

Final Report Year Ending June 2014

Baxter Academy for Technology and Sciences

54 York Street

Portland, Maine

1. Introduction

Baxter Academy for Technology and Sciences officially opened their doors with 130 students in 9th and 10th grade coming from 38 Maine towns. Student demographics appear similar to that of many public schools with 17% special needs, 53 % free and reduced lunch and 14 % ELL.

School philosophy promotes innovation where loving to learn and trying new things is part of everyday. It is a school where ethical conduct is expected and exhibited. If behavior is not acceptable, students will say, “We don’t do that at Baxter”. Early on in the year, with guidance from faculty, students developed their own handbook called, “Baxtitation.” This Code of Conduct is inclusive of everyone and defines what it means to be a member of the Baxter student body. Students have commented that they feel safe and that there is an acceptance of all the differences found within the student body. They feel there are no “groups” and no one is ever judged on what they wear, how they look or what they say.

Day one was a highly successful emersion program, conducted by “Rippleeffect”, at Fort Williams Park in Cape Elizabeth. The intention of the program was for students to begin developing trust and respect for each other through specific outdoor activities.

The first official day of classes began, literally, with assigned teams assembling all the school furniture. Phase 1 of the facilities 11,000 sq. ft. build out had been completed and approved under much unnecessary public scrutiny. The Certificate of Occupancy was issued on August 26th.

By March of 2014, an additional 4,000 sq. ft. of renovations for Phase 2 was completed providing more space for teaching and learning. Phase 3 renovations, which will provide an additional 6,000 sq. ft. in the basement, is being completed for use in the 2014-15 school year. This space will accommodate 100 new students, for a total student body of 230.

With approximately 85 sq.ft. of space per student, this amount of per pupil space is much less than that found in new school planning. The administration feels this smaller space “promotes interaction across social groups and personal interests, decreasing the appearance of exclusive cliques. These spaces support collaborative and active learning due to size as well as furniture choices.”

Initially, scheduling was not meeting its intended mission and a very courageous staff spent two full days in workshops successfully redefining how it could be accomplished. Communication sessions were necessary for both students and parents to accept and understand the changes.

Flex Friday has developed into a program that is an integral part of the overall success of the first year. The students exclaim and praise the work done in Flex Friday. Many visitors come to Baxter on Friday’s to observe students involved with fascinating group projects.

Communication occurs on a regular basis between faculty, students, administration and parents. Parents and students report that teachers and administrators are always available. Students have accepted and understand the responsibilities of open campus privileges. The parents are very enthusiastic about the Student Led Conferences. Students shared comments that they learned a great deal from preparing for these meetings. Also to be noted, every incoming student met with a faculty member, administrator or received a home visit before attending Baxter.

Outreach to the community has been extensive as exhibited with the financial gifts (\$600,000), in-kind donations and business partnerships established. Additionally, individuals and leaders from the community have been invited to visit the school and see the student and staff actively engaged in learning.

The academic staff is highly credentialed and ten new staff members will be added to accommodate the incoming class. There is also a waiting list of students in grades 9 and 10. The administration has designed a new organizational framework which will be sent to the Board for final approval this fall.

2. Process for Monitoring the Public Charter School

The Maine Charter School Commission established a visiting review team of three members, Jana Lapoint, Chair, Ande Smith and John Bird. Also present were Robert Kautz, MCSC Executive Director, and Peg Armstrong, from the DOE Division of Special Education.

The Commission team conducted two scheduled on-site visits on November 7, 2013 and June 12, 2014. Along with the visits, the review team received many paper documents as part of the review. These documents were delivered prior to the visit, on the day of the visit, and subsequent to the visit, but prior to the development of this report. A list of documents provided by the school as part of this report is available from the MCSC office.

Section 3: Charter Commission Annual Report on Baxter Academy's Performance Indicators August 2014

Outcome is designated by color.

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<p>Student Academic Proficiency <i>Measure 1: Proficiency on State Assessments in English language arts.</i></p>	<p><i>Establish Baseline and target of the percentage of students scoring at "proficiency" or above on state assessments in English language arts.</i></p>	<p>Baseline will be established in year 2 using year 1 results.</p>		<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Meet</p>
<p>Student Academic Proficiency <i>Measure 2: Proficiency on State Assessments in math.</i></p>	<p><i>Establish Baseline and target of the percentage of students scoring at "proficiency" or above on state assessments in Math</i></p>	<p>Baseline will be established in year 2 using year 1 results.</p>	<p>Science will need to be an added curricular category.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet</p>
<p>Student Academic Proficiency <i>Measure 3: Proficiency on school selected standardized test in reading.</i></p>	<p><i>Establish baseline using NWEA in reading, PSAT and Readistep.</i></p>	<p>On the NWEA 86.5 % of Freshmen students and 88.2 % of the Sophomore students scored in the Average & Above Average percentile ranges on the spring, 2014 assessment of math. 57.8 % of the Freshmen scored at or above the Norm Grade Level Mean RIT, as did 84.3 % of sophomores.</p> <p>On the PSAT 53.8% are on track to be college and career ready, compared to 39.1% nationally.</p> <p>On the Readistep 73% of the Freshmen performed at or above the expected in Critical Reading, and 80% at or above what is expected in Writing, as compared to the</p>	<p>There was a single administration of the NWEA: the school plans to administer the NWEA twice of the next years.</p> <p>The PSAT was administered to 52 sophomores; their score on average was 47.69 for Critical Reading and 46.85 for Writing.</p> <p>The College Board Readistep was administered to 66 Freshmen; their mean score was 4.6 out of 7.0 for Critical Reading and 4.0 out of 7.0 for Writing Skills.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet</p>

		Comparable Group.		
<p><u>Student Academic Proficiency</u> <i>Measure 4: Proficiency on school selected standardized test in math.</i></p>	<p><i>Establish baseline using NWEA in math, PSAT and Readistep.</i></p>	<p>On the NWEA 67.6 % of Freshmen students and 80.4 % of the Sophomore students scored in the Average & Above Average percentile ranges on the spring, 2014 assessment of math. 57.8 % of the Freshmen and 72.6 % of the sophomores scored at or above the Norm Grade Level Mean RIT.</p> <p>On the PSAT the composite score was 141, which is 8 points higher than the College ready benchmark of 133.</p> <p>On the Readistep 69% of the Freshmen performed at or above the expected in Math, as compared to the Comparable Group.</p>	<p>There was a single administration of the NWEA: the school plans to administer the NWEA twice in the next years.</p> <p>The PSAT was administered to 52 sophomores; their score on average was a 47.62 for Math.</p> <p>The College Board Readistep was administered to 66 Freshmen; their mean score was 4.0 out of 7.0 for Math.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Partially Meets</p> <p><input type="checkbox"/> Does Not Meet</p>
<p><u>Student Academic Proficiency</u> <i>Measure 5: Proficiency on school designed assessment program measuring Maine Learning Results.</i></p>	<p><i>Year One: Establish Baseline.</i></p>	<p>In grades 9 and 10, BA students will demonstrate proficiency of Common Core/Maine Learning Results from NWEA's MAP (which compares NWEA RIT scores to Maine proficiency levels). This year's scores will be the baseline to measure the target of 2 % growth in students reaching proficiency on all measures of academic performance.</p>	<p>School is tracking student performance using a proficiency-based assessment system through-out the 2013-2014 school year and is prepared to provide student achievement data beginning in year two.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Partially Meets</p> <p><input type="checkbox"/> Does Not Meet</p>
<p><u>Student Academic Proficiency</u> <i>Measure 6: Student Portfolio</i></p>	<p><i>80 % of students will show that they have met 80 % of their Individualized Learning</i></p>	<p>94.7 % of Baxter students created digital portfolios as the foundation of the</p>	<p>Examples of the portfolios are available on request at the school.</p>	<p><input type="checkbox"/> Meets</p> <p><input type="checkbox"/> Partially Meets</p> <p><input type="checkbox"/> Does Not Meet</p>

	<i>Plan by the end of each academic year, documented by student portfolios and assessment records and reviewed at annual student portfolio conferences.</i>	Student-Led Conference process in the 2013-14 school year.		
Student Academic Growth <i>Measure 1: Growth on State Assessment and value-added normed individual and group assessment for English and math</i>	<i>Establish Baseline for year 2 measure .Benchmarks established for each student, target is one year's growth.</i>	School did not participate in state assessment program, baseline will be established for year 2. On the NWEA at least 80% of students will perform at least 2% above RIT Growth norms on all areas of achievement assessed.	NWEA administered once, next year it will be administered twice to show growth during the year.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Achievement Gaps <i>Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.</i>	<i>Establish Baseline for year 2 measure, analyzing gaps in proficiency and growth found in SAT, PSAT, NWEA, and student portfolios.</i>	School did not participate in state assessment program, baseline and agreed growth target will established for year 2.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Student Attendance <i>Measure 1: Average Daily Attendance Rate</i>	<i>An attendance rate at least 1 % above the state average for attendance, with a simultaneous goal of having rates at or above 94 %.</i>	Percent in attendance for 2013-14 full year was 96.8 %.	State average not available but has been in the 94 % range for a number of years.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Student Enrollment <i>Measure 1: Student re-enrollment from one year to the next</i>	<i>90% of students enrolled on last day of school indicate intent to return the following school year</i>	91.1 % have re-enrolled.	There were 139 students in total, 9 left during the year, 3 are not returning, and 127 re-enrolled.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Student Enrollment <i>Measure 2: Continuous Student re-enrollment for multiple years.</i>	<i>90% of students will maintain continuous enrollment for multiple years.</i>	N/A		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Post-Secondary Readiness <i>Measure 1: Federal Graduation 4-year Adjusted Cohort</i>	<i>Not Applicable</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Graduation Rate (ACGR)				
Post-Secondary Readiness <i>Measure 2: Maine determined graduation rate as determined under Title 20-A MRS.A, section 5031, and subsection 1.</i>	<i>Not Applicable</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Post-Secondary Readiness <i>Measure 3: Percentage of students completing dual enrollment courses</i>	<i>Not Applicable</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Post-Secondary Readiness <i>Measure 4: Percentage of students scoring at or above state average on SAT.</i>	<i>51 % Percent of students will score at or above the state average on SAT test</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Post-Secondary Readiness <i>Measure 5: Enrollment in post-secondary institutions</i>	<i>Not Applicable</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Post-Secondary Readiness <i>Measure 6: Outcomes for students not attending post-secondary institutions.</i>	<i>Not Applicable</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Financial Performance and Sustainability <i>Measure 1: Governance board reviews budget and makes appropriate adjustments to ensure school remains financially healthy.</i>	<i>Governance board and/or financial committee review budget on a quarterly basis at a minimum.</i>	From Board Minutes: Treasurer's Report August 13, 2013 November 12, 2013 January 15, 2014 February 11, 2014 March 11 2014		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Financial Performance and Sustainability <i>Measure 2: School conducts an external audit.</i>	<i>Quarterly financial reports and end of year audit are available to authorizer.</i>	The quarterly reports were available. Variance between budget and actual revenue and expenditures exceeded a +/- 10 %.	Audit has been arranged and will be completed in the fall of 2014. Revenues were unexpectedly higher than anticipated. There is a cash balance of just under \$300K at end of fiscal year	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

			. \$ 600K was raised during the year.	
<p><u>Governance Board Performance & Stewardship</u> <i>Measure 1: Governance Board operates in a transparent, responsible, and legally compliant manner.</i></p>	<p><i>Governance Board holds public meetings with posted agendas and minutes.</i></p>	<p><i>Minutes are available on Website. By-laws and policies developed and being reviewed for formal Board adoption. Board has met frequently.</i></p>	<p>Minutes are posted as soon as possible. The minutes are listed under “News” on its website. Agendas were not found.</p> <p>Board is reviewing its freedom of access policies and practices to assure compliance with the law. All Board members completed freedom of access training.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet</p>
<p><u>Governance Board Performance & Stewardship</u> <i>Measure 2: Governance Board provides oversight of school leadership team.</i></p>	<p><i>Board conducts an annual evaluation of school leadership.</i></p>	<p>Board considering new alignment of leadership team based upon first year review.</p>		<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet</p>
<p><u>Adequacy of Facilities Maintenance in Support of Program</u> <i>Measure 1: School facilities meet educational and health and safety standards, and are maintained, clean and cost efficient.</i></p>	<p><i>Board certifies that the facilities meet educational and health and safety standards. Are clean, maintained and efficient regarding costs.</i></p>	<p>Inspection reports were provided. Cleaning and maintenance logs are kept.</p>	<p>Facility was in good order during June 5th end of year visit .This was also observed during unscheduled visits and the 90 day review.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet</p>
<p><u>Adequacy of Facilities Maintenance in Support of Program</u> <i>Measure 2: Capital improvement plan</i></p>	<p><i>An updated 1-3-5 plan for capital improvements is available.</i></p>	<p>A Building Committee for planning exists and meets every two months. The plan’s Phase 1(original renovation) was completed for the opening of school. Phase 2 (2 additional classrooms, consultation room, conference room, and 6 administrative offices) was completed during the 2013-14 school year. Phase 3, a build out of the basement</p>	<p>Board minutes indicate capital development plan has been approved for first three phases. The school has only 85 Sq.Ft. per student and yet has adequate space for collaborative and active learning, where students are known and safe.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet</p>

		area, is presently being done to accommodate an additional 100 students for the 2014-15 school year. There are no firm plans for future space for planned growth of an additional 90 students in the 2015-16 school year.		
<p><u>Transportation & Food Service</u> <i>Measure 1: Record of costs and student utilization of food service.</i></p>	<p><i>School reports on costs and student participation.</i></p>	<p>Lunch services are available to any student at a cost of \$4 per day. Arrangements are made with two local providers who prepare a fresh lunch based upon orders placed a week ahead and delivered daily. 2600 +/- lunches were served to 25% percent of the participating students. Baxter has also provided 2083 lunches free to students eligible for free and reduced price meals. This costs over \$8000.</p>	<p>Baxter does not participate in any state/federal food service programs. Breakfast is not served.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet</p>
<p><u>Transportation & Food Service</u> <i>Measure 2: Record of costs and student utilization of transportation service.</i></p>	<p><i>School reports student survey of transportation, costs and student usage.</i></p>	<p>Baxter has a busing contract and provides three routes. Results of student survey were positive, however school acted assertively to address concerns that were expressed in survey results.</p>		<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet</p>
<p><u>School Social and Academic Climate</u> <i>Measure 1: Instances of bullying, harassment, or other abusive practices.</i></p>	<p>1. <i>Bullying and Harassment Policy spelled out clearly in Student, Faculty, and Family Handbook.</i> 2. <i>Establish baseline of incidents of per student bullying.</i></p>	<p>1. Policy in Student Handbook 2. Baseline to be established and data to be collected twice a year and analyzed to minimize behavioral issues and determine necessary intervention.</p>	<p>Students and parents report an inclusive environment that is supportive of all students. Students report there are no cliques at the school and that students generally get along well with each other.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet</p>

<p><u>School Social and Academic Climate</u> <i>Measure 2: Family and Student Satisfaction</i></p>	<p><i>Administration of a climate survey administered in-house.</i></p>	<p>On June 9-10 a satisfaction survey (ASCD 2014 School Climate Survey) was administered to teachers, parents and students, addressing safety, teaching and learning interpersonal relationships and institutional environment. Surveys each year will be analyzed.</p>	<p>A summary of the survey results was given as well as the raw data. A strongly positive and consistent trend across each stakeholder group indicates that a healthy school climate that supports learning exists. The results will be compared to national data.</p> <p>Information about the Student Judiciary Board information was provided. The Judiciary Board is responsible for holding members of the school community accountable for violating the school norms explained in the Baxtitation.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet</p>
<p><u>Parent and Community Engagement</u> <i>Measure 1: Parent and family Participation in school sponsored activities including volunteer and fundraising activities.</i></p>	<p><i>Parent participation in volunteer, fundraising activities will be measured and a goal set after first year.</i></p>	<p>Data collected and baseline established with goals for improvement. 100% participation is the goal. Data of participation and amount of time contributed is kept.</p>	<p>The school has an active and involved parent advisory association, Friends of Baxter, which meets monthly.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet</p>
<p><u>Parent and Community Engagement</u> <i>Measure 2: Parent Communication Systems</i></p>	<p><i>Regular and clear communications between school and parents regarding operations of the school and their children.</i></p>	<p>Goal is to send, at a minimum, monthly communication to parents by e-mail, and/or web-posting to advise them of school happenings and important upcoming dates and decisions. Evidence of frequent and relevant communication was presented.</p>	<p>Weekly, or even more frequently, newsletter from Head of School is provided to parents. Faculty communicates frequently with parents.</p> <p>Parents indicated during interviews that communication between school and home was excellent and saw it as a strength of the school.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet</p>
<p><u>Parent and Community</u></p>	<p><i>Family participation in</i></p>	<p>Parent/student conferences</p>	<p>In the first year there was one</p>	<p><input checked="" type="checkbox"/> Meets</p>

<p>Engagement Measure 3: Parent participation in their children's education.</p>	<p><i>Student Conferences.</i></p>	<p>are held twice a year and content of conference documented. Data is kept to use for increased participation.</p>	<p>conference with 100% participation and a student project demonstration. Next year there will be two parent /student conferences</p>	<p><input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet</p>
<p>Parent and Community Engagement Measure 4: Partnerships with community organizations, representatives and non-charter public schools.</p>	<p><i>Baxter will document a portfolio of corporate and community partners aiming to increase the number and depth of engagements.</i></p>	<p>Data presented and partnerships include: Riverview Martial Arts; The Telling Room; The Space Gallery, Build-A-Biz, Casco Bay Tech Hub, Maine Inside Out, MECA< WMPG/Blunt Youth Radio & Local Motives, Rippleffect, Maine Yacht Service.</p>		<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet</p>

Summary

<i>Indicator</i>	<i>Meets Contract agreement</i>	<i>Partially meets</i>	<i>Does not meet</i>
Student Academic Proficiency		X	
Student Academic Growth	N/A		
Achievement Gaps in proficiency and growth between major student subgroups	N/A		
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Postsecondary readiness	N/A		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

3. Commendations

- **Both the board and administration should be commended for their dedication, devotion and hard work in overcoming obstacles to successfully launch the School.**
- **Both the board and administration identified administrative infrastructure issues in year one and applied that experience to modify the administration model going forward.**
- **Forging an exceptionally strong communication system between the home and school, one of the anchors being the student-led conferences.**
- **Actively seeking and supporting the engagement of parents in the life of the school. A big challenge considering that families are drawn from 38 communities over a wide geographic area.**
- **Flex Fridays have become a rousing success.**
- **A strong financial performance and outlook.**
- **Student involvement with developing their own “Baxtitution” Code of Conduct.**
- **Campus where everyone is welcomed.**
- **Creative and innovative opening of school using resources of “Rippleffect”.**
- **Revising policies to update transparency in meeting “Freedom of Access” information.**
- **Creating an environment where a desire to learn is apparent.**
- **Respect and tolerance by students for differences within the student body.**

4. Recommendations

- **Stick with the new administrative model and make it work. The keystone is investing overall administrative authority in the Head of School. She is responsible for creating the team, and while some responsibilities are delegated, is its leader.**

- **Absolutely essential that the board grow and in so doing recruit new members who can complement the current skill sets. People with strong fundraising and business ties in the community should be a priority.**
- **The board was necessarily hands-on in the run-up to opening the School and throughout its first year of operation. Now is the time to pull back to being a policy-making and oversight body, with the exception of its fiduciary role, especially in the fundraising and partnership development areas.**
- **Be more realistic about how much the academic program can absorb in encouraging students to pursue their dreams. Expectations about the number of projects the students could pursue were raised a bit too high in year one and fueled some disappointment.**
- **The monthly agenda should be posted as well as all board policies on web site.**
- **Evaluation of Director should be done yearly by the Board.**
- **Develop a plan for what the next expansion will look like if the additional 90 students complete the 8-12 grades.**
- **Staff training in how to evaluate NWEA, Redistep to best support students.**
- **Although it was evident that many volunteer hours had been given to Baxter, it would helpful if these could be documented.**

Summary

Baxter has completed its first year and as it was stated earlier in the year, “It doesn’t get much better.” They have had an exceptional year. Students and parents sing nothing but praises of the school. Students are excited to come every day and the parents have seen changes and growth in their children never expected.

Teachers are well educated and anxious to help students share their excitement of learning and teaching. The administration is creative and willing to make changes whenever necessary. The curriculum is always evolving to meet the needs of the students. The board and administration are constantly reaching out to the community to bring them closer to the programs at Baxter.

Although the financial picture is strong, Baxter does carry a heavy burden with its building lease. The location of the school is excellent but it does pose financial concerns for the future of Baxter.

The board must consider more members to continue the exceptional work they have already done. (It is noted that on the day of the review the Board did present resumes for candidates to serve on the board and is in the process of voting on these individuals.)

This coming year should bring many exceptional advances in how students learn and grow.

Review Team Members:

Jana Lapoint, Chair

Ande Smith

John Bird