



## RUDOLPH GORDON ELEMENTARY

1507 Scuffletown Road  
Simpsonville, SC 29681

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	513 Students	
<b>Principal</b>	Jackie Parker	864-452-0200
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

### 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 GOAL

By 2010, SC'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.

### 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.

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

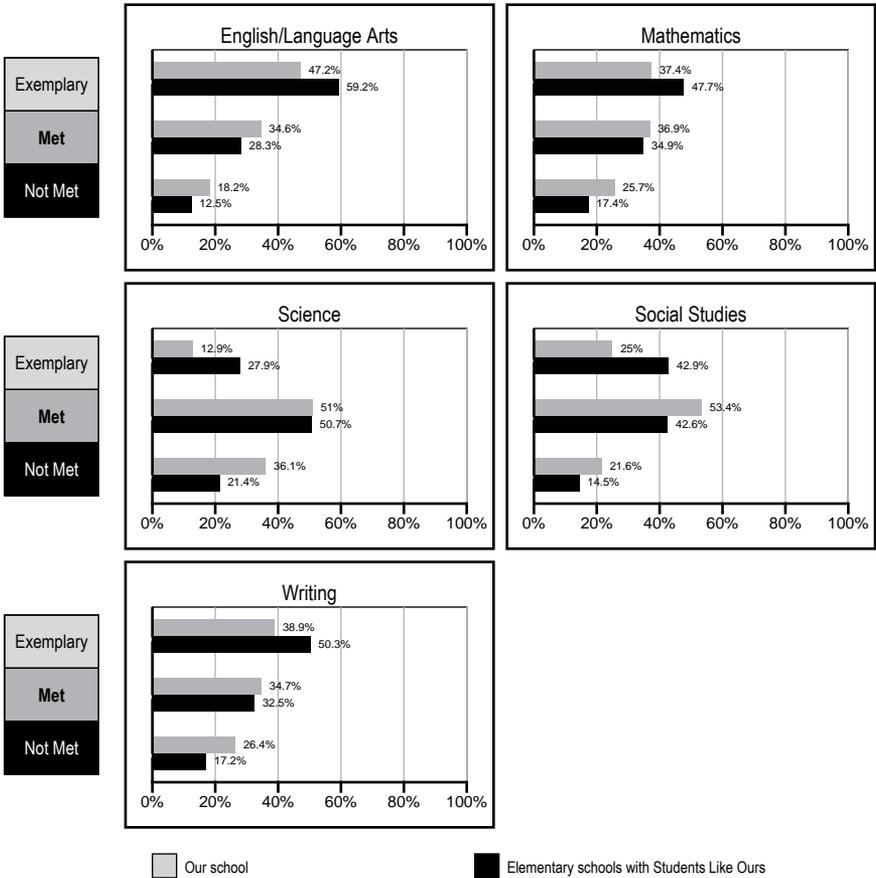
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 90.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
20	3	2	0	0

\* Ratings are calculated with data available by 03/09/2011.

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
<b>Students (n=513)</b>				
First graders who attended full-day kindergarten	96.1%	Down from 97.5%	100.0%	100.0%
Retention rate	0.6%	Down from 2.2%	0.6%	1.2%
Attendance rate	96.1%	Down from 96.2%	96.4%	96.1%
Eligible for gifted and talented	13.8%	Up from 8.6%	21.7%	11.7%
With disabilities other than speech	7.4%	Up from 6.0%	5.6%	8.0%
Older than usual for grade	0.2%	Down from 0.6%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	55.6%	No Change	61.8%	60.5%
Continuing contract teachers	81.5%	Up from 74.1%	89.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.0%	87.0%
Teacher attendance rate	96.9%	Up from 95.7%	95.6%	95.4%
Average teacher salary*	\$45,639	Up 2.2%	\$49,379	\$47,288
Professional development days/teacher	11.3 days	No Change	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	22.6 to 1	Up from 20.2 to 1	20.5 to 1	19.2 to 1
Prime instructional time	92.8%	Up from 91.6%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,581	N/A	\$6,917	\$7,548
Percent of expenditures for instruction**	61.6%	N/A	70.9%	68.7%
Percent of expenditures for teacher salaries**	58.9%	N/A	69.0%	65.1%

\* 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 Rudolph G. Gordon Elementary, in cooperation with home and community, is to prepare children to become lifelong learners and responsible, productive citizens by creating meaningful learning experiences in a safe, nurturing environment. Our goal is to raise the academic challenge and performance of each student by utilizing data to make instructional decisions, implementing research-based “best practices”, and integrating technology into classroom lessons.

Rudolph G. Gordon Elementary implements the Baldrige Model for Continuous Improvement sponsored by the Carolina First Center for Excellence. Teachers assist students in writing personal achievement and behavioral goals, tracking progress through data notebooks, and reporting goal attainment to parents through student led conferences. The Four Block Literacy Method for language arts instruction and Everyday Counts Math are taught in all classrooms, and the writing process is emphasized at all grade levels. A standards-based curriculum is presented using The Learning Focused Model for improving teaching and learning, and character education is integrated throughout units of study. Measures of Academic Progress (MAP) computerized assessments are used to evaluate student learning and plan individualized lessons in an effort to increase student achievement. Academic goals for PASS are established and aligned with district goals to improve the percentage of students scoring “exemplary” on the English/Language Arts and Math assessments. Our teachers and administrators engage yearly in numerous professional development opportunities designed to enhance the teaching and learning environment and support school goals outlined in our Strategic Plan.

Support from parents and community members has been vital in the successful operation of our school during our second year with over 30,000 volunteer hours recorded. The PTA raised over \$40,000 to purchase classroom materials, Promethean boards, student incentives, and teacher materials and equipment to support teaching and learning.

During our inaugural year of serving students, Rudolph G. Gordon Elementary attained Adequate Yearly Progress (AYP) by meeting the criteria for 13 categories. Our school received the Safe Kids Upstate Safe Schools Award for the second year in a row, and we were recognized as a Red Carpet School in May 2010.

Our commitment will be to continue to engage students in classroom activities that encourage problem solving, utilize cooperative learning strategies, and enhance teamwork.

Robin Marlar, SIC Chairperson  
 Jackie Parker, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	67	32
Percent satisfied with learning environment	100.0%	85.1%	93.8%
Percent satisfied with social and physical environment	100.0%	89.4%	93.8%
Percent satisfied with school-home relations	100.0%	85.1%	87.5%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 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

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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	238	98.7	18.2	34.6	47.2	89.7	84.7	83.5	Yes	Yes
<b>Gender</b>										
Male	123	97.6	22.8	30.7	46.5	86.8	81.3	80.1	N/A	N/A
Female	115	100	13	39	48	93	88.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	181	99.5	16.3	34.4	49.4	90.6	90	89.6	Yes	Yes
African American	29	93.1	31	37.9	31	82.8	73.4	74.6	I/S	I/S
Asian/Pacific Islander	13	100	7.7	46.2	46.2	92.3	94.3	92.7	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	78.4	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	24	87.5	62.5	33.3	4.2	58.3	53.3	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	21.4	35.7	42.9	92.9	78.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	83	96.4	32.9	41.1	26	78.1	76.1	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	238	100	25.7	36.9	37.4	83.6	82	80.4	Yes	Yes
<b>Gender</b>										
Male	123	100	25.4	33.3	41.2	82.5	80.5	78.4	N/A	N/A
Female	115	100	26	41	33	85	83.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	181	100	23.8	37.5	38.8	85.6	87.7	87.8	Yes	Yes
African American	29	100	48.3	24.1	27.6	69	68.4	69.3	I/S	I/S
Asian/Pacific Islander	13	100	7.7	38.5	53.8	92.3	94.9	93.5	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	24	100	N/A	N/A	N/A	45.8	46.1	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	14.3	50	35.7	85.7	79.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	83	100	46.6	34.2	19.2	69.9	72.9	72.8	Yes	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**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	163	99.4	36.1	51	12.9	63.9	70.6	67.3
<b>Gender</b>								
Male	86	98.8	30.4	51.9	17.7	69.6	70.1	66.9
Female	77	100	42.6	50	7.4	57.4	71.1	67.7
<b>Racial/Ethnic Group</b>								
White	123	99.2	30.9	57.3	11.8	69.1	80.2	79.6
African American	19	100	63.2	26.3	10.5	36.8	50.4	49.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
<b>Disability Status</b>								
Disabled	19	100	N/A	N/A	N/A	15.8	33.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	60.6	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	54	100	57.4	38.3	4.3	42.6	57.1	55.4

**Social Studies**

All Students	164	100	21.6	53.4	25	78.4	73.2	70.9
<b>Gender</b>								
Male	88	100	24.1	49.4	26.5	75.9	72.8	70.1
Female	76	100	18.5	58.5	23.1	81.5	73.7	71.7
<b>Racial/Ethnic Group</b>								
White	130	100	19	55.2	25.9	81	79.8	79.2
African American	18	100	38.9	38.9	22.2	61.1	57.9	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
<b>Disability Status</b>								
Disabled	19	100	57.9	31.6	10.5	42.1	40	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	69	68
<b>Socio-Economic Status</b>								
Subsidized meals	58	100	39.2	47.1	13.7	60.8	61.6	60.8

Abbreviations for Missing Data

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**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
<b>Writing</b>										
All Students	234	99.2	25.7	35	39.3	74.3	74	72.1	96.1	96.2
<b>Gender</b>										
Male	119	99.2	31.9	31	37.2	68.1	67.2	65.2	96.1	96.2
Female	115	99.1	18.8	39.6	41.6	81.2	81.1	79.2	96	96.3
<b>Racial/Ethnic Group</b>										
White	176	99.4	24.2	32.9	42.9	75.8	81.6	80.8	96.2	96.1
African American	29	96.6	39.3	39.3	21.4	60.7	58.6	59.7	95.3	96.2
Asian/Pacific Islander	14	100	7.7	53.8	38.5	92.3	88.8	87	96.9	97.5
Hispanic	11	100	I/S	I/S	I/S	I/S	63.1	64.6	95.9	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.7	73.4	96.7	94.8
<b>Disability Status</b>										
Disabled	25	100	83.3	12.5	4.2	16.7	29.5	27.7	95.4	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
<b>English Proficiency</b>										
Limited English Proficient	14	100	21.4	42.9	35.7	78.6	62.9	63.7	95.7	97
<b>Socio-Economic Status</b>										
Subsidized meals	80	98.8	41.1	37	21.9	58.9	61.1	61.9	95.1	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	71	100	24.6	27.7	47.7	75.4
	4	56	100	20.4	42.6	37	79.6
	5	57	100	10.2	57.1	32.7	89.8
	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
<b>2010</b>	3	79	96.2	11.1	23.6	65.3	88.9
	4	89	100	21	39.5	39.5	79
	5	70	100	23	41	36.1	77
	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
<b>Mathematics</b>							
<b>2009</b>	3	71	100	32.3	49.2	18.5	67.7
	4	56	100	29.6	27.8	42.6	70.4
	5	57	100	14.3	57.1	28.6	85.7
	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
<b>2010</b>	3	79	100	25	34.7	40.3	75
	4	89	100	25.9	39.5	34.6	74.1
	5	70	100	26.2	36.1	37.7	73.8
	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
<b>Science</b>							
<b>2009</b>	3	37	100	37.5	40.6	21.9	62.5
	4	56	100	35.2	38.9	25.9	64.8
	5	27	100	33.3	54.2	12.5	66.7
	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
<b>2010</b>	3	39	97.4	40	34.3	25.7	60
	4	89	100	37	54.3	8.6	63
	5	35	100	29	61.3	9.7	71
	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

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	34	100	30.3	48.5	21.2	69.7
	4	56	100	24.1	50	25.9	75.9
	5	30	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
<b>2010</b>	3	40	100	13.5	40.5	45.9	86.5
	4	89	100	25.9	55.6	18.5	74.1
	5	35	100	20	63.3	16.7	80
	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
<b>Writing</b>							
<b>2009</b>	3	74	98.7	29.9	35.8	34.3	70.1
	4	60	96.7	26.8	30.4	42.9	73.2
	5	58	100	21.6	21.6	56.9	78.4
	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
<b>2010</b>	3	76	100	17.8	28.8	53.4	82.2
	4	88	97.7	41.8	38	20.3	58.2
	5	70	100	14.5	38.7	46.8	85.5
	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

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