



## Saxe Gotha Elementary

100 Bill Williamson Court  
Lexington, SC 29073

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	652 Students	
<b>Principal</b>	Elizabeth A. Houck	803-821-4801
<b>Superintendent</b>	Dr. Karen C. Woodward	803-821-1000
<b>Board Chair</b>	Cynthia S. Smith	803-957-5095

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Good</b>
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Average	Average

## 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 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.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

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

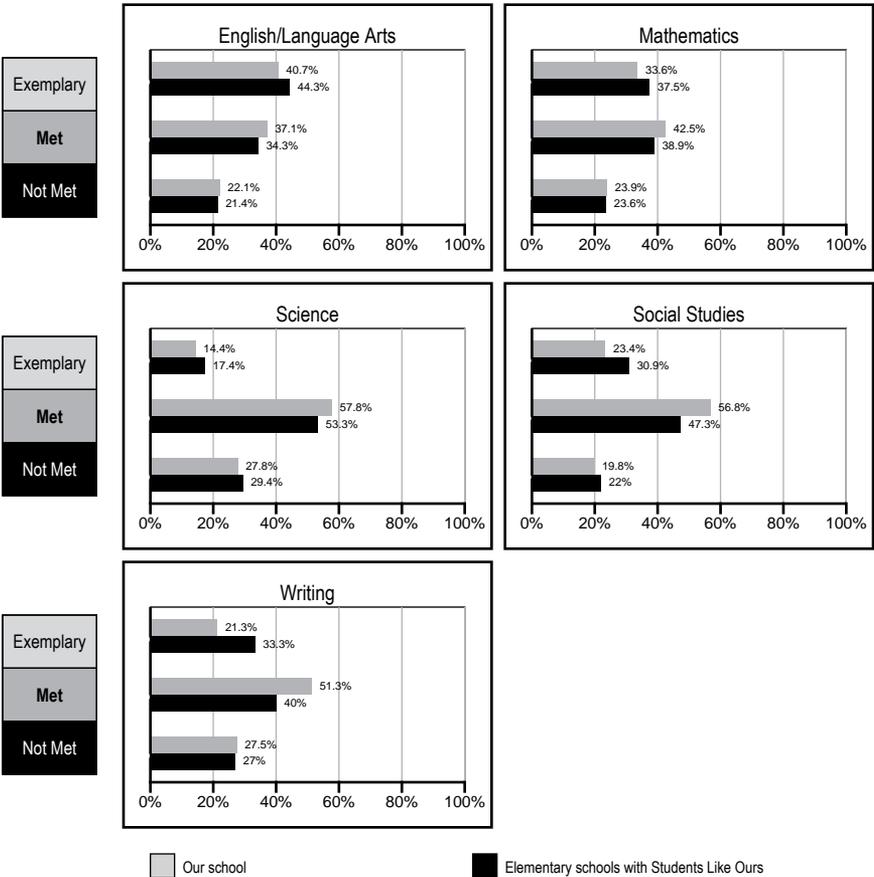
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 96.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
26	49	49	2	0

\* Ratings are calculated with data available by 11/07/2012.

**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
<b>Students (n=652)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Up from 0.7%	1.2%	1.0%
Attendance rate	95.7%	Up from 95.1%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=50)</b>				
Teachers with advanced degrees	62.0%	Up from 59.7%	61.2%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	81.3%	Down from 84.8%	89.9%	88.7%
Teacher attendance rate	95.0%	Up from 94.8%	95.1%	95.1%
Average teacher salary*	\$45,785	Up 2.7%	\$47,418	\$47,210
Professional development days/teacher	15.0 days	Up from 12.1 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 20.2 to 1	20.0 to 1	20.0 to 1
Prime instructional time	88.8%	Up from 88.0%	90.2%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,419	Up 1.5%	\$6,964	\$7,247
Percent of expenditures for instruction**	67.6%	Down from 69.3%	67.7%	68.2%
Percent of expenditures for teacher salaries**	64.7%	Down from 67.2%	65.9%	65.7%

\* 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

The mission of Saxe Gotha Elementary School is "Creating a thirst for discovery and achievement by developing creative, compassionate and responsible young leaders." We are proud to have received the S.C. Department of Education's Palmetto Silver Award in recognition of our improved academic performance in 2010–2011.

We are the first school in South Carolina to implement "The Leader in Me" model based on Stephen Covey's "The 7 Habits of Highly Effective People," in which all staff have been trained. We offered "The 7 Habits of Highly Effective Families" training to parents and community members. We hosted two Leadership Days, one in October 2011 and one in April 2012. Educators and businesspeople from across the state came to learn from us and from our children about our leadership model.

Our vision clearly states, "By nurturing the mind, body and spirit today, we will create the leaders and thinkers of tomorrow." We believe that all students can learn and be a leader. Beginning with our 3-year-old preschool students, all SGE students can speak the language of the habits as evidenced by using them in their day-to-day activities at school and at home. You find SGE students taking on roles and responsibilities that you typically see classroom teachers do, such as musicians, art leaders, photographers, cafeteria assistants, safety patrol, ambassadors, guidance assistants, behavior monitors, technology leaders, restroom monitors, etc.

In order to meet the needs of each student, we have worked hard to develop a strong Response to Intervention (RTI) program where trained staff members provide research-based interventions for students who show difficulties in reading and mathematics. Our model begins in kindergarten with highly trained classroom assistants and a certified interventionist, and continues through fifth grade. SGE is equipped with SMART Boards, hand-held GPS systems, computers, iPads and iPods and uses First in Math, V-Math Live, and Ticket to Read in classrooms and computer labs.

We are a Positive Behavioral Interventions and Supports (PBIS) school. This school-wide positive behavior program has an instructional focus where school expectations are clearly defined and modeled for our students. It teaches social behavior, makes the most of instructional time and student achievement, and ties directly with our "Leader in Me" model. We believe in positive interactions with students, staff, parents and community members and have worked hard this year to create a climate that supports that belief. Students are recognized on a regular basis for positive choices, improved grades, outstanding grades and display of quality character through the 7 Habits.

Though we are proud of the successes we have experienced this year, we look forward to accomplishments yet to come. Our challenges include achieving AYP as the bar continues to rise. We will address this by continuing implementation of core curriculum, providing interventions to struggling students, adding an extended day program for third- through fifth-grades; differentiating instruction, using technology, and providing our staff with the training and materials they need to succeed.

"Through learning and leading, I WILL change our world."

Principal Elizabeth A. Houck and SIC Chair Thomas Shumpert

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	87	45
Percent satisfied with learning environment	85.4%	92.0%	90.7%
Percent satisfied with social and physical environment	95.1%	83.7%	88.9%
Percent satisfied with school-home relations	68.3%	85.9%	95.6%

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

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## ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>99.0</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Saxe Gotha Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	657.8	651.3	621.7	632.8	99.7	100.0
Male	654.9	657.7	629.5	634.3	100.0	100.0
Female	660.5	645.5	615.2	631.3	99.4	100.0
White	662.5	655.2	624.2	634.0	99.6	100.0
African American	646.5	639.8	606.0	631.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	649.7	642.9	614.1	628.7	99.5	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2011</b>	3	128	100	20.5	26.2	53.3	79.5
	4	117	100	34.2	41.4	24.3	65.8
	5	113	100	16.7	56.9	26.5	83.3
	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
<b>2012</b>	3	107	99.1	27	22	51	73
	4	104	100	17.2	47.5	35.4	82.8
	5	90	100	21.3	43.8	35	78.8
	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
<b>Mathematics</b>							
<b>2011</b>	3	128	100	34.4	28.7	36.9	65.6
	4	117	100	26.1	47.7	26.1	73.9
	5	113	100	24.5	47.1	28.4	75.5
	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
<b>2012</b>	3	107	100	31.7	35.6	32.7	68.3
	4	104	100	16.2	44.4	39.4	83.8
	5	90	100	23.8	48.8	27.5	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
<b>Science</b>							
<b>2011</b>	3	61	96.7	35.7	41.1	23.2	64.3
	4	117	100	40.5	53.2	6.3	59.5
	5	55	100	32	50	18	68
	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
<b>2012</b>	3	54	100	42	36	22	58
	4	104	100	21.2	70.7	8.1	78.8
	5	43	100	26.3	52.6	21.1	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2011</b>	3	67	97	23.4	37.5	39.1	76.6
	4	117	100	38.7	52.3	9	61.3
	5	58	100	28.8	46.2	25	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	N/A
<b>2012</b>	3	53	100	19.6	51	29.4	80.4
	4	104	100	15.2	61.6	23.2	84.8
	5	47	100	31	52.4	16.7	69
	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
<b>Writing</b>							
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	113	100	24.3	50.5	25.2	75.7
	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
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	91	98.9	27.5	51.3	21.3	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

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