RUDOLPH GORDON ELEMENTARY

1507 Scuffletown Road
Simpsonville, SC 29681

Grades	K-5 Elementary School	
Enrollment	598 Students	
Principal	Jackie Parker	864-452-0200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Good**	**Good**
2010	Average	Average
2009	Average	Average
2008	N/A	N/A
2007	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 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
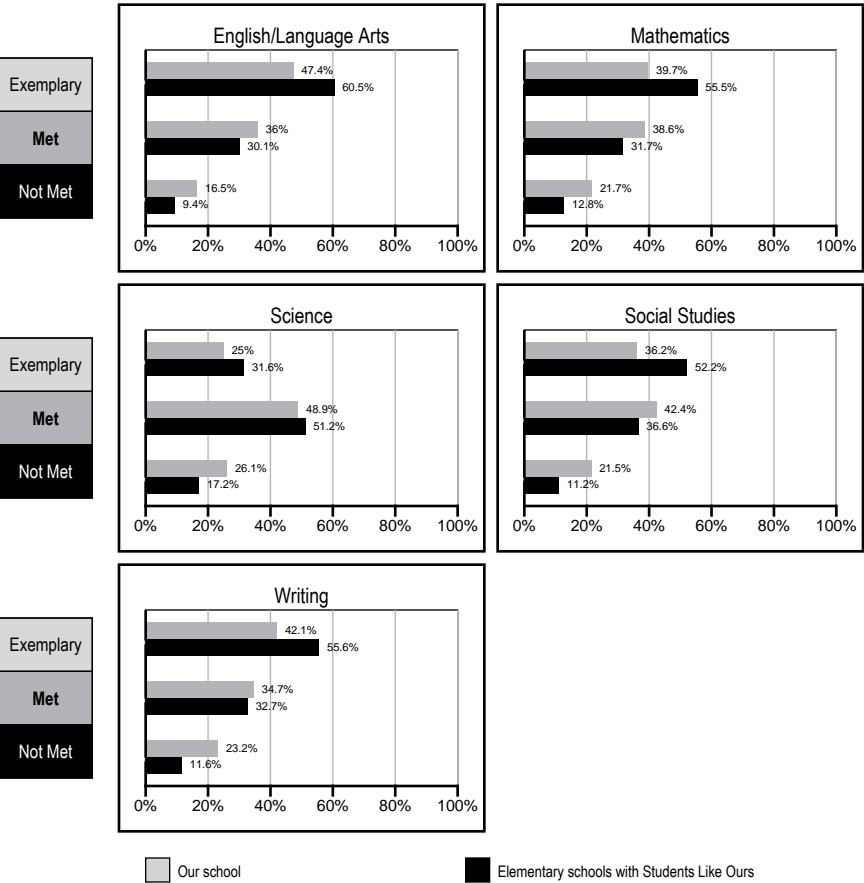
Percent of students tested in 2010-11 whose 2009-10 test scores were located | **92.6%**

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	1	0	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	47.4%	60.5%
Met	36%	30.1%
Not Met	16.5%	9.4%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	39.7%	55.5%
Met	38.6%	31.7%
Not Met	21.7%	12.8%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	25%	31.6%
Met	48.9%	51.2%
Not Met	26.1%	17.2%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	36.2%	52.2%
Met	42.4%	36.6%
Not Met	21.5%	11.2%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	42.1%	55.6%
Met	34.7%	32.7%
Not Met	23.2%	11.6%

Our school

Elementary schools with Students Like Ours

* 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=598)				
First graders who attended full-day kindergarten	96.4%	Up from 96.1%	98.4%	100.0%
Retention rate	0.3%	Down from 0.6%	0.5%	1.1%
Attendance rate	96.6%	Up from 96.1%	96.7%	96.2%
Served by gifted and talented program	11.2%	Down from 13.8%	31.0%	13.4%
With disabilities other than speech	5.0%	Down from 7.4%	3.0%	4.1%
Older than usual for grade	0.2%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	62.5%	Up from 55.6%	63.0%	62.5%
Continuing contract teachers	100.0%	Up from 81.5%	92.1%	88.2%
Teachers returning from previous year	N/A	N/A	91.0%	87.8%
Teacher attendance rate	92.6%	Down from 96.9%	95.2%	95.2%
Average teacher salary*	$45,847	Up 0.5%	$48,638	$46,773
Professional development days/teacher	11.7 days	Up from 11.3 days	9.8 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	23.6 to 1	Up from 22.6 to 1	21.4 to 1	19.9 to 1
Prime instructional time	90.2%	Down from 92.8%	91.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$5,895	Down 10.4%	$6,424	$7,447
Percent of expenditures for instruction**	61.2%	Down from 61.6%	69.9%	68.4%
Percent of expenditures for teacher salaries**	60.3%	Up from 58.9%	68.7%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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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 third year with over 18,000 volunteer hours recorded. The PTA raised over $45,000 to purchase classroom materials, Promethean boards, student incentives, and a playground for our kindergarten students.

Rudolph G. Gordon Elementary attained Adequate Yearly Progress (AYP) for the second year by meeting the criteria for 13 categories. Our school received the Safe Kids Upstate Safe Schools Award for the third 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	34	90	49
Percent satisfied with learning environment	100.0%	93.2%	89.8%
Percent satisfied with social and physical environment	94.1%	95.5%	97.9%
Percent satisfied with school-home relations	94.1%	93.3%	87.8%

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

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School Adequate Yearly Progress   NO

This school met 11 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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%**	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	287	99.3	15.9	36.3	47.8	89.6	84.1	82.4	Yes	Yes
Gender										
Male	152	99.3	22.8	32.4	44.8	85.5	80.8	78.7	N/A	N/A
Female	135	99.3	8	40.8	51.2	94.4	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	234	99.2	14.2	34.2	51.6	90.9	89.7	88.9	Yes	Yes
African American	32	100	28.1	46.9	25	78.1	72.2	72.9	I/S	I/S
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	79.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	37	100	51.4	45.7	2.9	60	48.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	36.4	27.3	36.4	90.9	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	87	100	32.5	39.8	27.7	78.3	75.7	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	287	99.3	21.1	38.9	40	83.3	84.4	81.9	Yes	Yes
Gender										
Male	152	99.3	21.4	38.6	40	82.1	82.9	79.9	N/A	N/A
Female	135	99.3	20.8	39.2	40	84.8	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	234	99.2	20.1	38.8	41.1	84.5	89.4	88.9	Yes	Yes
African American	32	100	34.4	40.6	25	68.8	72	71.4	I/S	I/S
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	82.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	37	100	77.1	20	2.9	34.3	47.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	18.2	27.3	54.5	90.9	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	87	100	41	38.6	20.5	65.1	76.5	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	185	100	25.7	49.1	25.1	74.3	71.6	68.6
Gender								
Male	92	100	23.9	46.6	29.5	76.1	71.4	68.3
Female	93	100	27.6	51.7	20.7	72.4	71.9	68.9
Racial/Ethnic Group								
White	152	100	23.9	48.6	27.5	76.1	81	80.7
African American	21	100	38.1	42.9	19	61.9	52.3	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.4	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	36.4	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	61.8	60.7
Socio-Economic Status								
Subsidized meals	58	100	42.6	48.1	9.3	57.4	58.4	57.3
Social Studies								
All Students	187	98.4	20.5	43.2	36.4	79.5	76.1	72.5
Gender								
Male	105	98.1	20	42	38	80	75.9	72
Female	82	98.8	21.1	44.7	34.2	78.9	76.2	73.1
Racial/Ethnic Group								
White	150	98	20	43.6	36.4	80	82.8	81
African American	20	100	35	40	25	65	61.5	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69.6	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	20	95	N/AV	N/AV	N/AV	31.6	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	58	98.3	40	41.8	18.2	60	65.2	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
Writing										
All Students	98	99	22.3	35.1	42.6	77.7	76	73.2	96.6	96.4
Gender										
Male	53	100	30.2	37.7	32.1	69.8	70.2	67.2	96.6	96.3
Female	45	97.8	12.2	31.7	56.1	87.8	82.1	79.4	96.6	96.4
Racial/Ethnic Group										
White	75	100	23.3	32.9	43.8	76.7	83.1	81.5	96.6	96.2
African American	13	100	15.4	53.8	30.8	84.6	62.2	61.3	96.5	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.3	87	97	97.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	64.3	66.7	96.4	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.1	72.2	92.2	95.8
Disability Status										
Disabled	15	100	N/AV	N/AV	N/AV	26.7	26.5	26	96	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	65.3	65.7	96.5	97.2
Socio-Economic Status										
Subsidized meals	29	100	42.9	25	32.1	57.1	63.7	63.2	95.6	95.9

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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							
2010	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
2011	3	102	99	16.7	21.9	61.5	83.3
	4	85	100	13.8	41.3	45	86.3
	5	100	99	17	46.8	36.2	83
	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							
2010	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
2011	3	102	99	22.9	31.3	45.8	77.1
	4	85	100	21.3	43.8	35	78.8
	5	100	99	19.1	42.6	38.3	80.9
	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							
2010	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
2011	3	51	100	35.4	35.4	29.2	64.6
	4	85	100	21	58	21	79
	5	49	100	23.9	47.8	28.3	76.1
	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							
2010	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
2011	3	51	96.1	21.3	25.5	53.2	78.7
	4	85	100	21	56.8	22.2	79
	5	51	98	18.8	37.5	43.8	81.3
	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
Writing							
2010	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
2011	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	98	99	22.3	35.1	42.6	77.7
	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

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