



Gordon Elementary School

926 Perry Ave
Dillon, SC 29536

| | | |
|-----------------------|-------------------------|--------------|
| Grades | 4-5 Elementary School | |
| Enrollment | 536 Students | |
| Principal | Famon V. Whitfield, III | 843-774-1226 |
| Superintendent | D. Ray Rogers | 843-774-1200 |
| Board Chair | Fitzgerald Lytch | 843-774-5454 |

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------------|
| 2013 | Average | Below Average |
| 2012 | Average | Average |
| 2011 | Below Average | Below Average |
| 2010 | Below Average | Below Average |
| 2009 | Below Average | Below Average |

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

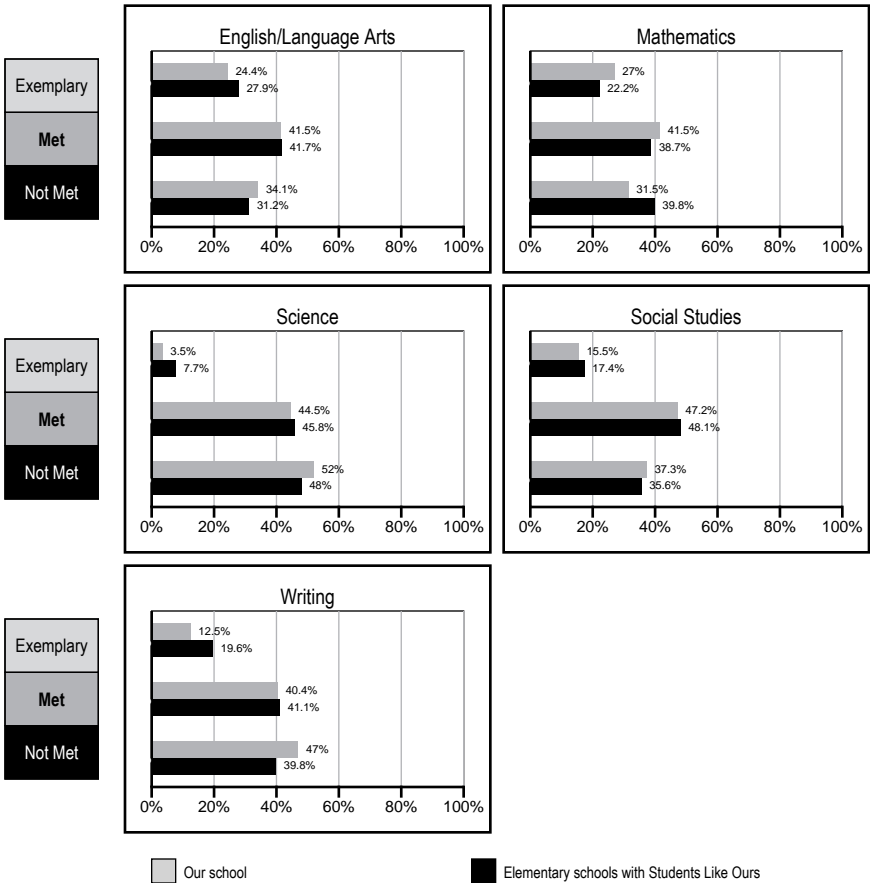
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 1 | 12 | 93 | 45 | 15 |

* Ratings are calculated with data available by 12/14/2013.

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=536) | | | | |
| First graders who attended full-day kindergarten | N/R | N/R | 100.0% | 100.0% |
| Retention rate | 3.2% | Up from 0.9% | 1.1% | 0.9% |
| Attendance rate | 96.5% | Up from 96.4% | 95.9% | 96.3% |
| Served by gifted and talented program | 5.5% | N/A | 2.7% | 7.2% |
| With disabilities | 6.5% | N/A | 13.4% | 12.4% |
| Older than usual for grade | 11.3% | N/A | 2.9% | 1.9% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=29) | | | | |
| Teachers with advanced degrees | 37.9% | Down from 47.6% | 60.0% | 62.5% |
| Continuing contract teachers | 62.1% | Down from 78.6% | 76.2% | 83.3% |
| Teachers returning from previous year | 70.6% | Down from 82.4% | 84.7% | 88.3% |
| Teacher attendance rate | 93.4% | No Change | 94.9% | 95.0% |
| Average teacher salary* | \$39,679 | Down 4.1% | \$46,154 | \$48,193 |
| Professional development days/teacher | 0.7 days | No Change | 10.4 days | 11.0 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 2.0 | 3.3 | 4.0 |
| Student-teacher ratio in core subjects | 22.6 to 1 | Up from 20.3 to 1 | 17.9 to 1 | 20.1 to 1 |
| Prime instructional time | 89.4% | No Change | 89.6% | 90.0% |
| Opportunities in the arts | Poor | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 98.8% | Up from 96.9% | 100.0% | 100.0% |
| Character development program | Below Average | Down from Excellent | Excellent | Excellent |
| Dollars spent per pupil** | \$4,919 | Up 2.3% | \$8,292 | \$7,364 |
| Percent of expenditures for instruction** | 69.0% | Up from 68.2% | 67.0% | 68.0% |
| Percent of expenditures for teacher salaries** | 64.0% | Up from 61.8% | 64.0% | 66.0% |

* 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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Gordon Elementary School is a Title 1 School located in Dillon, SC and serves approximately 525 students in grades four and five. It is our collective goal at Gordon Elementary to carry out the mission of ensuring that all students become responsible citizens by providing a safe and secure learning environment where students, staff, family and community work together. During the 2012 – 2013 school year, Gordon Elementary received a Palmetto Silver Award for “Closing the Achievement Gap”.

At Gordon we understand 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 2012 – 2013 school year, we continued a school-wide implementation of Balanced Literacy. This is a comprehensive literacy program that includes components of reading, writing and opportunities to respond critically and thoughtfully to texts and learning. Instructing, demonstrating, discussing, coaching, and discovering are all crucial elements 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 because, “Whoever’s doing the reading, writing, and talking is doing the thinking and learning” (Tovani, C.). To accomplish this goal and implement the Balanced Literacy approach with fidelity, students were provided at least 120 minutes of uninterrupted instruction in Reading and Writing every day. Each student at Gordon Elementary was individually assessed using the Fountas and Pinell Benchmark Assessment System to determine their reading levels and areas of need. Classroom libraries were outfitted with at least 300 new books to match students’ reading levels and interests. Independent Reading for 30 minutes daily was implemented along with individual conferencing. We are a part of the Literacy Matters Project, which focuses on High Progress Literacy Classrooms. Another initiative started at Gordon Elementary was Balanced Math, which is similar to the structure of Balanced Literacy. The instructional model of Balanced Math includes instructing, demonstrating, discussing, coaching and discovering. Students were provided 90 minutes of uninterrupted instruction every day. Teachers also implemented Math “TWEETS” (Time for Written Expression Examples and Transfer) into their daily math instruction. Teachers were provided with professional development monthly and met weekly in grade level teams to review data from common assessments and benchmarks using the South Carolina S³ Curriculum to guide instruction.

Gordon utilizes an integrated, standards-based curriculum that emphasizes technology. Technology resources used to engage students include a portable wireless lab, software programs, Internet resources, computer lab activities, Promethean Boards, ActivExpressions and streamline videos. Other programs include two computer labs, music, and physical education. Gordon’s Family Night SLAM met three times this year with parents attending sessions to learn more about the expectations for their children. At Gordon, our parents and community are involved in PTO and School Improvement Council. Volunteers can be found helping with our Lunch Buddy Program, while serving as tutors and mentors and reading to classes. Gordon offers a variety of opportunities for our students by having after-school clubs. These clubs include Art, Sports, Drama, Games, Technology, Science, Chorus, and Spanish. Student recognition programs at Gordon include Terrific Trojans, Good News Cards, Honor Roll, Perfect Attendance, and Reading Counts. Students are also involved in many service projects throughout the year, these include a Carolina/Clemson Canned Food Drive, Relay for Life, Pennies for Patients, and Jump Rope for Heart. In summary, with a strong commitment to enhancing each individual student’s education through research-based programs and innovative teaching techniques, it is

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 29 | 234 | 129 |
| Percent satisfied with learning environment | 93.1% | 88% | 80.6% |
| Percent satisfied with social and physical environment | 96.5% | 79.2% | 80.8% |
| Percent satisfied with school-home relations | 79.3% | 82.6% | 79.2% |

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

Abbreviations for Missing Data

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ESEA/Federal Accountability Rating System

In July 2013, 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 | 92.3 |
| 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

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 | 2.3% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.7% | 4.9% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.5% | 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 | 641.7 | 641.2 | 596.3 | 619.9 | 99.8 | 100.0 |
| Male | 637.7 | 642.3 | 600.4 | 620.3 | 99.6 | 100.0 |
| Female | 645.8 | 640.0 | 592.5 | 619.6 | 100.0 | 100.0 |
| White | 662.0 | 655.7 | 613.6 | 637.7 | 100.0 | 100.0 |
| African American | 635.8 | 636.7 | 592.2 | 614.8 | 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 | N/A | N/A |
| Limited English Proficient | 645.1 | 655.9 | 605.7 | 625.1 | 97.1 | 100.0 |
| Subsidized meals | 640.0 | 639.0 | 594.2 | 617.9 | 99.8 | 100.0 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 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 | | | | | | | |
| 2012 | 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 |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2013 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | 258 | 100 | 34.8 | 42 | 23.2 | 65.2 |
| | 5 | 254 | 99.6 | 33.2 | 41.6 | 25.2 | 66.8 |
| | 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 | | | | | | | |
| 2012 | 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 |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2013 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | 258 | 100 | 32 | 40 | 28 | 68 |
| | 5 | 254 | 100 | 32 | 42.4 | 25.6 | 68 |
| | 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 | | | | | | | |
| 2012 | 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 |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2013 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | 258 | 100 | 48.8 | 46.8 | 4.4 | 51.2 |
| | 5 | 125 | 100 | 59.3 | 39 | 1.6 | 40.7 |
| | 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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PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 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 |
| 2013 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | 258 | 100 | 32.4 | 54.4 | 13.2 | 67.6 |
| | 5 | 129 | 100 | 48 | 32.3 | 19.7 | 52 |
| | 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 | | | | | | | |
| 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 |
| 2013 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | 262 | 99.2 | 42.1 | 42.9 | 15.1 | 57.9 |
| | 5 | 256 | 98.4 | 51.8 | 38.2 | 10 | 48.2 |
| | 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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