

Baxter
About Our Students

Baxter Elementary School Characteristics			
	School	District	Source of Information
Membership	358	48,837	Fall OASIS
Capacity	70.74%	N/A	2009-19 ASD Capital Improvement Plan
Attendance Rate	94.37%	92.76%	NCLB Summer Data Collection
Retention Rate K-8	0.00%	0.37%	SMS and NCLB Summer Data Collection
Transiency Rate	22.66%	26.05%	NCLB Summer Data Collection
Economically Disadvantaged	45.25%	35.58%	Fall OASIS
Average Weekly Volunteer Hours	60	5,136	Department of Education Report Card Report
Students Taking the Alternate Assessment	9	266	SMS
Change in Enrollment	-4.53%	-0.04%	Fall OASIS

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.

	2008-09 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	22.22%	24.98%	33.33%	24.55%	28.89%	23.75%	15.56%	26.73%	51	50
Language	22.22%	25.10%	31.11%	27.77%	28.89%	24.30%	17.78%	22.84%	54	52
Math	17.78%	22.68%	33.33%	28.08%	35.56%	24.62%	13.33%	24.62%	51	50

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

Non-Profit Organization
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 Anchorage, AK

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



Anchorage School District
Educating All Students for Success in Life

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/ or through the district Communications department, 742-4153.

Anchorage School District

2008-2009
School Report Card for
Baxter Elementary School



Principal Vicki Hodge

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.

2991 Baxter Road
 Anchorage, Alaska 99504
 907-742-1750
 fax: 907-742-1777
www.asdk12.org

School Goals 2007-08

Goal Level of Attainment

The number of students in grades 5-6 will increase proficiency on the state writing assessment by 5 percent Not Attained

The number of students in grades 5-6 will increase proficiency on the state math assessment by 5 percent. Not Attained

Climate and Connectedness Survey results in the area of Peer Climate will increase from 3.39 to 3.7 Not 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 Alaskan Federal Credit Union

Community Volunteers

Parents and other community members volunteered an average of 60 hours per week in the school.

Adequate Yearly Progress

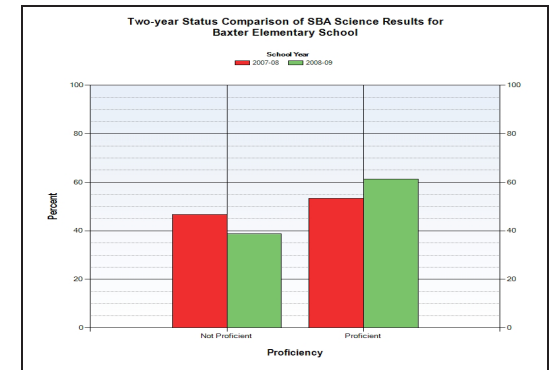
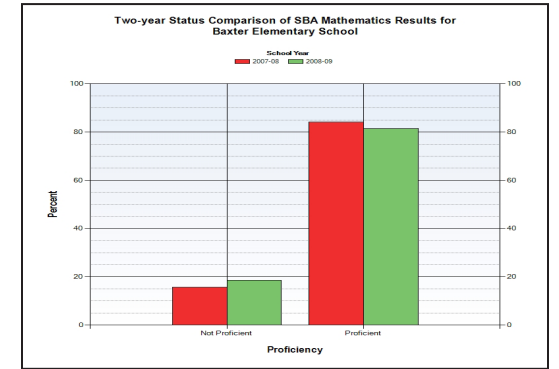
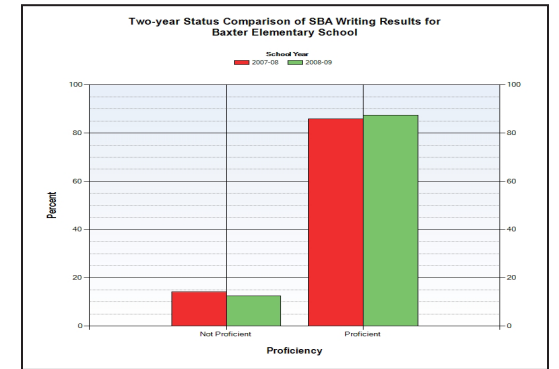
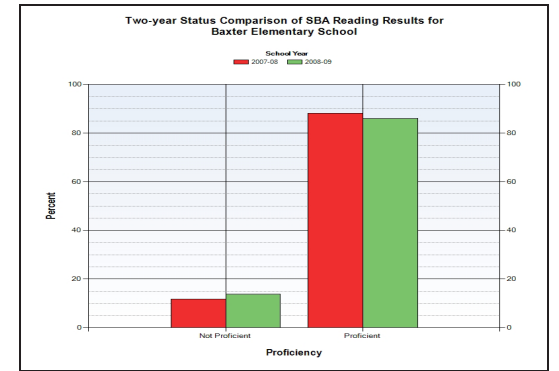
According to the No Child Left Behind Act, ASD as a whole is in its fourth year of Level 4 corrective status. In 2008-2009, the African-American, Alaska Native and American Indian, Low Income, Disabled, and Limited English Proficient student subgroups did not meet AYP in both language arts and math performance. The Asian and Hispanic sub-groups 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.

Teacher Quality Information (2008-2009)

	# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
Baxter Elementary	32	100%	31%	1	96%
District Totals	3437	100%	44%	43	90%

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 have mastered the Academic Performance Standards for reading, writing, mathematics and science outlined in the Grade Level Expectations. These assessments are written specifically for Alaska and are the foundation of the Alaska school-accountability system. Charts comparing two years' results are at right.



Baxter Elementary School
2008-09 Adequate Yearly Progress
Status Report

Does Not Meet AYP
Level 1

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	225	225	100%	Yes	201	173	86.1%	70.3%	Yes	166	82.6%	58.3%	Yes
AF. AM.	18	18	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AKNA/AI	19	19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/NH/ OPI	14	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	116	116	100%	Yes	108	100	92.6%	67.8%	Yes	97	89.8%	55.5%	Yes
Hispanic	17	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ME	41	41	100%	Yes	34	30	88.2%	60.4%	Yes	30	88.2%	47.2%	Yes
EDS	106	106	100%	Yes	88	68	77.3%	66.8%	Yes	67	76.1%	54.3%	Yes
SWD	52	52	100%	Yes	48	28	58.3%	63.1%	No	26	54.2%	50.2%	Yes
LEP	33	33	100%	Yes	31	24	77.4%	59.6%	Yes	23	74.2%	46.3%	Yes

Attendance Rate: Met 94.4% (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.

6/25/2009