



SAXE GOTHA ELEMENTARY

100 Bill Williamson Court
Lexington, South Carolina

Grades	PK-5 Elementary School	
Enrollment	820 Students	
Principal	Elizabeth A. Houck	803-821-4800
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Average	Average
2007	Average	Below 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://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

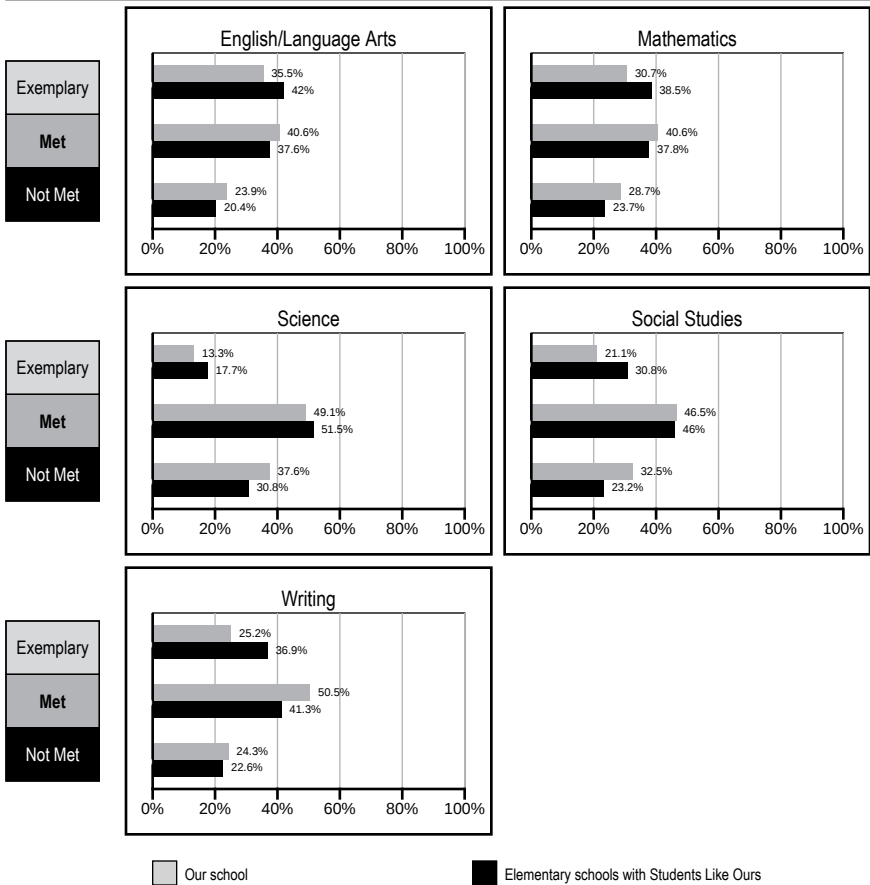
97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	34	53	1	0

* Ratings are calculated with data available by 11/09/2011.

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=820)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 0.9%	1.2%	1.1%
Attendance rate	95.1%	Down from 95.2%	96.1%	96.2%
Served by gifted and talented program	12.1%	Down from 13.8%	14.3%	13.4%
With disabilities other than speech	3.9%	Down from 8.5%	5.0%	4.1%
Older than usual for grade	0.2%	No Change	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	59.7%	Up from 57.4%	60.8%	62.5%
Continuing contract teachers	85.5%	Up from 82.0%	90.0%	88.2%
Teachers returning from previous year	84.8%	Up from 82.1%	88.4%	87.8%
Teacher attendance rate	94.8%	Up from 94.3%	95.2%	95.2%
Average teacher salary*	\$44,583	Down 0.6%	\$46,512	\$46,773
Professional development days/teacher	12.1 days	Up from 8.4 days	10.5 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 20.6 to 1	20.1 to 1	19.9 to 1
Prime instructional time	88.0%	Down from 88.5%	90.2%	90.4%
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**	\$7,307	Up 2.8%	\$7,094	\$7,447
Percent of expenditures for instruction**	69.3%	Down from 71.5%	68.4%	68.4%
Percent of expenditures for teacher salaries**	67.2%	Down from 70.2%	65.6%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

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. Our school was recognized as one of two "Leader in Me" schools in the state and one of 496 schools throughout the world in the process of becoming a Leader in Me Lighthouse School. The Leader in Me process helps students develop the essential life skills and characteristics they need in order to thrive in the 21st century. Local media recognized our students and teachers several times this year for their efforts. The entire staff was also trained in "The 7 Habits of Highly Effective People" by the Franklin Covey Company. Parents received training throughout the school year.

Saxe Gotha Elementary is a school that focuses on academic achievement as we "Live, Learn and Lead." Measuring academic progress comes in a variety of methods. We use data results from the Palmetto Assessment of State Standards, Measure of Academic Progress, DIBELS and Dominie as well as other formative classroom assessments to enhance the curriculum and provide valuable information for differentiating instruction. The state-mandated PASS test results showed significant improvement from the previous year. We missed meeting Adequate Yearly Progress (AYP) by one objective out of 21 (special education students in mathematics). Using data from the MAP assessment, we are able to identify each student's strengths and weaknesses, and make instructional decisions for the student. Another formative assessment is the Dominie Reading Assessment that helps teachers make immediate instructional decisions as they guide our students' learning to even higher levels of achievement. Our goal is to move each student to advanced levels of learning by meeting their individual needs through differentiated instruction.

A literacy coach supports our implementation of a balanced literacy approach to reading and writing by providing on-site professional development and coaching, and facilitating a graduate-level class for all teachers. Each day reading interventionists work with small groups to improve reading strategies. With the assistance of a full-time mathematics coach, we are in the second year of implementing the Everyday Mathematics program. This coach also provides professional development and side-by-side coaching to math teachers. With the help of a full-time Technology Integration Specialist, SGE teachers use advanced technology such as interactive white boards, interactive response systems, document cameras, Wikis, blogs, Ticket to Read, Timez Math, iPads, iPods and United Streaming to enhance instruction.

During the summer of 2011, our school completed a three-year-long renovation and security upgrade process that included new HVAC units, paint, floor covering, security cameras, a secure entrance and classroom technology.

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

Beth Houck, Principal, and Kathryn Gordon, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	99	43
Percent satisfied with learning environment	93.5%	93.9%	90.2%
Percent satisfied with social and physical environment	96.7%	91.9%	95.1%
Percent satisfied with school-home relations	85.7%	89.9%	82.1%

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

Abbreviations for Missing Data

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

No Child Left Behind

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	R
---------------------------	---

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	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%**	Yes

* Or greater than last year

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	358	100	23.9	40.6	35.5	85.4	88	82.4	Yes	Yes
Gender										
Male	192	100	28.2	40.3	31.5	81.8	84.9	78.7	N/A	N/A
Female	166	100	18.8	40.9	40.3	89.6	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	274	100	21.5	40.4	38.1	86.5	90	88.9	Yes	Yes
African American	60	100	34.6	42.3	23.1	82.7	74.6	72.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	20	100	31.6	36.8	31.6	73.7	81.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92	83	I/S	I/S
Disability Status										
Disabled	47	100	47.6	38.1	14.3	64.3	51.1	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	33.3	25	41.7	66.7	80.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	203	100	28.9	44.9	26.2	82.4	78.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	358	100	28.7	40.6	30.7	81.2	88	81.9	Yes	Yes
Gender										
Male	192	100	29.8	39.2	30.9	80.7	86.5	79.9	N/A	N/A
Female	166	100	27.3	42.2	30.5	81.8	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	274	100	24.6	40.8	34.6	83.1	89.8	88.9	Yes	Yes
African American	60	100	48.1	38.5	13.5	69.2	75.3	71.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.4	94.6	I/S	I/S
Hispanic	20	100	36.8	36.8	26.3	84.2	82	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
Disability Status										
Disabled	47	100	71.4	26.2	2.4	45.2	52.3	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	25	58.3	16.7	83.3	83.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	203	100	32.1	46	21.9	78.1	78.1	74.9	No	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	233	99.1	37.3	49.3	13.4	62.7	80.1	68.6
Gender								
Male	125	100	34.7	48.3	16.9	65.3	79.7	68.3
Female	108	98.2	40.4	50.5	9.1	59.6	80.5	68.9
Racial/Ethnic Group								
White	174	98.9	33.9	50.3	15.8	66.1	82.8	80.7
African American	40	100	58.8	38.2	2.9	41.2	60.6	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.8	85.3
Hispanic	17	100	31.3	56.3	12.5	68.8	70.5	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	88.6	70.8
Disability Status								
Disabled	31	96.8	74.1	22.2	3.7	25.9	45.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	70.6	60.7
Socio-Economic Status								
Subsidized meals	139	100	47.7	45.3	7	52.3	66.5	57.3

Social Studies								
All Students	242	99.2	32.2	46.7	21.1	67.8	82.8	72.5
Gender								
Male	126	100	36.1	41.2	22.7	63.9	82.5	72
Female	116	98.3	27.8	52.8	19.4	72.2	83	73.1
Racial/Ethnic Group								
White	186	98.9	30.5	44.8	24.7	69.5	84.7	81
African American	41	100	42.1	47.4	10.5	57.9	69.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.1	89
Hispanic	11	100	N/AV	N/AV	N/AV	72.7	74.5	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.9	73.5
Disability Status								
Disabled	30	100	50	42.3	7.7	50	49.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	76	69.7
Socio-Economic Status								
Subsidized meals	134	100	38.4	44.8	16.8	61.6	70.3	62.9

Abbreviations for Missing Data

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

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	113	100	24.3	50.5	25.2	75.7	79.6	73.2	95.1	95.7
Gender										
Male	66	100	31.7	48.3	20	68.3	74.1	67.2	94.9	95.7
Female	47	100	14	53.5	32.6	86	85.3	79.4	95.3	95.8
Racial/Ethnic Group										
White	85	100	22.5	52.5	25	77.5	81.6	81.5	94.9	95.7
African American	21	100	29.4	47.1	23.5	70.6	65.3	61.3	95.5	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93	87	95.9	96.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	68.2	66.7	95.5	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.9	72.2	94.9	94.9
Disability Status										
Disabled	19	100	50	43.8	6.3	50	30.7	26	94.6	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69.7	65.7	95.8	96.3
Socio-Economic Status										
Subsidized meals	65	100	31	53.4	15.5	69	67.4	63.2	94.3	94.8

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	131	100	19.3	30.7	50	80.7
	4	131	100	30.2	45.7	24.1	69.8
	5	129	99.2	20.2	41.2	38.6	79.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	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
Mathematics							
2010	3	131	100	29.8	41.2	28.9	70.2
	4	131	100	29.3	50	20.7	70.7
	5	129	99.2	28.1	49.1	22.8	71.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	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
Science							
2010	3	67	100	45.6	36.8	17.5	54.4
	4	131	100	26.7	66.4	6.9	73.3
	5	65	100	31	50	19	69
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	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

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	64	100	14	56.1	29.8	86
	4	131	100	28.4	62.1	9.5	71.6
	5	63	100	28.6	50	21.4	71.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	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
Writing							
2010	3	128	99.2	36	31.6	32.5	64
	4	127	100	35.9	45.3	18.8	64.1
	5	127	100	30.7	39.5	29.8	69.3
	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
2011	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

Abbreviations for Missing Data

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