



## Rudolph G. Gordon Elementary

1507 Scuffletown Rd  
Simpsonville, SC 29681

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	644 Students	
<b>Principal</b>	Jackie Parker	864-452-0201
<b>Superintendent</b>	Mr. Burke Royster	864-355-3100
<b>Board Chair</b>	Mr. Chuck Saylor	803-360-3527

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Excellent</b>
2012	Excellent	Good
2011	Good	Good
2010	Average	Average
2009	Average	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**

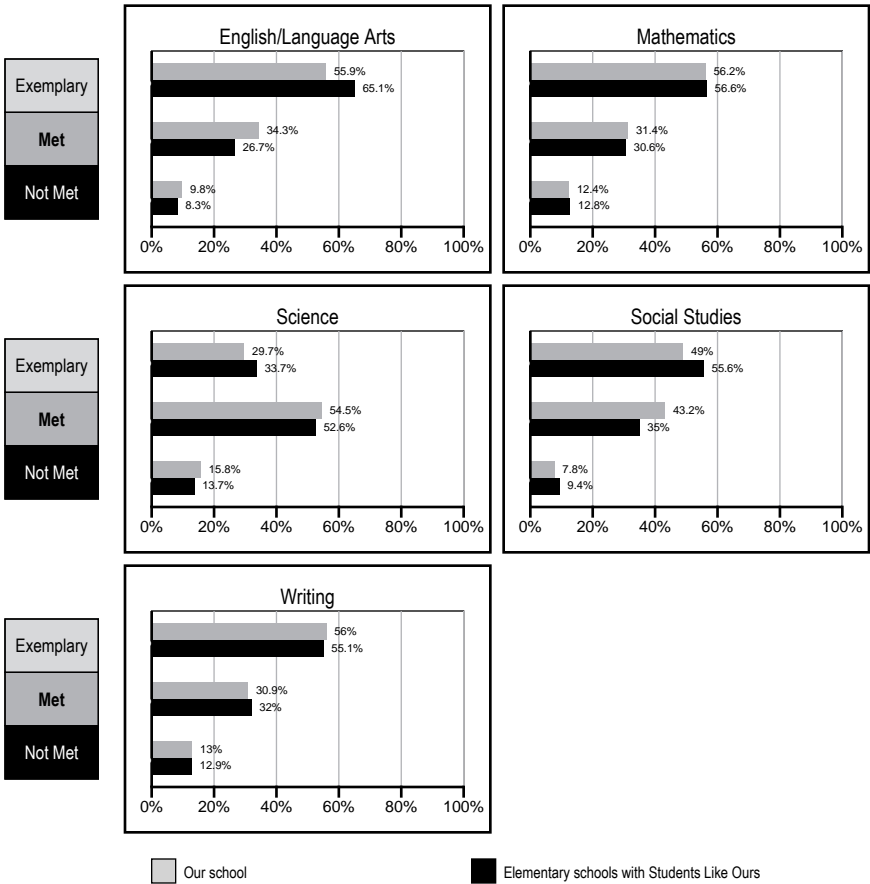
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
26	1	1	0	0

\* 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
<b>Students (n=644)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 93.5%	100.0%	100.0%
Retention rate	0.9%	Down from 1.2%	0.7%	0.9%
Attendance rate	96.8%	Down from 97.0%	96.8%	96.3%
Served by gifted and talented program	9.2%	N/A	14.4%	7.2%
With disabilities	11.2%	N/A	9.4%	12.4%
Older than usual for grade	0.8%	N/A	0.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	58.3%	Up from 54.1%	67.0%	62.5%
Continuing contract teachers	77.8%	Down from 83.8%	83.2%	83.3%
Teachers returning from previous year	95.6%	Up from 95.3%	90.4%	88.3%
Teacher attendance rate	95.9%	Down from 96.5%	95.1%	95.0%
Average teacher salary*	\$45,234	Down 1.4%	\$49,508	\$48,193
Professional development days/teacher	12.3 days	Up from 12.2 days	10.7 days	11.0 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.5	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 22.3 to 1	20.6 to 1	20.1 to 1
Prime instructional time	91.9%	Down from 92.7%	90.8%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,560	Up 2.0%	\$6,853	\$7,364
Percent of expenditures for instruction**	63.0%	Up from 62.8%	70.0%	68.0%
Percent of expenditures for teacher salaries**	62.0%	Down from 62.6%	69.0%	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**

The mission of Rudolph 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.

The vision for Rudolph Gordon Elementary is that all students will engage in classroom activities that encourage problem solving, utilize cooperative learning strategies, and enhance teamwork. A standards-based curriculum is implemented to ensure a continuum of learning from kindergarten through fifth grade. Authentic assessment techniques are incorporated into teaching, and technology is integrated throughout the curriculum to help prepare students for the demands of an ever-changing society.

A balanced literacy model for language arts instruction and Everyday Counts Math are taught in all classrooms, and the writing process is emphasized in all subject areas. Rudolph Gordon Elementary teachers will implement the Fountas and Pinnell model for balanced literacy during the 2013-14 school year. This model is a kindergarten through fifth grade district-wide initiative that allows each child to work at their individual level as they work to master grade level standards. Common Core State Standards are used to plan and teach classroom lessons, and teachers receive on-going training in the understanding and implementation of these standards. Professional Learning Communities are utilized to increase dialogue among faculty members with teachers using data from many sources to plan instruction.

Accomplishments for Rudolph Gordon Elementary include receiving an A rating with a score of 99.9 on the ESEA federal accountability measure for 2012 and being recognized as a Safe School Award Recipient in 2013 for the fifth straight year. Additionally in 2013, the school received the Palmetto Gold Award for an Excellent student achievement rating and the Palmetto Silver Award for closing the gap.

The PTA works with the faculty and staff to enhance the home-school relationship to positively affect the education of all students. Over 20,000 volunteer hours are reported annually. The School Improvement Council, an advisory committee, assists in the preparation of the school's strategic plan and the annual report to the community.

Our commitment will be to continue to engage students in classroom activities that encourage problem solving, utilize cooperative learning strategies, and enhance teamwork.

Jackie Parker, Principal  
 Randy Elliott, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	36	101	53
Percent satisfied with learning environment	97.2%	97%	92.4%
Percent satisfied with social and physical environment	100%	95%	98.1%
Percent satisfied with school-home relations	97.2%	93.1%	86.8%

\* 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 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.

<b>Overall Weighted Points Total</b>	<b>99.0</b>
<b>Overall Grade Conversion</b>	<b>A</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**

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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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
<b>Grades 3-5</b>						
All Students	676.4	671.0	641.9	664.4	100.0	100.0
Male	668.8	669.4	639.1	666.0	100.0	100.0
Female	684.6	672.7	645.4	662.7	100.0	100.0
White	677.9	672.3	645.2	664.4	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
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	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	655.5	644.8	622.6	647.2	100.0	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
<b>English/Language Arts</b>							
<b>2012</b>	3	114	99.1	15	15	70.1	85
	4	100	100	23.2	27.4	49.5	76.8
	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
<b>2013</b>	3	102	100	9.3	20.6	70.1	90.7
	4	112	100	10.1	38.5	51.4	89.9
	5	104	100	10	43	47	90
	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
<b>Mathematics</b>							
<b>2012</b>	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
<b>2013</b>	3	102	100	15.5	28.9	55.7	84.5
	4	112	100	12.8	30.3	56.9	87.2
	5	104	100	9	35	56	91
	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
<b>Science</b>							
<b>2012</b>	3	57	100	22.2	50	27.8	77.8
	4	100	100	16.7	71.9	11.5	83.3
	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
<b>2013</b>	3	50	100	20.4	36.7	42.9	79.6
	4	112	100	14.7	56	29.4	85.3
	5	53	100	13.7	68.6	17.6	86.3
	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
<b>Social Studies</b>							
<b>2012</b>	3	57	100	9.3	35.2	55.6	90.7
	4	100	100	13.5	46.9	39.6	86.5
	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
<b>2013</b>	3	52	100	6.3	50	43.8	93.8
	4	112	100	8.3	43.1	48.6	91.7
	5	51	100	8.2	36.7	55.1	91.8
	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
<b>Writing</b>							
<b>2012</b>	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	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
<b>2013</b>	3	100	100	14.4	32	53.6	85.6
	4	113	100	11.8	28.2	60	88.2
	5	103	100	13	33	54	87
	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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