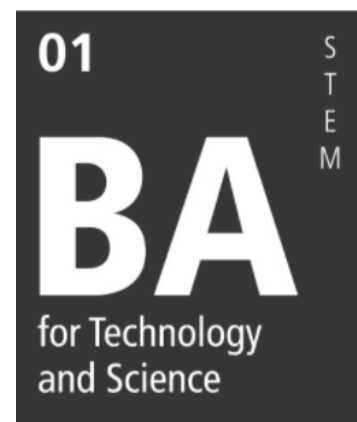


# Baxter Academy for Technology and Science



**185 Lancaster Street Portland, ME 04101**

**Phone:** (207) 699-5500    **Fax:** (207) 331-4831

**CEEB Code:** 200818    **Website:** <https://baxter-academy.org/>

## About Us:

Baxter Academy for Technology and Science is a public charter school founded in 2013. It is located in the heart of Portland, ME and serves 400 students from 60 Maine communities. Our mission is that inquiry leads learning. Our project-based STEM curriculum emphasizes real-world problem solving and is paired with a humanities program that connects ideas across disciplines and cultivates strong communication skills. Students design innovative projects through Flex Friday, a unique program requiring initiative, perseverance, and collaboration, as well as reflection on the work and its impact in the community.

## Counselors

Charlie Koch: [charlie.koch@baxter-academy.org](mailto:charlie.koch@baxter-academy.org)

Emily Kelly: [emily.kelly@baxter-academy.org](mailto:emily.kelly@baxter-academy.org)

## Baxter Vision:

Baxter teaches students to access their agency, work hard, envision new possibilities, act in service to our local and global communities, and to collaborate with love and care for each other. It's STEM focus educates students to choose work that inspires their imagination, persevere through setbacks, Innovate with conscience, curiosity and creativity, solve real world problems, and work for a strong Maine future.

## Flex Friday Program:

Baxter dedicates 20 percent of the week to student-managed, long-term projects that are relevant to each student's interests and goals. Student teams identify a real-world problem, define how they might solve it, pitch their solution to a faculty review board, network with outside experts, and then set to work. Some students may choose to work in a large group to develop an experimental model for a fish hatchery, others may want to work individually on writing a database program with a local company.

## COVID + Remote Learning:

Starting in March 2020 due to the pandemic, we moved to remote learning. Our standards grading stayed in place and we did not move to pass/fail for the remainder of the year.

Fall 2020 - We are still 100% remote as of October 2020. We have introduced a new course evaluation system along with our standards.

## Snapshot:

Free and Reduced Lunch: **39%**

Senior Class Size: **104**

Student /Teacher Ratio: **13:1**

% Admitted to Higher Education: **90%**

Percentage of Faculty/Staff with advanced degrees: **66%**

**Graduation Requirements:** All students must reach at least the graduation benchmark proficiency level in the following standards:

### Science:

Forces & Motion  
Matter & Energy  
Heredity & Evolution  
Climate Change

### Math:

Algebra  
Functions  
Geometry  
Statistics

### Humanities:

Reading  
Writing  
Speaking & Listening  
Research  
Civics & Government  
Economics  
Historical Context

### World Language:

Interpersonal &  
Interpretive  
Communication

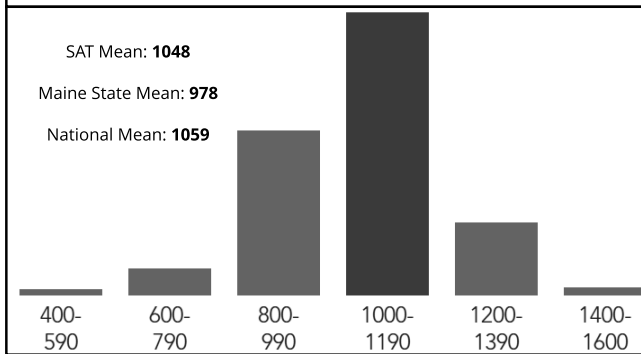
### Design:

Design Process  
Aesthetics & Meaning

**ONE** of the following-

Visual Arts  
Computer Science  
CAD  
Engineering  
Music  
Fabrication  
Theater

## Baxter SAT Distribution Class of 2020

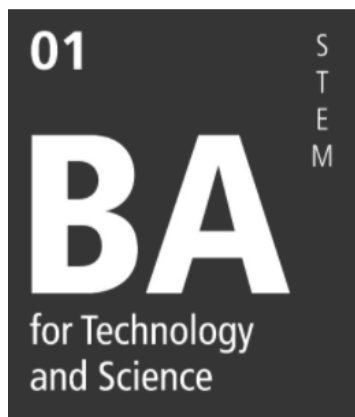
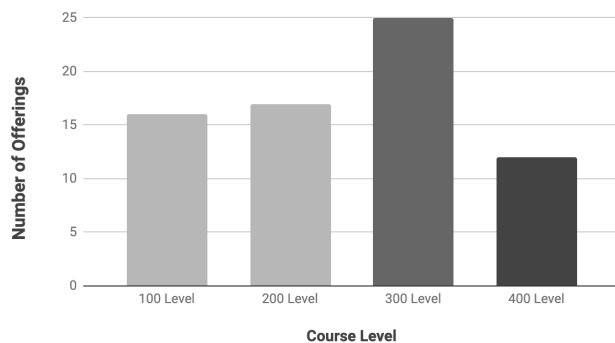


## Baxter Evaluation By Standard:

Student learning in any course is determined by progress toward the graduation standards associated with that course. The level of expected achievement depends on the complexity of the course (100-400 level courses offered)

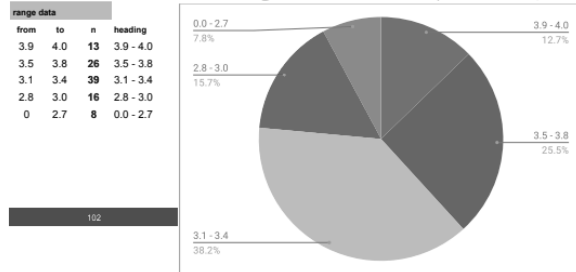
- BA** Beyond Assessment (400+, Early College)
- EX** Excelling (400+, Early College)
- AD** Advancing (400)
- GB** Graduation Benchmark (300)
- PR** Progressing (200)
- EN** Entering (100)

## Course Level and Number of Offerings



## Baxter GPA Distribution Class of 2021

### GPA Summary



## Baxter Evaluation By Course (New 2020):

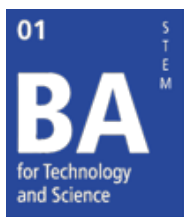
Starting in Fall 2020, students will earn a grade for each enrolled course based on their progress toward meeting the expectations of the course and demonstrations of their understanding and achievement through multiple assessments.

### Scale:

- 4.0** Transcends Course Expectations
- 3.5** Exceeds Course Expectations
- 3.0** Meets Course Expectations
- 2.5** Satisfies Course Expectations with Greater Proficiency
- 2.0** Satisfies Course Expectations
- 1.0** Does Not Satisfy Course Expectations

## College Acceptances of Baxter Academy Graduates

- |  |  |
|--|--|
| Acadia University<br>Adrian College<br>American University of Paris<br>Bard College<br>Bates College<br>Bay Path University<br>Becker College<br>Bennington College<br>Bentley University<br>Berklee College of Music<br>Boston University<br>Brandeis University<br>California College of the Arts<br>Central Maine Community College<br>Champlain College<br>Colby College<br>College of the Atlantic<br>Columbia College<br>Connecticut College<br>Cornell University<br>Drexel University<br>Emerson College<br>Emmanuel College<br>Florida Institute of Technology<br>Franklin Pierce University<br>George Washington University<br>Goucher College<br>Hampshire College<br>Hofstra University<br>Husson University<br>Illinois Institute of Technology<br>Ithaca College<br>Keene State College<br>Lasell College<br>Lesley University | Maine College of Art<br>Maine Maritime Academy<br>McGill University<br>Montana State University<br>Mount Holyoke College<br>Nascar Technical Institute<br>New York Institute of Technology<br>Northeastern University<br>Pratt Institute<br>Regis College<br>Rensselaer Polytechnic Institute<br>Roger Williams University<br>Skidmore College<br>Smith College<br>St. Michaels College<br>Syracuse<br>Suffolk University<br>Temple University<br>Texas A&M<br>Thomas College<br>The New School<br>University of British Columbia<br>University of California - Berkeley<br>University of Maine<br>University of Miami<br>University of New England<br>University of Rhode Island<br>University of Southern Maine<br>University of Vermont<br>Virginia Polytechnic Institute<br>Wentworth Polytechnic Institute<br>Virginia Tech<br>Xavier College<br>Yale University<br>York County Community College |
|--|--|



**Name** Student, Sample  
**Address** 1234 Main Street Portland ME  
 04101  
**Birthdate** 1/1/2001  
**Graduation**  
**GPA** 3.3

2018-2019

### Baxter Art Studio

Our goal for this project is to learn and practice a variety of artistic skills to supplement the portfolio I will be submitting with my college applications. I will work with faculty to identify areas that need strengthening in my portfolio and then create a plan to improve.

#### Term 1

Advanced Algebra  
 Designing Statistical Studies  
 Film Studies  
 Forest, Wetland, & Marine Ecology  
 Summit

#### Term 2

Functional Analysis  
 Global Perspectives  
 Introduction to GIS  
 Multicultural Literature  
 Wellness II

2017-2018

### Yearbook

This project focused on creating a sustainable, student-lead process that set up future yearbook groups for success while producing this year's yearbook.

#### Term 1

Global South  
 Human Evolutionary Anatomy  
 Matter & Substances  
 Photography, Analogue  
 Spanish II

#### Term 2

Climate Change  
 Functions  
 Introduction to Logic  
 Spanish II  
 Technical Communication

#### Term 3

2D Geometry  
 Graphic Design II  
 Mechanics  
 Reactions

2016-2017

### Peaks Island Mural Project

Peaks Island Elementary School (PIES) was in need of an outdoor mural to go along the wall near the entrance of the school. We collaborated with the students and faculty at PIES to create a mural that represents the community on Peaks Island/PIES and can stand the weather conditions in Peaks Island.

#### Term 1

CAD: Rendering & Animation I  
 Personal Finance  
 Spanish I  
 Waves & Mechanics  
 Woodworking

#### Term 2

Graphic Design I  
 Introduction to Engineering  
 Research Methods  
 Spanish I  
 Transformational Geometry

#### Term 3

Coming of Age  
 Constitution: Students' Rights  
 Hispanic Culture  
 Micro-Anatomy & Physiology  
 Problem Solving with Algebra

2015-2016

### REthink

The REthink Project stood to recreate and repurpose high school environments through research, grant writing, and design. Working in conjunction with faculty members of Baxter Academy and community professionals, our team discovered ways to improve the learning experience of high school students.

#### Term 1

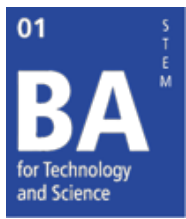
Art Fundamentals  
 Humanities 9  
 Modeling (Math)  
 Modeling (Science)

#### Term 2

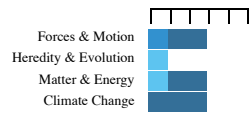
Humanities 9  
 Modeling (Math)  
 Modeling (Science)  
 Photography, Digital I

#### Term 3

Digital Storytelling  
 Humanities 9  
 Introduction to FabLab  
 Modeling (Math)  
 Modeling (Science)



**Name** Student, Sample  
**Address** 1234 Main Street Portland ME 04101  
**Birthdate** 1/1/2001  
**Graduation GPA** 3.3



2015-2016

2016-2017

2017-2018

2018-2019

Modeling (Science)

3 Units

Micro-Anatomy & Ph...

1 Unit

Waves & Mechanics

1 Unit

Mechanics 1 Unit

Reactions 1 Unit

Human Evolutionary ... 1 Unit

Matter & Substances 1 Unit

Climate Change 1 Unit

Forest, Wetland, & Mari... 1 Unit

Modeling (Math)

3 Units

Problem Solving with ...

1 Unit

Transformational Geo...

1 Unit

2D Geometry 1 Unit

Functional Analysis 1 Unit

Functions 1 Unit

Designing Statistical ... 1 Unit

Intro to Logic 1 Unit

Advanced Algebra 1 Unit

Art Fundamentals

1 Unit

Woodworking

1 Unit

CAD: Rendering & A...

1 Unit

Intro to FabLab

1 Unit

Graphic Design I

1 Unit

Photography, Analogue 1 Unit

Photography, Digital I

1 Unit

Intro to Engineering

1 Unit

Graphic Design II 1 Unit

Intro to GIS 1 Unit

Humanities 9

3 Units

Coming of Age

1 Unit

Research Methods

1 Unit

Constitution: Students...

1 Unit

Technical Communica... 1 Unit

Film Studies 1 Unit

Global Perspectives 1 Unit

Digital Storytelling

1 Unit

Personal Finance

1 Unit

Global South 1 Unit

Multicultural Literature 1 Unit

Hispanic Culture

1 Unit

Spanish I

2 Units

Spanish II 2 Units

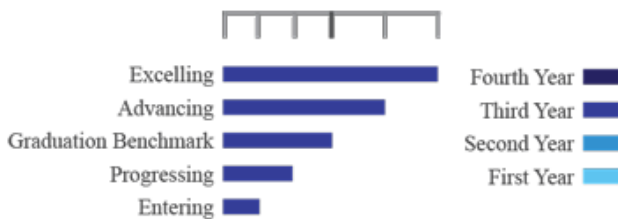
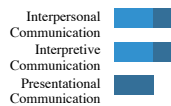
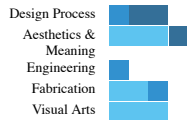
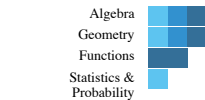
Summit 1 Unit

Wellness II 1 Unit

Above Graduation Level

Graduation Level Target

Toward Graduation Level



Grades are a representation of student achievement. At Baxter Academy, grading consists of an in-progress (ultimately cumulative) course grade in addition to evaluations on each of the graduation standards.

<p><b>evaluation by</b> <b>COURSE</b></p> <p>Starting in Fall 2020, students will earn a grade for each enrolled course based on their progress toward meeting the expectations of the course and demonstrations of their understanding and achievement through multiple assessments. These evaluations will be shared through progress reports and report cards, and will be included on student transcripts.</p>	<p><b>evaluation by</b>  <b>standard</b></p> <p>Student learning in any course is determined by progress toward the graduation standards associated with that course. The level of expected achievement depends on the complexity of the course (is it an introductory course, or an advanced one?).</p>
<p><b>4.0</b></p> <p><b>Transcends Course Expectations</b>            The student has demonstrated complexity, sophistication, originality, depth, synthesis or application that clearly exceeds the expected understanding of the standards of the course, and consistently demonstrated most of those standards at a level beyond that expected in the course.  <i>The student is comprehensively prepared for the next course in the sequence, and has already exhibited some of the skills or content expected in that course.</i></p>	<p><b>EX</b></p> <p><b>Excelling</b>            The student consistently demonstrates an understanding of the standard not only beyond graduation expectations, but at a level exceptional for any high school student.</p>
<p><b>3.5</b></p> <p><b>Exceeds Course Expectations</b>            The student solidly demonstrates mastery of all the standards at the level expected for this course, and occasionally demonstrated some of those standards at a level beyond that expected in the course.  <i>The student is thoroughly prepared for the next course in the sequence, and may have already exhibited some of the skills or content expected in that course.</i></p>	<p><b>AD</b></p> <p><b>Advancing</b>            The student has consistently demonstrated understanding well above the level required for Baxter graduates.</p>
<p><b>3.0</b></p> <p><b>Exceeds Course Expectations</b>            The student solidly demonstrates proficiency in all the standards at the level expected for this course.  <i>The student is thoroughly prepared for the next course in the sequence.</i></p>	<p><b>GB</b></p> <p><b>Graduation Benchmark</b>            The student has consistently demonstrated understanding at the level required for all Baxter graduates.</p>
<p><b>2.5</b></p> <p><b>Satisfies Course Expectations</b>            The student has fundamentally demonstrated consistent competency in all the standards at the level expected for the course.  <i>The student is adequately prepared for the next course in the sequence.</i></p>	<p><b>PR</b></p> <p><b>Progressing</b>            A student has acquired a deeper understanding of the standard, well on the way to benchmark, but is not quite there.</p>
<p><b>2.0</b></p> <p><b>Minimally Satisfies Course Expectations</b>            The student has demonstrated generally consistent competency in all the standards at the level expected for the course.  <i>The student is minimally prepared for the next course in the sequence, but may struggle with some skills or content.</i></p>	<p><b>EN</b></p> <p><b>Entering</b>            The student has demonstrated a basic or introductory understanding of the skills and content of the standard.</p>
<p><b>1.0</b></p> <p><b>Does Not Meet Course Expectations</b>            The student has not demonstrated proficiency at the expected level for all the standards in the course. The student <i>may</i> have demonstrated proficiency at the expected level for some of the course standards.  <i>The student is not sufficiently prepared for the next course in the sequence.</i></p>	<p>Rarely, students may offer evidence far exceeding the rubric expectations for all Baxter students, and earn an evaluation of <b>Beyond Assessment (BA)</b>. Some students may also earn an evaluation of <b>No Evidence (NE)</b></p>
<p>Though they are numbers, these evaluations are in fact <i>symbols</i>: descriptions of student achievement, and not an average or score. Interpolations between these values (such as 3.6 or 1.95) are not permitted.</p>	