

## GORDON ELEMENTARY

926 Perry Avenue  
Dillon, S. C. 29536

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	789 Students	
<b>Principal</b>	Shawn Johnson	843-774-1227
<b>Superintendent</b>	D. Ray Rogers	843-774-1200
<b>Board Chair</b>	Fitzgerald Lytch	843-774-5454

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Below Average</b>
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk

## 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

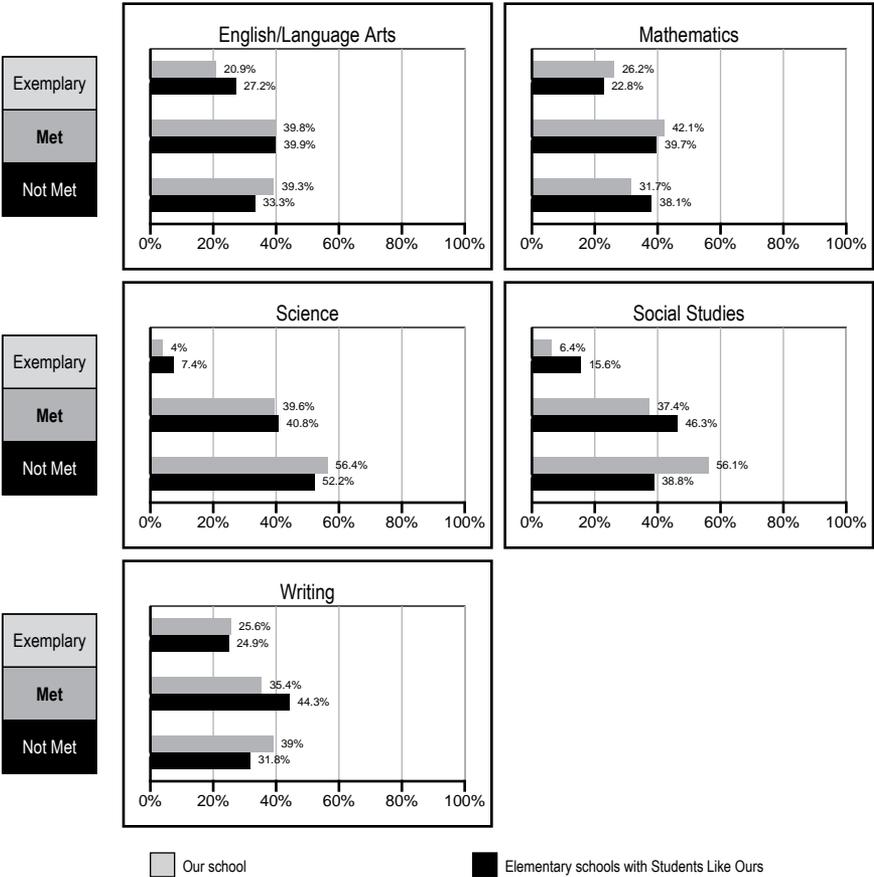
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	9	104	54	23

\* 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
<b>Students (n=789)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.5%	No Change	1.5%	1.1%
Attendance rate	96.3%	Down from 96.6%	96.1%	96.2%
Served by gifted and talented program	4.9%	Down from 7.1%	5.7%	13.4%
With disabilities other than speech	2.6%	Down from 8.0%	4.3%	4.1%
Older than usual for grade	4.6%	Up from 3.6%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	47.6%	Up from 46.7%	61.8%	62.5%
Continuing contract teachers	76.2%	Up from 64.4%	82.9%	88.2%
Teachers returning from previous year	90.5%	Down from 91.6%	85.0%	87.8%
Teacher attendance rate	94.3%	Up from 92.5%	95.1%	95.2%
Average teacher salary*	\$41,952	Down 5.8%	\$45,147	\$46,773
Professional development days/teacher	18.7 days	Up from 8.3 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 12.0	3.3	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 16.7 to 1	17.6 to 1	19.9 to 1
Prime instructional time	90.0%	Up from 88.2%	90.0%	90.4%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 98.4%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,020	Down 10.0%	\$8,323	\$7,447
Percent of expenditures for instruction**	71.4%	Up from 68.5%	67.8%	68.4%
Percent of expenditures for teacher salaries**	67.5%	Up from 64.4%	64.2%	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

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Gordon Elementary, we strongly believe all students should experience success and failure is not an option. Our goal this year has been to make great things happen for students and we have achieved this many times over during the 2010-2011 school year. Gordon Elementary strives to ensure that all students become responsible citizens by providing a safe and secure learning environment where students, staff, family and community work together.

We realize how fundamentally important reading is to student achievement in all academic areas and our test data shows that reading is an area of need for students at Gordon Elementary. Therefore, during the 2010-2011 school-year, we began a school-wide implementation of Balanced Literacy. This is a comprehensive literacy program that includes components of reading and writing, and opportunities to respond critically and thoughtfully to texts and learning. Instructing, demonstrating, discussing, coaching, and discovering are all part of this model (Routman, 2000). Research shows that one of the most effective ways to improve students' reading ability is to increase the amount of time children spend reading. To accomplish this and implement the Balanced Literacy approach with fidelity, teachers were provided at least 90 minutes of uninterrupted instruction every day. Teachers were also provided with professional development from consultants monthly, met weekly in grade level teams to review data from common assessments and benchmarks and used the S.C. S<sup>3</sup> Curriculum to guided instruction. Each student at Gordon Elementary was individually assessed to determine their reading level. Classroom libraries were outfitted with at least 200 new books to match students' reading levels. Independent Reading for 30 minutes daily was implemented along with individual conferencing.

Scholastic Read 180 was implemented in several 4th grade classes as an intervention piece for our most fragile readers. READ 180 is a research-based, intensive reading intervention program designed to meet the needs of students in grades four and above. READ 180 uses computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of all students.

Competition among students for increasing their MAP scores was heightened by the numerous awards of new bicycles throughout the school year. Students demonstrating the most growth in MAP were rewarded with their choice of a new bicycle. More than 20 bicycles were given away during the 2010-2011 school year.

Gordon's Family Night SLAM met four times this year with a record number of parents attending the sessions. Parents participated in various activities based on the South Carolina Standards and learned more about the expectations for their children.

With a strong commitment to enhancing each individual student's education through research-based programs and innovative teaching techniques, it is evident that at Gordon Elementary success is the only option!

Shawn Johnson, Principal  
Sallie Huggins-Mcycntre, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	215	105
Percent satisfied with learning environment	82.9%	82.7%	73.3%
Percent satisfied with social and physical environment	86.5%	79.4%	68.6%
Percent satisfied with school-home relations	72.2%	87.7%	72.0%

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

## Abbreviations for Missing Data

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 19 out of 25 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%**	Yes

\* Or greater than last year

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

All Students	786	99.6	39.8	39.5	20.8	72	71.8	82.4	No	Yes
<b>Gender</b>										
Male	391	100	45	36.5	18.5	66	67.1	78.7	N/A	N/A
Female	395	99.2	34.4	42.5	23	78	76.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	184	100	24.9	39.3	35.8	83.8	85	88.9	Yes	Yes
African American	540	99.4	45.3	39.8	14.8	67.2	67	72.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	33	100	43.8	34.4	21.9	78.1	80.6	79.3	I/S	I/S
American Indian/Alaskan	25	100	26.1	34.8	39.1	78.3	71.7	83	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	N/AV	N/AV	N/AV	25	34.9	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	50	100	57.4	29.8	12.8	61.7	63.6	78.3	No	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	720	99.6	42.4	39.1	18.5	70	70.1	75.4	No	Yes

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

All Students	786	99.8	32.2	41.9	26	77.3	76.1	81.9	Yes	Yes
<b>Gender</b>										
Male	391	100	34.9	39.9	25.2	74.5	73.5	79.9	N/A	N/A
Female	395	99.5	29.5	43.8	26.8	80	78.7	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	184	100	19.7	43.4	37	87.3	85.6	88.9	Yes	Yes
African American	540	99.6	38.4	40	21.6	72.3	72.3	71.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	33	100	15.6	50	34.4	87.5	85.1	81.1	I/S	I/S
American Indian/Alaskan	25	100	13	60.9	26.1	95.7	80	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	46	100	N/AV	N/AV	N/AV	40.9	41.4	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	50	100	42.6	36.2	21.3	59.6	62.6	81.4	No	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	720	99.7	34.1	42.7	23.2	75.9	74.7	74.9	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
<b>Science</b>								
All Students	534	99.8	56.8	39.2	4	43.2	44.5	68.6
<b>Gender</b>								
Male	270	100	55.8	39.5	4.7	44.2	46	68.3
Female	264	99.6	57.9	38.9	3.2	42.1	42.8	68.9
<b>Racial/Ethnic Group</b>								
White	136	100	37.3	54	8.7	62.7	65.8	80.7
African American	359	99.7	64	34.3	1.7	36	37	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	19	100	66.7	27.8	5.6	33.3	43.6	61.6
American Indian/Alaskan	18	100	47.1	41.2	11.8	52.9	47.8	70.8
<b>Disability Status</b>								
Disabled	29	100	N/AV	N/AV	N/AV	3.7	9.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	33	100	77.4	19.4	3.2	22.6	26.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	486	99.8	59.9	37.3	2.8	40.1	41.8	57.3
<b>Social Studies</b>								
All Students	534	99.6	56.7	37	6.4	43.3	45.9	72.5
<b>Gender</b>								
Male	258	100	57.9	34.7	7.4	42.1	45.6	72
Female	276	99.3	55.6	39.1	5.4	44.4	46.2	73.1
<b>Racial/Ethnic Group</b>								
White	124	100	44	44	12.1	56	60.3	81
African American	367	99.5	63.1	32.3	4.6	36.9	39.6	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	22	100	40.9	54.5	4.5	59.1	66.7	69.6
American Indian/Alaskan	18	100	37.5	56.3	6.3	62.5	50	73.5
<b>Disability Status</b>								
Disabled	35	100	N/AV	N/AV	N/AV	11.8	19.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	34	100	66.7	30.3	3	33.3	45.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	494	99.6	59.7	36.3	4.1	40.3	43.3	62.9

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	258	98.5	38.5	35.7	25.8	61.5	55.4	73.2	96.3	96
<b>Gender</b>										
Male	134	98.5	46.9	33.1	20	53.1	49.2	67.2	96.2	96
Female	124	98.4	28.9	38.6	32.5	71.1	61.9	79.4	96.4	96.1
<b>Racial/Ethnic Group</b>										
White	47	100	14.9	46.8	38.3	85.1	76.1	81.5	95.4	95.2
African American	190	97.9	47.8	32	20.2	52.2	48.5	61.3	96.6	96.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	87	95.5	94.6
Hispanic	13	100	16.7	50	33.3	83.3	76.5	66.7	97.5	96.6
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	71.4	72.2	94.5	94
<b>Disability Status</b>										
Disabled	15	86.7	N/AV	N/AV	N/AV	7.7	7.4	26	96.2	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.9
<b>English Proficiency</b>										
Limited English Proficient	21	95.2	41.2	29.4	29.4	58.8	46.7	65.7	97.8	97.3
<b>Socio-Economic Status</b>										
Subsidized meals	237	98.3	41.5	33.9	24.6	58.5	52.4	63.2	96.2	96

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>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	274	98.9	44.1	35.6	20.3	55.9
	5	252	100	38.5	40.2	21.3	61.5
	6	288	100	47.3	34.5	18.1	52.7
	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>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	280	99.3	34.9	46.7	18.4	65.1
	5	259	100	40.1	38.9	21.1	59.9
	6	247	99.6	44.9	32.1	23.1	55.1
	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>Mathematics</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	274	99.6	40.6	36.4	23	59.4
	5	252	100	40.6	40.2	19.3	59.4
	6	288	100	46.3	34.9	18.9	53.7
	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>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	280	99.6	30.5	44.3	25.2	69.5
	5	259	100	38.9	34.8	26.3	61.1
	6	247	99.6	26.9	46.6	26.5	73.1
	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>Science</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	272	100	54.4	39.1	6.5	45.6
	5	126	99.2	54.2	39.2	6.7	45.8
	6	146	100	63.2	33.3	3.5	36.8
	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>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	280	99.6	54.6	40.8	4.6	45.4
	5	131	100	62.2	32.3	5.5	37.8
	6	123	100	56	43.1	0.9	44
	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

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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>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	273	100	44.8	48.3	6.9	55.2
	5	126	99.2	64.8	26.2	9	35.2
	6	143	98.6	40.4	51.5	8.1	59.6
	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>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	280	99.6	59.2	37.8	3.1	40.8
	5	128	100	62	28.1	9.9	38
	6	126	99.2	45.8	44.2	10	54.2
	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>Writing</b>							
<b>2010</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	277	98.6	45.3	40.4	14.3	54.7
	5	255	99.6	36.5	38.5	25	63.5
	6	291	99	41.4	39.6	18.9	58.6
	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>2011</b>	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	258	98.5	38.5	35.7	25.8	61.5
	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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