



Gordon Elementary School

926 Perry Avenue
Dillon, SC 29536

Grades	4-6 Elementary School	
Enrollment	790 Students	
Principal	Famon Whitfield	843-774-1227
Superintendent	D. Ray Rogers	843-774-1200
Board Chair	Fitzgerald Lytch	843-774-5454

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Below Average	Below Average
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	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://www.eoc.sc.gov>

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

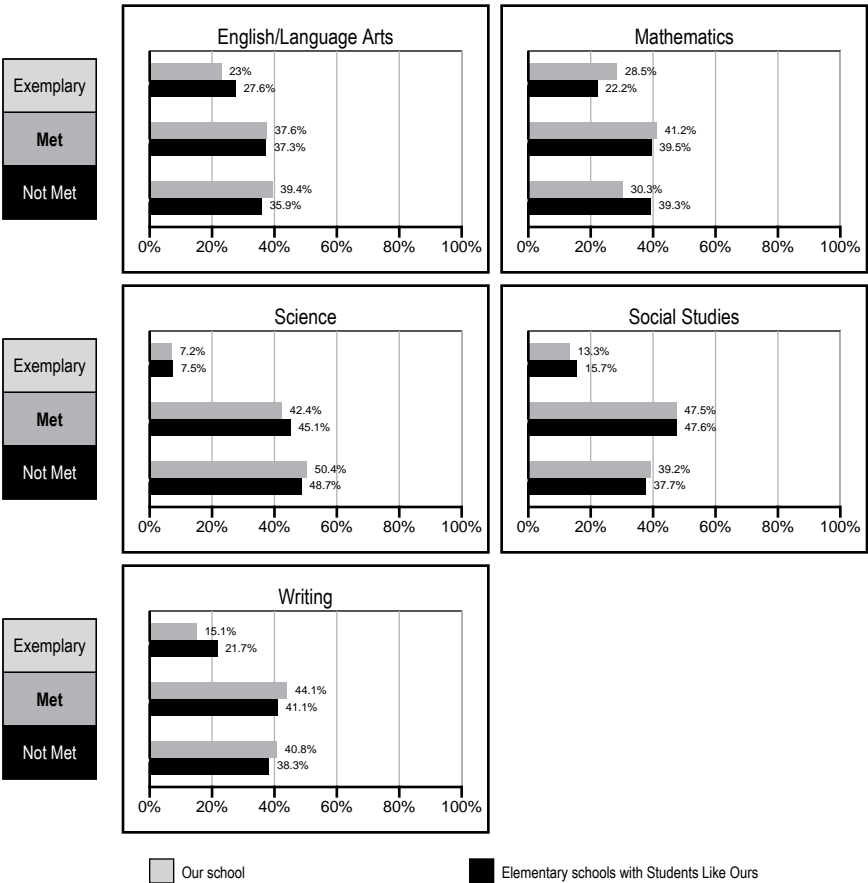
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.4%

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.

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
Students (n=790)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
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
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%

* 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

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

Evaluations by Teachers, Students and Parents

	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 and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	89.7
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Gordon Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	641.2	651.7	606.6	615.0	99.9	99.9
Male	638.4	651.8	606.6	616.4	100.0	100.0
Female	643.9	651.7	606.6	613.7	99.7	99.7
White	653.6	655.4	621.4	620.0	99.4	99.4
African American	636.7	648.9	602.1	612.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	639.2	660.3	608.3	627.3	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	598.7	603.1	558.8	583.1	100.0	100.0
Limited English Proficient	644.5	663.3	612.0	629.8	100.0	100.0
Subsidized meals	639.2	650.1	604.4	614.1	99.9	99.9
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	624.0	631.2	593.9	612.8	99.9	99.9
Male	612.7	620.6	591.7	605.2	100.0	100.0
Female	636.0	642.5	596.2	620.7	99.7	99.7
White	649.0	650.9	623.8	624.0	99.4	99.4
African American	615.2	621.8	584.3	607.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	639.2	660.3	608.3	627.3	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	566.2	591.8	557.2	568.3	100.0	100.0
Limited English Proficient	642.4	667.9	604.8	630.6	100.0	100.0
Subsidized meals	619.7	627.8	590.8	611.8	99.9	99.9
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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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								
2011	3	N/A	N/A	N/A	N/A	N/A	N/A	
	4	N/A	N/A	N/A	N/A	N/A	N/A	
	5	N/A	N/A	N/A	N/A	N/A	N/A	
	6	N/A	N/A	N/A	N/A	N/A	N/A	
	7	N/A	N/A	N/A	N/A	N/A	N/A	
2012	8	N/A	N/A	N/A	N/A	N/A	N/A	
	3	N/A	N/AV	N/A	N/A	N/A	N/A	
	4	265	100	35	38.1	26.8	65	
	5	246	100	31.7	49.4	18.9	68.3	
	6	251	99.6	52.1	25.6	22.3	47.9	
	7	N/A	N/AV	N/A	N/A	N/A	N/A	
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A	
	Mathematics							
	2011	3	N/A	N/A	N/A	N/A	N/A	N/A
		4	N/A	N/A	N/A	N/A	N/A	N/A
		5	N/A	N/A	N/A	N/A	N/A	N/A
		6	N/A	N/A	N/A	N/A	N/A	N/A
7		N/A	N/A	N/A	N/A	N/A	N/A	
2012	8	N/A	N/A	N/A	N/A	N/A	N/A	
	3	N/A	N/AV	N/A	N/A	N/A	N/A	
	4	265	100	28	37.4	34.6	72	
	5	246	100	23.5	47.3	29.2	76.5	
	6	251	99.6	40.1	39.3	20.7	59.9	
	7	N/A	N/AV	N/A	N/A	N/A	N/A	
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A	
	Science							
	2011	3	N/A	N/A	N/A	N/A	N/A	N/A
		4	N/A	N/A	N/A	N/A	N/A	N/A
		5	N/A	N/A	N/A	N/A	N/A	N/A
		6	N/A	N/A	N/A	N/A	N/A	N/A
7		N/A	N/A	N/A	N/A	N/A	N/A	
2012	8	N/A	N/A	N/A	N/A	N/A	N/A	
	3	N/A	N/AV	N/A	N/A	N/A	N/A	
	4	265	100	47.9	45.9	6.2	52.1	
	5	124	100	43.1	48	8.9	56.9	
	6	125	100	63.4	29.3	7.3	36.6	
	7	N/A	N/AV	N/A	N/A	N/A	N/A	
2012	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							
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	265	100	34.6	49.4	16	65.4
	5	122	100	44.2	45	10.8	55.8
	6	127	100	45.5	44.6	9.9	54.5
	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							
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2012	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	251	98.8	40.6	44.3	15.2	59.4
	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

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