

**2008-2009**

# **SCHOOL PERFORMANCE REPORT**

**SATSOP SCHOOL DISTRICT  
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## **School Board Members**

**Darell Bellis  
Linda Foster**

**Kellie Knutson  
Jason Olsen**

**Ken Carlson**

## **INTRODUCTION**

This profile provides information about the characteristics of students, staff, curriculum and outcomes at our elementary school. We invite parents and citizens to participate in our school activities. If you have any questions, please feel free to call us.

Satsop Elementary School contains three classrooms, library, multi-purpose room, office and a gym. Parts of it were built around 1920. An office was added in the summer of 1997.

We are proud of our students, staff, and the outstanding parent and community support at Satsop. We work to ensure the success of each student by providing an excellent education.

## **VISION STATEMENT**

Satsop School District's vision is to create a positive and caring learning environment that fosters a desire for lifelong learning and develops creative thinkers and problem solvers. It is our belief that all students will be successful and in order to achieve this, there must be a successful partnership between parents, students, staff, and community.

## **MISSION STATEMENT**

Satsop School District's mission is to provide a safe and positive environment that provides academic success for students through quality teaching and curriculum resources, and to provide each student with the skills and knowledge needed to achieve success in school and in life. It is also our mission to give the students tools to utilize current and emerging technology to live successfully in the future as positive, contributing members of society.

## **SCHOOL IMPROVEMENT PLAN**

The district will continue working on school reform and maintaining a quality academic program, as well as establishing high standards for student conduct. Curriculum content, benchmarks, and multiple assessment tools are always under review. The major emphasis has been on assessment and improving our math and writing curriculum.

## Student Characteristics

### Ethnicity

	Black	Pacific Island/ Asian	Native American	Hispanic	White
2006-2007	1	0	2	0	49
2007-2008	2	0	5	1	50
2008-2009	0	1	4	2	45

### Gender

	Boys	Girls	Total
2006-2007	28	24	52
2007-2008	27	31	58
2008-2009	23	29	52

### Meal Benefits

	Free	Reduced	Full Price
2005-2006	36%	13%	51%
2005-2006	27%	10%	63%
2007-2008	21%	16%	63%

## Enrollment Data As Of October 1st

### 2007

K	2(1 FTE)
1st	10
2nd	8
3rd	8
4th	15
5th	9
<u>6th</u>	<u>6</u>
Total	58

### 2008

K	11(5.5 FTE)
1st	5
2nd	7
3rd	5
4th	8
5th	11
<u>6th</u>	<u>5</u>
Total	52

## Staff

All staff, both teachers and paraprofessionals are highly qualified.

### Certificated staff:

The district has four classroom teachers. One of these teachers works four days a week, 4 hours a day, with the 4th graders, teaching reading and math. This position is funded with state funds provided through Initiative 728.

Two of our classroom teachers hold a Masters Degree. In addition, the district has a Special Education teacher two days a week, a vocal and instrumental music teacher, the services of a Communication Disorders Specialist and Psychologist from Elma. Experience ranges from 12 years to 36 years for the three full time teachers and our half-time teacher having 21 years of experience

### Classified staff:

The district has three paraprofessionals that work in the classroom. Experience ranges from 13 to 23 years. Other support staff include the Business Manager and custodian.

## 2008-2009 District Financial Report

Beginning balance September 1, 2008		\$55,823.40
Income:		
State	396,573.60	
Federal	103,345.68	
Local	<u>38,974.85</u>	
<b>Total Income</b>	<b>538,894.13</b>	
Expenditures:		
Salaries and Benefits	415,542.17	
Supplies and Materials	30,482.47	
Contracted Services w/Elma	56,144.09	
Non-High payments		
Speech Services		
Psychology Services		
Meals		
Utilities & Operations	23,317.27	
Travel (Workshops & Conferences)	8,545.45	
Capital Outlay	<u>3,266.36</u>	
<b>Total Expenditures</b>	<b>539,875.33</b>	
Ending balance August 31, 2009		\$54,842.20

Yearly expenditures per pupil: \$11,610.22

(Actual student count for expenditures was averaged for total year of full time students. Average enrollment was 46.5 FTE.)

## Testing

Satsop School District provides a steady cycle of assessments to identify students who need help or are meeting learning expectations. More support and instructional time is provided when needed.

Satsop School students participate in the following assessments:

<u>TEST TAKEN</u>	<u>GRADE</u>
DIBELS (measures fluency)	all grades
WASL	3rd-6th grades
Reading and Math subtests	3rd-6th grades
Writing subtest	4th grade
Science subtest	5th grade
OPTIONS Math Indicators	1st-6th grades
Classrooms assessments	all grades

At a small school such as ours, tests scores vary greatly from year to year. This is because of the very small numbers of students being tested, usually under 10 students per grade. For this reason, the year to year scores are not “statistically reliable” and are not reported to the public as required by districts that test numerous students. We use our test results in our district to look at individual student’s growth over time and to help ensure that each student is meeting educational goals.

In 2007-2008, however, there were 11 students enrolled in 5th grade. Because of the number of students, those scores were reported. In reading, 100% met or exceeded the standard, and in math, 73% met or exceeded the standard. For more information, visit the Office of the Superintendent of Public Instruction’s website at

<http://reportcard.ospi.k12.wa.us/summary.aspx?year=2007-08> and click on Satsop School District for more information.

## How you can help. . .

At Satsop School we believe parents are the most important educators in the lives of the students we work with. We also realize that within our community lies a wealth of knowledge, skills, and experience which can benefit and enrich the educational experience of each and every student. We would like to invite and encourage all parents and community members to become involved in our schools.

Let us know how we are doing, attend school board meetings, speak supportively of school at home, attend school functions, and communicate your ideas to the school.