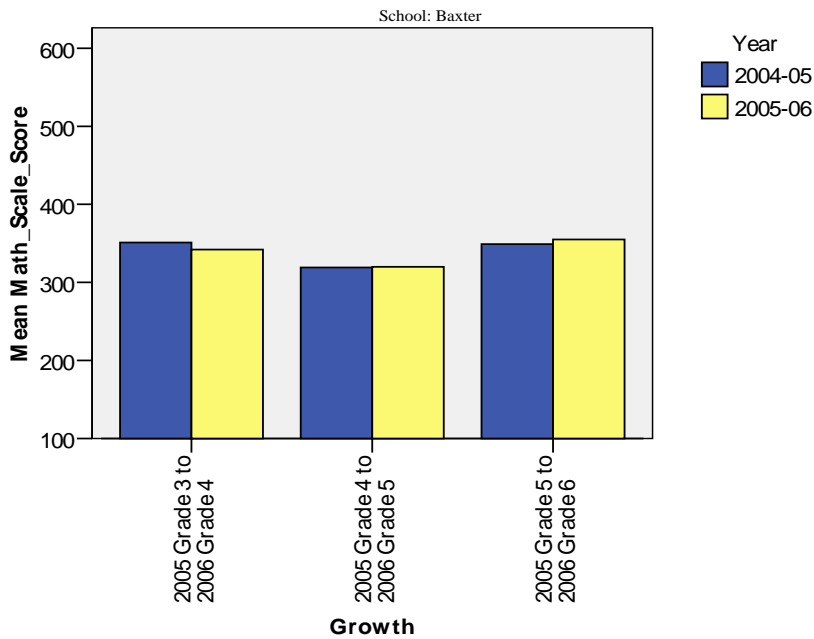
Anchorage School District: Profile of Performance 2005-2006

Baxter 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	350.7	342.3	-8.3	319.0	320.4	1.4	348.7	355.2	6.5
	African American	290.1	300.7	10.6	308.8	321.9	13.1	350.7	356.3	5.7
	AK Native/ American Indian	352.4	333.7	-18.7	334.7	309.5	-25.2	322.6	342.7	20.1
	Asian	337.9	343.1	5.2	238.3	280.8	42.5	385.4	375.7	-9.7
	Caucasian	363.0	345.4	-17.7	335.7	334.2	-1.5	349.9	357.1	7.2
	Hispanic	.	324.9	.	256.7	269.3	12.7	295.0	310.4	15.4
	Multi-Ethnic	356.2	362.0	5.8	373.1	381.7	8.6	335.8	373.9	38.1
LowIncome	Yes	343.3	333.8	-9.5	300.4	302.7	2.3	335.2	341.0	5.8
	No	358.7	349.2	-9.5	335.9	337.1	1.2	358.3	366.8	8.5
Disabled	Yes	292.7	301.3	8.7	254.0	252.4	-1.7	266.7	273.2	6.5
	No	379.1	358.7	-20.4	333.8	334.9	1.1	354.7	361.3	6.7
LEP	Yes	338.4	338.7	0.3	218.2	263.0	44.8	285.1	330.7	45.6
	No	353.9	342.1	-11.8	326.3	324.8	-1.5	351.4	355.7	4.3
Migrant	Yes	338.0	318.4	-19.7	334.7	318.2	-16.5	382.9	386.1	3.2
	No	351.8	342.9	-8.9	318.7	320.3	1.7	348.0	354.4	6.4
Gender	Female	357.2	340.0	-17.2	312.1	319.7	7.6	346.8	350.9	4.1
	Male	339.3	343.8	4.5	329.4	320.7	-8.7	351.2	362.0	10.8

. 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

Baxter 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	28.5%	34.6%	31.2%	56.3%	47.1%	47.1%	10.2%	12.0%	14.1%	5.1%	6.3%	7.7%	267	100.0%	98.1%	98.1%
	African American	21.2%	20.7%	21.4%	60.6%	51.1%	52.9%	15.2%	18.9%	17.1%	3.0%	9.4%	8.6%	33	100.0%	98.2%	98.5%
	AK Native/ American Indian	23.9%	19.3%	12.4%	58.7%	49.7%	45.5%	10.9%	19.1%	25.7%	6.5%	11.9%	16.4%	48	100.0%	97.5%	97.7%
	Asian	36.8%	24.7%	27.4%	47.4%	49.6%	50.7%	5.3%	16.3%	14.8%	10.5%	9.4%	7.0%	24	100.0%	97.1%	97.5%
	Caucasian	33.3%	44.8%	41.6%	53.3%	44.3%	46.3%	10.4%	7.4%	8.2%	3.0%	3.5%	3.8%	139	100.0%	98.5%	98.3%
	Hispanic	18.2%	22.4%	22.4%	54.5%	51.8%	53.0%	9.1%	17.3%	17.3%	18.2%	8.5%	7.3%	11	100.0%	97.0%	97.2%
	Multi-Ethnic	8.3%	27.4%	28.2%	83.3%	50.5%	50.5%	0.0%	14.8%	13.9%	8.3%	7.4%	7.3%	12	100.0%	98.5%	98.7%
Low Income	Yes	21.5%	18.7%	17.4%	59.5%	51.0%	48.4%	10.7%	19.4%	21.3%	8.3%	11.0%	12.9%	124	100.0%	97.6%	97.9%
	No	34.8%	45.1%	41.4%	53.3%	44.5%	46.1%	9.6%	7.2%	8.6%	2.2%	3.3%	3.8%	143	100.0%	98.4%	98.2%
Disabled	Yes	8.7%	8.8%	8.1%	43.5%	36.7%	35.2%	21.7%	28.5%	29.9%	26.1%	26.1%	26.8%	55	100.0%	93.7%	94.0%
	No	32.9%	39.1%	34.9%	59.0%	48.9%	49.1%	7.6%	9.1%	11.4%	0.5%	2.9%	4.5%	212	100.0%	98.9%	98.8%
LEP	Yes	19.0%	15.1%	9.0%	42.9%	52.1%	43.7%	23.8%	20.5%	28.6%	14.3%	12.4%	18.7%	26	100.0%	96.7%	97.3%
	No	29.4%	38.3%	35.5%	57.4%	46.1%	47.8%	8.9%	10.4%	11.2%	4.3%	5.2%	5.6%	241	100.0%	98.3%	98.2%
Migrant	Yes	27.3%	20.0%	13.0%	45.5%	53.7%	44.6%	18.2%	17.1%	25.2%	9.1%	9.2%	17.2%	11	100.0%	99.4%	98.1%
	No	28.6%	35.1%	32.3%	56.7%	46.9%	47.3%	9.8%	11.8%	13.3%	4.9%	6.2%	7.1%	256	100.0%	98.0%	98.1%
Gender	Female	31.9%	39.3%	34.9%	56.9%	46.2%	47.0%	7.6%	10.0%	12.3%	3.5%	4.5%	5.8%	148	100.0%	98.5%	98.4%
	Male	24.1%	30.0%	27.5%	55.4%	47.9%	47.2%	13.4%	13.9%	15.7%	7.1%	8.1%	9.5%	119	100.0%	97.7%	97.7%

Anchorage School District: Profile of Performance 2005-2006

Baxter 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	28.5%	31.4%	27.4%	55.5%	49.1%	48.6%	14.8%	18.0%	21.9%	1.2%	1.6%	2.1%	267	100.0%	98.1%	98.1%
	African American	27.3%	18.0%	18.8%	54.5%	50.7%	52.0%	18.2%	29.2%	27.3%	0.0%	2.1%	1.9%	33	100.0%	98.2%	98.3%
	AK Native/ American Indian	19.6%	15.5%	10.5%	60.9%	52.5%	45.2%	17.4%	28.7%	39.6%	2.2%	3.2%	4.7%	48	100.0%	97.5%	97.9%
	Asian	47.4%	25.7%	27.6%	36.8%	49.8%	51.0%	10.5%	21.9%	19.3%	5.3%	2.6%	2.0%	24	100.0%	97.0%	97.5%
	Caucasian	31.9%	40.5%	36.3%	55.6%	47.1%	49.0%	11.9%	11.6%	13.7%	0.7%	0.8%	1.0%	139	100.0%	98.5%	98.2%
	Hispanic	9.1%	20.9%	20.2%	45.5%	52.7%	55.2%	45.5%	24.5%	23.1%	0.0%	1.8%	1.5%	11	100.0%	97.0%	97.2%
	Multi-Ethnic	16.7%	25.2%	25.6%	75.0%	51.2%	51.5%	8.3%	21.8%	21.0%	0.0%	1.9%	1.9%	12	100.0%	98.5%	98.6%
Low Income	Yes	17.4%	16.4%	15.3%	61.2%	52.2%	48.7%	20.7%	28.5%	32.4%	0.8%	2.9%	3.6%	124	100.0%	97.6%	98.0%
	No	38.5%	41.3%	36.5%	50.4%	47.0%	48.6%	9.6%	11.1%	13.9%	1.5%	0.7%	0.9%	143	100.0%	98.4%	98.1%
Disabled	Yes	8.7%	7.7%	6.4%	45.7%	40.2%	38.5%	39.1%	45.6%	47.9%	6.5%	6.5%	7.2%	55	100.0%	93.8%	94.2%
	No	32.9%	35.5%	30.9%	57.6%	50.6%	50.3%	9.5%	13.1%	17.6%	0.0%	0.7%	1.2%	212	100.0%	98.9%	98.7%
LEP	Yes	23.8%	14.9%	9.1%	38.1%	53.9%	45.1%	33.3%	28.3%	41.0%	4.8%	2.9%	4.8%	26	100.0%	96.6%	97.5%
	No	28.9%	34.6%	31.0%	57.0%	48.1%	49.3%	13.2%	16.0%	18.1%	0.9%	1.3%	1.5%	241	100.0%	98.3%	98.2%
Migrant	Yes	9.1%	20.2%	12.2%	72.7%	50.6%	43.4%	18.2%	26.5%	39.8%	0.0%	2.7%	4.5%	11	100.0%	99.4%	98.3%
	No	29.4%	31.8%	28.4%	54.7%	49.0%	49.0%	14.7%	17.7%	20.7%	1.2%	1.5%	1.9%	256	100.0%	98.0%	98.1%
Gender	Female	33.3%	37.8%	33.4%	56.3%	47.8%	47.9%	9.7%	13.5%	17.4%	0.7%	1.0%	1.3%	148	100.0%	98.4%	98.4%
	Male	22.3%	25.2%	21.7%	54.5%	50.3%	49.3%	21.4%	22.3%	26.2%	1.8%	2.2%	2.8%	119	100.0%	97.7%	97.7%

Anchorage School District: Profile of Performance 2005-2006

Baxter 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	23.6%	38.3%	32.9%	51.9%	37.0%	38.4%	14.3%	13.1%	14.7%	10.1%	11.7%	14.0%	267	100.0%	98.4%	98.2%
	African American	12.1%	19.2%	19.7%	63.6%	39.8%	40.5%	12.1%	18.2%	19.7%	12.1%	22.9%	20.0%	33	100.0%	98.2%	98.5%
	AK Native/ American Indian	13.0%	24.5%	16.3%	60.9%	40.1%	37.1%	15.2%	17.2%	21.4%	10.9%	18.1%	25.2%	48	100.0%	97.4%	97.7%
	Asian	19.0%	33.8%	35.2%	57.1%	37.3%	39.0%	14.3%	13.7%	13.5%	9.5%	15.2%	12.4%	24	100.0%	98.6%	98.8%
	Caucasian	31.1%	47.7%	41.6%	44.4%	35.1%	38.5%	14.1%	10.3%	11.2%	10.4%	6.9%	8.6%	139	100.0%	98.5%	98.3%
	Hispanic	18.2%	27.2%	26.4%	36.4%	39.1%	40.9%	36.4%	19.3%	18.3%	9.1%	14.5%	14.4%	11	100.0%	99.0%	98.7%
	Multi-Ethnic	25.0%	31.5%	32.1%	75.0%	39.6%	39.6%	0.0%	13.9%	13.6%	0.0%	15.0%	14.7%	12	100.0%	98.7%	98.8%
Low Income	Yes	14.9%	23.2%	20.5%	54.5%	39.3%	38.6%	19.0%	18.1%	19.3%	11.6%	19.4%	21.6%	124	100.0%	98.1%	98.1%
	No	31.4%	48.3%	42.1%	49.6%	35.4%	38.3%	10.2%	9.7%	11.2%	8.8%	6.6%	8.4%	143	100.0%	98.6%	98.3%
Disabled	Yes	2.2%	12.7%	11.0%	37.0%	29.6%	28.7%	26.1%	22.4%	22.6%	34.8%	35.3%	37.7%	55	100.0%	93.7%	94.1%
	No	28.3%	42.7%	36.5%	55.2%	38.2%	40.0%	11.8%	11.4%	13.4%	4.7%	7.6%	10.1%	212	100.0%	99.3%	98.9%
LEP	Yes	8.7%	23.6%	14.7%	52.2%	38.5%	35.1%	26.1%	18.1%	22.4%	13.0%	19.8%	27.8%	26	100.0%	98.8%	98.3%
	No	25.1%	41.2%	36.5%	51.9%	36.7%	39.1%	13.2%	12.1%	13.1%	9.8%	10.1%	11.3%	241	100.0%	98.3%	98.2%
Migrant	Yes	18.2%	25.7%	18.7%	54.5%	38.4%	35.1%	18.2%	17.6%	20.1%	9.1%	18.4%	26.1%	11	100.0%	99.4%	98.1%
	No	23.9%	38.7%	33.8%	51.8%	36.9%	38.7%	14.2%	12.9%	14.3%	10.1%	11.4%	13.2%	256	100.0%	98.4%	98.2%
Gender	Female	22.9%	38.1%	33.0%	52.1%	37.8%	39.2%	16.7%	13.3%	14.8%	8.3%	10.9%	13.1%	148	100.0%	98.7%	98.5%
	Male	24.6%	38.5%	32.8%	51.8%	36.2%	37.7%	11.4%	12.9%	14.6%	12.3%	12.5%	14.9%	119	100.0%	98.1%	97.9%

Anchorage School District: Profile of Performance 2005-2006

Baxter TerraNova 5th grade

Percent in each quartile

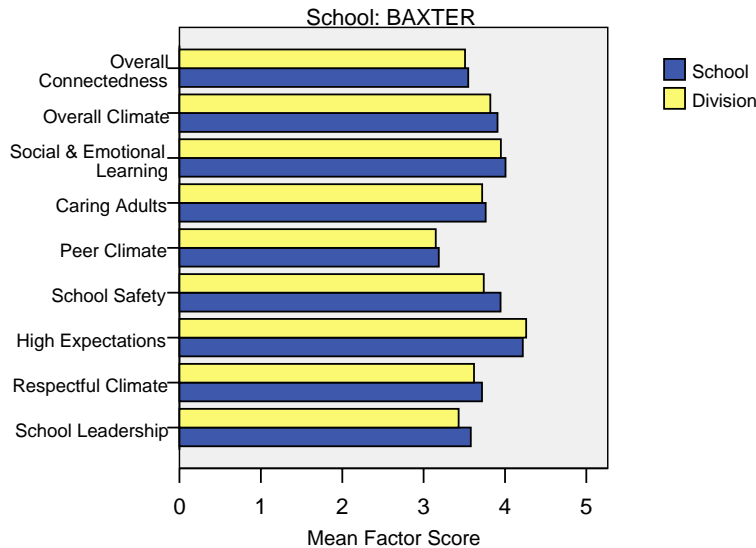
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	26.3%	30.4%	25.0%	26.8%	27.6%	24.5%	21.1%	18.3%
2004-2005	22.1%	29.2%	29.4%	27.6%	30.9%	24.5%	17.6%	18.7%
2003-2004	22.0%	30.6%	34.0%	26.9%	32.0%	24.2%	12.0%	18.3%
2002-2003	27.9%	29.1%	22.1%	26.6%	23.5%	23.8%	26.5%	20.5%
2001-2002	21.5%	30.3%	21.5%	26.0%	36.9%	24.6%	20.0%	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	26.3%	34.0%	22.4%	26.5%	30.3%	22.0%	21.1%	17.5%
2004-2005	22.1%	32.1%	38.2%	28.3%	26.5%	21.2%	13.2%	18.4%
2003-2004	20.0%	34.1%	30.0%	26.5%	36.0%	21.7%	14.0%	17.7%
2002-2003	32.4%	32.8%	22.1%	26.5%	22.1%	20.9%	23.5%	19.8%
2001-2002	21.5%	32.3%	23.1%	26.4%	32.3%	22.9%	23.1%	18.4%

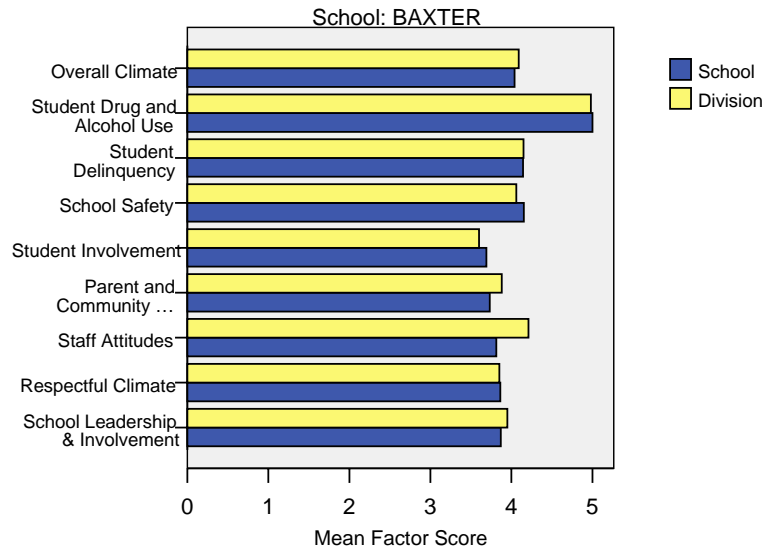
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	15.8%	28.4%	21.1%	31.9%	38.2%	22.3%	25.0%	17.5%
2004-2005	25.0%	26.9%	29.4%	31.1%	27.9%	22.9%	17.6%	19.1%
2003-2004	6.0%	28.3%	42.0%	29.3%	38.0%	22.6%	14.0%	19.8%
2002-2003	22.1%	24.7%	30.9%	30.6%	19.1%	22.6%	27.9%	22.1%
2001-2002	18.2%	24.1%	24.2%	30.1%	27.3%	24.8%	30.3%	20.9%

Baxter 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).