



SC Annual School Report Card Summary

Gordon Elementary School
 Dillon School District Four
 Grades: 4-6 Enrollment: 790
 Principal: Famon Whitfield
 Superintendent: D. Ray Rogers
 Board Chair: Fitzgerald Lytch

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	Average	TBD	TBD	B	Reward
2011	Below Average	Below Average	N/A	N/A	N/A	N/A
2010	Below Average	Below Average	N/A	N/A	N/A	N/A

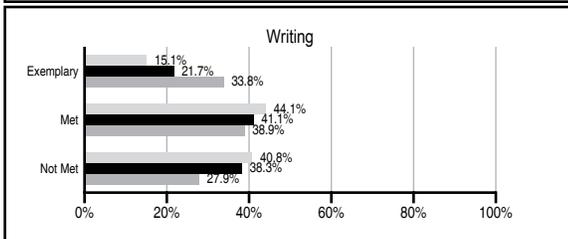
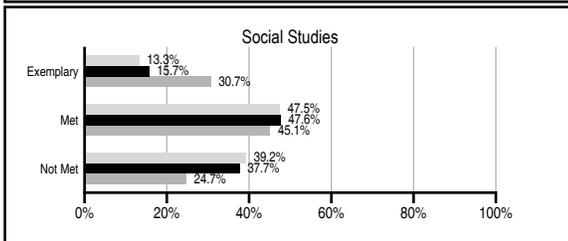
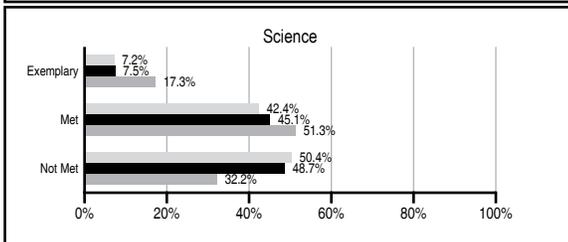
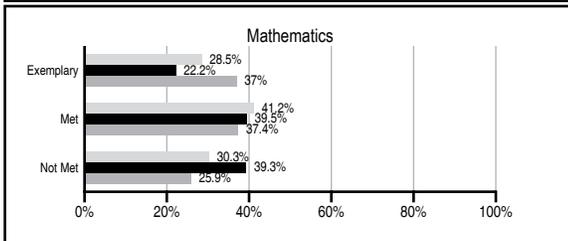
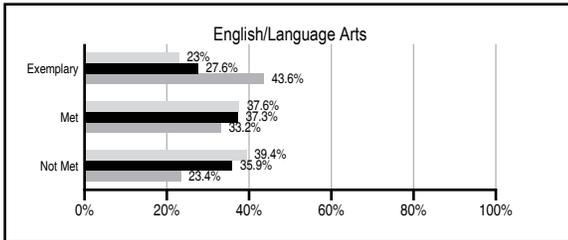
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	12	94	49	20

* 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

Gordon Elementary School [Dillon School District Four]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=790)				
Retention rate	0.9%	N/A	1.3%	1.0%
Attendance rate	96.4%	N/A	96.3%	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%	N/R	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	47.6%	N/A	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	82.4%	N/A	85.4%	88.7%
Teacher attendance rate	93.4%	N/R	95.3%	95.1%
Average teacher salary*	\$41,389	I/S	\$45,151	\$47,210
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	0.0%
Professional development days/teacher	0.7 days	N/R	9.7 days	10.5 days
School				
Principal's years at school	2.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	N/R	18.1 to 1	20.0 to 1
Prime instructional time	89.4%	N/R	90.6%	90.5%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	96.9%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	\$4,810	N/A	\$8,308	\$7,247
Percent of expenditures for instruction**	68.2%	N/A	66.4%	68.2%
Percent of expenditures for teacher salaries**	61.8%	N/A	63.3%	65.7%
ESEA composite index score	89.7	N/A	84.7	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	32	220	79
Percent satisfied with learning environment	87.5%	70.8%	74.7%
Percent satisfied with social and physical environment	87.5%	70.2%	67.6%
Percent satisfied with school-home relations	83.3%	75.3%	73.3%

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

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 2011-2012 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 2011-2012 school-year, we continued 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 120 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. S³ Curriculum to guide 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.

Another initiative started at Gordon Elementary was Balanced Math. Similar to the structure of Balanced Literacy, the instructional model of Balanced Math includes instructing, demonstrating, discussing, coaching and discovery. Teachers were provided 90 minutes of uninterrupted instruction every day and were given professional development from consultants to assist with Balanced Math implementation.

Scholastic Read 180 was continued 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. READ 180 uses computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of all students.

Gordon's Family Night SLAM met three 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 at Gordon Elementary success is the only option!

Shawn Johnson, Principal
Famon Whitfield III, Principal 2012-2013
Dorothy Carmichael, SIC Chairperson

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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