



Saxe Gotha Elementary

100 Bill Williamson Court
Lexington, South Carolina

Grades	PK-5 Elementary School	
Enrollment	829 Students	
Principal	Elizabeth A. Houck	803-821-4800
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Average
2007	Average	Below Average
2006	Good	Good
2005	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

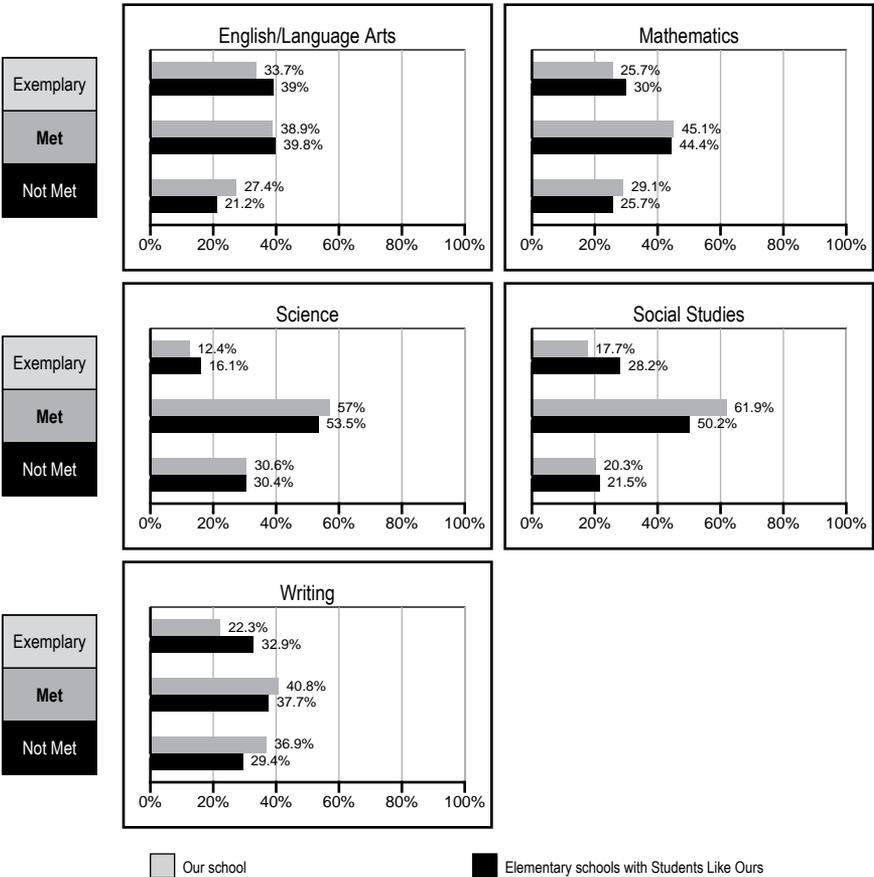
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	28	67	2	0

* Ratings are calculated with data available by 06/01/2010.

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=829)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Up from 1.5%	2.0%	1.9%
Attendance rate	95.3%	Up from 95.2%	96.2%	96.3%
Eligible for gifted and talented	12.3%	Up from 11.0%	11.1%	10.0%
With disabilities other than speech	10.8%	Up from 10.6%	8.7%	7.7%
Older than usual for grade	0.2%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.5%	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	59.0%	Up from 53.4%	58.8%	59.4%
Continuing contract teachers	72.1%	Up from 60.3%	83.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.7%	Up from 81.4%	86.3%	85.9%
Teacher attendance rate	95.3%	Down from 96.2%	95.2%	95.1%
Average teacher salary*	\$46,485	Up 7.4%	\$47,262	\$47,149
Professional development days/teacher	7.8 days	Down from 10.4 days	11.8 days	11.1 days
School				
Principal's years at school	0.5	Down from 1.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 18.2 to 1	19.1 to 1	18.8 to 1
Prime instructional time	89.6%	Down from 90.1%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,135	Up 7.9%	\$7,291	\$7,458
Percent of expenditures for instruction**	70.6%	Down from 72.4%	68.1%	68.8%
Percent of expenditures for teacher salaries**	53.0%	Down from 69.6%	63.5%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Saxe Gotha Elementary School's staff, parents and community continue to work together to provide world-class, innovative learning opportunities for students while preparing a new generation of leaders and global citizens. We provide a warm, caring family atmosphere where those who enter are made to feel a part of the school family.

SGES is a Title I school that focuses on early literacy and essential mathematical concepts. The teachers use benchmark assessments such as Measures of Academic Progress, Running Records and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to document student progress and make decisions about differentiating the type, frequency and style of literacy instruction. For the third consecutive year, the Response To Intervention (RTI) team and the entire SGES staff continued to work vigorously to achieve positive results from implementation of an RTI model that identifies students who struggle to meet academic demands and matches them with a targeted, research-based supplementary intervention program. Kindergarten students receiving interventions showed the second highest overall gains in "initial sound fluency" for Lexington One. Fourth- and fifth-grade students receiving interventions at SGES had the second highest and highest gains respectively in the "reading connect to text" component of DIBELS.

We continue to work toward developing stronger parental involvement, improving the rate of student attendance, reducing the frequency of inappropriate behaviors and increasing student achievement. We believe that these challenges can best be addressed by creating a Professional Learning Community (PLC) and working collaboratively to set high expectations, monitor data and adjust practices. For the first time, grade-level teams developed specific, measurable, agreed-upon, realistic and time-based (SMART) goals focused on ensuring "Significant Growth for Every Student."

The learning environment at SGES has benefited from a strong commitment to the Positive Behavior Interventions and Support initiative. Students are recognized for demonstrating safe, respectful and responsible behaviors with "Star Bucks." They can redeem these for prizes or participation in fun activities such as shadowing the principal and playing Wii™ with the principal. Behavior data is also monitored on a regular basis, and adjustments in the PBIS program are made according to the data.

Students are provided with many opportunities to develop socially, as well as academically. Students, staff and the community at large participate in events such as Relay For Life, Jump Rope for Heart, Muffins for Moms, Doughnuts for Dads, Annual PTO Carnival, Family Fun Nights, and various other PTO and community events.

With a common commitment and vision for excellence, the students, parents, employees and community ensure that SGES continues to be a place of vibrant learning, where every student is a "Shining Star in a Galaxy of Excellence."

Elizabeth A. Houck, Principal
Sharon Barkley, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	114	63
Percent satisfied with learning environment	89.6%	86.7%	93.7%
Percent satisfied with social and physical environment	98.0%	91.2%	83.9%
Percent satisfied with school-home relations	85.7%	92.0%	85.0%

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

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School Adequate Yearly Progress

NO

This school met 19 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

RP

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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	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	377	99.7	27.2	39	33.8	82.5	88.8	82.8	Yes	Yes
Gender										
Male	208	99.5	31.8	38	30.2	78.6	86.3	79.3	N/A	N/A
Female	169	100	21.7	40.1	38.2	87.3	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	268	99.6	20.1	41.4	38.6	88.4	90.3	89.5	Yes	Yes
African American	74	100	41.8	40.3	17.9	71.6	77.7	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.4	92.3	I/S	I/S
Hispanic	26	100	60	24	16	52	81.9	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	91.7	82.5	I/S	I/S
Disability Status										
Disabled	75	98.7	62.9	24.3	12.9	51.4	54.1	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	61.5	23.1	15.4	46.2	82.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	219	100	36.4	38.5	25.1	77.4	79.9	75.5	Yes	Yes

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

All Students	377	99.7	28.9	45.3	25.8	80.5	85.7	78.9	Yes	Yes
Gender										
Male	208	99.5	31.8	43.2	25	76.6	85.1	77	N/A	N/A
Female	169	100	25.5	47.8	26.8	85.4	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	268	99.6	23.3	46.2	30.5	85.5	87.8	87.2	Yes	Yes
African American	74	100	43.3	44.8	11.9	65.7	69.9	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.2	93	I/S	I/S
Hispanic	26	100	52	36	12	68	78.2	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	85.4	79.5	I/S	I/S
Disability Status										
Disabled	75	98.7	62.9	32.9	4.3	47.1	53.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	46.2	38.5	15.4	69.2	80.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	219	100	39	45.6	15.4	73.3	74.2	70.2	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	258	100	30.3	57.3	12.4	69.7	80	67.5
Gender								
Male	136	100	29.4	58.7	11.9	70.6	80.3	67
Female	122	100	31.3	55.7	13	68.7	79.7	68
Racial/Ethnic Group								
White	179	100	21.6	63.5	15	78.4	82.7	79.5
African American	53	100	49	49	2	51	58.8	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.9	84.3
Hispanic	18	100	61.1	33.3	5.6	38.9	72.4	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	74.2	71.2
Disability Status								
Disabled	53	100	N/AV	N/AV	N/AV	38.8	46.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	11	100	N/AV	N/AV	N/AV	36.4	73.7	59.6
Socio-Economic Status								
Subsided meals	153	100	39.4	51.8	8.8	60.6	65.2	55.1
Social Studies								
All Students	249	100	20.3	62.1	17.7	79.7	82.4	72.3
Gender								
Male	143	100	17.3	60.2	22.6	82.7	82.3	71.5
Female	106	100	24.2	64.6	11.1	75.8	82.5	73.2
Racial/Ethnic Group								
White	177	100	20.5	57.2	22.3	79.5	83.8	80.7
African American	51	100	17.8	75.6	6.7	82.2	71	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.2	88.5
Hispanic	17	100	N/AV	N/AV	N/AV	70.6	76.1	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80.6	72.2
Disability Status								
Disabled	53	100	42	56	2	58	55.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	75.2	67.9
Socio-Economic Status								
Subsided meals	142	100	29.1	60.6	10.2	70.9	70.2	62.1

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	379	99.7	36.7	41	22.3	63.3	77.3	70.2	95.3	96.1
Gender										
Male	207	99.5	47.4	39.7	12.9	52.6	71.1	63.2	95.4	96.1
Female	172	100	23.8	42.5	33.8	76.3	83.8	77.5	95.3	96.2
Racial/Ethnic Group										
White	268	99.6	31.6	43.9	24.5	68.4	79.7	79.1	95.2	96.1
African American	73	100	49.3	37.3	13.4	50.7	61	57.6	95.9	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.6	86.2	97.2	97.4
Hispanic	28	100	60	24	16	40	64.5	62.6	95.3	95.9
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	77.6	68.7	94.7	95
Disability Status										
Disabled	78	98.7	74.3	20.3	5.4	25.7	34.3	26.1	94.2	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	16	100	69.2	23.1	7.7	30.8	64.7	61.2	95.5	96.6
Socio-Economic Status										
Subsidized meals	219	99.5	48.7	38.6	12.7	51.3	62	58.9	94.6	94.9

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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
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
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
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
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

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