



Saxe Gotha Elementary School

100 Bill Williamson Court
Lexington, SC 29073

Grades	PK-5 Elementary School	
Enrollment	610 Students	
Principal	Elizabeth 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 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Good
2012	Average	Good
2011	Average	Average
2010	Average	Average
2009	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

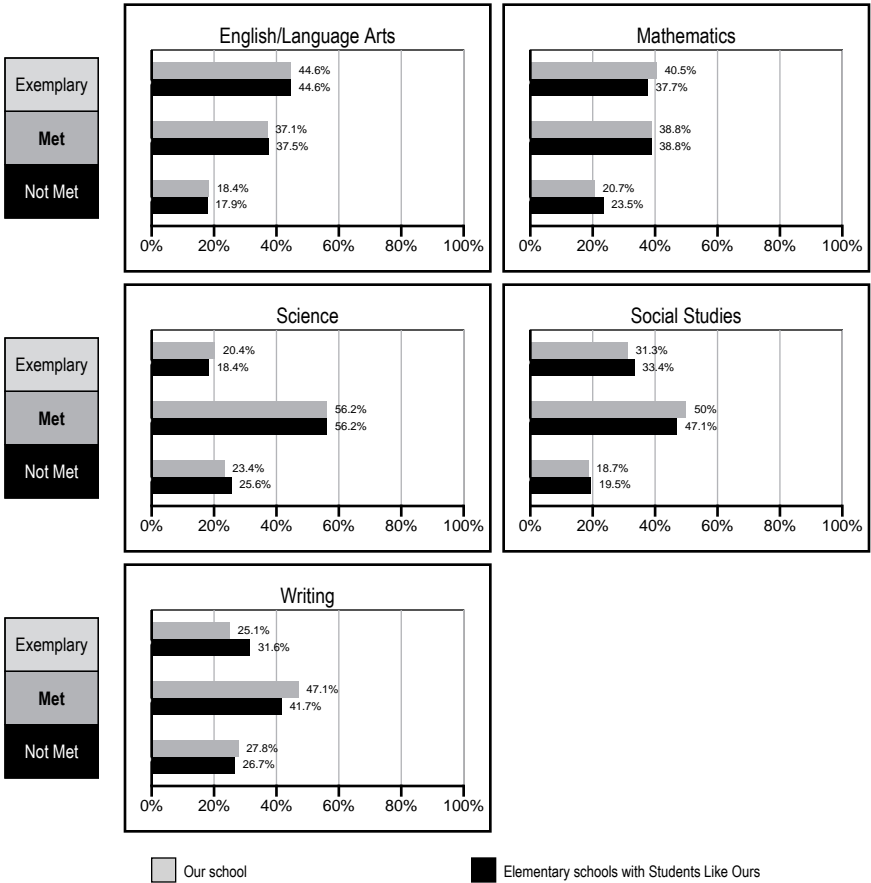
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.1%

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 12/14/2013.

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=610)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
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%	85.6%	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%	\$48,580	\$48,193
Professional development days/teacher	17.3 days	Up from 15.0 days	11.2 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%	\$7,086	\$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%

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

** Prior year audited financial data are reported.

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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 Dominie, 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

Evaluations by Teachers, Students and Parents

	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%	87.6%	95%

* 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 2013, 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.

Overall Weighted Points Total	87.3
Overall Grade Conversion	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 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%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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
Grades 3-5						
All Students	662.5	657.5	629.6	642.3	100.0	100.0
Male	662.0	660.8	633.3	648.2	100.0	100.0
Female	663.0	654.2	626.3	636.6	100.0	100.0
White	665.6	659.4	631.6	647.6	100.0	100.0
African American	653.6	645.8	621.4	624.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	652.6	658.2	624.6	631.8	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	603.4	618.4	587.1	592.6	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	656.3	651.9	627.0	637.1	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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
English/Language Arts							
2012	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
2013	3	88	100	16.1	32.2	51.7	83.9
	4	114	100	23.8	34.3	41.9	76.2
	5	104	100	14.7	44.1	41.2	85.3
	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							
2012	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
2013	3	88	100	27.6	37.9	34.5	72.4
	4	114	100	15.2	41	43.8	84.8
	5	104	100	20.6	37.3	42.2	79.4
	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							
2012	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
2013	3	44	100	29.5	54.5	15.9	70.5
	4	114	100	24.8	56.2	19	75.2
	5	53	100	15.4	57.7	26.9	84.6
	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
Social Studies							
2012	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
2013	3	44	100	9.3	55.8	34.9	90.7
	4	114	100	20	50.5	29.5	80
	5	51	100	24	44	32	76
	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							
2012	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
2013	3	89	98.9	30.2	43	26.7	69.8
	4	112	100	31.4	46.7	21.9	68.6
	5	106	100	21.4	51.5	27.2	78.6
	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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