

Saxon Math Works Across the Nation



2006–2007 **Saxon Math** Report Card:
School Results and Testimonials

SAXON MATH™



I love the enthusiasm I see in my students when we are working with the manipulatives. They never cease to amaze me with the insights they gain into math by using the manipulatives. Even my special ed students are able to be successful in math with Saxon's hands-on approach. I work with many CSU student teachers who have no difficulty using the lessons. The approaches used by Saxon spark their creativity which enables them to be successful in teaching math.

JoAnn Ribich
1st grade teacher
John W. Raper Elementary School
Cleveland, Ohio

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John Saxon (1923–1996), founder of Saxon Publishers, pioneered this innovative instructional approach while teaching junior college algebra. The retired U.S. Air Force officer and engineer developed his methodology as a result of his students' inability to comprehend or retain the algebra they were being taught. The positive learning results achieved by his students inspired him to author his first textbook and start his own publishing company.

Today, thousands of teachers, administrators, parents and students have discovered the numerous benefits of using **Saxon Math** programs, including higher test scores, increased self-confidence and a solid foundation in math.



2006–2007 **Saxon Math** Report Card

Saxon Works Across the Nation

“Saxon Works!”

It's a phrase that is heard consistently in Saxon classrooms across the country. Saxon products and programs have a proven record of success in every type of school setting—urban, suburban, rural, public, private, charter, and parochial.

The success of Saxon programs can be attributed to the program's unique, effective, and research-based pedagogy, which helps students develop a deeper understanding of concepts and how to apply them.

Saxon's approach is truly different from traditional chapter programs.

Recognizing that smaller pieces of information are easier to teach and learn, Saxon's unique innovative instructional approach breaks complex concepts into related increments. The instruction, practice, and assessment of those increments is systematically distributed across a grade level. This gives students the time to practice, process and master concepts, which also ensures that students gain and retain critical thinking skills.

Test scores and success stories gathered from Saxon schools around the country are reported

annually here in the **Saxon Math Report Card**. It sets the standard for recognizing schools for their outstanding academic achievement with Saxon's research-based programs. These schools represent Saxon's rapidly expanding base of users who are dedicated to seeing its use in classrooms grow. Their zeal for Saxon is more than an affinity for a product. Saxon supporters are a family – a community that has seen the tremendous advantages of the Saxon learning approach.

Ask one and they'll tell you...
Saxon Works!



Research Shows It

The more stringent accountability, and adequate yearly progress created by the No Child Left Behind Act, has prompted teachers and administrators to look for programs and products that have a history of documented results.

“The proof is in the data. Parents value the growth their children make in math and we appreciate the thorough, spiraling approach of Saxon.”

Since day one, when John Saxon tested his first textbook, the Saxon commitment has always been to turn education around in America by producing programs with proven records of success.

Saxon continues this dedication to success by offering heavily researched instructional and student materials.

One of the reasons Saxon programs have a high rate of success is the lessons are rigorously field-tested long before they are published. Revisions are made based on the field test results and input from teacher advisory boards. After the program is published, feedback from teachers and administrators is used to continually refine the program. This process of writing, testing, revising and publishing ensures that every Saxon program produces desirable classroom results, time after time.



Saxon Math is “teacher friendly”. It provides a script with each lesson and lists all the supplies and preparation that is necessary for a successful lesson. Skills review is incorporated into the written practice.

Saxon Math is “parent friendly”. Parents have expressed their delight at seeing what a child is working on every day with the written math homework practice.

Homework practice is a continuation of classroom practice and can be easily understood by checking the classwork side of the worksheet.

Saxon Math is “student friendly”. Students are exposed to a new concept, given time to practice it, see it performed different ways, and then they know they’ll get to see it and practice it. They also know they’ll see and practice the concept many other times through the spiraling curriculum.

I enjoy all the “hands on” and manipulative introduction to most lessons. Linking lessons to everyday experiences (i.e. class store) makes learning more meaningful for the student.

Polly Sherry
1st grade Teacher
Sharon Elementary School
Statesville, NC



In Statesville, North Carolina, Saxon has made such a difference that administrators at Sharon Elementary opted out of the state adoption and used their own funds to continue their commitment with **Saxon Math**.

“The proof is in the data. Parents value the growth their children make in math and we appreciate the thorough, spiraling approach of Saxon.” said David Stegall, Principal of Sharon Elementary School, in Statesville, North Carolina.

Supports New NCTM Curriculum Focal Points and National Math Panel Initiatives

The new **Saxon Math** K–5 courses are aligned with the latest research and recommendations of the math leadership across the nation: to sustain mastery of the standards and to improve the performance of every student. **Saxon Math** integrates tightly with these critical new initiatives, building in the time necessary for students to develop the solid mathematical foundations



needed for success in algebra, and beyond.

For more than 20 years, Saxon Publishers' research-based programs have produced dramatic, sustained results in mathematics. More and more educators are turning to Saxon programs because they work.

Saxon stresses foundational math skills to better prepare students for higher learning. Benjamin Bloom, the renowned University of Chicago education professor and researcher, said teachers using the

Saxon method "could take a whole generation and make great mathematicians of them."

Students at Oriole Park Elementary in Chicago have used **Saxon Math** for many years. "Our students go on to high school and take advanced algebra, trigonometry, precalculus and calculus," says Principal Gail Szulc. "The students tell us they can do it because they don't have any gaps in their math knowledge. If they come to something new they have the skills to figure it out because they have

such a strong background in math."

Other classrooms throughout the country have experienced dramatic success through the use of **Saxon Math**. From grades K through 12, **Saxon Math** offers curricula that promotes student learning and improves results—year after year. ■



Name Michael Satō

Score

A+

Saxon Math 3

Set 23: Multiplying by 6

$$\begin{array}{r} 6 \\ \times 1 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 6 \\ \times 9 \\ \hline 54 \end{array}$$

$$\begin{array}{r} \times \\ \hline 1 \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline 30 \end{array}$$

$$\begin{array}{r} \times \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 6 \\ \times 0 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline 48 \end{array}$$

$$\begin{array}{r} \times \\ \hline 3 \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 6 \\ \times 9 \\ \hline 54 \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline 12 \end{array}$$

$$\begin{array}{r} \times \\ \hline 4 \end{array}$$

$$\begin{array}{r} 6 \\ \times 0 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline 12 \end{array}$$

$$\begin{array}{r} \times \\ \hline 3 \end{array}$$

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Data Compilation

The information contained in this **Saxon Math Report Card** has been gathered by Saxon Publishers, from schools across the country to demonstrate the effectiveness and success of the **Saxon Math** program.

Schools' demographic information, test scores, and quotes have been included in this report with written consent of the participants. Schools for which Saxon did not have written consent on file were not considered for inclusion in the **Saxon Math Report Card**.

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I like Saxon Math because every day there is a review on something that you've already learned. Saxon covers a variety of concepts that build upon each other. Lots of practice and repetition and great ongoing review of skills and assessments.

Barbara Ronck
5th Grade
Ridgeview Elementary
Oklahoma City, OK



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SCHOOL DATA

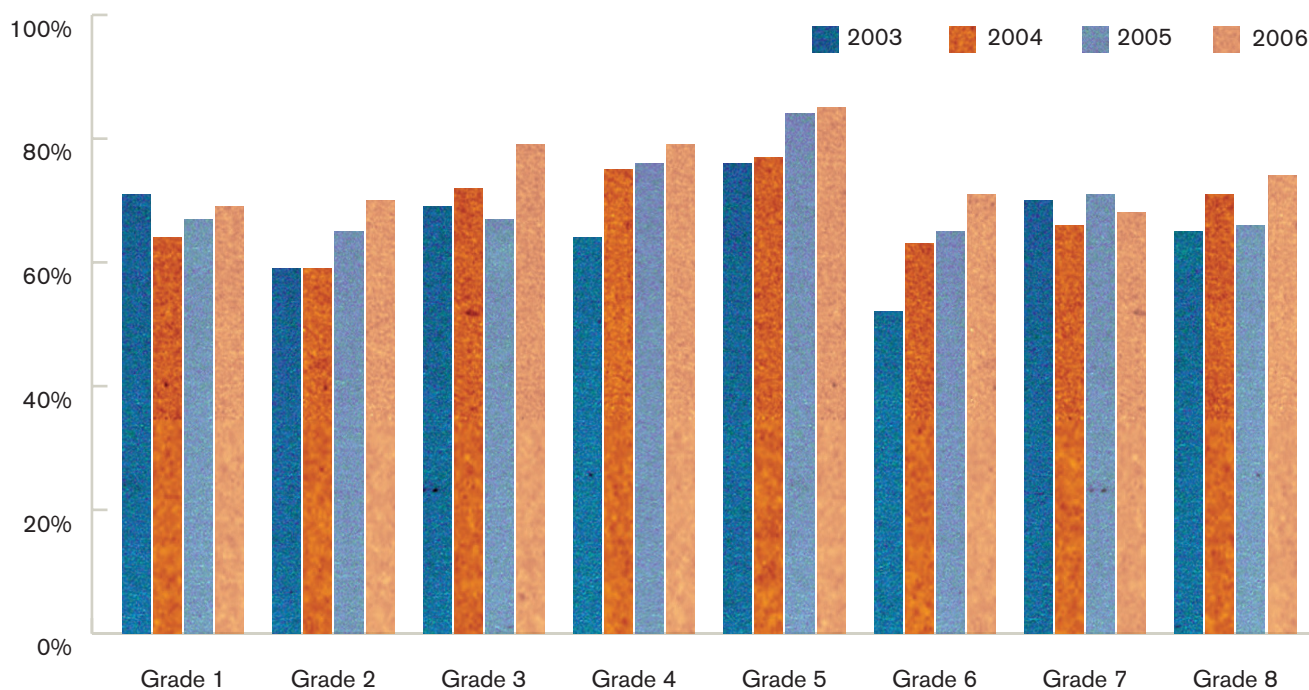
County: **Marshall**Type: **Public**Metro Status: **Rural**District: **Arab City Schools**Grade Levels: **K-4**Number of Students: **951**Number of Teachers: **52**Students Qualifying for
Free Lunch Program: **24%***Multicultural Student Population*African American: **< 1%**Asian American: **< 1%**Caucasian: **97%**Hispanic American: **1%**Native American: **< 1%**

Since the fall of 2003, ALL students in K-4 have received their math instruction through the **Saxon Math** program. As you can see on the chart, the students have continued to show improvement in math each year.

Cynthia Green

*Elementary Curriculum Coordinator**Arab Primary School and Arab Elementary School
Arab, AL*

SAT (STANFORD ACHIEVEMENT TEST) COMPARISONS BY YEAR,
ARAB PRIMARY AND ELEMENTARY SCHOOLS



Students learn
past the mastery
level to automaticity.



SCHOOL DATA

County: **Madison**Type: **Public**Metro Status: **Rural**District: **Madison County**Grade Levels: **K-8**Number of Students: **780**Number of Teachers: **50**Students Qualifying for
Free Lunch Program: **28%***Multicultural Student Population*African American: **8%**Caucasian: **83%**Native American: **8%**

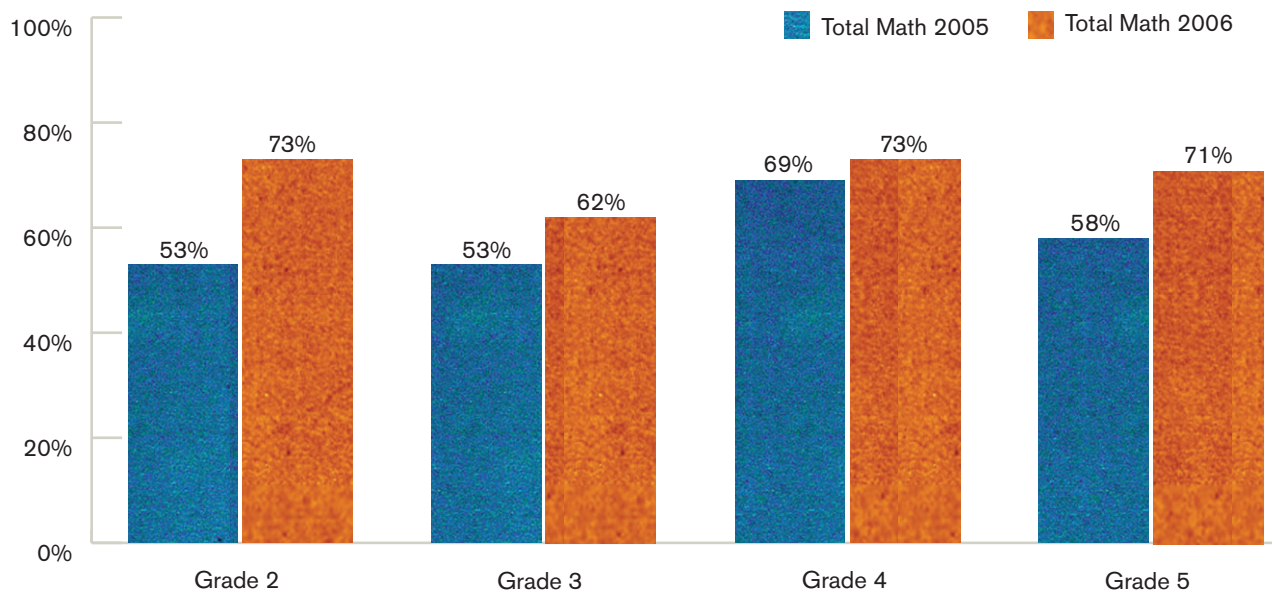
As third grade teachers, we find **Saxon Math** to be a very beneficial program. We feel as though **Saxon Math** is helpful for both parents and students because of the repetition and constant review. It is especially helpful for those students who struggle in math. We enjoy the program and would highly recommend it to others.

Raycheal Drake

Cindi Salvo

*3rd Grade Teachers**Central School**Huntsville, AL*

PERCENTILE SCORES ON THE SAT-10 FOR STUDENTS
IN GRADES 2-5, CENTRAL SCHOOL





We have used Saxon for the last 8 years. We have found it to be an outstanding tool for helping us teach relevant math skills to our students. Our students have achieved great results with this program and consistently do well on Arizona's "high stakes" examination. The program has been instrumental in helping us reach our goals.

Frank Garcia
Principal
South Beaver Elementary School
Flagstaff, AZ



SCHOOL DATA

Principal: **Frank Garcia**

County: **Coconino**

Type: **Public**

Metro Status: **Urban**

District: **Flagstaff USD**

Grade Levels: **K-6**

Number of Students: **325**

Number of Teachers: **14**

Students Qualifying for
Free Lunch Program: **85%**

Multicultural Student Population

African American: **4%**

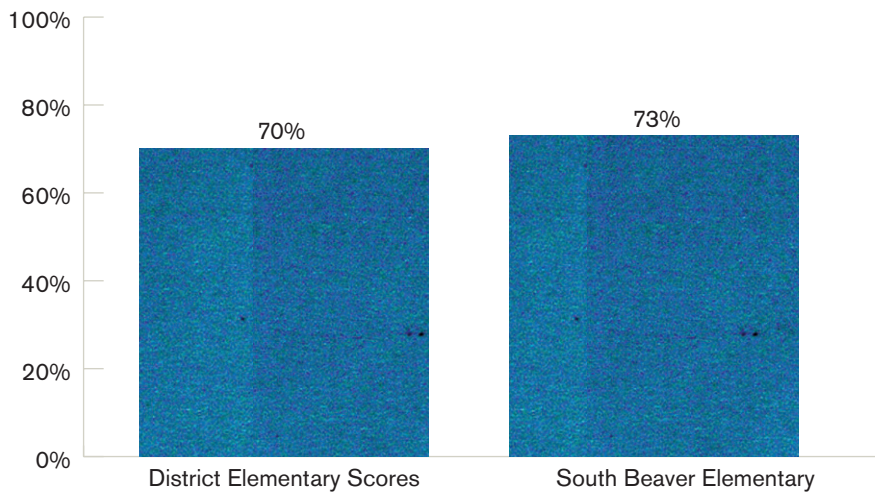
Asian American: **1%**

Caucasian: **14%**

Hispanic American: **60%**

Native American: **21%**

PERCENTAGE OF STUDENTS WHO ARE PROFICIENT, SOUTH BEAVER ELEMENTARY SCHOOL



SCHOOL DATA

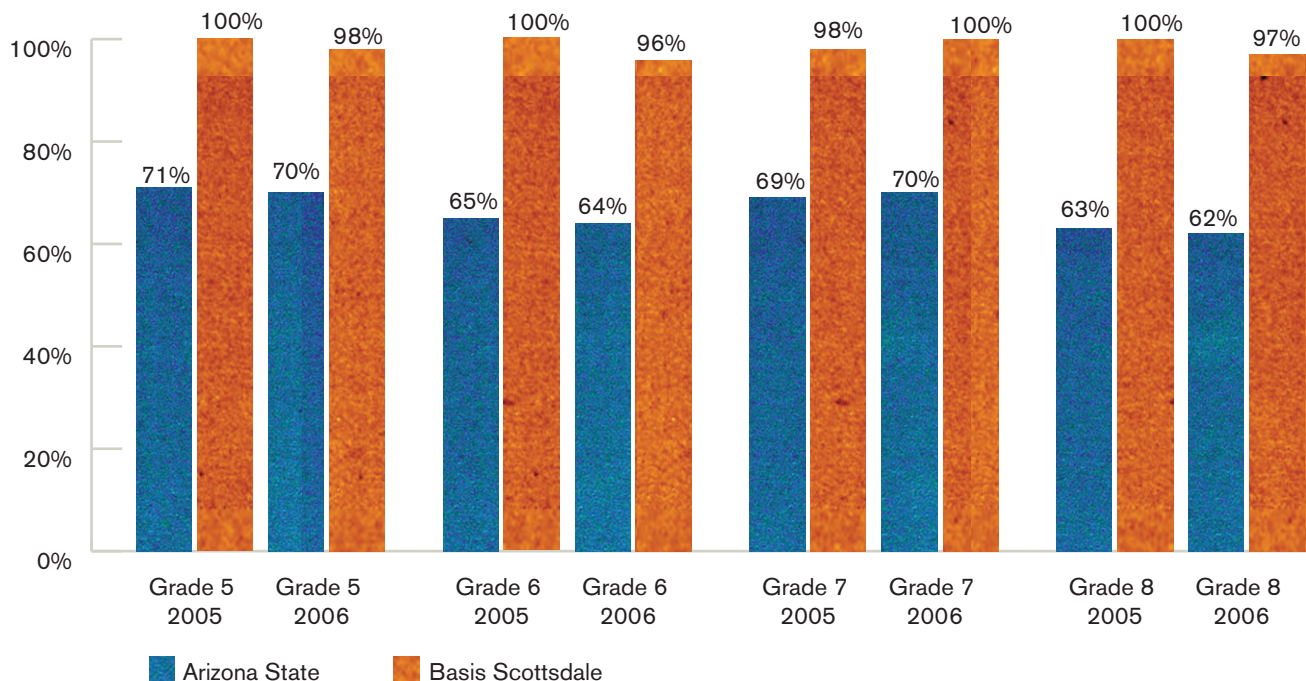
County: **Maricopa**Type: **Charter**Metro Status: **Urban**District: **Arizona Dept of Ed**Grade Levels: **5–8**Number of Students: **250**Number of Teachers: **14**Students Qualifying for
Free Lunch Program: **No Lunch***Multicultural Student Population*African American: **1%**Asian American: **25%**Caucasian: **68%**Hispanic American: **5%**Native American: **1%**

Because Saxon is so well written and organized, it frees the teacher to teach. We keep lessons to about 10 minutes. We model. Students practice. Then we begin working on the cumulative problem sets. This is where most of the learning takes place. Most of the teaching is done student to student. In this way the classroom has 25 teachers not just one.

We feel with Saxon that all students can learn. Because of the cumulative problem sets and incremental development the kids learn and remember. They learn past the mastery level to automaticity.

Tom Davison
BASIS Scottsdale Charter School
Scottsdale, AZ

PERCENTAGE OF STUDENTS MEETING OR EXCEEDING CATEGORIES
ON THE AIMS MATHEMATICS, BASIS SCOTTSDALE CHARTER SCHOOL





We have used *Saxon Math* for the last six years. We are labeled an “Excelling School” by the Arizona Department of Education because of high standardized test scores. Our students got all top places in math competitions like Mathcounts, Mathleague AMC8, AMC10 and AMC12. In 2006 there was only one MC8 perfect score in Arizona State and that student was ours. Our school was one of two schools in Arizona who made the Honor Roll.

Ercan Aydogdu
Principal
Sonoran Science Academy
Tucson, AZ



SCHOOL DATA

Principal: **Ercan Aydogdu**

County: **Pima**

Type: **Charter**

Metro Status: **Suburban**

District: **Arizona Dept of Education**

Grade Levels: **K-10**

Number of Students: **450**

Number of Teachers: **40**

Multicultural Student Population

African American: **3%**

Asian American: **5%**

Caucasian: **70%**

Hispanic American: **15%**

Native American: **<1%**

GALLEGO BASIC ELEMENTARY SCHOOL • TUCSON, AZ

SCHOOL DATA

County: **Pima**

Type: **Public**

Metro Status: **Suburban**

District: **Sunnyside USD #12**

Grade Levels: **K-5**

Number of Students: **584**

Number of Teachers: **25**

Students Qualifying for Free Lunch Program: **72%**

Multicultural Student Population

African American: **1.2**

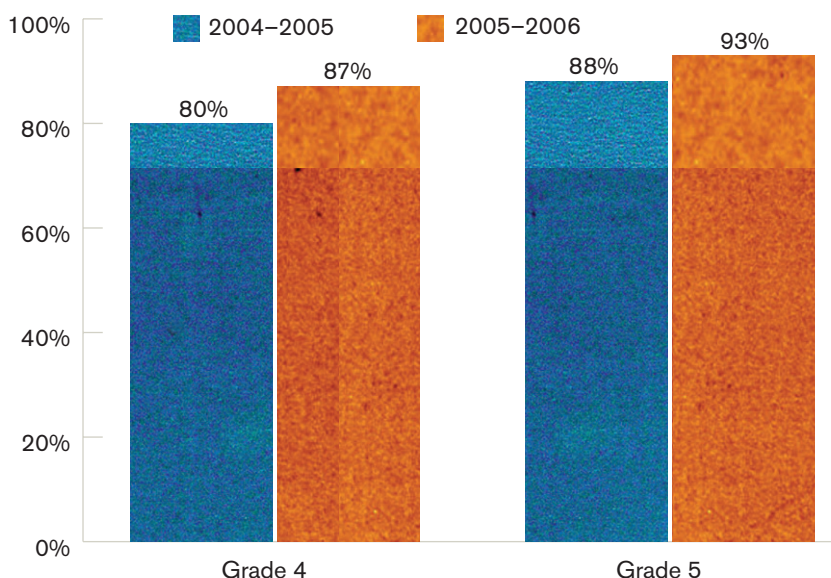
Asian American: **0.9**

Caucasian: **4.6**

Hispanic American: **88**

Native American: **4.8**

PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARDS ON THE AIMS MATH ASSESSMENT AT GALLEGO ELEMENTARY: GROWTH OVER TIME IN FOURTH AND FIFTH GRADE



SCHOOL DATA

Principal: **Steve Price**

County: **Pima**

Type: **Public**

Metro Status: **Urban**

District: **Tuscon**

Grade Levels: **K-5**

Number of Students: **335**

Number of Teachers: **14**

Students Qualifying for
Free Lunch Program: **95%**

Multicultural Student Population

African American: **1%**

Asian American: **0%**

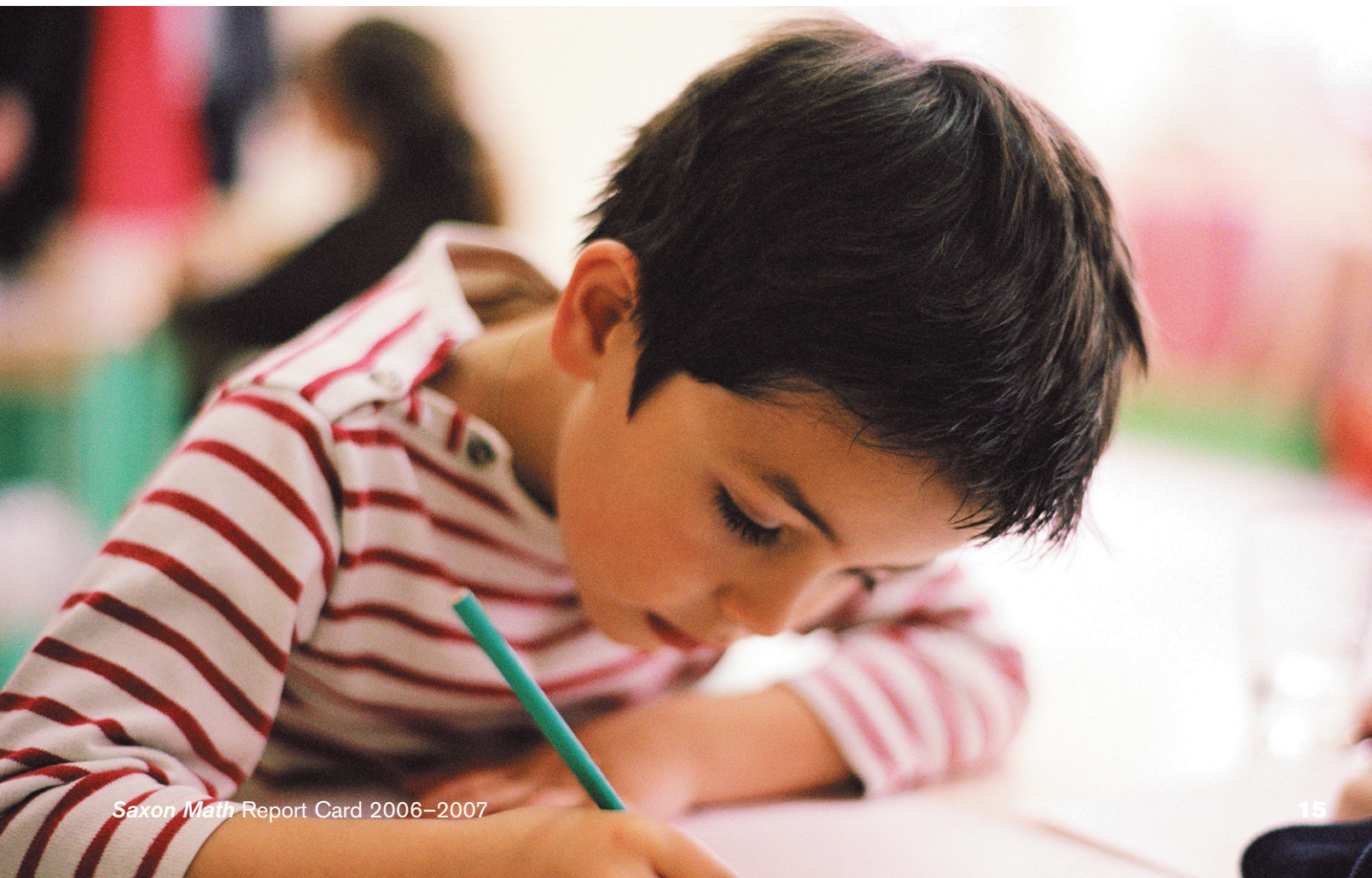
Caucasian: **2%**

Hispanic American: **96%**

Native American: **1%**

“
Our AIMS/ Terra Nova Math scores have steadily increased each year since we started using the **Saxon Math** curriculum. Our students have scored at or near the top in all grade levels over the last three years as compared with all the schools in our district. In 2005–2006, 96% of the Ocotillo fourth graders met or exceeded the AIMS test in math.

Steve Price
Principal
Ocotillo Elementary School
Tucson, AZ

”



I have worked with the Saxon program at three schools. Teachers like this program because it presents a continuous cycle of review as it presents new concepts and skills in a clear format. Parents of students in grades K–3 have also appreciated the user-friendly homework piece.

Saxon Math supports teachers who are new to the mathematics program at a given grade level. More experienced teachers can use the given directions as a starting place and can easily extend and differentiate the lesson for students who would benefit.

Anne Birchfield
Principal
Garfield Elementary School
Carmichael, CA



SCHOOL DATA

Principal: **Anne Birchfield**

County: **Sacramento**

Type: **Public**

Metro Status: **Suburban**

District: **San Juan USD**

Grade Levels: **K–6**

Number of Students: **470**

Number of Teachers: **25**

Students Qualifying for
Free Lunch Program: **60%**

Multicultural Student Population

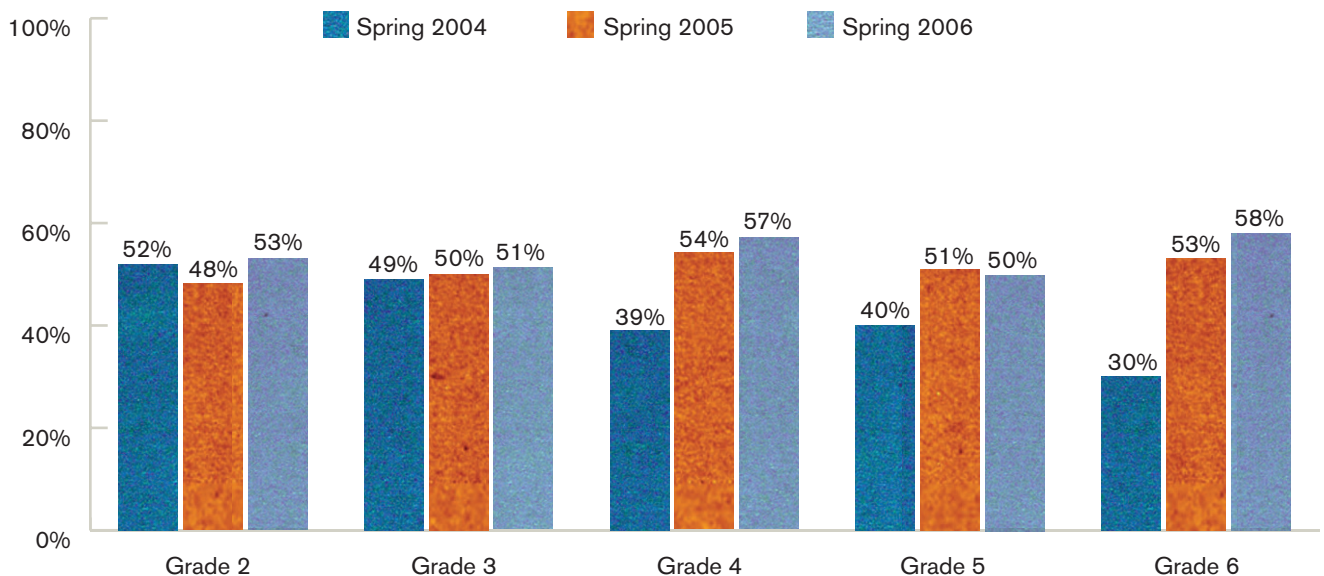
African American: **11%**

Caucasian: **69%**

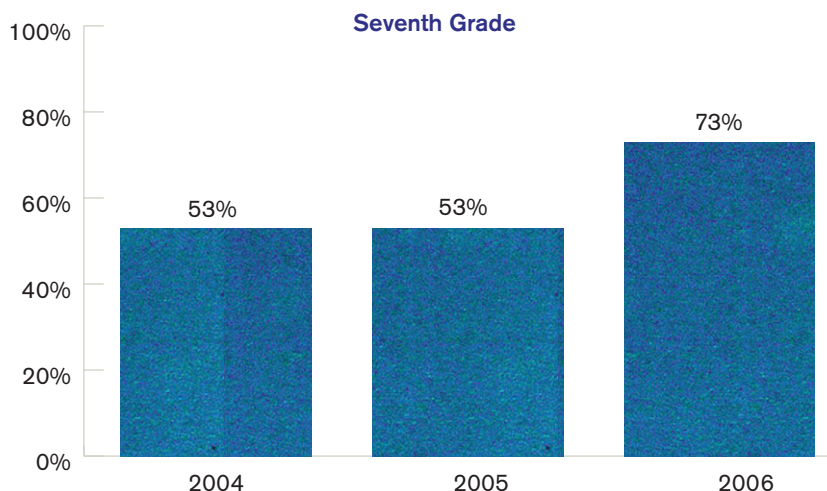
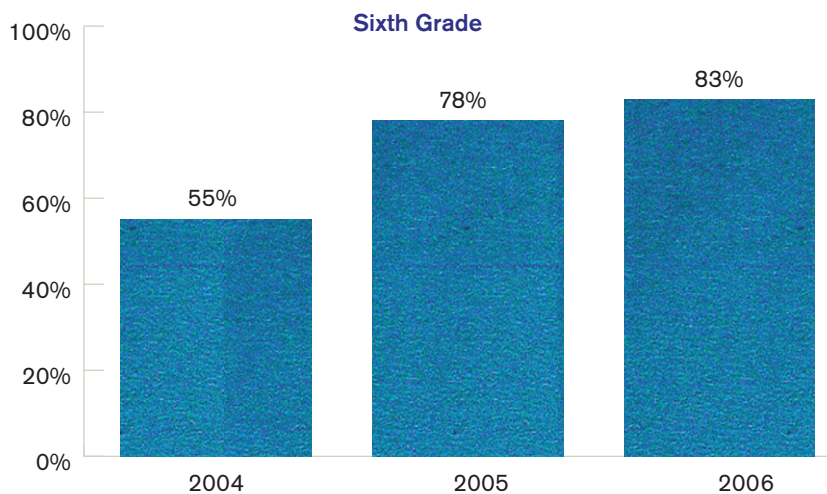
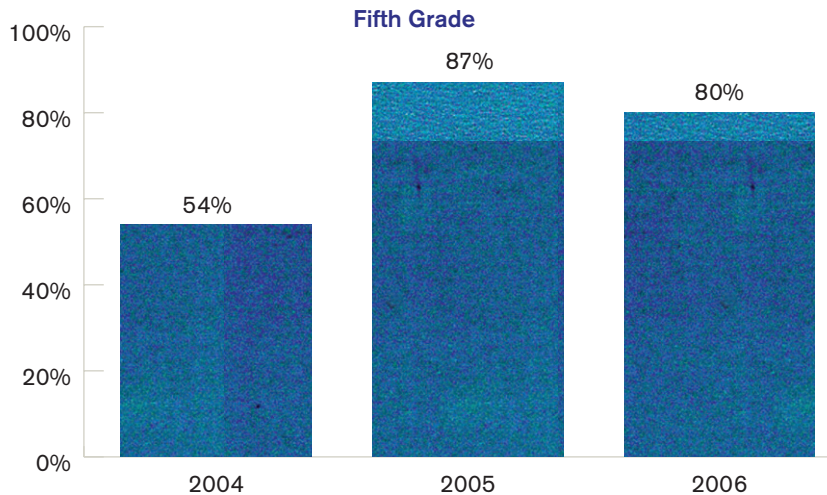
Hispanic American: **11%**

**Remaining 9% is a mix according
to Anne Birchfield*

PERCENTAGE OF STUDENTS SCORING PROFICIENT OR HIGHER ON THE CALIFORNIA STANDARDS TEST: THREE YEARS, GARFIELD ELEMENTARY SCHOOL



PERCENTAGE OF STUDENTS SCORING PROFICIENT
OR HIGHER ON THE CALIFORNIA STANDARDS TEST BY
GRADE LEVEL, COLONY OAK ELEMENTARY SCHOOL



SCHOOL DATA

Principal: **Sylvia Eheler**

County: **San Joaquin**

Type: **Public**

Metro Status: **Suburban**

District: **Ripon USD**

Grade Levels: **K-6**

Number of Students: **460**

Number of Teachers: **22**

Students Qualifying for
Free Lunch Program: **30%**

Multicultural Student Population

African American: **1.9%**

Asian American: **4.1%**

Caucasian: **64.9%**

Hispanic American: **23.5%**

Native American: **0.2%**

Pacific Islander: **0.8%**

Other: **2.9%**



SCHOOL DATA

County: **Sacramento**

Type: **Public**

Metro Status: **Urban**

District: **Sacramento City USD**

Grade Levels: **K-6**

Number of Students: **575**

Number of Teachers: **26**

Students Qualifying for Free

Lunch Program: **12 students**

Multicultural Student Population

African American: **11.2%**

Asian American: **35.2%**

Caucasian: **38.5%**

Hispanic American: **12.2%**

Native American: **0.2%**

I love teaching *Saxon Math* and my third graders embrace math each day. It is their favorite subject.

Saxon Math builds confidence in children because it is success-oriented and provides continuous practice and review of concepts. The students see immediate results through the nightly worksheets and ongoing assessments. The Math Meeting for grades K-3 is such a wonderful way to promote learning and provide reinforcement of "already-taught" concepts. Looking at our state test scores, parents can see how our children continue to be so successful in math. I credit **Saxon** with this success.

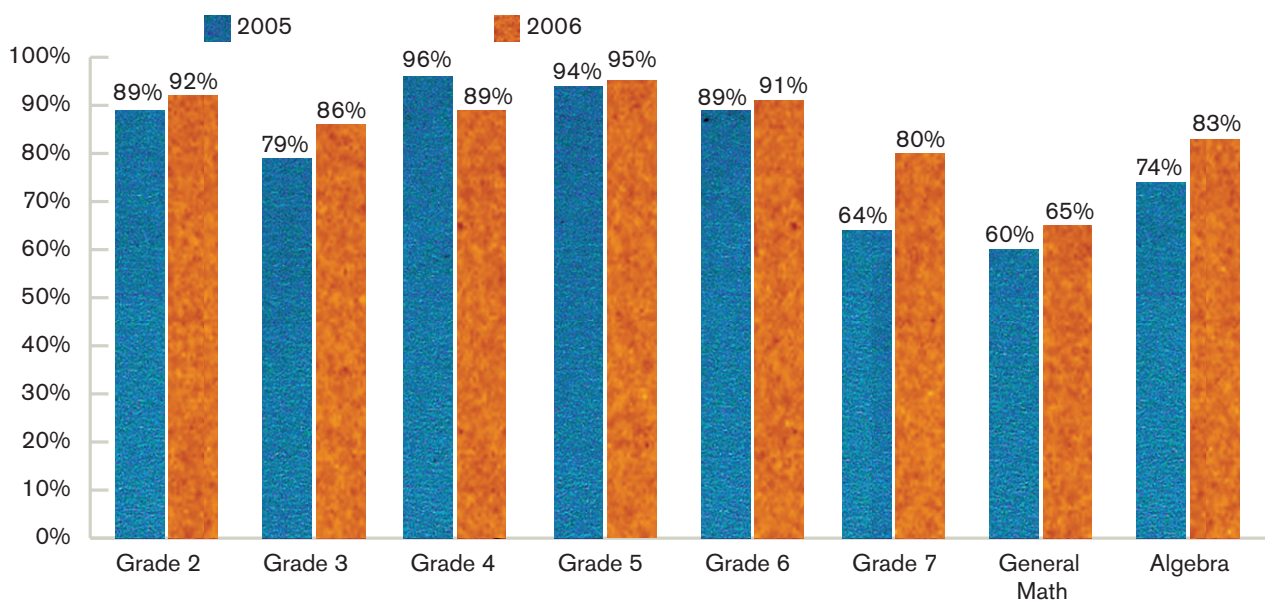
Jeanne D'Angelo

3rd Grade Teacher

Genevieve Didion Elementary School

Sacramento, CA

PERCENT OF STUDENTS MEETING STANDARDS ON THE STAR TEST,
GENEVIEVE DIDION ELEMENTARY SCHOOL





I really enjoy teaching **Saxon Math**. I have been teaching for 37 years, and am very impressed with the knowledge the children achieve, even at the second grade level. By the end of the year, the majority of the children know how to read clocks, how to add and subtract up to 18, have been introduced to multiplication facts, how to regroup in addition and subtraction, how to recognize simple fractions, and count money. For many years I would send children on without being able to count money. Although the program is very repetitious, it is productive. I would recommend the program for the primary levels to anyone.

Nancy Reid
2nd Grade Teacher
Sequoia Elementary School
Sacramento, CA



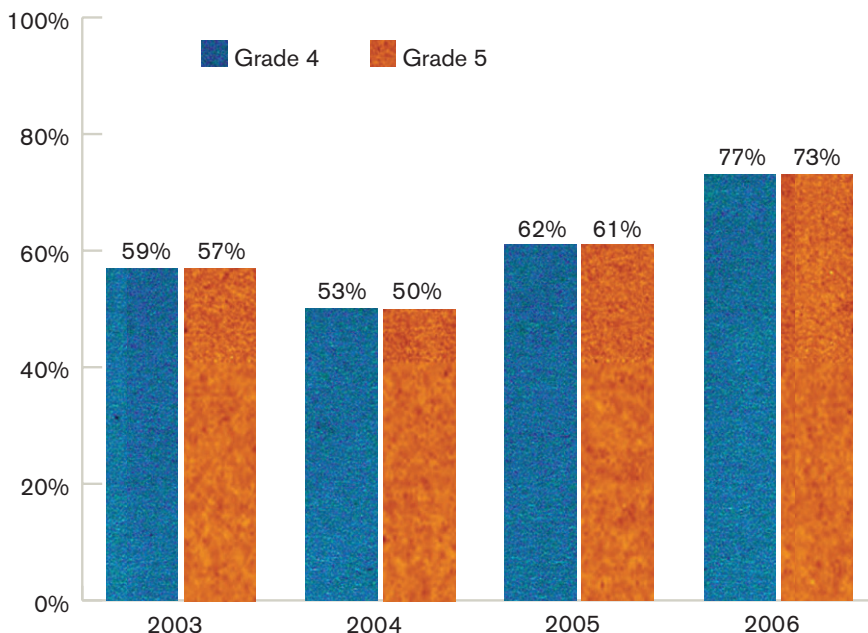
SCHOOL DATA

Principal: **William Aydlett**
County: **Sacramento**
Type: **Public**
Metro Status: **Urban**
District: **Sacramento City USD**
Grade Levels: **K-6**
Number of Students: **500**
Number of Teachers: **24**

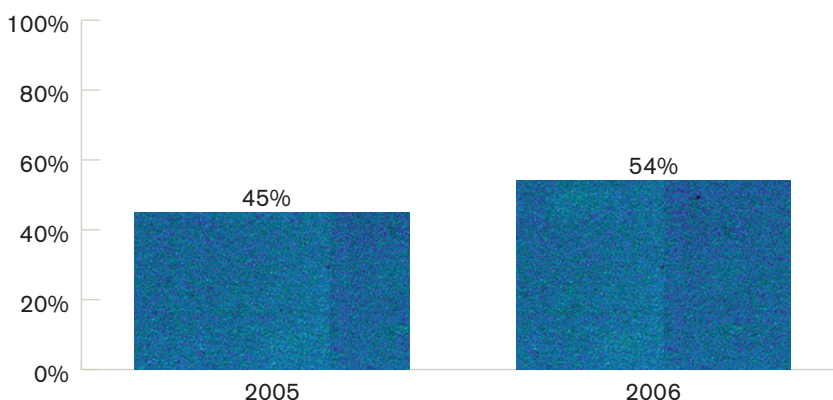
Students Qualifying for Free Lunch Program: **44%**

Multicultural Student Population
African American: **20%**
Asian American: **6%**
Caucasian: **46%**
Hispanic American: **22%**
Native American: **2%**

PERCENTAGE OF FOURTH AND FIFTH GRADE STUDENTS SCORING PROFICIENT OR HIGHER ON THE STAR TEST, SEQUOIA ELEMENTARY SCHOOL



PERCENTAGE OF THIRD GRADE STUDENTS SCORING
PROFICIENT OR HIGHER ON THE STAR TEST,
WITTER RANCH ELEMENTARY SCHOOL



SCHOOL DATA

Principal: **Julia True**
County: **Sacramento**
Type: **Public**
Metro Status: **Suburban**
District: **Natomas USD**
Grade Levels: **K-5**
Number of Students: **823**
Number of Teachers: **38**

Multicultural Student Population

African American: **22.5%**
Asian American: **18.5%**
Caucasian: **23.5%**
Hispanic American: **14.4%**

WEST HAVEN DISTRICT • WEST HAVEN, CT

West Haven has used the **Saxon Math** Larson Program from the very beginning. We have looked at many other programs and feel that the **Saxon Math** Larson Program meets our needs. It is aligned with our state standards, user friendly, and teachers and parents are pleased with the results.

Frank Paolino
Math Coordinator
West Haven District
West Haven, CT

SCHOOL DATA

County: **New Haven**
Type: **Public**
Metro Status: **Urban**
District: **West Haven**
Grade Levels: **K-4**
Number of Students: **3500**
District Wide
Number of Teachers: **175**

Students Qualifying for
Free Lunch Program: **52%**

Multicultural Student Population

African American: **40%**
Asian American: **5%**
Caucasian: **38%**
Hispanic American: **15%**
Native American: **2%**

We have been a Saxon school for approximately 10 years. During that time our students have continued to show improvement in math. While we hear that other schools are having difficulty with math, we are so confident in the Saxon approach and our students' math knowledge that we are able to spend more test preparation time on reading and writing than on math. Our students feel comfortable with Saxon and the constant review aspect so they don't exhibit the math anxiety that many students feel. We are so proud to say that we are a Saxon school!!

Terry L Neustaedter
Principal
Berryhill Elementary School
Milton, FL

SCHOOL DATA

Principal: **Terry Neustaedter**

County: **Santa Rosa**

Type: **Public**

Metro Status: **Rural**

District: **Santa Rosa County Schools**

Grade Levels: **K-5**

Number of Students: **975**

Number of Teachers: **72.5**

Students Qualifying for
Free Lunch Program: **43%**

Multicultural Student Population

African American: **5.92%**

Asian American: **1.83%**

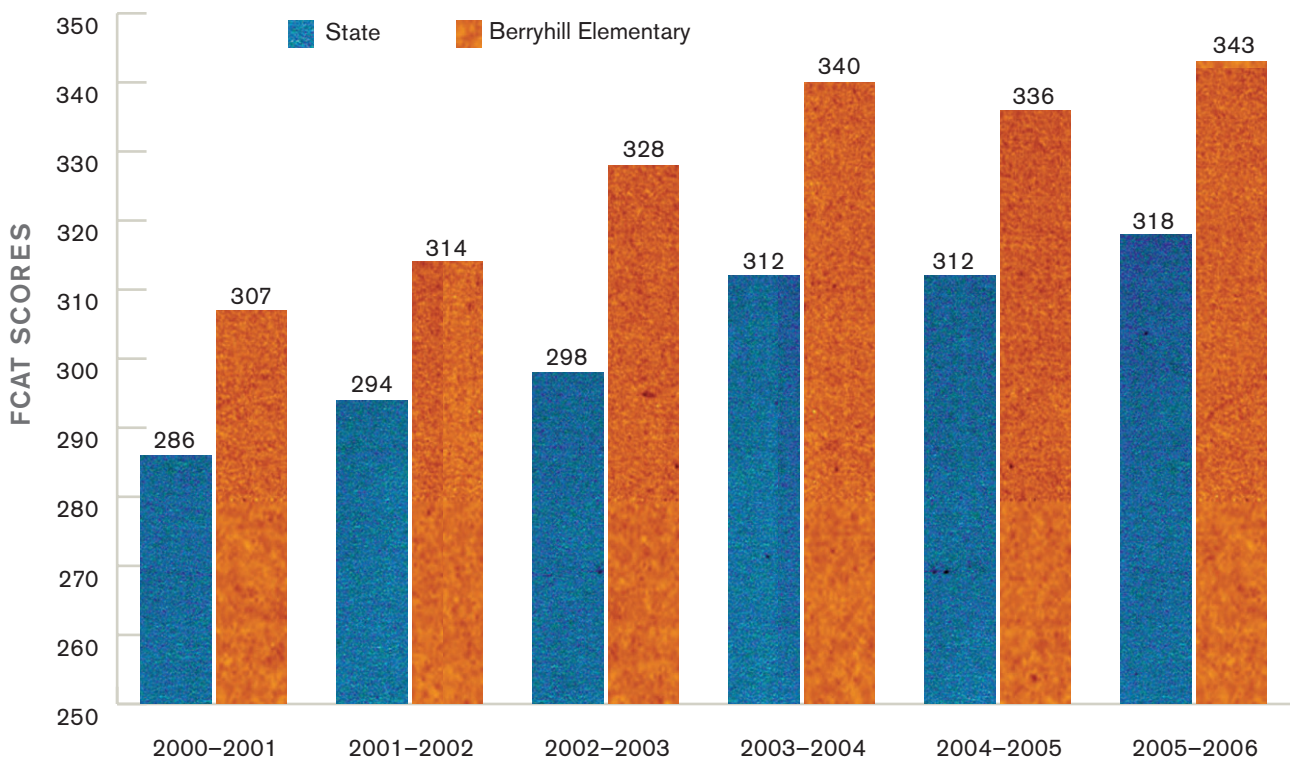
Caucasian: **85.73%**

Hispanic American: **1.42%**

Native American: **0.61%**

Multi-Racial: **4.49%**

FOURTH GRADE SCORES ON THE FCAT OVER TIME,
BERRYHILL ELEMENTARY VERSUS FLORIDA



SCHOOL DATA

County: **Bay**

Type: **Public**

Metro Status: **Suburban**

District: **Bay District**

Grade Levels: **K-5**

Number of Students: **767**

Number of Teachers: **56**

Students Qualifying for
Free Lunch Program: **16.4%**

Multicultural Student Population

African American: **17.9%**

Asian American: **6.7%**

Caucasian: **69.8%**

Hispanic American: **4.5%**

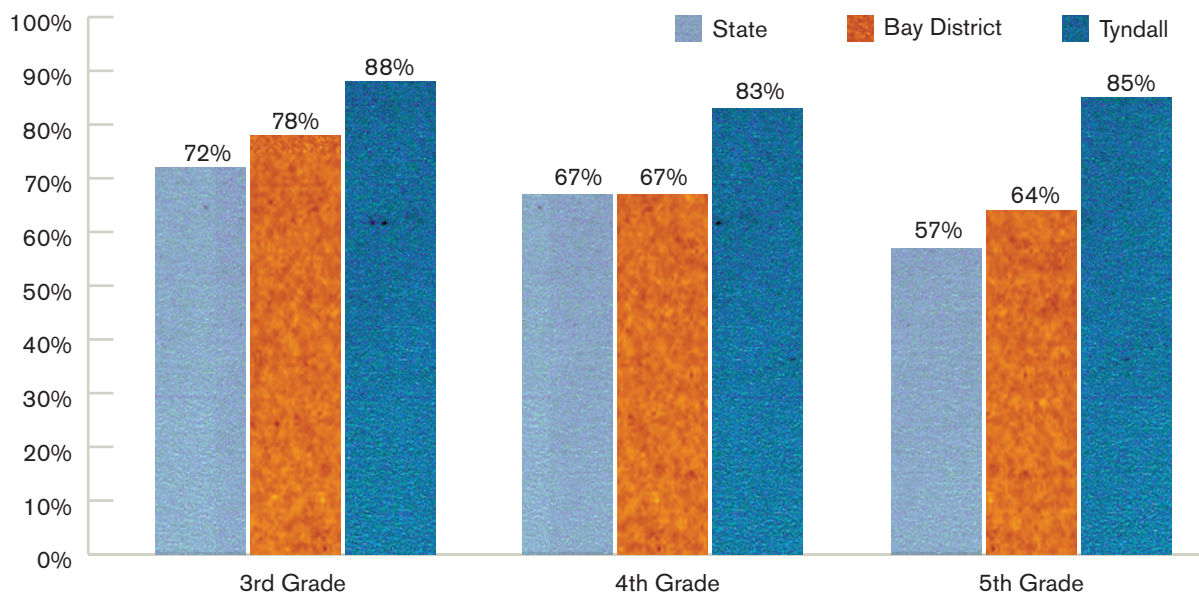
Native American: **1.1%**

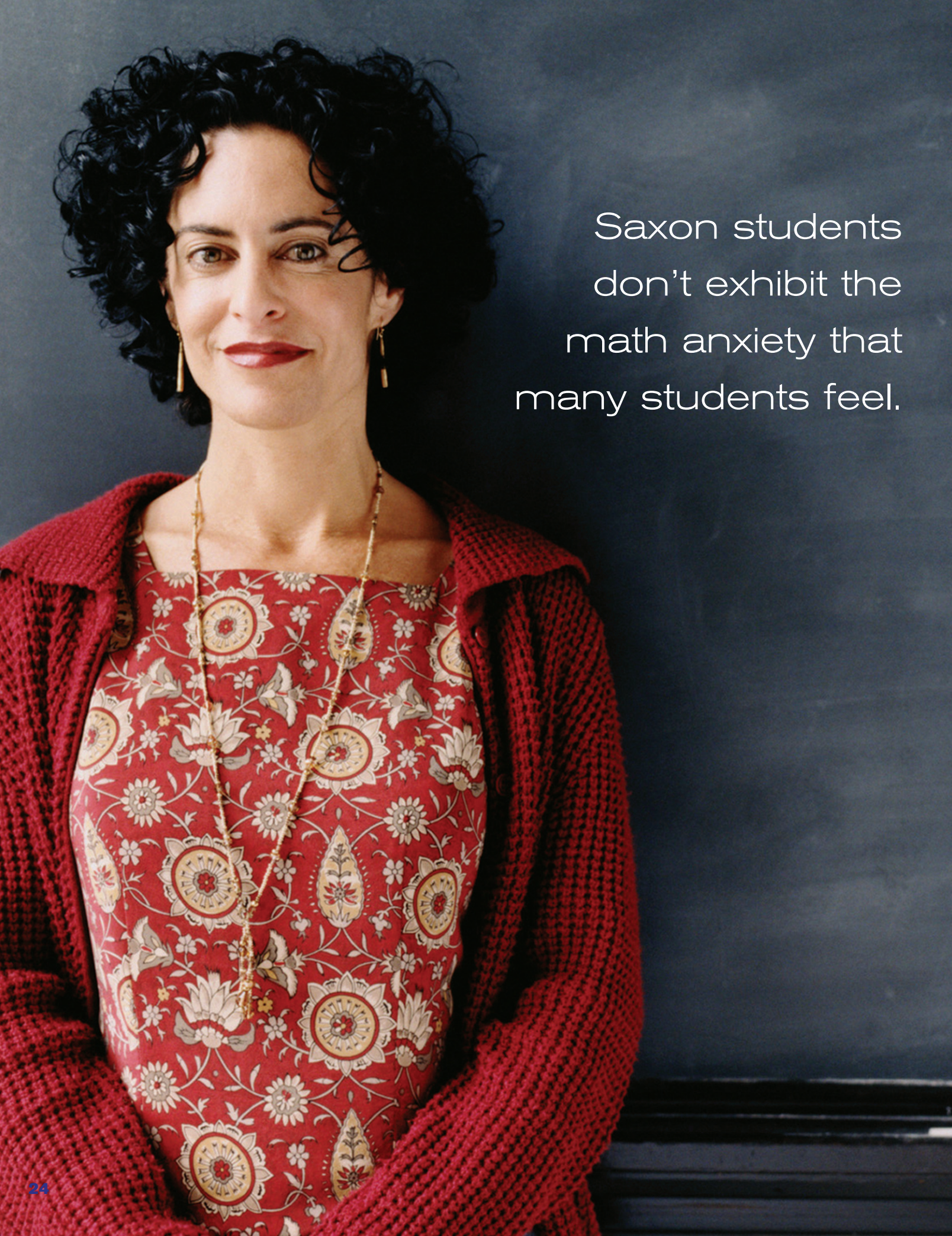
Tyndall Elementary has been using **Saxon Math** for eight years and every year our students have performed well on the State Standardized Test. The percentage of our levels 3-5 on the math 2006 FCAT were higher than the district's and state level. Last year, on the math FCAT our fifth graders raised their learning gains from 70% to 89%. This year, we had the highest math scores on the Math Diagnostic Test in Bay District.

We strongly believe that Saxon's continuous spiral of the Florida Math Sunshine State Standards has helped our students retain and gain math skills. What more proof than being the only "A" school in the district for seven years in a row.

Glenda Greier
Assistant Principal
Tyndall Elementary School
Tyndall AFB, FL

PERCENTAGE OF STUDENTS IN THIRD, FOURTH, AND FIFTH GRADE THAT WERE CLASSIFIED AS LEVELS 3-5 ON THE FCAT DURING THE 2005-2006 SCHOOL YEAR, TYNDALL ELEMENTARY SCHOOL



A woman with dark, curly hair is smiling and looking towards the camera. She is wearing a red top with a white and gold floral pattern, a red cardigan, and a long gold necklace. She is standing in front of a dark chalkboard.

Saxon students
don't exhibit the
math anxiety that
many students feel.

SCHOOL DATA

Principal: **Dr. Mychele Rhodes**County: **Thomson McDuffie**Type: **Public**Metro Status: **Rural**District: **McDuffie County Schools**Grade Levels: **K-5**Number of Students: **633**Number of Teachers: **48**Students Qualifying for
Free Lunch Program: **73%***Multicultural Student Population*African American: **57.4%**Caucasian: **41.2%**Hispanic American: **0.4%**

Maxwell Elementary has been a Georgia Title 1 Distinguished School for the last eight years. We also were recognized in 2000 as a Georgia School of Excellence and in 2001 as a National Blue Ribbon School of Excellence. Maxwell Elementary was excited to be one of the fourteen schools to be a part of the October Georgia Partnership Bus Tour for Excellence in Education.

As the principal, former assistant principal and first grade teacher, to be a part of a school where **Saxon Math** has been taught makes me very proud. We love Saxon and would be proud to share our success with others.

Dr. Mychele Rhodes

*Principal**J.A. Maxwell Elementary School**Thomson, GA*

“...to be a part of a school where
Saxon Math has been taught
makes me very proud.”

Saxon Math has been utilized by our school for many years. We just recently updated our 6th through 8th grade materials. We will be updating our 4th and 5th grade this year. The instructional materials simply provide a great foundation and has allowed for Oriole Park to be a great success. Our students consistently have done well. **Saxon Math** provides the structure and the challenge needed. We look forward to using this math program for years to come.

Elias Estrada
Principal
Oriole Park Elementary School
Chicago, IL

SCHOOL DATA

Principal: **Mr. Elias Estrada**

County: **Cook**

Type: **Public**

Metro Status: **Urban**

District: **Chicago Public Schools**

Grade Levels: **K-8**

Number of Students: **580**

Number of Teachers: **18**

Students Qualifying for
Free Lunch Program: **17%**

Multicultural Student Population

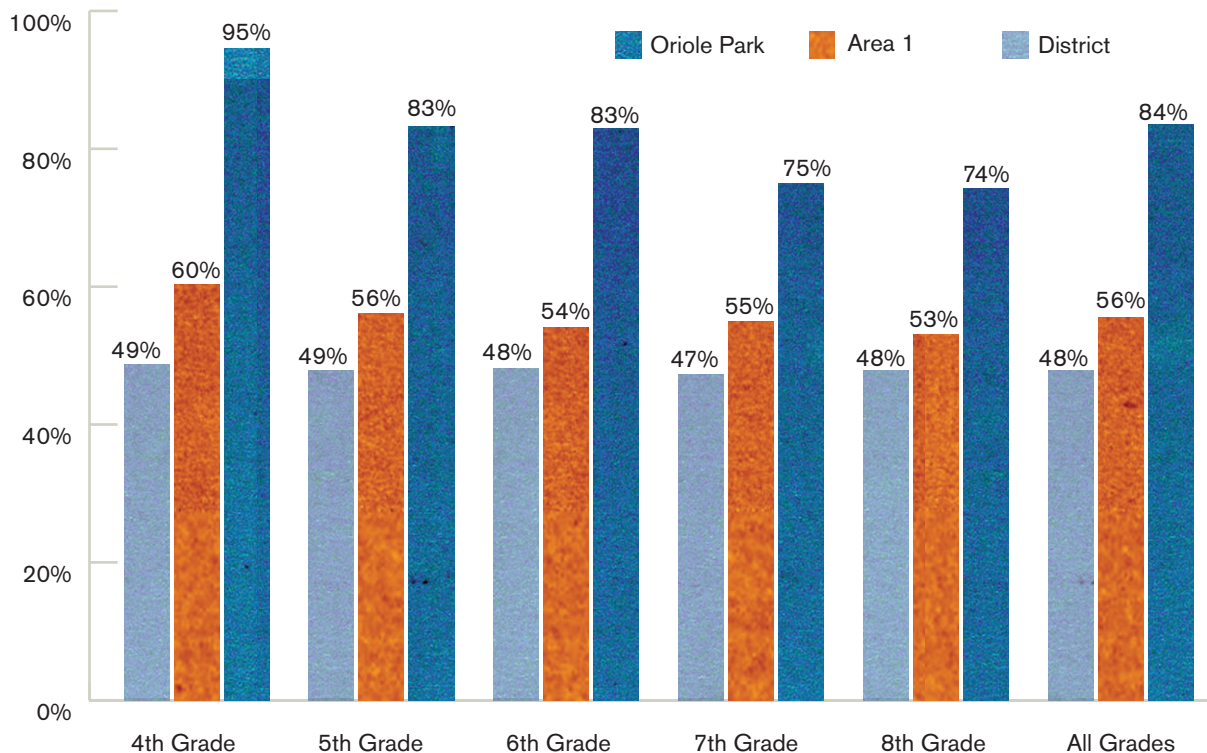
African American: **1%**

Asian American: **5%**

Caucasian: **86%**

Hispanic American: **5%**

2006 ISAT (ILLINOIS STANDARDS ACHIEVEMENT TEST) PERCENTAGE OF STUDENTS MAKING EXPECTED GAINS



SCHOOL DATA

County: **Cook**

Type: **Public**

Metro Status: **Urban**

District: **Chicago Public Schools**

Grade Levels: **K-8**

Number of Students: **1200**

Number of Teachers: **44**

Students Qualifying for
Free Lunch Program: **97%**

Multicultural Student Population

African American: **3%**

Asian American: **2.7%**

Caucasian: **16%**

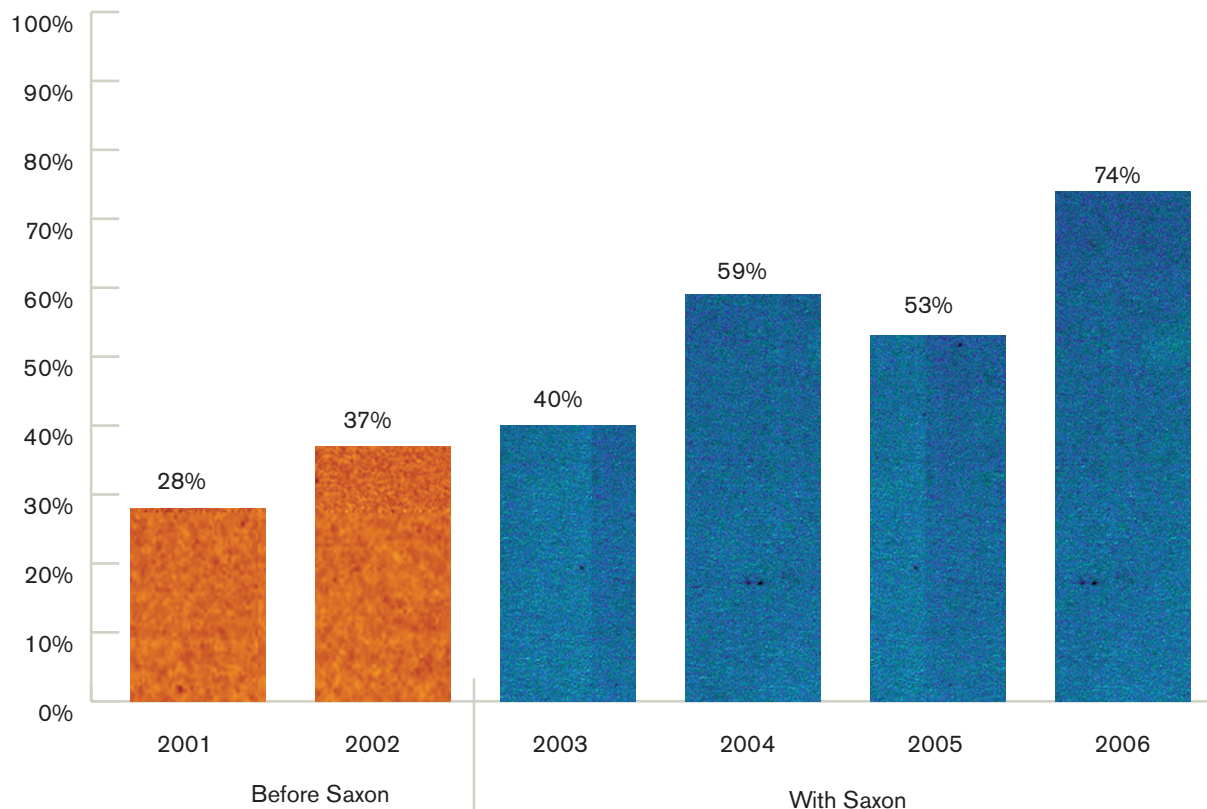
Hispanic American: **79%**

Native American: **0.2%**

In 2002, we bought Saxon for 5th–8th grade. In 2005, for the entire school K–8. Our scores have almost doubled in math.

John Fitzpatrick
Assistant Principal
Locke Elementary School
Chicago, IL

PERCENT OF STUDENTS MEETING OR EXCEEDING STANDARDS,
BEFORE SAXON, AND WITH SAXON USE, LOCKE ELEMENTARY





I greatly appreciate how much time and energy you have put into helping my classroom get the necessary material to teach Saxon in the LRE room. After using the student workbook last year and seeing how well it worked with my students I went ahead and purchased the textbooks and other materials to fully teach the Saxon curriculum with adaptations. I find it gives my students more confidence in their abilities because they are using the same textbooks as their peers. The adapted workbook allows the students to work more independently by prompting them with ways to set the problem up. My students are making true progress on their IEP goals, which are directly linked to state standards and in such affecting standardized test scores as well.

I am very thankful to Saxon for taking the time to create a modified curriculum that I can use in my classroom. I cannot see myself ever using anything else!

Mrs. Andrea Cochran
LRE Facilitator
Eldon Ready Elementary School
Griffith, IN



SCHOOL DATA

County: **Lake**

Type: **Public**

Metro Status: **Urban**

District: **Griffith PSD**

Grade Levels: **4–5**

Number of Students: **435**

Number of Teachers: **35**

Students Qualifying for
Free Lunch Program: **52%**

Multicultural Student Population

African American: **40%**

Asian American: **3%**

Caucasian: **55%**

Hispanic American: **1%**

Native American: **1%**



SCHOOL DATA

County: **Marion**Type: **Private**Metro Status: **Urban**District: **Archdiocese of
Indianapolis**Grade Levels: **1 and 2**Number of Students: **161**Number of Teachers: **15**Students Qualifying for
Free Lunch Program: **25%***Multicultural Student Population*African American: **40%**Asian American: **10%**Caucasian: **40%**Hispanic American: **10%**Native American: **0%**

During eighteen years I have taught four different math programs. Out of these four programs I have found a sensational program that helps children to develop a solid foundation in language and basic concepts of all areas in mathematics in the **Saxon Math** Program. I believe in the Saxon philosophy that mathematics builds on prior learning. I believe that mathematical strands should be taught throughout the year rather than taught in isolation! I have tried isolation and it does not work! I love that **Saxon Math** is a multi-sensory approach and is developed for heterogeneously grouped children! I am a firm advocate of Saxon.

Robyn Spurgeon

*Teacher**St. Gabriel the Archangel School**Indianapolis, IN*

Saxon allows students
to work more independently.



As a former teacher (29 years, 28 as a sixth grade teacher) **Saxon Math** was the best series from which I taught. There were adequate assessment possibilities for students after every five lessons. Our daily timed tests and the repetitive nature of skills were just two of the reasons for student success.

The only shortfall I witnessed in using **Saxon Math** is students who had not used the system, usually new to our corporation, had to adjust their thinking and get used to the routine taught by Saxon.

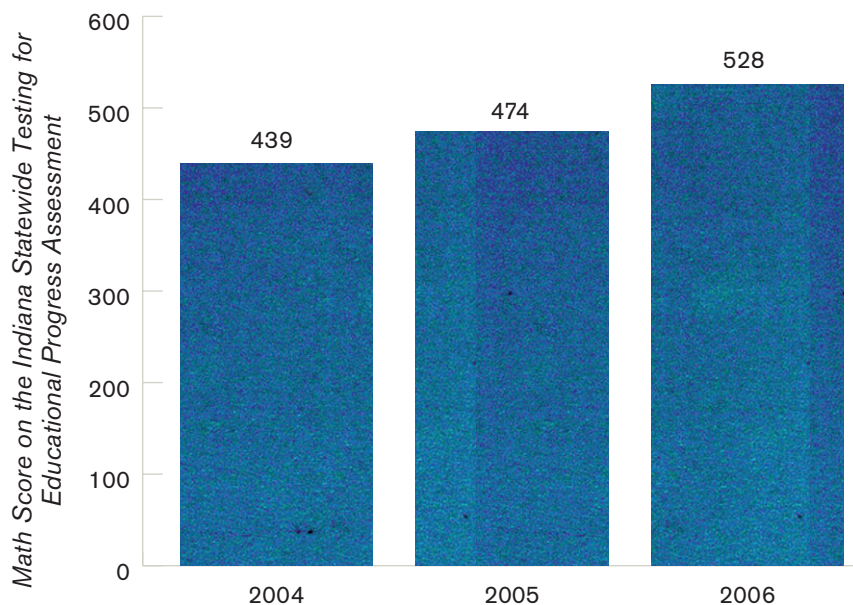
Elgan Carter
Principal
Westwood Elementary School
New Castle, IN



SCHOOL DATA

Principal: **Elgan Carter**
County: **Henry**
Type: **Public**
Metro Status: **Rural**
District: **New Castle**
Grade Levels: **K-6**
Number of Students: **296**
Number of Teachers: **15**
Students Qualifying for Free Lunch Program: **less than 10%**
Multicultural Student Population
African American: **<2%**
Asian American: **1%**
Caucasian: **98%**
Hispanic American: **<1%**
Native American: **<1%**

GROWTH IN MATHEMATICS ACHIEVEMENT OVER TIME, WESTWOOD ELEMENTARY SCHOOL



Note: Follows one group of students over time through fourth, fifth and sixth grades respectively.



SCHOOL DATA

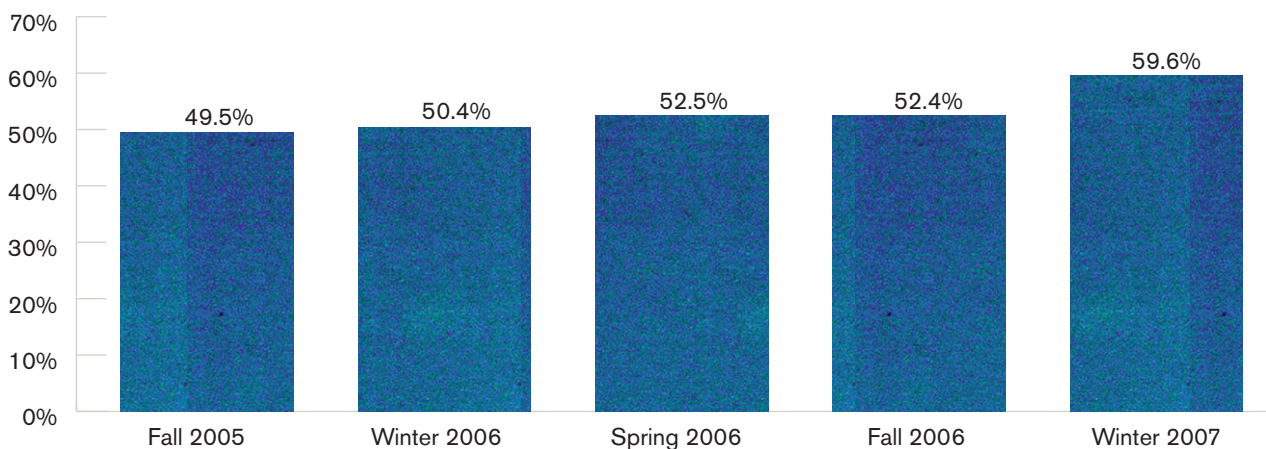
Principal: **David Stadum**County: **Mower**Type: **Public**Metro Status: **Rural**District: **Grand Meadow PSD 495**Grade Levels: **K-8**Number of Students: **357**Number of Teachers: **30**Students Qualifying for
Free Lunch Program: **24%***Multicultural Student Population*African American: **2%**Asian American: **1%**Caucasian: **97%**

Our teachers love the **Saxon Math** series. The constant review and practice has improved our math program in a number of ways. Our teachers see that students are starting to understand the concepts and not just the processes of math. They are able to apply what they learn to new situations. They are learning math and can talk the language of mathematics, not just solve a problem. Our students are noticeably more motivated by success. We do not constantly have to re-teach something that students have learned incorrectly because we catch problems before they become ingrained. We noticed the results in the first year. Our MCA math scores took a jump and for the first time were higher than our reading scores. On our NWEA MAP tests, our classes and grades are consistently exceeding growth targets. The program has been so successful that we expanded the **Saxon Math** series into our seventh and eighth grades. If you would like to visit with me or any member of our staff we would welcome the opportunity to discuss the program with you.

David Stadum

*Principal**Grand Meadow Public School**Grand Meadow Public School District 495**Grand Meadow, MN*

GRAND MEADOW MATH GROWTH NATIONAL PERCENTAGE RANKING



Five years ago the De Soto School District faced the stark facts that students were underperforming on standardized math assessments, that students were unprepared and unsuccessful in taking advanced mathematics in high school, and that more than 25% of post-secondary graduates were enrolling in remedial math. The district began looking for a systematic approach to teaching K–12 mathematics. Three years ago the district adopted **Saxon Math**, a K–12 series that utilizes a teaching methodology known as incremental math. Additional components of the program include distributive practice, continual review and weekly assessments. The district has three years of cumulative data that can be compared with two previous years of data to determine the significance the program has impacted student achievement. The elementary program has shown an increase of 19% of students scoring proficient and above, the junior high program has shown a 12.3% increase in students scoring proficient and above and the high school has shown a 6.9% increase in students scoring proficient and above.

Dr. Trisha L. Burkeen
Assistant Superintendent
De Soto School District #73
Athena Elementary, Vineland Elementary,
De Soto Junior High, and De Soto High School
De Soto, MO

SCHOOL DATA

County: **Jefferson**

Type: **Public**

Metro Status: **Suburban**

District: **Des Soto SD 73**

Grade Levels: **K–12**

Number of Students: **2869**

Number of Teachers: **195**

Students Qualifying for
 Free Lunch Program: **43.6%**

Multicultural Student Population

African American: **1.5%**

Asian American: **0.7%**

Caucasian: **96.8%**

Hispanic American: **0.9%**

Native American: **0.1%**

Saxon links traditional concepts
 with progressive thoughts.



SCHOOL DATA

County: **West St. Louis**

Type: **Private**

Metro Status: **Suburban**

District: **Rockwood**

Grade Levels: **K-8**

Number of Students: **390**

Number of Teachers: **30**

Students Qualifying for
Free Lunch Program: **2%**

Multicultural Student Population

African American: **4%**

Caucasian: **95%**

Hispanic American: **1%**

Test scores reflect success and growth in math for our students. Based on feedback after graduation, graduates are solidly prepared for their high school math courses.

Julie Durst

Assistant Principal / 7-8 Math Teacher

St. John Lutheran School

Ellisville, MO

RAY MILLER ELEMENTARY SCHOOL • KIRKSVILLE, MO

Saxon Math has made a difference in the achievement of students in math at Ray Miller Elementary! The spiraling effect in the lesson format allows for all students to achieve the skills needed for meeting our grade level expectations. Accountability with all teachers to consistently present the lessons, collecting the data on frequent assessments and working with the program has helped our students achieve their potential.

Marianne Farr

Principal

Ray Miller Elementary School

Kirksville, MO

SCHOOL DATA

Principal: **Marianne Farr**

County: **Adair**

Type: **Public**

Metro Status: **Rural**

District: **Kirksville R-III SD**

Grade Levels: **K-8**

Number of Students: **550**

Number of Teachers: **35**

Students Qualifying for
Free Lunch Program: **43%**

Multicultural Student Population

African American: **2%**

Asian American: **2%**

Caucasian: **93.5%**

Hispanic American: **2%**

Native American: **0.5%**

Sharon Elementary Choses Saxon

Forgoing State Funds, Teachers Demand Saxon Math

Sharon Elementary uses **Saxon Math** in all grade levels K–5. When it was time for the state math adoption, our teachers made it very clear that they would not want to teach math another way. We opted out of the state adoption and used our funds to continue our commitment with **Saxon Math**. Our school is a rural school with

44% free and reduced lunch population. Most of our students have very limited previous experiences outside of school and come to us with very minimal understanding of numbers and mathematical concepts. We have utilized the **Saxon Math** program and resources with fidelity and have shown exceptional results, especially in the past 3 years. In

the 2003–04 school year, 93.3% of our students passed the North Carolina Math End of Grade Test.

The state proficiency average that year was 88.5%. In the 2004–05 school year, 96.1% of our students passed the North Carolina Math End of Grade Test which ranked it near the top of the state. The state proficiency average that year was 87.3%. Of the 3.9% who didn't attain proficiency, each of them passed the test after the state's allowed

first retest, meaning that after the retest, 100% of our students passed the North Carolina Math EOG. The District Superintendent visited our school and held a celebration in honor of our students.

For the year 2005–2006, the state of North Carolina re-normed the state math assessment. The state-wide average for proficiency dropped to 63.4%, which was 23.9% drop. Sharon Elementary's proficiency level however was at 80.6% and we were the only Elementary School, out of 19 in our district, who were recognized as a School of High Growth.

Saxon's approach systematically covers the concepts in a manner that is easy to follow, detailed enough for teachers to understand, and effective enough to help any student master the state standard course of study. Parents value the growth their children make in math and we appreciate the thorough, spiraling approach of Saxon. The proof is in the data. Sharon Elementary has gone from a low performing school to a school that most of the 32 schools in our district benchmark themselves against. We consistently outperform very affluent, low poverty, schools within our district and we don't shy away from our appreciation of Saxon.

David Stegall
Principal
Sharon Elementary School
Statesville, NC





The consistency and structured framework that our students have benefited from, due to the spiraling curriculum that Saxon provides in our students' formative years of elementary math instruction, creates a common language of math concepts and ideas that students can build on as they develop more sophisticated math skills each year. This program supports teachers with its user-friendly, systematic, and sequential lay-out, as well as students with its differentiated approach to learning concepts (rote memory exercises, math manipulatives, word problems, etc.) We are glad that we have found a math program at our school that we can all agree is based on research, includes best practices, and produces positive results in our students.

Betsy Rosenbalm, NBCT, MA
Lead Teacher, 2006 Teacher of The Year
 Sharon Elementary School
 Statesville, NC



SCHOOL DATA

Principal: **David Stegall**

County: **Iredell**

Type: **Public**

Metro Status: **Rural**

District: **Iredell Statesville Schools**

Grade Levels: **K-5**

Number of Students: **271**

Number of Teachers: **13**

Students Qualifying for
 Free Lunch Program: **44%**

Multicultural Student Population

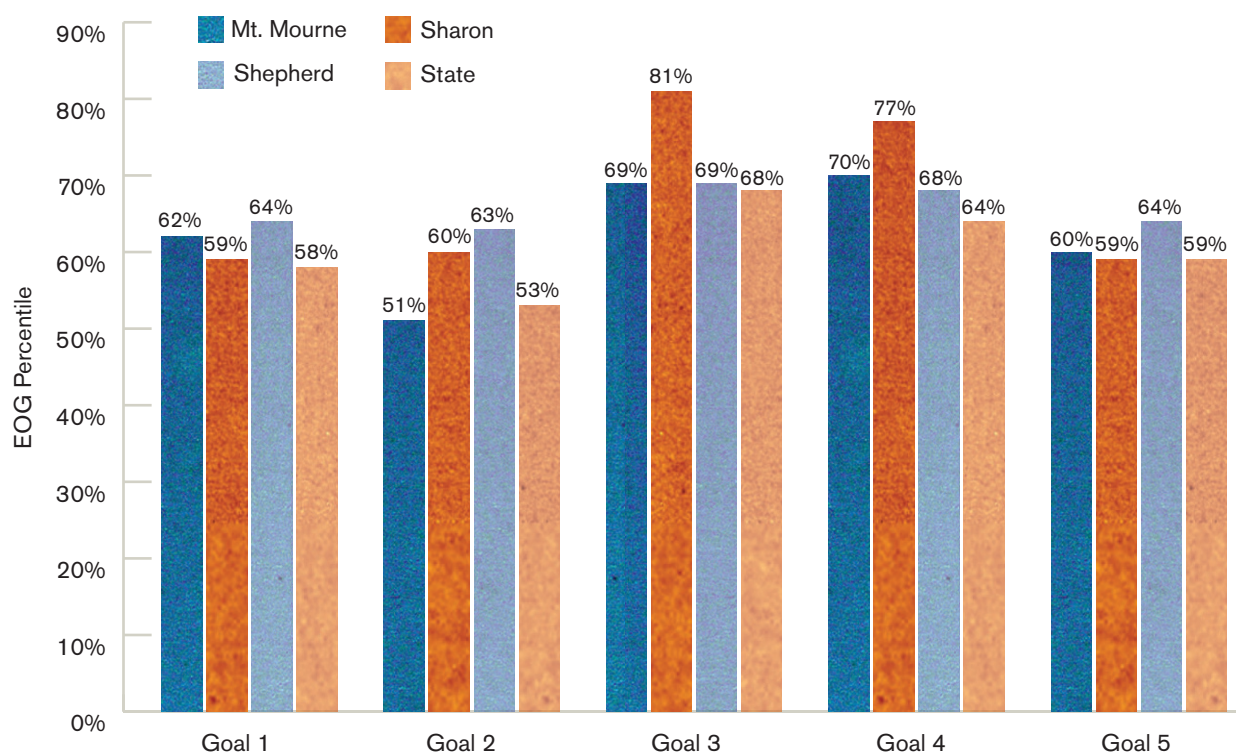
African American: **4.25%**

Asian American: **6.56%**

Caucasian: **83.78%**

Hispanic American: **3.09%**

2005-2006 FOURTH GRADE EOG SCORES BY GOAL:
 SAXON SCHOOLS COMPARED TO STATEWIDE SCORES





We are happy with the standardization of Saxon. Teachers were worried about it being too progressive, but it links traditional concepts with progressive thoughts.

Christopher Steel
Director of Curriculum
Emerson Schools
Emerson, NJ



SCHOOL DATA

County: **Bergen**

Type: **Public**

Metro Status: **Suburban**

District: **Emerson Schools**

Grade Levels: **K-4**

Number of Students: **700**

Number of Teachers: **32**

Students Qualifying for
Free Lunch Program: **2%**

Multicultural Student Population

African American: **0.6%**

Asian American: **8.3%**

Caucasian: **85.2%**

Hispanic American: **5.5%**

Native American: **0.4%**



SCHOOL DATA

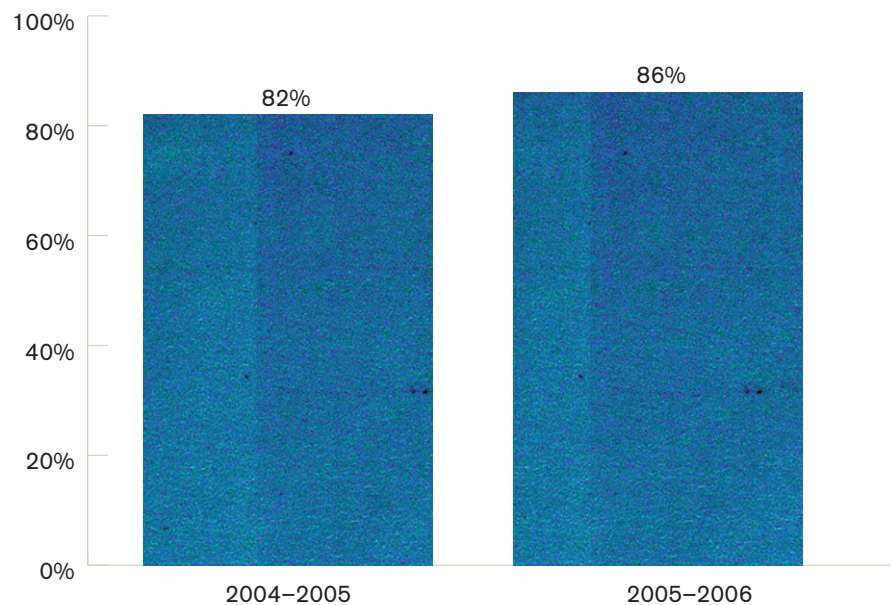
Principal: **Catherine Maggiore**County: **Clark**Type: **Public**Metro Status: **Urban**District: **Clark County SD**Grade Levels: **K-5**Number of Students: **822**Number of Teachers: **52**Students Qualifying for
Free Lunch Program: **4.5%***Multicultural Student Population*African American: **6.3%**Asian American: **9.3%**Caucasian: **75.3%**Hispanic American: **8.2%**Native American: **0.5%**

Our third and fifth graders were ranked #1 in math for the entire Clark County School District. Their ranking was based on Criterion Reference Test results for March 2006!!

Catherine Maggiore

*Principal**John C. Vanderburg Elementary School**Henderson, NV*

PERCENTAGE OF STUDENTS WHO ARE PROFICIENT,
JOHN C. VANDERBURG ELEMENTARY SCHOOL





I have used **Saxon Math** in kindergarten, first and second grade. I really like the presentation of the lessons and how the material is given in small chunks to hold the children's interest. The format is easy to follow and consistent. The students become familiar with it and, therefore, are not intimidated by newly introduced concepts. The students really look forward to math, and enjoy the combination of manipulatives and paper and pencil activities in each lesson. I would recommend **Saxon Math** for all grades. I believe it provides a strong foundation for students of all ages.

Lynne Jennings
Teacher
John W. Raper Elementary School
Cleveland, OH



SCHOOL DATA

Principal: **Katrinka Dean**

Type: **Public**

Metro Status: **Urban**

District: **Cleveland Municipal**

Grade Levels: **K-8**

Number of Students: **489**

Number of Teachers: **37**

Students Qualifying for
Free Lunch Program: **100%**

Multicultural Student Population

African American: **99%**

Other: **1%**

Advantages of using Saxon Math:

- Children are actively engaged in learning math concepts.
- Provides daily practice in solving problems.
- Requires students to verbalize their reasoning skills.
- Addresses CMSD math standards.
- Provides a systematic, logical skill development.
- Mastery is not expected the first time a concept introduced.
Topics are revisited throughout the school year allowing for mastery.
- Hands-on approach – excellent for younger learners.
- Scripted lessons provide guide for teachers who are not comfortable with math.
- Guided Practice/ Homework worksheets are easy for parents to understand.

JoAnn Ribich
1st grade teacher
John W. Raper Elementary School
Cleveland, OH



SCHOOL DATA

Principal: **Bruce Bradley**County: **Lorain**Type: **Public**Metro Status: **Rural, Suburban mix**District: **Keystone Local SD**Grade Levels: **K-4**Number of Students: **618**Number of Teachers: **32**Students Qualifying for
Free Lunch Program: **24%***Multicultural Student Population*Caucasian: **98%****Remaining 2% are and
unspecified mix of the above*

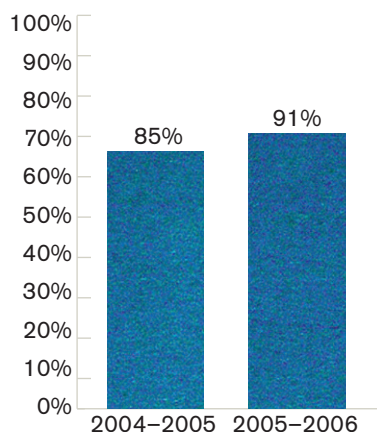
When I became an elementary principal at Keystone Schools, our state achievement scores in math were not reflective of the caliber of students and staff in our district, and were not competitive with our neighboring districts. In the second year as a principal, we switched to the Saxon Program. The Saxon Program gave our district a consistency in instruction as well as a scope and sequence that aligns with our state standards. As a result, our scores in four years rose from 62.3% proficient to 89.8% proficient. Presently, our scores are near the top of our county.

Bruce Bradley
Principal
Keystone Elementary School
LaGrange, OH

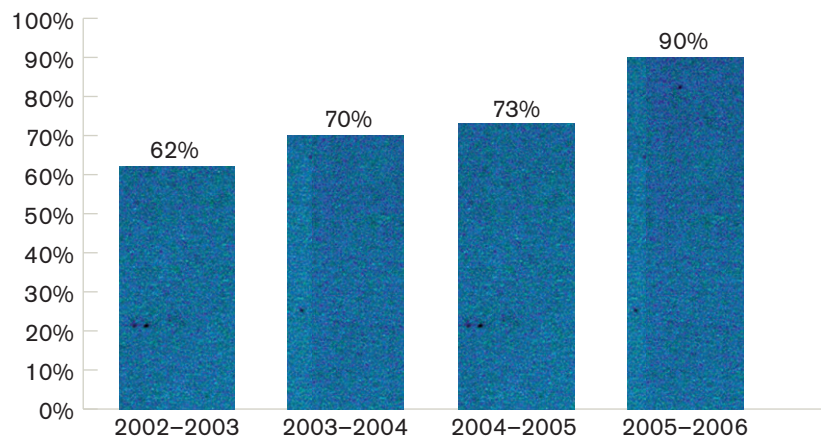
“Presently, our scores are
near the top of our county.”

PERCENTAGE OF STUDENTS PROFICIENT ON THE OHIO ACHIEVEMENT TEST,
KEYSTONE ELEMENTARY SCHOOL

THIRD GRADE STUDENTS



FOURTH GRADE STUDENTS



SCHOOL DATA

County: **Portage**Type: **Public**Metro Status: **Suburban**District: **Ravenna City Schools**Grade Levels: **K-8**Number of Students: **3200**Number of Teachers: **200**Students Qualifying for
Free Lunch Program: **40%***Multicultural Student Population*African American: **8%**Asian American: **<1%**Caucasian: **90%**Hispanic American: **<1%**Native American: **<1%**

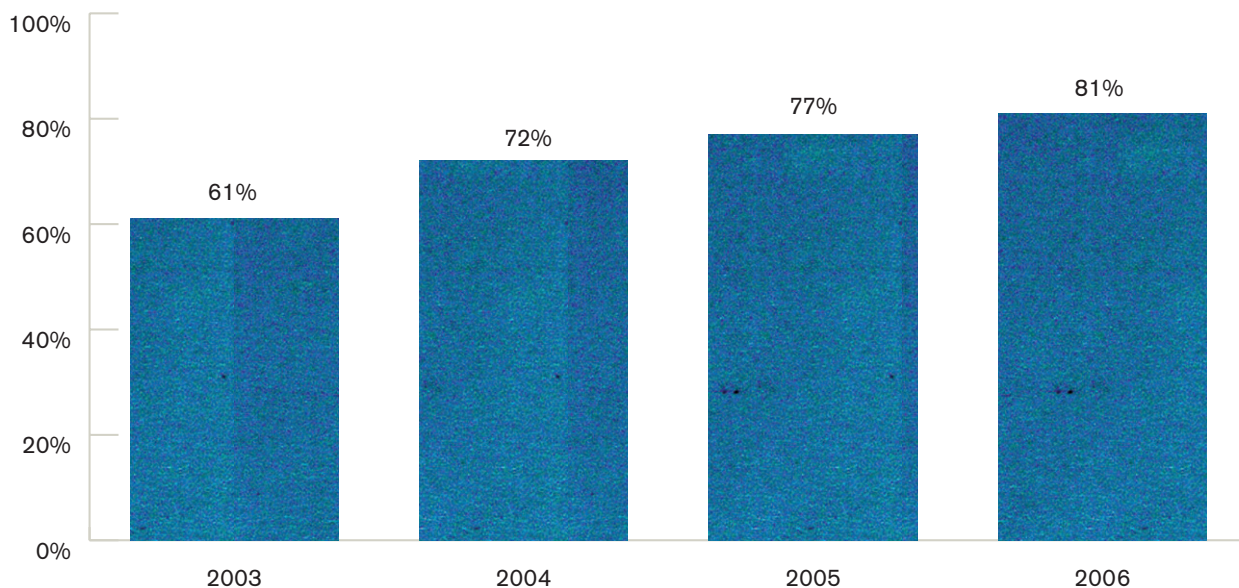
Prior to 1996, Ravenna Schools used another math program that employed the traditional chapter method pedagogy. During those years, standardized student achievement data revealed that Ravenna students scored stronger in reading/language areas than in math. In 1995–1996, **Saxon Math** was adopted in grades 1–4. The following year, Saxon was adopted in grades 5–6.

Between 2001 and 2004, Saxon was adopted for grades K–6.

Based on the success of earlier adoptions and their implementation, in 2006–2007 Saxon's new middle school math program was adopted for grades 7 and 8. Implementation at the primary level is excellent. In grades 5–6, implementation is very good. Seventh and eighth grade teachers are working hard to implement the new program during its first year.

Bea Florida
Curriculum Director
Ravenna City Schools
Ravenna, OH

PERCENTAGE OF FOURTH GRADE STUDENTS PASSING THE
OHIO STATE TEST, RAVENNA CITY SCHOOLS



SCHOOL DATA

Principal: **Helen Salee**

County: **Lucas**

Type: **Public**

Metro Status: **Urban**

District: **Toledo City SD**

Grade Levels: **K-8**

Number of Students: **286**

Number of Teachers: **24**

Students Qualifying for
Free Lunch Program: **82%**

Multicultural Student Population

African American: **98%**

Caucasian: **2%**

I have taught 3rd and 4th grades at Old West End Academy for 5 years and I just love the way Saxon teaches and reviews every day. The fact practice that is built into the lesson is perfect. Also the Math Meeting keeps all skills fresh. Our third grade was 2nd in the city of Toledo on the Ohio Achievement Test in 2006 with 88.6% passing! I would hate to teach anything else.

Brenda Huff

Grade 3-4 Teacher and Math Specialist

Old West End Academy

Toledo, OH

I have been teaching 1st and 2nd grade **Saxon Math** for 7 years. I feel like I am teaching math in a logical, organized way now. I felt like it was hit or miss with other programs. We went through the program and found that it covers all benchmarks for 1st and 2nd grade for the state of Ohio. My students have consistently scored one grade above level on the Stanford test. I LOVE **Saxon Math**!

Diane Rausch

Teacher

Old West End Academy

Toledo, OH

“Our third grade was 2nd in the city of Toledo on the Ohio Achievement Test in 2006 with 88.6% passing!”

Each quarter we gave students the post test per grade level and used the data to inspire them. Not only did the data drive the students to steady gains, but it also provided teachers with data to show them the progress that their classes were obtaining. We posted quarterly data at teachers meetings as “Data Drops”. Our teachers celebrated and shared in the progress that every class was making as we continued to see upward gains each quarter.

The pro-Ohio testing, which resembles the state test, showed likewise gains. This was important because while the post test showed that our students were learning our Saxon curriculum, this showed that the curriculum was aligned to state standards. After 3rd quarter testing every class, 3rd–8th grade, was charted passing the AYP benchmark.

This is our second year of using the Saxon curriculum and without a doubt our teachers have seen that K–8th graders are achieving in math like never before.

Judi Miller
Principal
Toledo Academy of Learning
Toledo, OH

SCHOOL DATA

Principal: **Judi Miller**

County: **Lucas**

Type: **Public**

Metro Status: **Urban**

Grade Levels: **K–8**

Number of Students: **400**

Number of Teachers: **30**

Students Qualifying for
Free Lunch Program: **100%**

Multicultural Student Population

African American: **92%**

Asian American: **7%**

Hispanic American: **1%**

“After 3rd quarter testing every class, 3rd–8th grade, was charted passing the AYP benchmark.”



SCHOOL DATA

Principal: **Natalie Johnson**

County: **Oklahoma**

Type: **Public**

Metro Status: **Urban**

District: **Oklahoma City**

Grade Levels: **1–5**

Number of Students: **422**

Number of Teachers: **15**

Students Qualifying for
Free Lunch Program: **63%**

Multicultural Student Population

African American: **53%**

Asian American: **1%**

Caucasian: **35%**

Hispanic American: **7%**

Native American: **4%**

Saxon Math is easy to teach. The course is easy to understand for the student, yet challenging for the advanced student. The format is a “no frills” format. There are no pictures to distract the learner. The lessons are designed to keep the student’s attention, stay focused and centered on math. Saxon is a brick by brick program; each lesson builds upon the other. And, the assessments are fair and comprehensive.

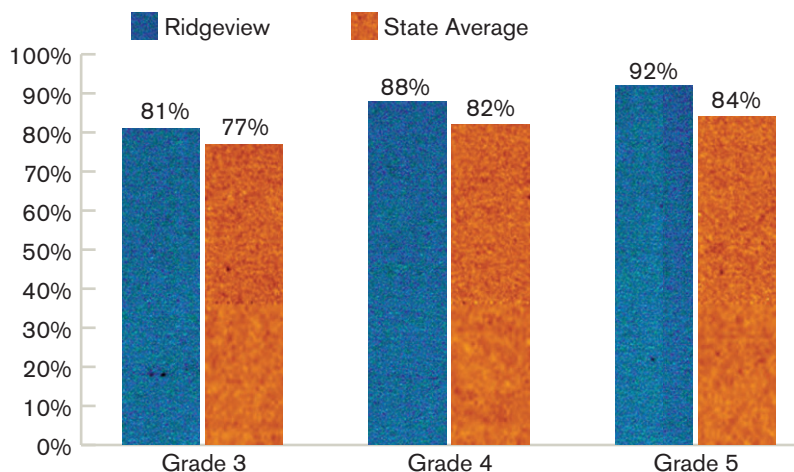
Janet Rosell

4th Grade Teacher

Ridgeview Elementary School

Oklahoma City, OK

PERCENTAGE OF STUDENTS SCORING SATISFACTORY
AND ABOVE, COMPARISON WITH STATE AVERAGE,
RIDGEVIEW ELEMENTARY SCHOOL



Saxon Math Is Effective Because:

- The daily fact sheets reinforce basic addition and subtraction skills.
- Daily homework for each lesson allowed parents to become actively involved with their child’s math program.
- After every fifth lesson, an assessment was given to check for understanding. This provided the teacher with weekly data on each child.

Susan Stephens-Maxwell
2nd Grade Teacher
Ridgeview Elementary
Oklahoma City, OK

$$\begin{array}{r} 23 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ \times 5 \\ \hline \end{array}$$





I have had the opportunity to use **Saxon Math** in kindergarten and sixth grade. I liked the format that **Saxon Math** uses of introducing new objectives in small increments. In kindergarten, it was easy to incorporate manipulatives with each lesson. Each kindergarten student had the opportunity to use not only tactile and visual senses to see and touch the math concept being taught, but also the paper/pencil activity which they will eventually need to learn.

I used **Saxon Math** for several years after moving to sixth grade. In addition to introducing new objectives in small increments, the review of past lessons made it a very workable math program. It still remains one of my all-time favorite math textbooks.

Even though I am not using the **Saxon Math** program as the adopted math program in my classroom, I still continue to use the textbooks as a reference guide for Accelerated Math. I have students working above and below grade level in this program. When students come to an objective or problems that they are not familiar with, I can direct them to look at and read the information provided in the **Saxon Math** 7–6 Textbook.

Toni Vivian
6th Grade Teacher
Washington Elementary School
Pryor, OK



SCHOOL DATA

Principal: **Theresa Sinor**

County: **Mayes**

Type: **Public**

Metro Status: **Rural**

District: **Pryor**

Grade Levels: **K–6**

Number of Students: **150**

Number of Teachers: **7**

Students Qualifying for
Free Lunch Program: **87%**

Multicultural Student Population

African American: **1%**

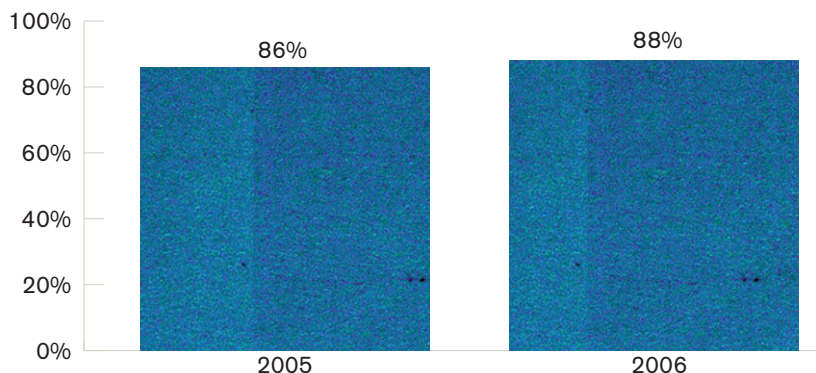
Asian American: **1%**

Caucasian: **57%**

Hispanic American: **3%**

Native American: **39%**

PERCENTAGE OF FOURTH GRADE STUDENTS
SATISFACTORY OR ADVANCED,
WASHINGTON ELEMENTARY SCHOOL



“After our first year of using the Saxon program, I feel very confident that my students are well prepared to move on to the next level. The majority of the students have been more successful in math and I think it is due to the constant review that the Saxon program offers. I have been very happy with the program and I know that by passing each level, the students are at a higher level of achievement than with previous programs I have used.”

Jamie Smith
8th Grade Math Teacher
Susquehanna Community School District
Susquehanna, PA

SCHOOL DATA

County: **Susquehanna**

Type: **Public**

Metro Status: **Rural**

District: **Susquehanna
Community SD**

Grade Levels: **K-10**

Number of Students: **1000**

Number of Teachers: **75**

Students Qualifying for
Free Lunch Program: **90%**

Multicultural Student Population

African American: **1%**

Asian American: **2%**

Caucasian: **95%**

Hispanic American: **1%**

Native American: **1%**

“The transition from a traditional math program to the **Saxon Math** program was rather smooth. The support offered by the **Saxon Math** consultants and sales team helped us tremendously. After a few short weeks, both students and teachers realized the difference and were excited about math. It only took a short time to realize we had made the right choice.”

Mark R. Gerchman M. Ed.
K-12 Assistant Principal
Susquehanna Community Elementary, Middle School
Susquehanna, PA



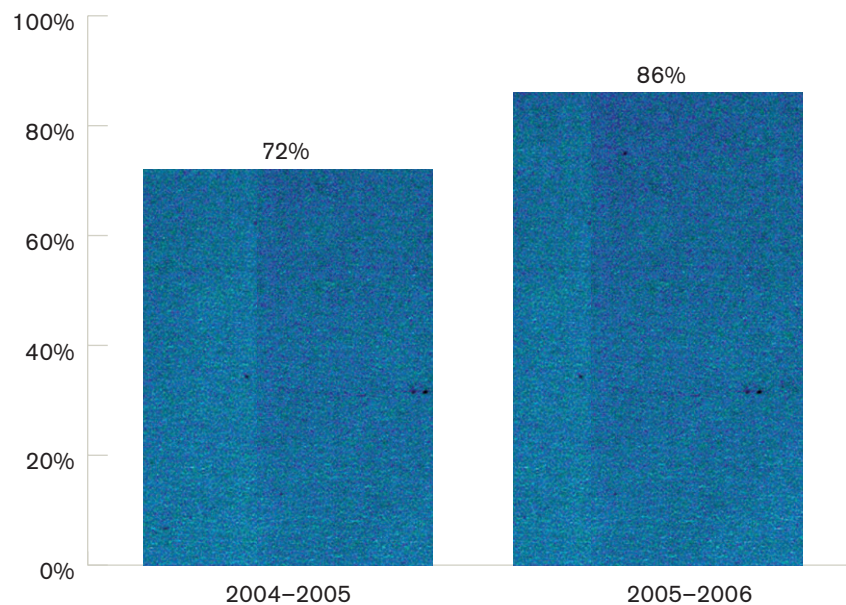
SCHOOL DATA

County: **Bradford**Type: **Public**Metro Status: **Rural**District: **Towanda Area SD**Grade Levels: **K-8**Number of Students: **1775**Number of Teachers: **130***Multicultural Student Population*Caucasian: **98%**

As elementary principal I found the **Saxon Math** program to be highly effective in grades K-8. The program addresses the needs of all types of learners. Nothing is taught in isolation. The children are very confident in their skills. Parents know what to expect from day to day and from one year to the next. I believe that our math scores improved in elementary over the past eight years due to **Saxon Math**.

Diane Place
Superintendent
Towanda Area School District
Towanda, PA

PERCENTAGE OF THIRD GRADE STUDENTS SCORING
 PROFICIENT OR HIGHER ON THE PENNSYLVANIA
 SYSTEM OF SCHOOL ASSESSMENT,
 TOWANDA AREA ELEMENTARY SCHOOL



We have been using **Saxon Math** in Marion County Schools for 10 years. We first went with Saxon because our math test scores had been consistently below state average. However, **we are now always above state average**. In Tennessee, we administer the Terra Nova assessment to grades K–8. Our state releases a state report card each November giving student achievement rates by subjects/grades. The MATH K–8 Criterion Referenced Academic Achievement (3 year average) is a “score” of 56 which translates to an “A”. The state of Tennessee’s average score is 55 and a grade of “B”. This is a representation of what our scores have been like since the implementation of **Saxon Math**.

Also, in grades K–8, 45% of Marion County students scored “advanced” in math as compared to the state’s 41%. This is a CRT score. In Tennessee, we have a measurement called “Value-Added” which shows gain in comparison to a predicted score based on previous testing information. A grade of “C” would indicate that you are achieving exactly what had been predicted for a particular subject/grade. Our K–8 value-added score is “B” which indicates **we are achieving at a higher level than expected**.

I believe the **Saxon Math** background carries over to grades 9–12. Our state requires that all students pass the Math Gateway Exam (Algebra 1) in order to receive a diploma. 58% of Marion County’s students scored “Advanced” as compared to the state’s 52%. We are currently using **Saxon Math** in grades K–8 in all four elementary schools and both middle schools. Its strong points are the “scripting” of the lessons (a teacher who has little math background can teach math) and the constant review of skills.

Bobbie Colquette
Curriculum Director
Marion County School District
Jasper, TN

SCHOOL DATA

County: **Marion**

Type: **Public**

Metro Status: **Rural**

District: **Marion County School District**

Grade Levels: **K–8**

Number of Students: **4200**

Number of Teachers: **272**

Students Qualifying for
Free Lunch Program: **63.5%**

Multicultural Student Population

African American: **5%**

Asian American: **0.1%**

Caucasian: **94%**

Hispanic American: **0.7%**

Native American: **0.1%**



SCHOOL DATA

County: **Sherman**

Type: **Public**

District: **Straford Independent
School District**

Grade Levels: **5–8**

Number of Students: **169**

Students Qualifying for

Free Lunch Program: **63%**

Multicultural Student Population

African American: **<1%**

Caucasian: **49%**

Hispanic American: **51%**

Saxon is a math teacher's best friend! It covers everything in a logical sequential manner, which aids in retention. I love the lesson cycle, the weekly tests, and the constant reinforcement of objectives. My scores reflect Saxon success!

Brenda Brownlee
5th & 6th Grade Math Teacher
Stratford Middle School
Stratford, TX

Saxon Math covers everything in a logical sequential manner, which aids in retention.

SCHOOL DATA

County: **Summers**

Type: **Public**

Metro Status: **Rural**

District: **Summers County Schools**

Grade Levels: **K-5**

Number of Students: **618**

Number of Teachers: **36**

Students Qualifying for
Free Lunch Program: **64%**

Multicultural Student Population

African American: **4.5%**

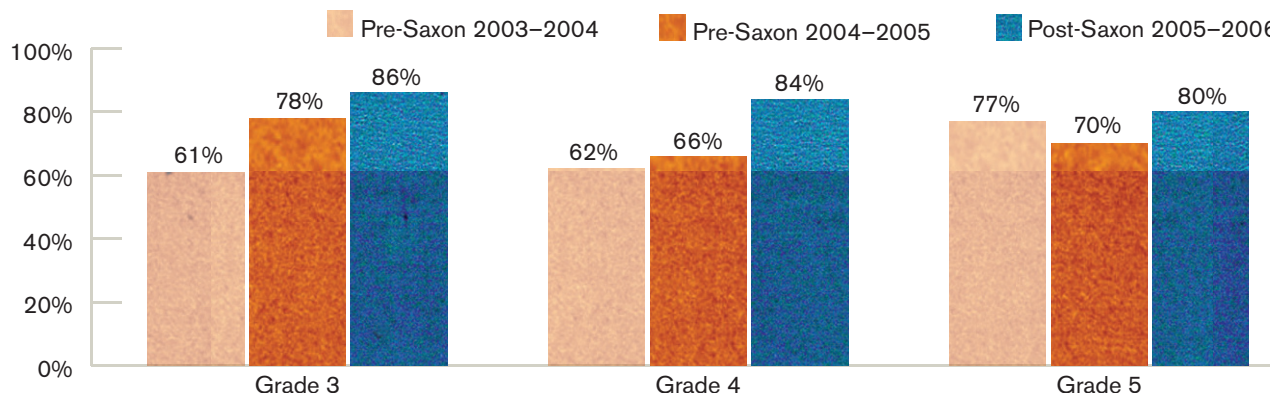
Caucasian: **94.9%**

Hispanic American: **0.6%**

At the insistence of the elementary teachers, Summers County Schools adopted **Saxon Math** beginning with the 2005–06 school year for the K–5 students. In the first year of implementation, the percent of 3rd grade students proficient in math on the state test increased from 78% to 86%. For 4th grade, the increase was from 66% to 84%. In 5th grade the increase was from 70% to 80%. Also impressive is the growth in the percent of the students who were proficient after participating in Saxon for one year. In 2004–05, we had 78% of the 3rd grade students proficient in math. Those same students after a year in **Saxon Math** had 84% proficiency. In 2004–05, 66% of our 4th grade students were proficient in math. At the end of a year in **Saxon Math**, these students ended the 5th grade with a proficiency rate of 80%, a growth of 14%. Without **Saxon Math**, these same students had only a 4% growth in their proficiency from 3rd to 4th grade. For comparison, the average percent of students proficient in 2003–04 in grades 3–5 was 67%, 2004–05 was 71%, and in 2005–06 it was 84%. **The growth rate nearly tripled from 2005–06 with Saxon Math.** Our teachers are thrilled with the progress of the students and have nothing but good things to say about the program. Below is a chart that illustrates the percentage of growth.

Dr. Sarah Lee Brown
Director Curriculum and Instruction
Summers County Schools
Hinton, WV

PERCENTAGE OF STUDENTS PROFICIENT, PRE- AND WITH-SAXON USE



SCHOOL DATA

County: **Roane**

Type: **Public**

Metro Status: **Rural**

District: **Roane County Schools**

Grade Levels: **K-5**

Number of Students: **2600**

Number of Teachers: **192**

Students Qualifying for

Free Lunch Program: **59.3%**

Multicultural Student Population

Not Available

In school year 2003–2004, our composite mathematics test scores in grades 3–5 was 64.6% at mastery. The following year 66.6% mastery. In 2005–2006 **Saxon Math** was adopted by our school system and the number achieving mastery was 75.3%. The teachers in our school system really love this math program and would not give it up. It has proven to work with our elementary school children.

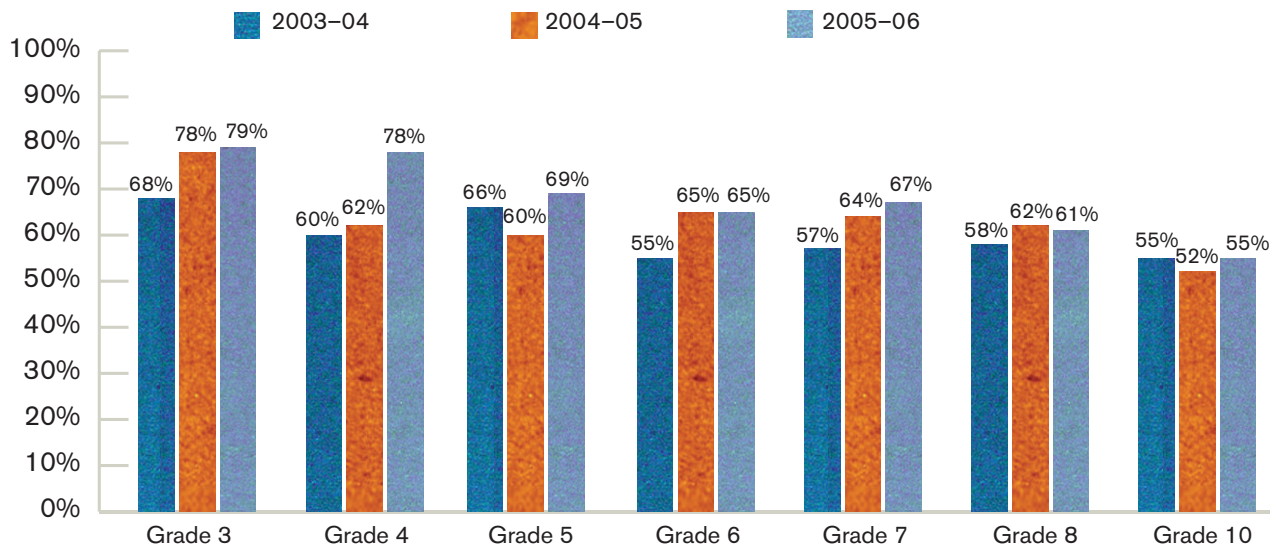
Doris L. Weekley

Assistant Superintendent of Instruction

Roane County Schools

Spencer, WV

WESTEST (WEST VIRGINIA EDUCATIONAL STANDARDS TEST) SCORES: PERCENTAGES ABOVE MASTERY, ROANE COUNTY SCHOOLS



The schools featured in the 2006–2007 **Saxon Math** Report Card are only a small percentage of the schools across the nation achieving outstanding results with **Saxon Math**.

Saxon's distinct pedagogy sets it apart from other math curricula. Saxon works!

Contact Saxon Publishers today to achieve these immediate, sustainable gains in your school.

Choose the difference that gets results — **Saxon Math**.



With the change to the **Saxon Math** program I have witnessed a huge change in our students. They enjoy math more than ever before and their parents and teachers can see their progress daily.

Bronson Stone
*Susquehanna Community
School District
Susquehanna, PA*





You Can't Compare Apples to Oranges.

Saxon Math is different from other math programs. It's structured to help every student be a successful math problem solver. It provides the time students need to learn, master, and apply mathematical concepts.

Choose the difference
that gets results – **Saxon Math.**

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