

Rudolph G. Gordon Elementary

1507 Scuffletown Road
Simpsonville, SC 29681

Grades	K-5 Elementary School	
Enrollment	643 Students	
Principal	Jackie Parker	864-452-0201
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Good
2011	Good	Good
2010	Average	Average
2009	Average	Average
2008	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.

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

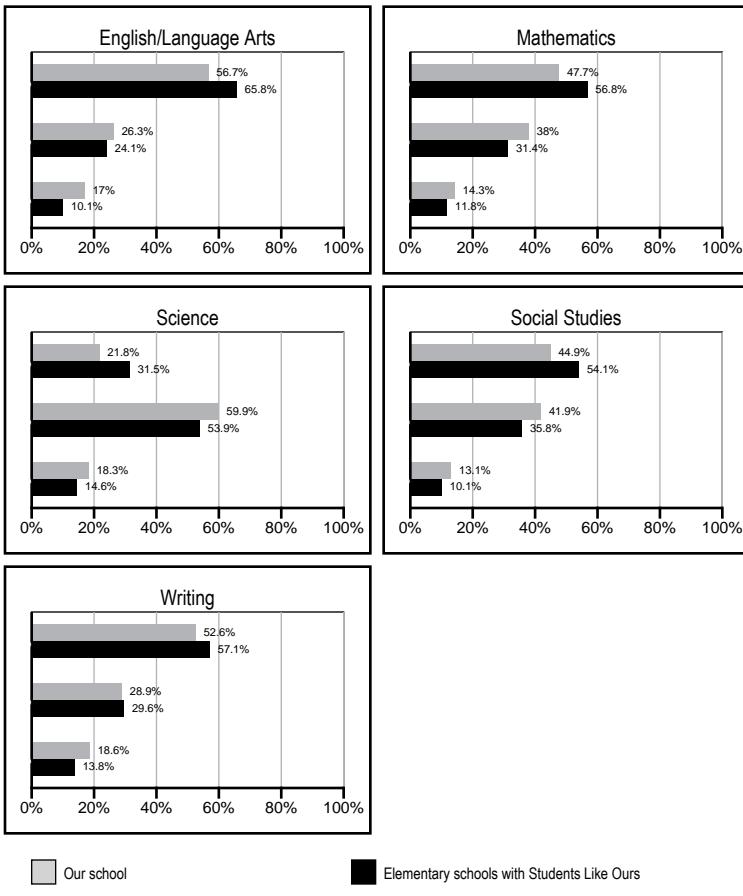
89.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	0	0	0	0

* 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=643)				
First graders who attended full-day kindergarten	93.5%	Down from 96.4%	100.0%	100.0%
Retention rate	1.2%	Up from 0.3%	0.7%	1.0%
Attendance rate	97.0%	Up from 96.6%	97.1%	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%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	54.1%	Down from 62.5%	66.7%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	95.3%	N/A	90.8%	88.7%
Teacher attendance rate	96.5%	Up from 92.6%	94.9%	95.1%
Average teacher salary*	\$45,876	Up 0.1%	\$48,565	\$47,210
Professional development days/teacher	12.2 days	Up from 11.7 days	11.4 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Down from 23.6 to 1	21.3 to 1	20.0 to 1
Prime instructional time	92.7%	Up from 90.2%	91.4%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,449	Down 7.6%	\$6,369	\$7,247
Percent of expenditures for instruction**	62.8%	Up from 61.2%	69.4%	68.2%
Percent of expenditures for teacher salaries**	62.6%	Up from 60.3%	68.8%	65.7%

* 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. 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 Model 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, Math, Social Studies, and Science 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 fourth 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 was a recipient of the Palmetto Silver Award for academic achievement and improvement. Our school received the Safe Kids Upstate Safe Schools Award for the fourth year in a row. Our commitment will be to continue to engage students in classroom activities that encourage problem solving, utilize cooperative learning strategies, and enhance teamwork.

Randy Elliott, SIC Chairperson
 Jackie Parker, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	97	53
Percent satisfied with learning environment	100.0%	96.8%	88.5%
Percent satisfied with social and physical environment	100.0%	92.8%	92.5%
Percent satisfied with school-home relations	100.0%	96.9%	90.6%

* 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	99.9
Overall Grade Conversion	A

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

Rudolph G. Gordon Elementary 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	2.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.1%
	Our School	State Objective
Classes not taught by highly qualified teachers	5.1%	0.0%
Student attendance rate	97.0%	94.0%*

* 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	671.6	667.2	639.8	655.4	99.7	100.0
Male	666.3	670.0	642.7	659.2	99.4	100.0
Female	677.7	663.9	636.8	651.0	100.0	100.0
White	671.3	667.3	640.2	653.1	99.6	100.0
African American	664.8	653.1	630.5	660.5	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	96.7	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	648.8	645.1	624.6	635.4	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	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	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	
	3	114	99.1	15	15	70.1	85	
	4	100	100	23.2	27.4	49.5	76.8	
2012	5	102	100	12.4	38.1	49.5	87.6	
	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	
	Mathematics							
	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	
2011	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	
	3	114	100	13.9	34.3	51.9	86.1	
	4	100	100	12.6	46.3	41.1	87.4	
	5	102	100	16.5	34	49.5	83.5	
	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	
Science								
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	
	3	57	100	22.2	50	27.8	77.8	
	4	100	100	16.7	71.9	11.5	83.3	
2012	5	51	100	16.7	45.8	37.5	83.3	
	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	

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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	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
	3	57	100	9.3	35.2	55.6	90.7
	4	100	100	13.5	46.9	39.6	86.5
2012	5	51	100	16.3	38.8	44.9	83.7
	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
Writing							
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
	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
2012	5	101	100	18.6	28.9	52.6	81.4
	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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