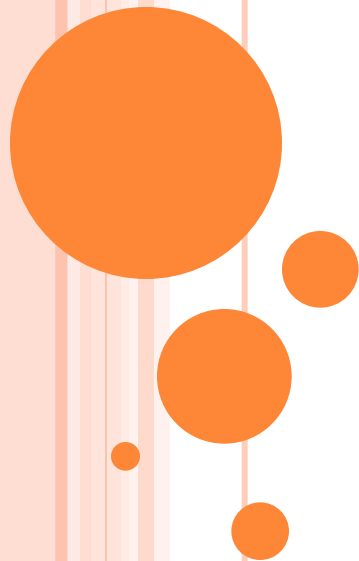


**SAXVIK  
ELEMENTARY  
SCHOOL**

**BALANCED  
SCORECARD**

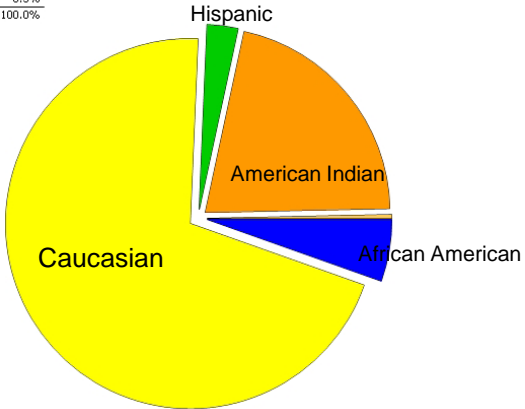
**2010-2011**



# SAXVIK ELEMENTARY SCHOOL DEMOGRAPHIC INFORMATION

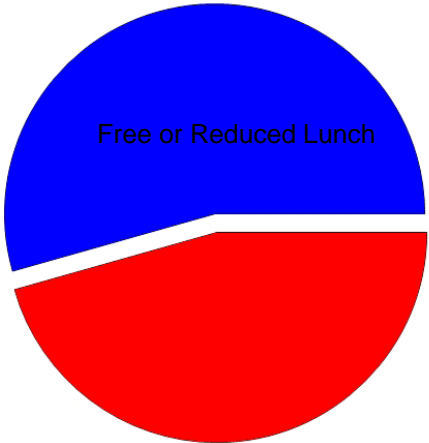
**Demographic Breakdown**

African-American	16	5.4%
Caucasian	208	70.3%
Hispanic	8	2.7%
American Indian	63	21.3%
Pacific Islander	1	0.3%
<b>Total</b>	<b>296</b>	<b>100.0%</b>



**Demographic Breakdown**

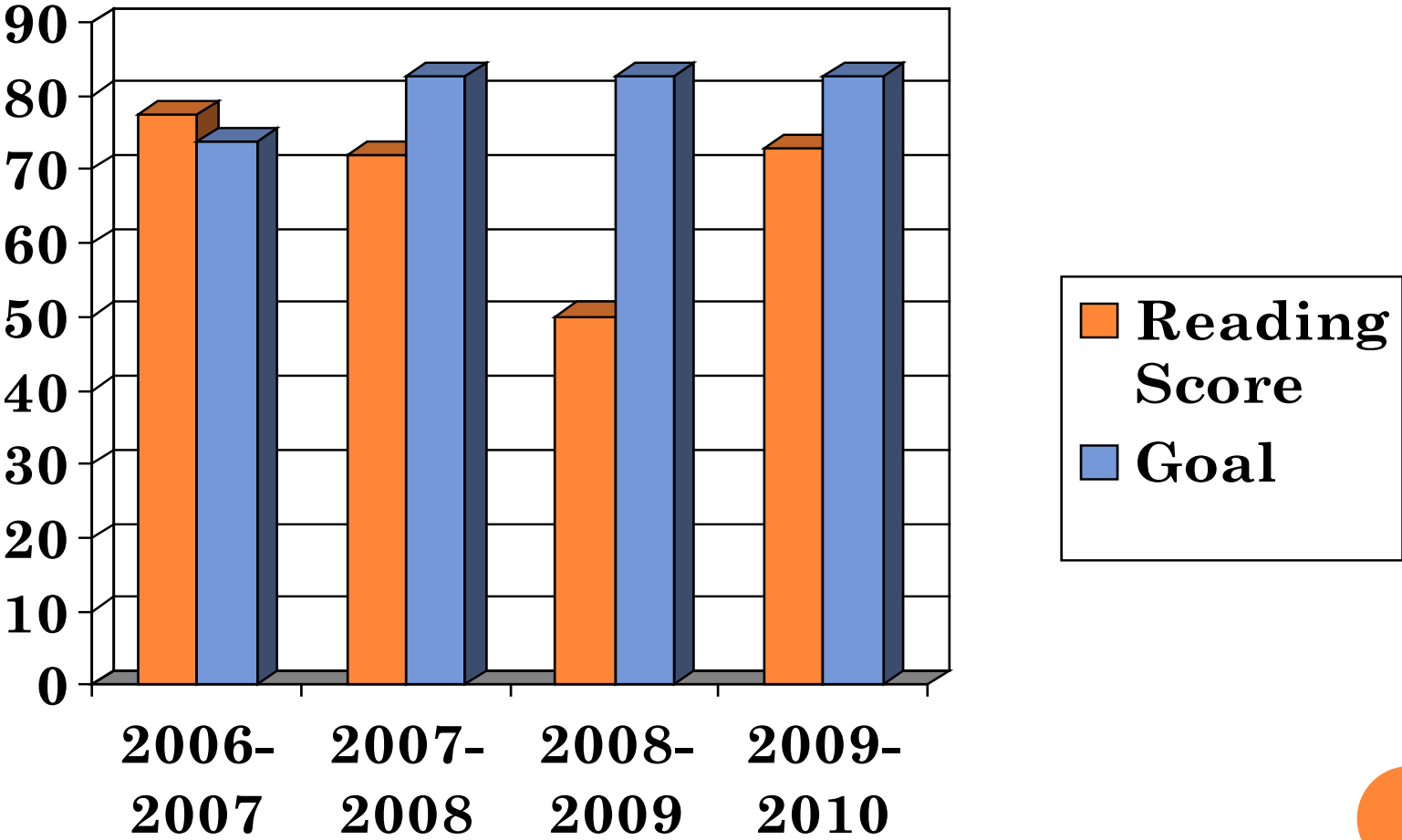
No	135	45.6%
Yes	161	54.4%
<b>Total</b>	<b>296</b>	<b>100.0%</b>



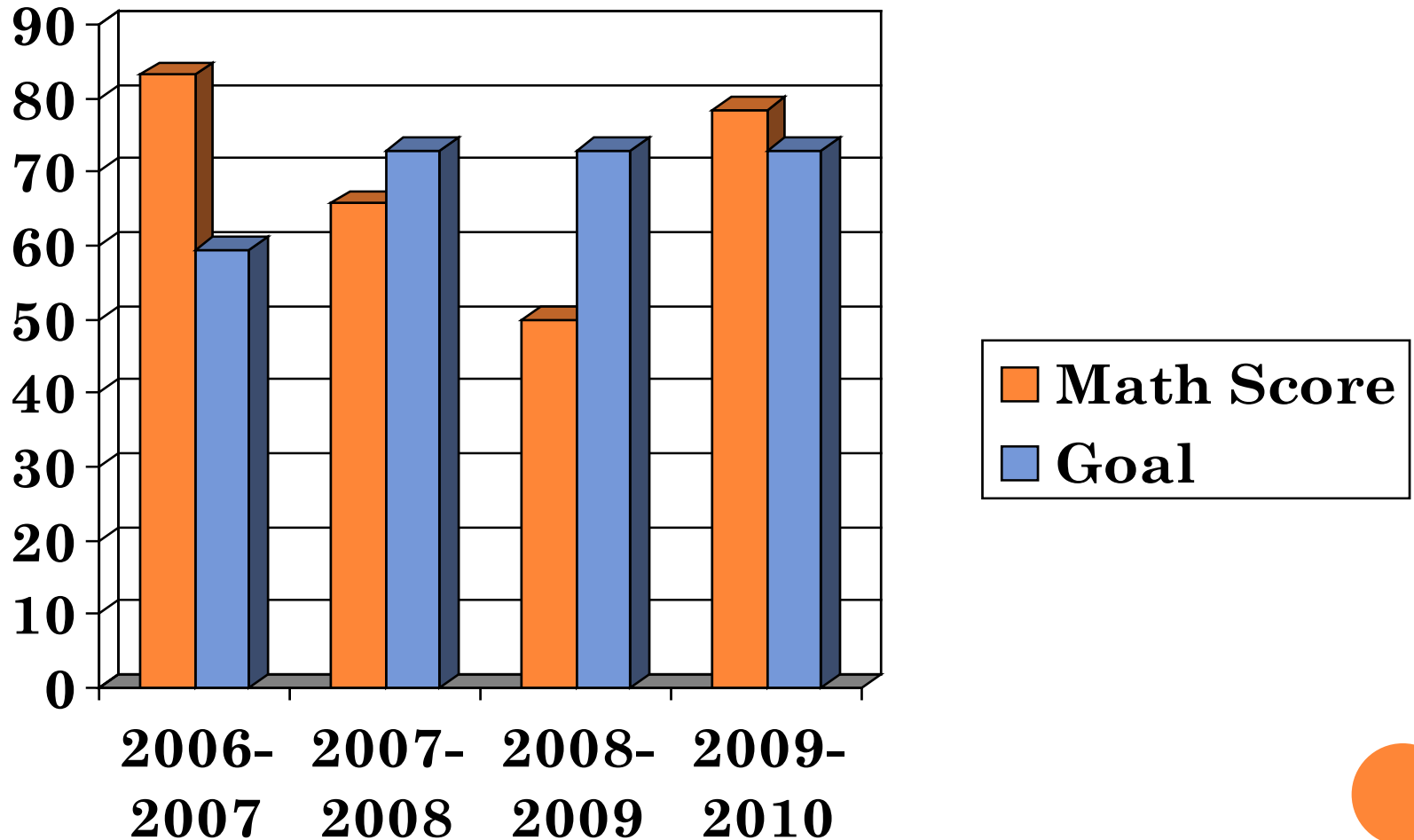
The student enrollment has stayed relatively stable over the last 5 years. However, the percent of students qualifying for free/reduced lunch has risen from 35% in 2006-2007 to 54% in 2009-2010. There is a balance of males (47%) to females (53%). Fifteen percent of the student population qualify for special education services. The ethnic breakdown is 70% Caucasian, 21% American Indian, 5% African-American, 3% Hispanic, and .3% Pacific Islander. Students who are tardy make up 28.4% of the absence breakdown.

# SAXVIK ELEMENTARY SCHOOL

## NDSA - READING



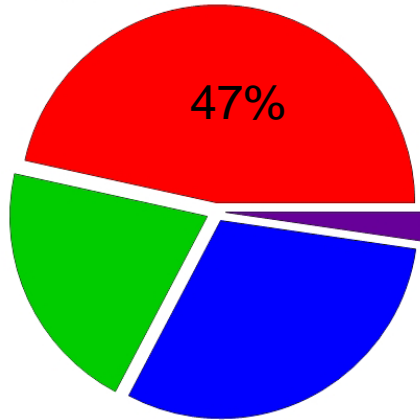
# SAXVIK ELEMENTARY SCHOOL NDSA - MATHEMATICS



# SAXVIK ELEMENTARY SCHOOL MEASURES OF ACADEMIC PROGRESS (MAP)

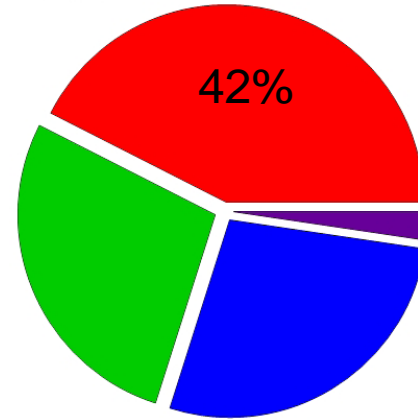
Selection		
95th Percentile	5	2.3%
Above Grade Level Median	66	30.4%
At Grade Level Median	45	20.7%
Below Grade Level Median	101	46.5%
Total	217	100.0%

## Math Fall



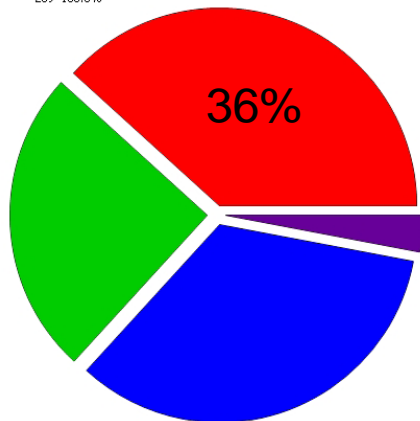
Selection		
95th Percentile	5	2.3%
Above Grade Level Median	59	27.6%
At Grade Level Median	59	27.6%
Below Grade Level Median	91	42.5%
Total	214	100.0%

## Reading Fall



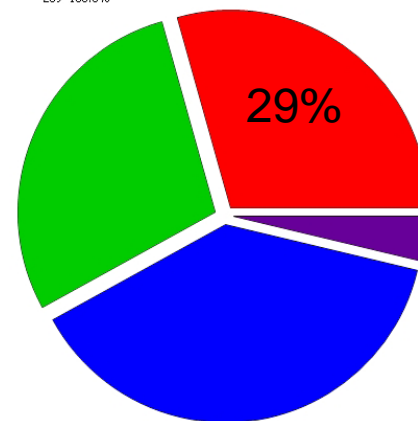
Selection		
95th Percentile	8	3.0%
Above Grade Level Median	91	33.8%
At Grade Level Median	67	24.9%
Below Grade Level Median	103	38.3%
Total	269	100.0%

## Math Spring

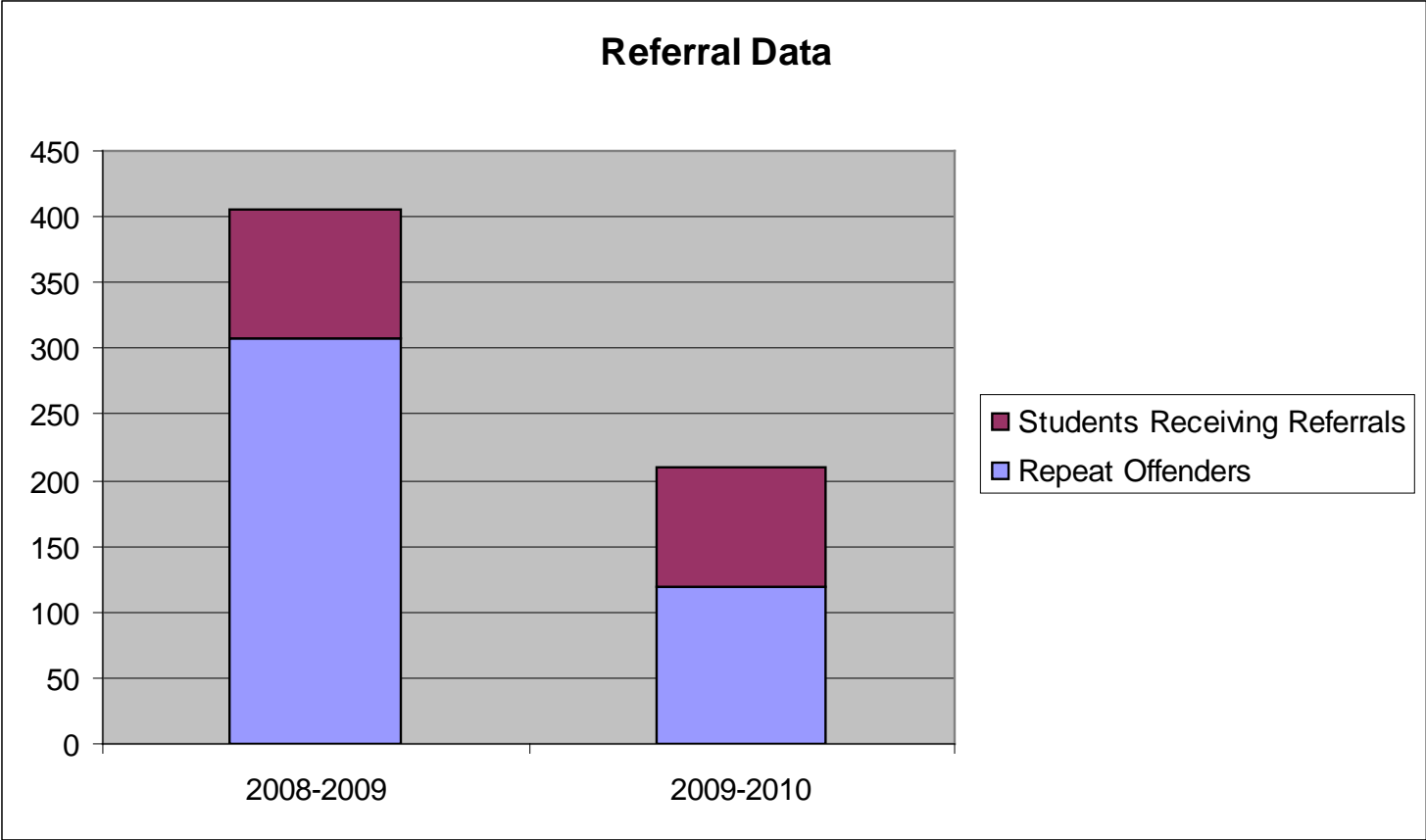


Selection		
95th Percentile	10	3.7%
Above Grade Level Median	103	38.3%
At Grade Level Median	77	28.6%
Below Grade Level Median	79	29.4%
Total	269	100.0%

## Reading Spring



# SAXVIK ELEMENTARY SCHOOL BEHAVIOR – REFERRALS



# SAXVIK ELEMENTARY SCHOOLS BALANCED SCORECARD & TITLE I SCHOOL WIDE OBJECTIVES

## **Goal 1: Improve reading comprehension among all students.**

1. We will assess all students to determine their level of reading comprehension.
  - ✓ We assessed all student using the Fountas and Pinnell leveling system in the fall, and reassessed Tier 2 and 3 students in the spring.
2. 80% of students will be at grade level in reading achievement according to district standards.
  - We did not meet the 80% goal yet, and did not make AYP with only 72.87% proficient.
  - ✓ Our NDSA scores were up from 53.2% proficient in 2008-2009.
  - ✓ By spring 2010, grades 1, 2, 3, 4, & 5 met or exceeded the average mean RIT score on the MAP Test
3. Staff will participate in trainings to increase knowledge, comfort level, and effective strategies for their guided reading groups.
  - ✓ We've had many training, book studies, and professional development activities!



# SAXVIK ELEMENTARY SCHOOLS BALANCED SCORECARD & TITLE I SCHOOL WIDE OBJECTIVES

## **Goal 2: Improve math number and operation skills among all students.**

1. 80% of all students will be proficient in math according to the RTI process.
  - 2009-2010 NDSA results 78.29% of the students are proficient
  - ✓ By spring 2010, grades K, 1, 2, 4, & 5 met or exceeded the average mean RIT score on the MAP test
  - ✓ All grades showed improvements in math because all classes had more students in RTI, tier 1 in the spring than they started with in the fall.
2. Every 2-3 weeks, students in grades 2-6 will increase their basic fact fluency by 15%.
  - Fact fluency testing and practice was not consistently done throughout grades 2-6.
  - ✓ Grades that did focus on facts, showed significant progress.



# SAXVIK ELEMENTARY SCHOOLS BALANCED SCORECARD & TITLE I SCHOOL WIDE OBJECTIVES

## **Goal 3: Promote a safe and positive learning and working environment.**

1. Student behavior referrals in grades K-6 will be reduced by 20% over a two-month period as measured by referral forms sent to the office.
  - ✓ Behavior referrals decreased by almost HALF!
2. Student surveys from grade 4-6 will indicate a 4 (agree) or above on the following points: Students are treated fairly by teachers, the principal, and supervisors.
  - Students in grades 4-6 ranked the areas as follows: Students are treated fairly by teachers – 3.8, Students are treated fairly by the principal – 3.6, Students are treated fairly by supervisors – 2.9.
3. Parent surveys completed at conference time will show at least a 4.5 average in the following areas: The school has an excellent learning environment, The school meets the social needs of the students, and the school meets the academic needs of the students.
  - The school has an excellent learning environment – 4.1, The school meets the social needs of the students – 3.9, The school meets the academic needs of the students – 4.1.



# SAXVIK ELEMENTARY SCHOOL HIGHLIGHTS 2009-2010!

- Welcoming entrance to our school: freshly painted walls, furniture, parent technology center, parent resource library, events monitor, FROG games for check out
- New “portable” classroom for music
- New student desks for grades 1-3
- ActivBoard technology and ELMOs
- Literacy and math centers for the classrooms
- Addition of Key Math interventions for students
- Addition of full-time position of social worker/parent involvement coordinator (has worked with 81% of families, interacted with 31% of students, meets regularly with 10% of students)
- Support from RTI, Reading, & Math Coaches
- First annual math and reading family nights!
- *Keys to Comprehension* book study



# SAXVIK ELEMENTARY SCHOOL

## NEXT STEPS 2010 - 2011

### **Goal: Improve reading comprehension among all students**

- Professional development activities provided by the reading coach.
- Work to develop a book room.

### **Goal: Improve number and operation skills among all students**

- Professional development activities provided by the math coach
- A 30 minute intervention time for math will be put into the master schedule for grades K-6
- Basic fact fluency activities and progress monitoring of facts will be directed by the math coach.
- Instructional aides will provide Key Math interventions.



# SAXVIK ELEMENTARY SCHOOL

## NEXT STEPS 2010 - 2011

### **Goal: Promote a safe and positive learning and working environment**

- The behavior referral form will be updated to match the discipline reporting features of PowerSchool.
- Modify the behavior assemblies to encourage more positive behaviors.
- Purchase or create a social skills curriculum.
- Staff (teacher/supervisors) training on strategies for managing disruptive students.
- Seek more Positive Behavior Support training.

