



SAXE GOTHA ELEMENTARY

100 Bill Williamson Court
Lexington, South Carolina

Grades	PK-5 Elementary School	
Enrollment	824 Students	
Principal	Elizabeth A. Houck	803-821-4800
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Average
2007	Average	Below Average
2006	Good	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

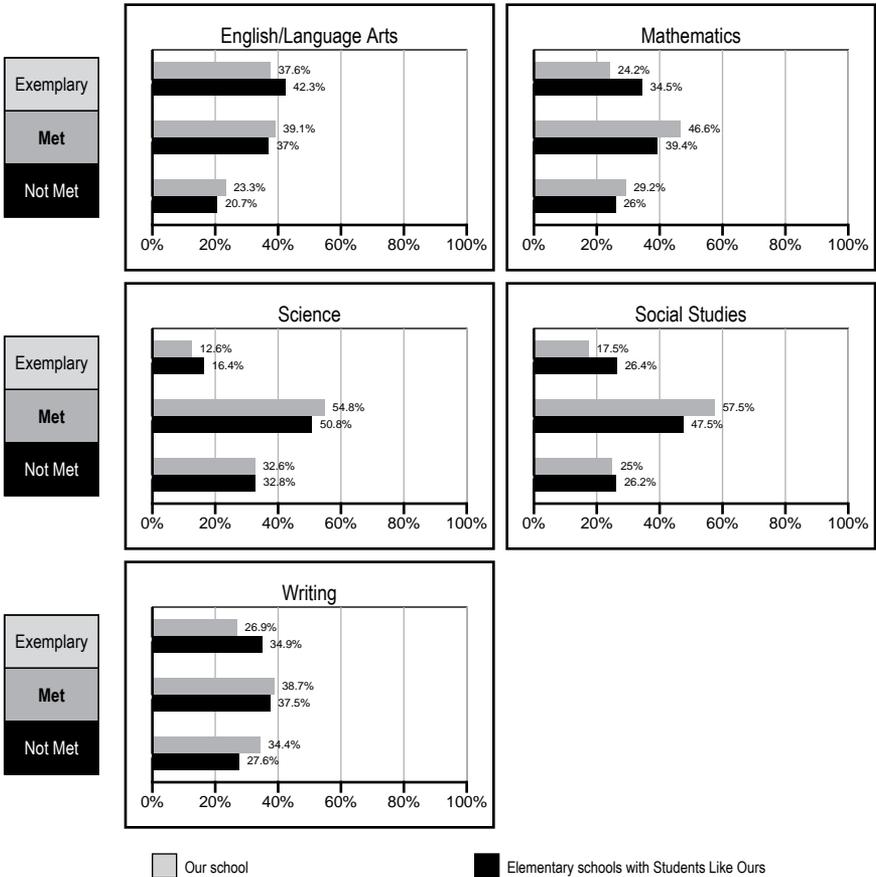
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	28	63	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=824)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.6%	1.2%	1.2%
Attendance rate	95.2%	Down from 95.3%	96.0%	96.1%
Eligible for gifted and talented	13.8%	Up from 12.3%	12.9%	11.7%
With disabilities other than speech	8.5%	Down from 10.8%	8.5%	8.0%
Older than usual for grade	0.2%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	57.4%	Down from 59.0%	58.4%	60.5%
Continuing contract teachers	82.0%	Up from 72.1%	84.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.1%	Up from 81.7%	87.1%	87.0%
Teacher attendance rate	94.3%	Down from 95.3%	95.6%	95.4%
Average teacher salary*	\$44,844	Down 3.5%	\$47,193	\$47,288
Professional development days/teacher	8.4 days	Up from 7.8 days	9.9 days	10.5 days
School				
Principal's years at school	1.0	Up from 0.5	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 21.0 to 1	19.4 to 1	19.2 to 1
Prime instructional time	88.5%	Down from 89.6%	91.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,106	Down 0.4%	\$7,160	\$7,548
Percent of expenditures for instruction**	71.5%	Up from 70.6%	68.2%	68.7%
Percent of expenditures for teacher salaries**	70.2%	Up from 53.0%	64.9%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The theme for the 2009–2010 school year, “The Power of One,” reflects the philosophy that each one of us has the power to make a difference in the life of a child, to change the world, to make Saxe Gotha Elementary School the best school around, and, at the end of the day, be able to say, “I made a difference!”

SGE is a Title I school with a high population of special needs students. We have focused on closing the achievement gap for the various groups represented. Students receiving subsidized meals met the proficiency standard in both reading and mathematics on the spring Palmetto Assessment of State Standards. Special education students, however, did not meet the standard in either subject.

We are pleased to announce that our students have made great gains as calculated by Measure of Academic Progress scores in Grades 2–5. In reading, 21 out of 24 classrooms met district target growth expectations, while 24 out of 24 classrooms met district target growth expectations in mathematics.

For the fourth consecutive year, SGE staff continues to work vigorously to achieve positive results from implementation of Response To Intervention. This involves identifying students who struggle to meet academic demands and matches them with targeted, research-based supplementary intervention programs. According to our progress monitoring system, Dynamic Indicators of Basic Early Literacy Skills, 122 out of 130 kindergarten students moving to first grade are close to or on target.

The SGE Parent Teacher Organization and School Improvement Council continue to provide unlimited support for our school. Through their hard work and the support of our students’ parents and the community, we were able to landscape our school grounds and raise funds to purchase The First in Math online program that students enjoy using at home and school.

At SGE, our vision is for all students to be self-directed, collaborative, creative and caring learners who will flourish in the global, competitive 21st century. In order to better prepare our students for a future none of us can imagine, the faculty and staff of SGE began training this spring using Stephen R. Covey’s “7 Habits of Highly Effective People.” We will be reading his book, “The Leader in Me,” over the summer as we prepare to implement his leadership program at SGE in the fall of 2010.

Elizabeth A. Houck, Principal
Angela Hatchell, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	110	55
Percent satisfied with learning environment	100.0%	87.3%	90.6%
Percent satisfied with social and physical environment	100.0%	85.5%	83.6%
Percent satisfied with school-home relations	74.6%	88.2%	85.5%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	95.2%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	391	99.7	23.3	39.2	37.5	90.7	89	83.5	Yes	Yes
Gender										
Male	211	99.5	27.9	40.8	31.3	88.8	86.2	80.1	N/A	N/A
Female	180	100	18.2	37.6	44.2	92.7	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	278	99.6	21.4	37.7	40.9	92.5	90.7	89.6	Yes	Yes
African American	78	100	30.2	38.1	31.7	85.7	76.9	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.4	92.7	I/S	I/S
Hispanic	26	100	30.4	60.9	8.7	82.6	82.4	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	89.3	85.1	I/S	I/S
Disability Status										
Disabled	56	100	47.7	40.9	11.4	77.3	53.9	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	12.5	62.5	25	93.8	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	239	99.6	29.1	38.2	32.7	87.4	80.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	391	99.7	29.1	46.8	24.1	82	86.2	80.4	Yes	Yes
Gender										
Male	211	99.5	31.3	45.3	23.5	81	84.9	78.4	N/A	N/A
Female	180	100	26.7	48.5	24.8	83	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	278	99.6	25	46	29	85.3	88.2	87.8	Yes	Yes
African American	78	100	42.9	46	11.1	71.4	72	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.9	93.5	I/S	I/S
Hispanic	26	100	43.5	52.2	4.3	69.6	78.2	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	56	100	68.2	29.5	2.3	50	52.7	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	31.3	62.5	6.3	81.3	81.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	239	99.6	37.7	45.2	17.1	75.9	76.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	263	100	32.5	55	12.6	67.5	80.7	67.3
Gender								
Male	152	100	34.6	53.1	12.3	65.4	80.2	66.9
Female	111	100	29.7	57.4	12.9	70.3	81.2	67.7
Racial/Ethnic Group								
White	184	100	31	54.8	14.3	69	83.4	79.6
African American	53	100	40.5	57.1	2.4	59.5	59.9	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	19	100	35.3	52.9	11.8	64.7	70	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	41	100	50	43.8	6.3	50	46.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	69.9	58.6
Socio-Economic Status								
Subsidized meals	167	100	39.4	49.6	10.9	60.6	68	55.4
Social Studies								
All Students	258	100	24.9	57.6	17.5	75.1	81.5	70.9
Gender								
Male	130	100	19.1	60	20.9	80.9	81.5	70.1
Female	128	100	30.7	55.3	14	69.3	81.4	71.7
Racial/Ethnic Group								
White	188	100	22.4	57.6	20	77.6	82.9	79.2
African American	51	100	30.2	60.5	9.3	69.8	68.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.3	86.8
Hispanic	15	100	N/A	N/A	N/A	61.5	78.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.9	71.2
Disability Status								
Disabled	33	100	32.1	60.7	7.1	67.9	49.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	79.2	68
Socio-Economic Status								
Subsidized meals	151	100	31	58.9	10.1	69	69.1	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	382	99.7	34.2	38.8	27	65.8	79.4	72.1	95.2	97.1
Gender										
Male	199	99.5	44.6	35	20.3	55.4	73.4	65.2	95.6	97.1
Female	183	100	23.2	42.9	33.9	76.8	85.6	79.2	94.9	97.2
Racial/Ethnic Group										
White	271	99.6	31.7	38.9	29.4	68.3	81.6	80.8	95.1	97.1
African American	76	100	40.6	39.1	20.3	59.4	65.2	59.7	95.8	97.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.7	87	96.6	97.9
Hispanic	26	100	52.2	34.8	13	47.8	66.3	64.6	95.2	97.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.8	73.4	93.9	96.3
Disability Status										
Disabled	58	100	76	22	2	24	35.6	27.7	95	96.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	37.5	43.8	18.8	62.5	67.1	63.7	95.7	97.8
Socio-Economic Status										
Subsidized meals	225	100	41.1	39.6	19.3	58.9	66.5	61.9	94.6	96.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	117	100	30.3	34.9	34.9	69.7
	4	131	100	27.9	43.4	28.7	72.1
	5	129	99.2	23.7	38.1	38.1	76.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	131	100	19.3	30.7	50	80.7
	4	131	100	30.2	45.7	24.1	69.8
	5	129	99.2	20.2	41.2	38.6	79.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	117	100	32.1	42.2	25.7	67.9
	4	131	100	26.2	52.5	21.3	73.8
	5	129	99.2	28.8	40.7	30.5	71.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	131	100	29.8	41.2	28.9	70.2
	4	131	100	29.3	50	20.7	70.7
	5	129	99.2	28.1	49.1	22.8	71.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	61	100	40.4	45.6	14	59.6
	4	131	100	32.5	58.5	8.9	67.5
	5	66	100	16.4	65.6	18	83.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	67	100	45.6	36.8	17.5	54.4
	4	131	100	26.7	66.4	6.9	73.3
	5	65	100	31	50	19	69
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	56	100	19.2	57.7	23.1	80.8
	4	131	100	17.9	71.5	10.6	82.1
	5	62	100	26.3	45.6	28.1	73.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A	N/A
2010	3	64	100	14	56.1	29.8	86
	4	131	100	28.4	62.1	9.5	71.6
	5	63	100	28.6	50	21.4	71.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
8	0	N/A	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	119	100	47.7	32.4	19.8	52.3
	4	132	99.2	35.8	49.6	14.6	64.2
	5	128	100	27.5	40	32.5	72.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A	N/A
2010	3	128	99.2	36	31.6	32.5	64
	4	127	100	35.9	45.3	18.8	64.1
	5	127	100	30.7	39.5	29.8	69.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A	N/A

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