

Table 71
Bartlett High School Overview

Statement of Program
<p>The Bartlett High School staff is committed to the total growth of the student as an independent, self-reliant person who can participate cooperatively in a group atmosphere. Being aware of the rapid pace of change, our school community seeks to provide each student with the tools to function responsibly in our world.</p> <p>As a staff, we recognize that students differ and we attempt to provide programs, which afford every individual an equal opportunity to an education tailored to his/her needs. The school bears the responsibility of fostering an atmosphere wherein the student is challenged to strive for excellence. Recognizing the student's basic dignity and worth, we attempt to supply each student with the physical and mental experiences and skills for gathering knowledge, solving problems, thinking critically, communicating and developing and clarifying values.</p>

From the Budget book 03-04

SCHOOL GOALS	
Goal	Level of Achievement
Improve School Climate Increase % of students passing HSGQE Math by 5% Reduce dropout rate	Attained Partially Attained Attained

From the Budget book 03-04

BUDGET*	
2002-03 Revised Expenditures	\$8,265,004
2003-04 Revised Budgeted Amount	\$8,767,315
2004-05 Proposed Budget	\$9,037,752
*Dollars budgeted or expended are general fund only.	

From IFAS

Bartlett High School Overview

School Report Card Statement

Bartlett High School

Mary McKean

The Bartlett staff continues to work toward the full implementation of smaller learning communities. Beginning in the fall of 2004, the first of four academies will be instituted. Ultimately, the academies will be comprised of approximately 500 students each in grades 9-12. The purpose of the smaller learning communities model is to eliminate the anonymity and isolation that is often present when high schools reach sizes of up to 2000 students. Through the SLC model, we will include opportunities that are available in a large comprehensive high school, such as ROTC, fine arts, world languages, etc., while providing a more personalized education for each student during their four years in high school. Another facet of the Bartlett High School SLC implementation is a student advisory period. Beginning in the fall of 2004, we will begin a school-wide advisory period that will meet for 30 minutes every other week. The goal of advisory is to provide another opportunity for students to increase their sense of belonging. The students and staff assigned to each advisory will stay together for the duration of their educational career at Bartlett, which will provide the opportunity for younger students to gain from the wisdom and experience of the older students. Many topics will be covered during these advisory periods, including mentorship, goal setting, test taking techniques, effective study habits, etc. It can also be used for projects that otherwise deduct time from regular class periods, such as surveys, registration, handbook review or other administrative functions.

The multi-phase renovation project for Bartlett High School saw a major completion milestone this year. Five state-of-the-art science classrooms were completed in January 2004. Students and staff are very excited about the new spaces, and immediately settled into the new chemistry and physics labs. In the summer of 2004, work will begin on the next phase of the renovation. This phase includes a new auditorium, band, choir, orchestra, and dance studio. For the 2004-2005 school year we will need to locate alternative spaces for functions that usually occur in the Little Theater, but everyone agrees that the temporary inconvenience will be worth the end result when the new fine arts wing comes is complete. While this phase is just getting underway, we are already eagerly anticipating the next phase, which will bring the first of four academic areas up to the current educational specifications. We are still in relatively early stages of the renovation process, and are looking to the community for continued support so that we can complete the process and provide our students with the quality educational environment they so rightly deserve.

From the School Report Card

Bartlett High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 2003 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
2,025	105	247	0	217

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
1,733.494	1,900.200	91.227%

From SMS

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	27	54	4
Mathematics	32	46	5
Science	7	57	3
Social Studies	7	48	17

From grade level memo

SCHOOL BUSINESS PARTNERSHIPS	
	4

From MLP

Bartlett High School Achievement

ETHNICITY REPORT - OCTOBER 2003							
Caucasian	African American	Alaska Native	American Indian	Asian/ Pac. Islander	Hispanic	Multi Ethnic	Total
1,010 49.3%	402 19.6%	225 11.0%	31 1.5%	202 9.9%	112 5.5%	66 3.2%	2,048

From Fall Oasis

TOTAL DROPOUT RATES							
Data Type	American Native	Asian/ Pac. Islander	African Am.	Hispanic	Caucasian	Multi Ethnic	Total
Enrollment	264	207	408	125	1,066	71	2,141
Final Dropouts	37	25	28	9	48	9	156
% of Dropouts	14.0%	12.1%	6.9%	7.2%	4.5%	12.7%	7.3%

From Summer Oasis

PERCENT OF ENROLLMENT CHANGE DUE TO STUDENT TRANSFER (TRANSIENCY RATE)		
Students Enrolled for >170 days	Students Enrolled for >1 day	Percent Transiency
1,611	2,214	27.2%

From IT SMS (6/16/04)

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
1,092	995	91.1%

From test participation file (3-10 graders)

		SAT/ACT				
Test	Students/Subject	03-04	02-03	01-02	00-01	99-00
	No. Graduates	326	333	324	314	286
SAT	Percent Tested	53%	51%	50%	53%	52%
	Verbal	480	489	482	490	511
	Math	484	499	502	486	515
ACT	Percent Tested	28%	29%	20%	24%	29%
	English	19.2	19.5	20.5	20.3	21.5
	Math	20.6	21.0	22.1	21.1	23.3

Anchorage School District: Profile of Performance 2003-04

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

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

Does not meet AYP

Group	Participation Rate				"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	1092	1069	97.9%	Yes	978	698	71.4%	60.5%	Yes	587	60.0%	51.2%	Yes
African American	227	221	97.4%	Yes	203	132	65.0%	56.2%	Yes	98	48.3%	46.7%	Yes
Alaska Native	139	136	97.8%	Yes	120	66	55.0%	53.8%	Yes	60	50.0%	44.3%	Yes
American Indian	17	17	*	N/A	N/A	N/A	*	*	N/A	N/A	*	*	N/A
Asian	106	103	97.2%	Yes	92	54	58.7%	52.4%	Yes	51	55.4%	42.8%	Yes
Caucasian	542	533	98.3%	Yes	491	398	81.1%	59.0%	Yes	344	70.1%	49.6%	Yes
Hispanic	61	59	96.7%	Yes	56	35	62.5%	49.1%	Yes	23	41.1%	39.4%	Yes
Econ Disadvantaged	319	310	97.2%	Yes	279	161	57.7%	57.3%	Yes	133	47.7%	47.9%	No
Disabled	149	144	96.6%	Yes	133	40	30.1%	54.3%	No	31	23.3%	44.8%	No
LEP	140	135	96.4%	Yes	119	50	42.0%	53.8%	No	44	37.0%	44.2%	No

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

Graduation Rate 65.7%

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)

Anchorage School District: Profile of Performance 2003-04

Bartlett

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	312	29.6%	367	34.9%	261	24.8%	113	10.7%	1053
Race/Ethnicity	African American	39	18.3%	78	36.6%	70	32.9%	26	12.2%	213
	Alaska Native	18	14.8%	41	33.6%	38	31.1%	25	20.5%	122
	American Indian	7	41.2%	7	41.2%	*	*	*	*	17
	Asian	20	20.6%	28	28.9%	36	37.1%	13	13.4%	97
	Hispanic	14	24.1%	20	34.5%	16	27.6%	8	13.8%	58
	Caucasian	206	40.5%	183	36.0%	86	16.9%	34	6.7%	509
	Other	8	21.6%	10	27.0%	12	32.4%	7	18.9%	37
Low Income	Yes	47	15.4%	107	35.1%	104	34.1%	47	15.4%	305
	No	265	35.4%	260	34.8%	157	21.0%	66	8.8%	748
Disabled	Yes	6	4.4%	22	16.3%	56	41.5%	51	37.8%	135
	No	306	33.3%	345	37.6%	205	22.3%	62	6.8%	918
LEP	Yes	12	9.0%	33	24.6%	57	42.5%	32	23.9%	134
	No	300	32.6%	334	36.3%	204	22.2%	81	8.8%	919
Migrant	Yes	*	*	*	*	6	35.3%	5	29.4%	17
	No	310	29.9%	363	35.0%	255	24.6%	108	10.4%	1036
Gender	Female	163	32.5%	183	36.5%	121	24.1%	35	7.0%	502
	Male	149	27.0%	184	33.4%	140	25.4%	78	14.2%	551
Anchorage School District, Spring 2004Testing						Assessment & Evaluation Department, 8/4/04				

Bartlett

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	186	17.9%	623	60.0%	194	18.7%	35	3.4%	1038
Race/Ethnicity	African American	25	11.8%	129	61.1%	45	21.3%	12	5.7%	211
	Alaska Native	12	10.3%	64	55.2%	33	28.4%	7	6.0%	116
	American Indian	4	23.5%	10	58.8%	*	*	*	*	17
	Asian	*	*	57	59.4%	26	27.1%	*	*	96
	Hispanic	*	*	31	54.4%	18	31.6%	*	*	57
	Caucasian	121	24.0%	311	61.6%	60	11.9%	13	2.6%	505
	Other	*	*	21	58.3%	9	25.0%	*	*	36
Low Income	Yes	24	8.1%	181	60.7%	77	25.8%	16	5.4%	298
	No	162	21.9%	442	59.7%	117	15.8%	19	2.6%	740
Disabled	Yes	*	*	46	34.8%	62	47.0%	*	*	132
	No	185	20.4%	577	63.7%	132	14.6%	12	1.3%	906
LEP	Yes	7	5.3%	68	51.5%	52	39.4%	5	3.8%	132
	No	179	19.8%	555	61.3%	142	15.7%	30	3.3%	906
Migrant	Yes	*	*	4	26.7%	6	40.0%	*	*	15
	No	184	18.0%	619	60.5%	188	18.4%	32	3.1%	1023
Gender	Female	105	21.2%	305	61.6%	77	15.6%	8	1.6%	495
	Male	81	14.9%	318	58.6%	117	21.5%	27	5.0%	543
Anchorage School District, Spring 2004Testing						Assessment & Evaluation Department, 8/4/04				

Anchorage School District: Profile of Performance 2003-04

Bartlett

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	228	21.7%	406	38.7%	188	17.9%	227	21.6%	1049
Race/Ethnicity	African American	21	10.0%	80	37.9%	34	16.1%	76	36.0%	211
	Alaska Native	15	12.3%	46	37.7%	20	16.4%	41	33.6%	122
	American Indian	4	23.5%	8	47.1%	*	*	*	*	17
	Asian	17	18.1%	39	41.5%	17	18.1%	21	22.3%	94
	Hispanic	8	13.8%	16	27.6%	22	37.9%	12	20.7%	58
	Caucasian	159	31.2%	201	39.4%	85	16.7%	65	12.7%	510
	Other	4	10.8%	16	43.2%	8	21.6%	9	24.3%	37
Low Income	Yes	32	10.5%	118	38.7%	64	21.0%	91	29.8%	305
	No	196	26.3%	288	38.7%	124	16.7%	136	18.3%	744
Disabled	Yes	5	3.5%	26	18.4%	26	18.4%	84	59.6%	141
	No	223	24.6%	380	41.9%	162	17.8%	143	15.7%	908
LEP	Yes	10	7.6%	41	31.1%	31	23.5%	50	37.9%	132
	No	218	23.8%	365	39.8%	157	17.1%	177	19.3%	917
Migrant	Yes	*	*	5	29.4%	*	*	9	52.9%	17
	No	226	21.9%	401	38.9%	187	18.1%	218	21.1%	1032
Gender	Female	87	17.3%	209	41.6%	98	19.5%	108	21.5%	502
	Male	141	25.8%	197	36.0%	90	16.5%	119	21.8%	547
Anchorage School District, Spring 2004Testing						Assessment & Evaluation Department, 8/4/04				