

**Baxter**  
About Our Students

Baxter Elementary School Characteristics			
	School	District	Source of Information
Membership	375	48,858	Fall OASIS
Capacity	74.15%	N/A	2008-18 ASD Capital Improvement Plan
Attendance Rate	93.69%	92.83%	NCLB Summer Data Collection
Retention Rate K-8	0.00%	0.60%	SMS and NCLB Summer Data Collection
Transiency Rate	23.33%	26.07%	NCLB Summer Data Collection
Economically Disadvantaged	188	17,717	Fall OASIS
Average Weekly Volunteer Hours	20	4,660	Department of Education Report Card Report
Students Taking the Alternate Assessment	6	228	SMS
Change in Enrollment	-6.02%	-0.76%	Fall Oasis

Non-Profit Organization  
 U.S. POSTAGE  
 PAID  
 Permit No. 161  
 Anchorage, AK

**Anchorage School District**  
**2007-2008**  
**School Report Card for**  
**Baxter Elementary School**

Baxter Elementary School provides a comprehensive educational program for students in grades K-6. Baxter is one of two alternative sites for the Multi-Sensory Instruction program in the Anchorage School District. MSI is a structured, systematic, explicit approach to teaching language arts and reading. The approach is highly effective with students with language disabilities like dyslexia, and those who struggle in reading, writing and spelling.

Baxter has two intensive needs classes for students with disabilities. A before and after-school child-care program is available for working parents. Baxter is a pilot school for the implementation of social and emotional learning standards. Baxter staff is dedicated to providing a safe and positive educational environment where students are challenged, excellence is expected and diversity is valued.

Baxter students are encouraged and 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 Resolving Conflict Creatively Program, student mediators, music, the arts and after-school tutoring programs. Parents and community members are encouraged to partner with us in the education of children.

**Elementary, Middle & 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.

	2007-08 Baxter Elementary School TerraNova 3rd Edition Grade 5									
	Above Average		Average				Below Average		NP of Mean NCE**	
	% in 4th Quartile		% in 3rd Quartile		% in 2nd Quartile		% in 1st Quartile			
	Baxter	District	Baxter	District	Baxter	District	Baxter	District	Baxter	District
Reading	24.53%	25.65%	16.98%	24.08%	32.08%	23.73%	26.42%	26.55%	49	51
Language	24.53%	26.79%	24.53%	27.20%	26.42%	24.12%	24.53%	21.89%	52	53
Math	18.87%	25.45%	18.87%	26.40%	37.74%	24.47%	24.53%	23.68%	49	51

\*\*Based upon data from the CTB McGraw-Hill paper reports

Anchorage School District  
 5530 E. Northern Lights Blvd.  
 Anchorage, AK 99504-3135



Detailed information regarding the school's performance is available in the Profile of Performance. This document and the district report card are available online at [www.asdk12.org/depts/assess\\_eval/](http://www.asdk12.org/depts/assess_eval/) or through the district Communications department, 742-4153.

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## School Goals 2007-08

<b>Goal</b>	<b>Level of Attainment</b>
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Student performance will improve by five points on the state reading assessment in grades 4-6 . . . . .Partially Attained

Performance will improve by five points in the area of geometry on the state math assessment in grades 3, 5 and 6 . . . . .Partially Attained

The number of out-of-school suspensions will decrease by 10 percent . . . . .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

Denali Federal Credit Union  
Costco

## Community Volunteers

Parents and other community members volunteer an average of 20 hours each week.

## Teacher Quality Information (2007-2008)

	# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by “highly qualified teachers”
<b>Baxter Elementary</b>	33	100%	30%	1	100%
<b>District Totals</b>	3509	100%	43%	37	88%

## Adequate Yearly Progress

According to the No Child Left Behind Act, the ASD is in its third year of Level 4 corrective status. In 2007-2008, the African-American, Alaska Native and American Indian, Low Income, Disabled, and Limited English Proficient student subgroups did not meet AYP in both language arts and math performance. The Asian subgroup did not meet AYP in language arts only. Parents are invited to participate in the development of a district improvement plan that addresses the achievement of all students.

The following table illustrates our school’s “Adequate Yearly Progress” status as defined by the federal No Child Left Behind Act. A complete explanation of AYP calculations is available at [www.asdk12.org](http://www.asdk12.org).

Baxter Elementary School  
2007-08 Adequate Yearly Progress  
Status Report

Meets AYP

AMO For Language Arts: 77.18%  
AMO For Mathematics: 66.09%

Group	Participation Rate				"FAY" (D) Tested & Enrolled "FAY"	Language Arts Performance				Mathematics Performance			
	(A) Number Enrolled	(B) Number Tested	Participation Rate (%)	(C) Participation Rate Met		(E) Proficient on LA	(F) Percent Proficient on LA	(G) LA Target	(H) Met AMO for LA	(I) Proficient on Mathematics	(J) Percent Proficient in Mathematics	(K) Mathematics Target	(L) Met AMO for Mathematics
All Students	218	218	100%	Yes	199	175	87.9%	70.2%	Yes	166	83.4%	58.3%	Yes
AF- AM.	17	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AKNA/AI	24	24	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/NH/OPI	15	15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	110	110	100%	Yes	102	96	94.1%	67.5%	Yes	88	86.3%	55.2%	Yes
Hispanic	10	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ME	42	42	100%	Yes	38	35	92.1%	61.3%	Yes	32	84.2%	48.2%	Yes
EDS	107	107	100%	Yes	95	76	80%	67.1%	Yes	73	76.8%	54.8%	Yes
SWD	59	59	100%	Yes	53	37	69.8%	63.7%	Yes	35	66%	50.9%	Yes
LEP	30	30	100%	Yes	28	21	75%	58.7%	Yes	21	75%	45.2%	Yes

Attendance Rate: Met 93.7% (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 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 information based upon the EED reporting protocol.

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

7/10/2008

**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, and mathematics. They estimate the degree to which students have mastered the Academic Performance Standards for reading, writing, and mathematics outlined in the Grade Level Expectations. These assessments are written specifically for Alaska and are the foundation of the Alaska school-accountability system.

