



SC Annual School Report Card Summary

Saxe Gotha Elementary School
 Lexington 1
 Grades: PK-5 Enrollment: 610
 Principal: Elizabeth Houck
 Superintendent: Dr. Karen C. Woodward
 Board Chair: Cynthia S. Smith

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Good	Good	TBD	TBD	B	Reward
2012	Average	Good	Silver	N/A	A	Reward
2011	Average	Average	Silver	N/A	Not Met	N/A

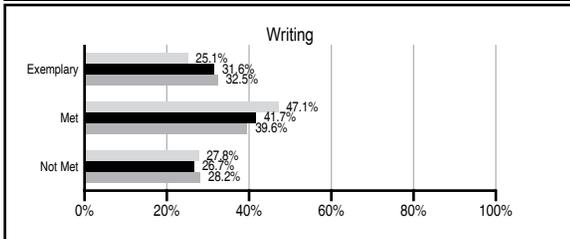
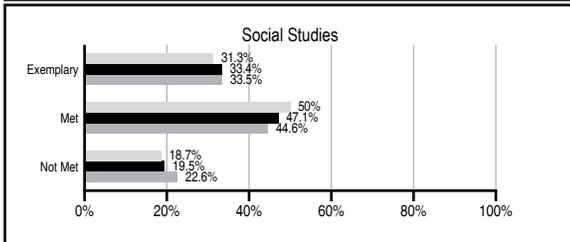
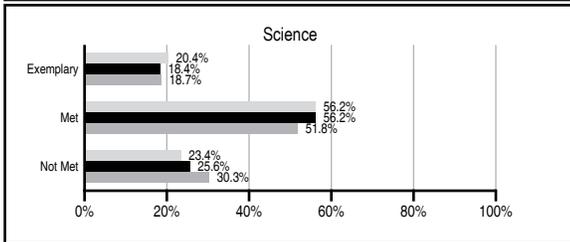
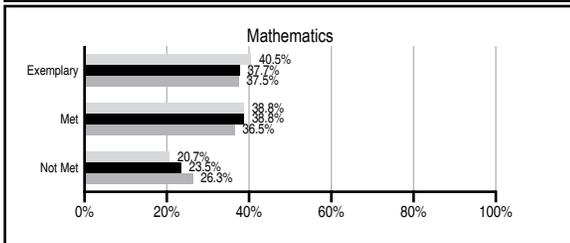
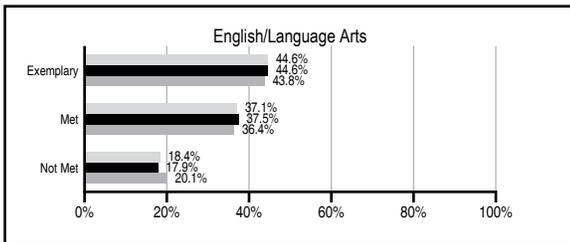
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
21	46	54	0	0

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Saxe Gotha Elementary School [Lexington 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=610)				
Retention rate	1.5%	Up from 0.8%	1.3%	0.9%
Attendance rate	95.4%	Down from 95.7%	96.2%	96.3%
Served by gifted and talented program	7.7%	N/A	8.1%	7.2%
With disabilities	12.0%	N/A	13.7%	12.4%
Older than usual for grade	1.2%	N/A	2.2%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	60.4%	Down from 62.0%	62.5%	62.5%
Continuing contract teachers	86.8%	Down from 90.0%	85.7%	83.3%
Teachers returning from previous year	81.7%	Up from 81.3%	89.2%	88.3%
Teacher attendance rate	94.2%	Down from 95.0%	95.0%	95.0%
Average teacher salary*	\$45,637	Down 0.3%	\$48,608	\$48,193
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	17.3 days	Up from 15.0 days	11.1 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.6 to 1	20.2 to 1	20.1 to 1
Prime instructional time	87.7%	Down from 88.8%	89.9%	90.0%
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**	\$7,992	Up 7.7%	\$7,065	\$7,364
Percent of expenditures for instruction**	67.0%	Down from 67.6%	68.0%	68.0%
Percent of expenditures for teacher salaries**	63.0%	Down from 64.7%	66.0%	66.0%
ESEA composite index score	87.3	Down from 99.0	88.1	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	41	97	41
Percent satisfied with learning environment	95.1%	81.4%	100%
Percent satisfied with social and physical environment	100%	75.3%	95.1%
Percent satisfied with school-home relations	87.8%	82.5%	95%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Saxe Gotha Elementary School is to create a thirst for discovery and achievement by developing creative, compassionate and responsible young leaders. While celebrating the school's 20th Year Anniversary, SGE was recognized as the 41st Leader in Me Lighthouse School in the world, becoming the first Lighthouse School in the Midlands of South Carolina as well as in the district. SGE was also recognized as runner-up for the 2012 Title I Reward School for Progress in South Carolina award. Our second- through fifth-graders solved more than 2 million math problems, finishing as one of the top two schools in South Carolina using the First In Math program.

Students and staff focus on academic achievement as we LEAD (Live Respectfully, Engage Responsibly, Act Safely and Dream Big). For the first time in five years, SGE scored a 99 ("A") on the new state report card federal accountability system, which replaced AYP. Teachers used data results from the Palmetto Assessment of State Standards, Measures of Academic Progress, DIBELS and Dominion, as well as other formative classroom assessments to enhance the curriculum and provide valuable information. This helped us meet the needs of individual students by differentiating instruction and allowed us to move students to advanced levels of learning. Using data from a variety of assessments, we identified strengths and weaknesses by individual student and made instructional decisions for student achievement in all grades. This year, from Fall 2012 to Spring 2013, students in second- through fifth-grade exceeded the mean growth projection in MAP reading, and students in kindergarten through fifth-grade exceeded it in mathematics.

FranklinCovey trained the entire SGE staff in "The 7 Habits of Highly Effective People." They, in turn, teach these habits to students in preschool through fifth-grade. "The Leader in Me" process helps students develop the essential life skills and characteristics they need in order to thrive in the 21st century. A new community partnership with our local Bojangles' enables us to recognize student leaders on a regular basis and motivates students to work to be effective leaders.

A district literacy specialist helps our teachers implement best practices with a balanced literacy approach to reading and writing by providing on-site professional development and coaching. Reading and math interventionists work with small groups during the school day, as well as during a newly implemented Extended Day Program for third- through fifth-grade students who need extra support in reading and/or math. This model allows students to receive a full class period of instruction from homeroom teachers as well as additional support needed to close the achievement gap. With the help of a full-time Technology Integration Specialist, SGE teachers and students use advanced technology such as interactive white boards, document cameras, Wikis, blogs, Ticket to Read, iPads and iPods.

Through strong collaboration, commitment and dedication of our administrators, staff, students and community, we continue to focus on student achievement. Thank you for your outstanding support/contributions of our students, our school and our community.

Principal Elizabeth A. Houck and SIC Chair Keri Zwisle

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status