



Saxe Gotha Elementary

100 Bill Williamson Court
Lexington, South Carolina

Grades	PK-5 Elementary School	
Enrollment	749 Students	
Principal	Charles S. Cavileer	803-957-7022
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	Below Average
2006	Good	Good
2005	Good	Good
2004	Good	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

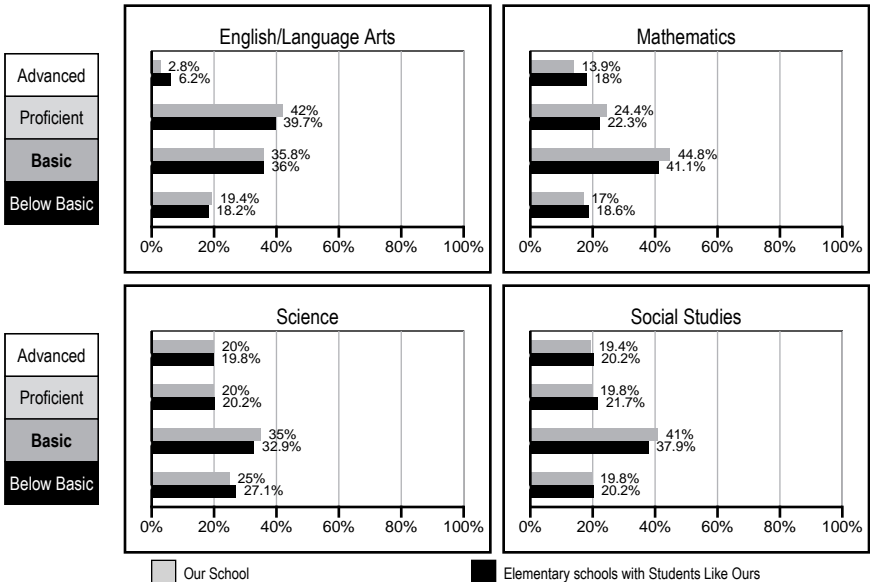
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	15	59	5	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=749)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 2.2%	2.3%	2.3%
Attendance rate	95.2%	Up from 94.5%	96.3%	96.3%
Eligible for gifted and talented	11.0%	Down from 12.6%	12.0%	10.4%
With disabilities other than speech	10.6%	Up from 10.3%	8.3%	7.5%
Older than usual for grade	0.2%	Down from 1.6%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.2%	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	53.4%	Up from 50.7%	56.6%	56.7%
Continuing contract teachers	60.3%	Down from 65.7%	79.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.4%	Down from 85.6%	87.7%	86.4%
Teacher attendance rate	96.2%	Up from 95.5%	95.2%	94.9%
Average teacher salary	\$43,284	Up 3.0%	\$45,384	\$45,345
Professional development days/teacher	10.4 days	Down from 15.4 days	12.2 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 20.8 to 1	18.8 to 1	18.5 to 1
Prime instructional time	90.1%	Up from 88.6%	90.1%	89.8%
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*	\$6,610	Down 4.5%	\$6,606	\$7,052
Percent of expenditures for instruction*	72.4%	No Change	69.0%	69.1%
Percent of expenditures for teacher salaries*	69.6%	Down from 69.8%	65.3%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Saxe Gotha Elementary is a Title I school in Lexington County School District One with a rich tradition of success. Our school serves as a learning hub and gathering place for the children and families of our community. SGES is accredited by the Southern Association of Colleges and Schools (SACS).

We are working 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.

The academic program at SGES 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 to document student progress and make decisions about differentiating the type, frequency, and style of instruction.

SGES continues to achieve positive results from its implementation of a Response to Intervention model that identifies students who struggle to meet academic demands and matches them with a targeted, research-based supplementary literacy program.

The learning environment at SGES has benefited from a strong commitment to a 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.

An active and supportive PTO sponsors student incentives, teacher recognition, and parent education programs. The school supports and participates in events such as Relay For Life, Walk for MS, Jump Rope For Heart, and Family Fun Nights, which have academic and social benefits for our students.

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."

Charles Cavileer, Principal
Sharon Barkley, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	113	80
Percent satisfied with learning environment	100.0%	94.7%	87.3%
Percent satisfied with social and physical environment	100.0%	92.9%	92.3%
Percent satisfied with school-home relations	90.0%	96.5%	82.3%

* 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 17 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

Corrective Action

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. Sanction: Implement the restructuring plan.
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	1.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate	95.2%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	362	100	19.4	35.8	42	2.8	57.1	57.1	48.2	Yes	Yes
Gender											
Male	200	100	24.2	36.5	39.3	0	51.1	50	41.7	N/A	N/A
Female	162	100	13.7	34.9	45.2	6.2	64.4	64.6	55	N/A	N/A
Racial/Ethnic Group											
White	260	100	16.2	34.9	46.5	2.5	62.2	59.6	60	Yes	Yes
African American	63	100	32	38	28	2	38	37.8	31.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	75.4	70.4	I/S	I/S
Hispanic	28	100	30.4	43.5	26.1	0	39.1	39.7	38.4	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
Disability Status											
Disabled	75	100	57.1	31.7	11.1	0	19	17.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	55.6	22.2	22.2	0	33.3	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	188	100	28.9	35.5	34.2	1.3	46.1	38.7	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	362	100	17	44.8	24.4	13.9	52.8	54.6	45.8	Yes	Yes
Gender											
Male	200	100	17.4	42.7	28.7	11.2	52.8	55.3	45.6	N/A	N/A
Female	162	100	16.4	47.3	19.2	17.1	52.7	53.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	260	100	12.4	43.6	27.8	16.2	59.3	57.7	59	Yes	Yes
African American	63	100	36	44	18	2	30	30.5	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	71.6	71.3	I/S	I/S
Hispanic	28	100	30.4	56.5	4.3	8.7	21.7	37.5	38.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
Disability Status											
Disabled	75	100	38.1	49.2	9.5	3.2	17.5	20.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	44.4	44.4	11.1	0	22.2	42	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	188	100	25.7	48.7	17.1	8.6	38.2	36.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	244	100	25	35	20	20	40	50.3	35.7	95.2	96.1
Gender											
Male	138	100	24.4	28.5	22.8	24.4	47.2	51.7	37.4	95.4	96.1
Female	106	100	25.8	43.3	16.5	14.4	30.9	48.7	33.8	94.9	96.1
Racial/Ethnic Group											
White	175	100	17.3	39.5	18.5	24.7	43.2	53.7	49.2	95.1	96.1
African American	45	100	59.5	21.6	18.9	0	18.9	25.1	17	95.6	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	65.8	58	95.6	96.8
Hispanic	18	100	31.3	25	31.3	12.5	43.8	31.9	24.9	95.3	95.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	94.7	94.8
Disability Status											
Disabled	50	100	45.2	35.7	14.3	4.8	19	20	14	94.9	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.1
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	28.9	24.4	95.1	96.4
Socio-Economic Status											
Subsided meals	129	100	36.4	35.5	15	13.1	28	31.8	21.1	94	94.9
Social Studies											
All Students	243	99.6	19.8	41	19.8	19.4	39.2	47.1	34	95.2	96.1
Gender											
Male	131	99.2	15.5	37.1	23.3	24.1	47.4	52	36.6	95.4	96.1
Female	112	100	24.8	45.5	15.8	13.9	29.7	41.9	31.3	94.9	96.1
Racial/Ethnic Group											
White	176	99.4	18.9	40.9	17.7	22.6	40.2	49.4	44.5	95.1	96.1
African American	39	100	23.3	46.7	23.3	6.7	30	29.2	19.1	95.6	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	64.2	58.9	95.6	96.8
Hispanic	20	100	31.3	37.5	18.8	12.5	31.3	28	27.5	95.3	95.9
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	94.7	94.8
Disability Status											
Disabled	48	97.9	35	37.5	12.5	15	27.5	21.6	14.4	94.9	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.1
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	30.5	27.3	95.1	96.4
Socio-Economic Status											
Subsided meals	126	99.2	27.5	43.1	12.7	16.7	29.4	28.2	21	94	94.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	139	98.6	13.1	33.8	50	3.1	53.1
	4	110	100	13.7	42.1	36.8	7.4	44.2
	5	147	100	15.1	49.6	33.8	1.4	35.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	114	100	11.8	35.3	48	4.9	52.9
	4	127	100	21.7	33.9	41.7	2.6	44.3
	5	121	100	24.3	38.3	36.4	0.9	37.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	139	99.3	15.3	51.9	21.4	11.5	32.8
	4	110	100	17.9	41.1	24.2	16.8	41.1
	5	147	100	14.4	41.7	33.8	10.1	43.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	114	100	13.7	55.9	19.6	10.8	30.4
	4	127	100	20.9	34.8	29.6	14.8	44.3
	5	121	100	15.9	44.9	23.4	15.9	39.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	71	100	31.8	50	12.1	6.1	18.2
	4	110	100	22.6	37.6	22.6	17.2	39.8
	5	73	100	21.2	39.4	27.3	12.1	39.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	57	100	20	48	24	8	32
	4	126	100	28.9	33.3	16.7	21.1	37.7
	5	61	100	21.4	26.8	23.2	28.6	51.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	69	98.6	9.4	59.4	28.1	3.1	31.3
	4	110	100	26.9	51.6	12.9	8.6	21.5
	5	77	100	15.9	44.9	15.9	23.2	39.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	57	100	7.7	36.5	26.9	28.8	55.8
	4	126	100	21.9	43.9	19.3	14.9	34.2
	5	60	98.3	27.5	39.2	13.7	19.6	33.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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