



SC Annual School Report Card Summary

Saxe Gotha Elementary School
 LEXINGTON 1
 Grades: PK-5 Enrollment: 715
 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
2014	Good	Excellent	TBD	TBD	A	Reward
2013	Good	Good	SILVER	SILVER	B	Reward
2012	Average	Good	SILVER	N/A	A	Reward

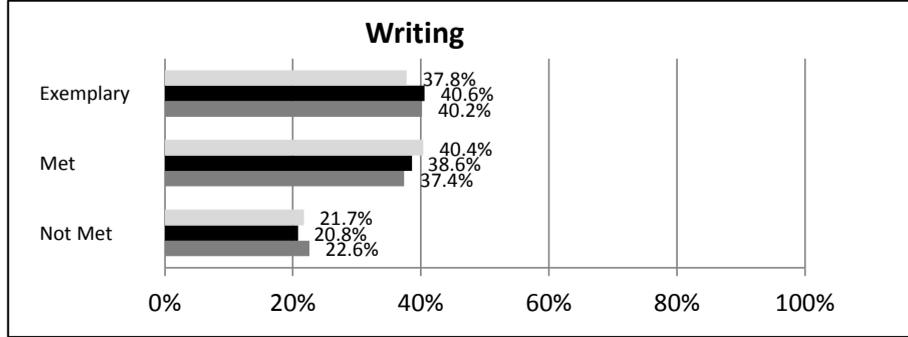
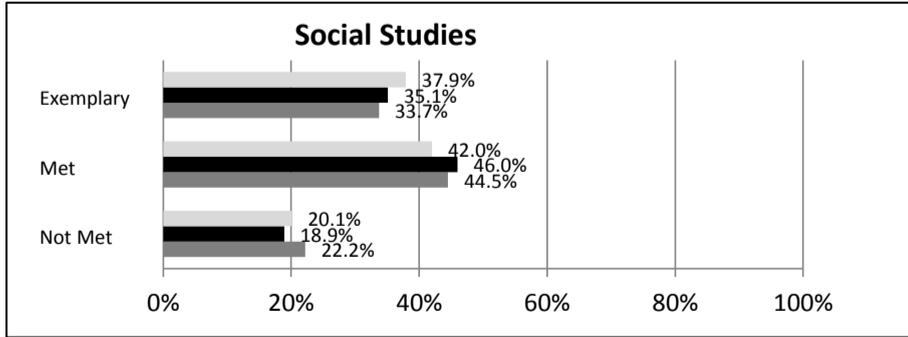
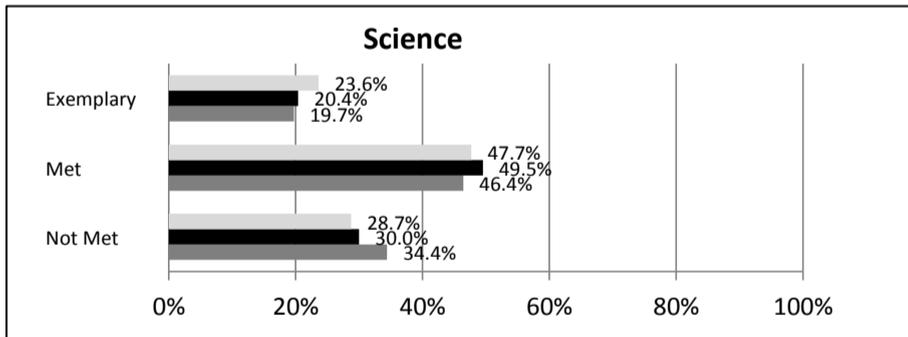
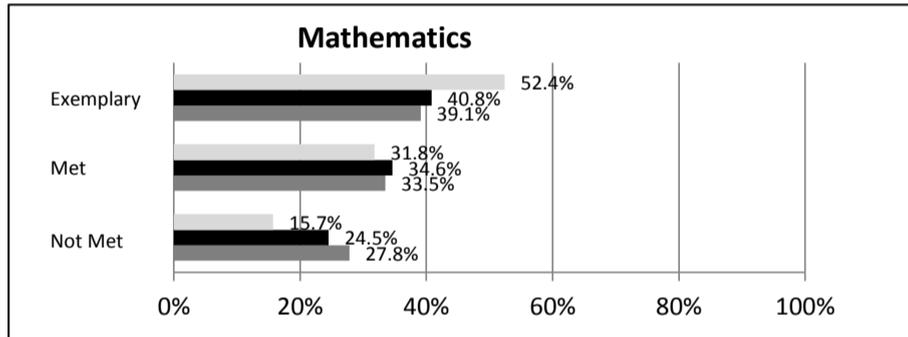
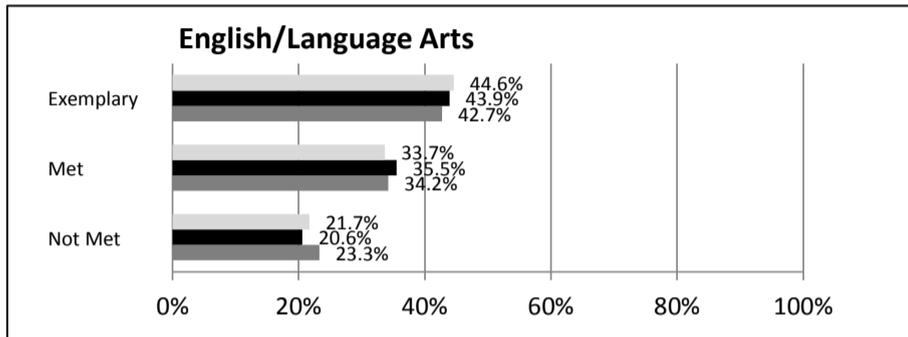
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
33	51	34	3	0

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*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 Schools
Students (n = 715)				
Retention rate	0.6%	Down from 1.5%	1.1%	1.0%
Attendance rate	95.6%	Up from 95.4%	96.4%	96.5%
Served by gifted and talented program	6.5%	Down from 7.7%	7.9%	7.3%
With disabilities	11.9%	Down from 12.0%	13.2%	12.5%
Older than usual for grade	0.7%	Down from 1.2%	2.1%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 48)				
Teachers with advanced degrees	62.5%	Up from 60.4%	60.0%	62.3%
Continuing contract teachers	89.6%	Up from 86.8%	83.9%	81.2%
Teachers returning from previous year	81.5%	Down from 81.7%	89.6%	88.4%
Teacher attendance rate	96.1%	Up from 94.2%	95.4%	95.3%
Average teacher salary*	\$45,622	Down 0.0%	\$48,316	\$47,902
Classes not taught by highly qualified teachers	0.0%	No change	0.0%	0.0%
Professional development days/teacher	20.0 days	Up from 17.3 days	10.4 days	10.9 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.1 to 1	20.2 to 1	19.9 to 1
Prime instructional time	90.0%	Up from 87.7%	90.5%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$8,236	Up 3.1%	\$7,372	\$7,680
Percent of expenditures for instruction**	64.2%	Down from 67.0%	67.5%	66.8%
Percent of expenditures for teacher salaries**	63.1%	Up from 63.0%	66.5%	66.0%
ESEA composite index score	92.1	Up from 87.3	89.1	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	49	103	45
Percent satisfied with learning environment	100.0%	92.2%	91.1%
Percent satisfied with social and physical environment	95.9%	90.3%	95.5%
Percent satisfied with school-home relations	93.8%	93.2%	81.4%

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

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.

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. This year, SGE received the state's Palmetto Silver Award in recognition of our students' academic success and for closing achievement gaps.

The entire staff of SGE is trained in Stephen Covey's "The 7 Habits of Highly Effective People." They, in turn, teach these habits to students in preschool through fifth grade. A continued community partnership with our local Bojangles' enables us to recognize student leaders on a regular basis.

Staff worked to combine the Positive Behavior Interventions and Support (PBIS) system and The Leader in Me initiative into Live Respectfully, Engage Responsibly, Act Safely and Dream Big (LEAD). The entire school gathers monthly for a LEAD rally where students, staff and community members are recognized for practicing the "7 Habits" and for outstanding leadership efforts.

Each team of teachers met with administrators and coaches after the three Measures of Academic Progress (MAP) testing windows to review data from assessments such as the Palmetto Assessment of State Standards, MAP, DIBELS, Dominie and other formative classroom assessments. During these meetings, we reviewed data for each student, identified strengths and weaknesses, and set goals.

Students were responsible for setting individual academic goals and tracking those goals in their Leadership Notebooks. School goals were set and tracked in the hall for all stakeholders to see, and classroom goals were set and visibly tracked in the classroom. This year, students in kindergarten, first-, fourth- and fifth-grade exceeded the mean growth projection in MAP reading, and students in kindergarten through fifth grade exceeded it in mathematics.

A full-time literacy specialist and mathematics coach, along with outside consultants from Inspire Education and Engage! Learning and the National Paideia Center, helped our teachers implement best practices. Reading and mathematics interventionists worked with small groups during the school day, as well as during our Extended Day Program for third- through fifth-grade students who needed extra support in reading and/or mathematics.

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

Principal Elizabeth A. Houck and SIC Chair Maxwell Highsmith

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