



SC Annual School Report Card Summary

Saxe Gotha Elementary
 Lexington County School District One
 Grades: PK-5 Enrollment: 652
 Principal: Elizabeth A. 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
2012	Average	Good	TBD	TBD	A	Reward
2011	Average	Average	Silver	N/A	Not Met	N/A
2010	Average	Average	N/A	N/A	Not Met	N/A

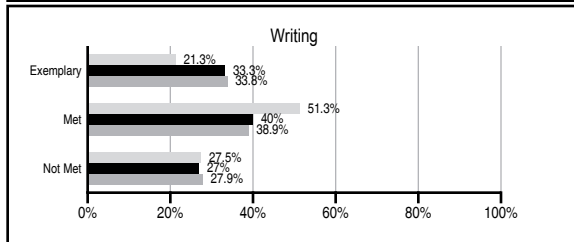
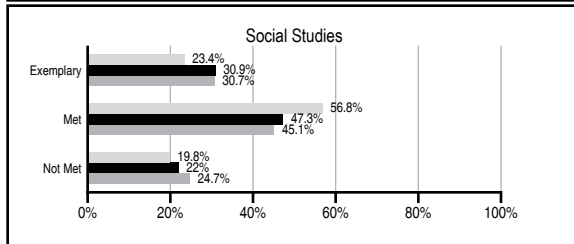
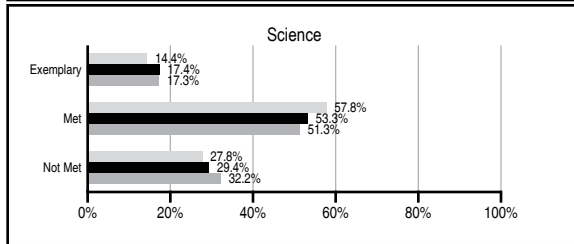
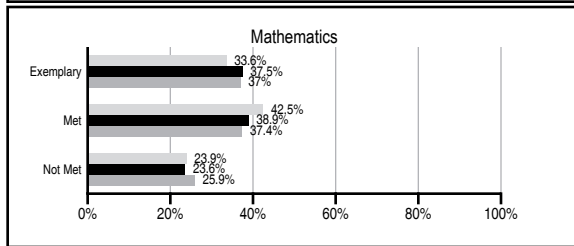
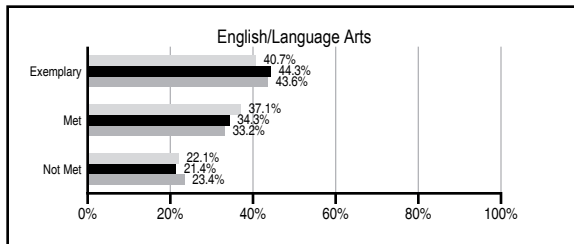
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
26	49	49	2	0

* Ratings are calculated with data available by 11/07/2012. 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
[Lexington County School District One]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=652)				
Retention rate	0.8%	Up from 0.7%	1.2%	1.0%
Attendance rate	95.7%	Up from 95.1%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	62.0%	Up from 59.7%	61.2%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	81.3%	Down from 84.8%	89.9%	88.7%
Teacher attendance rate	95.0%	Up from 94.8%	95.1%	95.1%
Average teacher salary*	\$45,785	Up 2.7%	\$47,418	\$47,210
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	15.0 days	Up from 12.1 days	10.8 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 20.2 to 1	20.0 to 1	20.0 to 1
Prime instructional time	88.8%	Up from 88.0%	90.2%	90.5%
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**	\$7,419	Up 1.5%	\$6,964	\$7,247
Percent of expenditures for instruction**	67.6%	Down from 69.3%	67.7%	68.2%
Percent of expenditures for teacher salaries**	64.7%	Down from 67.2%	65.9%	65.7%
ESEA composite index score	99.0	N/A	91.5	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	41	87	45
Percent satisfied with learning environment	85.4%	92.0%	90.7%
Percent satisfied with social and physical environment	95.1%	83.7%	88.9%
Percent satisfied with school-home relations	68.3%	85.9%	95.6%

*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 "Creating a thirst for discovery and achievement by developing creative, compassionate and responsible young leaders." We are proud to have received the S.C. Department of Education's Palmetto Silver Award in recognition of our improved academic performance in 2010-2011.

We are the first school in South Carolina to implement "The Leader in Me" model based on Stephen Covey's "The 7 Habits of Highly Effective People," in which all staff have been trained. We offered "The 7 Habits of Highly Effective Families" training to parents and community members. We hosted two Leadership Days, one in October 2011 and one in April 2012. Educators and businesspeople from across the state came to learn from us and from our children about our leadership model.

Our vision clearly states, "By nurturing the mind, body and spirit today, we will create the leaders and thinkers of tomorrow." We believe that all students can learn and be a leader. Beginning with our 3-year-old preschool students, all SGE students can speak the language of the habits as evidenced by using them in their day-to-day activities at school and at home. You find SGE students taking on roles and responsibilities that you typically see classroom teachers do, such as musicians, art leaders, photographers, cafeteria assistants, safety patrol, ambassadors, guidance assistants, behavior monitors, technology leaders, restroom monitors, etc.

In order to meet the needs of each student, we have worked hard to develop a strong Response to Intervention (RtI) program where trained staff members provide research-based interventions for students who show difficulties in reading and mathematics. Our model begins in kindergarten with highly trained classroom assistants and a certified interventionist, and continues through fifth grade. SGE is equipped with SMART Boards, hand-held GPS systems, computers, iPads and iPods and uses First in Math, V-Math Live, and Ticket to Read in classrooms and computer labs.

We are a Positive Behavioral Interventions and Supports (PBIS) school. This school-wide positive behavior program has an instructional focus where school expectations are clearly defined and modeled for our students. It teaches social behavior, makes the most of instructional time and student achievement, and ties directly with our "Leader in Me" model. We believe in positive interactions with students, staff, parents and community members and have worked hard this year to create a climate that supports that belief. Students are recognized on a regular basis for positive choices, improved grades, outstanding grades and display of quality character through the 7 Habits.

Though we are proud of the successes we have experienced this year, we look forward to accomplishments yet to come. Our challenges include achieving AYP as the bar continues to rise. We will address this by continuing implementation of core curriculum, providing interventions to struggling students, adding an extended day program for third- through fifth-grades; differentiating instruction, using technology, and providing our staff with the training and materials they need to succeed.

"Through learning and leading, I WILL change our world."

Principal Elizabeth A. Houck and SIC Chair Thomas Shumpert

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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