



Rudolph Gordon Elementary

1507 Scuffletown Road
Simpsonville, SC 29681

Grades	PK-5 Elementary School	
Enrollment	438 Students	
Principal	Jackie Parker	864-452-0200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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

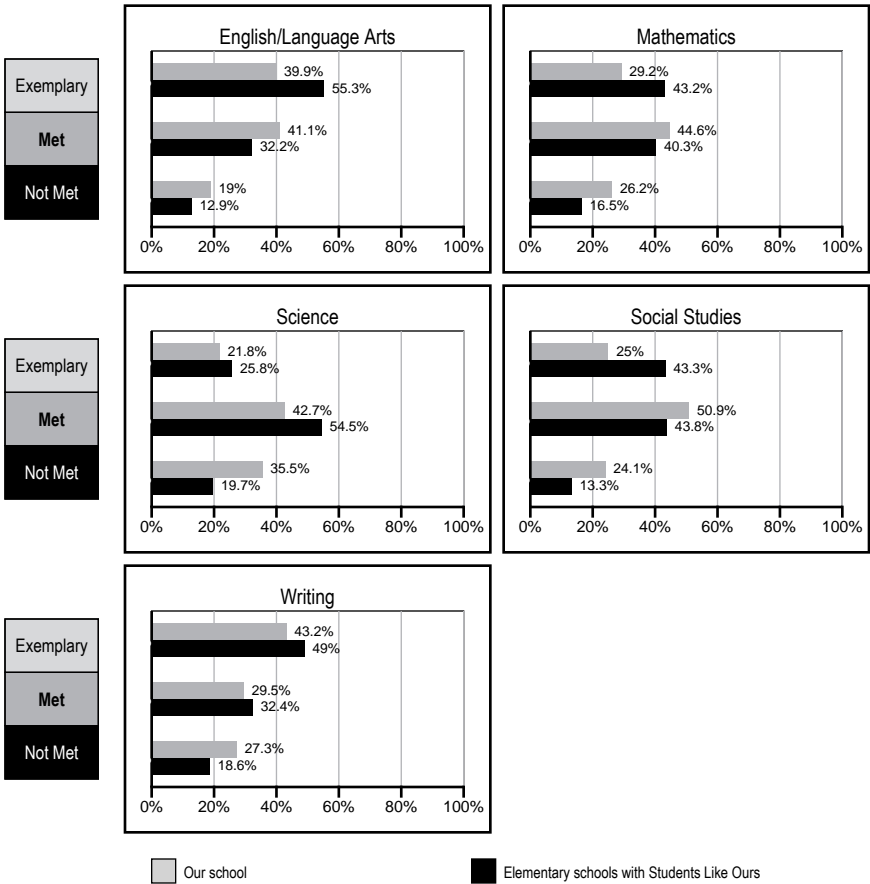
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 85.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	5	3	0	0

* Ratings are calculated with data available by 06/01/2010.

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=438)				
First graders who attended full-day kindergarten	97.5%	N/R	100.0%	100.0%
Retention rate	2.2%	N/A	1.5%	1.9%
Attendance rate	96.2%	N/A	96.8%	96.3%
Eligible for gifted and talented	8.6%	N/A	19.0%	10.0%
With disabilities other than speech	6.0%	N/A	5.9%	7.7%
Older than usual for grade	0.6%	N/A	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	55.6%	N/A	61.2%	59.4%
Continuing contract teachers	74.1%	N/A	80.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.4%	85.9%
Teacher attendance rate	95.7%	N/R	95.6%	95.1%
Average teacher salary*	\$44,639	I/S	\$48,382	\$47,149
Professional development days/teacher	11.3 days	N/R	11.3 days	11.1 days
School				
Principal's years at school	1.0	N/R	2.5	4.0
Student-teacher ratio in core subjects	20.2 to 1	N/R	19.9 to 1	18.8 to 1
Prime instructional time	91.6%	N/R	91.6%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$6,784	\$7,458
Percent of expenditures for instruction**	N/A	N/A	69.8%	68.8%
Percent of expenditures for teacher salaries**	N/A	N/A	64.1%	63.2%

* 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

Rudolph G. Gordon Elementary School welcomed students for the first time in August of 2008. Parents, students, and community leaders joined together with the school faculty and staff to create a learning environment where family values are respected, diversity is celebrated, teamwork is modeled, and academic success for every student is expected. 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. The two-story facility honors Dr. Rudolph G. Gordon, who retired in 2000 as district superintendent of Greenville County Schools. In 2005, the Greenville County School Board voted unanimously to name the new school in his honor, acknowledging his accomplishments and leadership in education and the community. The school media center is named in memory of his wife, Corrine Smith Gordon, to honor her many years of dedication to the students in Greenville County as a school media specialist.

The new school houses forty-four classrooms with capacity for 750 students. Features of the building include a science lab, computer lab, classrooms for art and music instruction, a multi-purpose room designed for a variety of physical education activities, and a state-of-the-art media center. Each classroom is equipped with a Promethean board, and two laptop carts are available for student use. Additionally, the cafetorium seats 300 for lunch and contains a stage ideal for programs and assemblies. Currently, there are 450 students enrolled in kindergarten through grade 5.

Parental and community support have been vital in the successful opening of the new school. The PTA and School Improvement Council (SIC) have supported initiatives and been involved in the decision-making process for expenditures and programs. The PTA raised over \$30,000 the first year to purchase classroom materials and a playground for students. Parents and community members have served as mentors, tutors, and guest speakers for career day.

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 in 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. Measure of Academic Progress (MAP) is used to assess student learning, individualize instruction, and increase student achievement. School academic goals are aligned with district goals. Our commitment will be to continue to provide a challenging curriculum in an inviting school environment where academic achievement is paramount.

Robin Marlar, SIC Chairperson
 Jackie Parker, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	50	42
Percent satisfied with learning environment	100.0%	85.7%	95.1%
Percent satisfied with social and physical environment	100.0%	89.8%	95.0%
Percent satisfied with school-home relations	100.0%	87.8%	85.4%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	184	100	19	41.1	39.9	88.1	84	82.8	Yes	Yes
Gender										
Male	92	100	19	38.1	42.9	85.7	80.8	79.3	N/A	N/A
Female	92	100	19	44	36.9	90.5	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	135	100	12.4	41.3	46.3	90.1	89.5	89.5	Yes	Yes
African American	28	100	44.4	33.3	22.2	77.8	72.7	73.7	I/S	I/S
Asian/Pacific Islander	12	100	25	58.3	16.7	91.7	93	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	26	100	32	52	16	68	52.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	61	100	38	48	14	74	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	184	100	26.2	44.6	29.2	81	80.9	78.9	Yes	Yes
Gender										
Male	92	100	25	40.5	34.5	79.8	79.6	77	N/A	N/A
Female	92	100	27.4	48.8	23.8	82.1	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	135	100	23.1	43	33.9	84.3	87	87.2	Yes	Yes
African American	28	100	40.7	40.7	18.5	63	66.3	66.7	I/S	I/S
Asian/Pacific Islander	12	100	25	58.3	16.7	83.3	94.3	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	26	100	52	40	8	56	48.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	61	100	44	42	14	72	70.5	70.2	Yes	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	120	100	35.5	42.7	21.8	64.5	71.3	67.5
Gender								
Male	57	100	30.8	40.4	28.8	69.2	70.8	67
Female	63	100	39.7	44.8	15.5	60.3	71.8	68
Racial/Ethnic Group								
White	80	100	29.2	43.1	27.8	70.8	79.5	79.5
African American	25	100	50	41.7	8.3	50	53	50.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	11	100	45.5	45.5	9.1	54.5	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	60.4	59.6
Socio-Economic Status								
Subsided meals	40	100	58.8	35.3	5.9	41.2	57.5	55.1
Social Studies								
All Students	120	100	23.9	51.3	24.8	76.1	75.7	72.3
Gender								
Male	63	100	21.7	41.7	36.7	78.3	75.1	71.5
Female	57	100	26.4	62.3	11.3	73.6	76.3	73.2
Racial/Ethnic Group								
White	93	100	23.3	54.7	22.1	76.7	81.7	80.7
African American	14	100	35.7	35.7	28.6	64.3	61.5	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	18	100	35.3	52.9	11.8	64.7	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	69	67.9
Socio-Economic Status								
Subsided meals	38	100	51.6	45.2	3.2	48.4	63.9	62.1

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	192	98.4	26.4	29.9	43.7	73.6	72.9	70.2	96.2	96.5
Gender										
Male	95	96.8	34.5	32.1	33.3	65.5	66.4	63.2	96.3	96.4
Female	97	100	18.9	27.8	53.3	81.1	79.7	77.5	96.2	96.5
Racial/Ethnic Group										
White	134	98.5	24	28.9	47.1	76	80.5	79.1	96.2	96.3
African American	33	100	35.5	22.6	41.9	64.5	57.1	57.6	96	96.5
Asian/Pacific Islander	13	100	30.8	53.8	15.4	69.2	87.3	86.2	97	97.6
Hispanic	11	100	I/S	I/S	I/S	I/S	61.3	62.6	97.2	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	96.7	95.2
Disability Status										
Disabled	20	100	65	20	15	35	28.4	26.1	95.7	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	60.5	61.2	97.7	97.2
Socio-Economic Status										
Subsided meals	66	98.5	32.2	39	28.8	67.8	58.8	58.9	95.1	95.8

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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							
2009	3	71	100	24.6	27.7	47.7	75.4
	4	56	100	20.4	42.6	37	79.6
	5	57	100	10.2	57.1	32.7	89.8
	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							
2009	3	71	100	32.3	49.2	18.5	67.7
	4	56	100	29.6	27.8	42.6	70.4
	5	57	100	14.3	57.1	28.6	85.7
	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
Science							
2009	3	37	100	37.5	40.6	21.9	62.5
	4	56	100	35.2	38.9	25.9	64.8
	5	27	100	33.3	54.2	12.5	66.7
	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
Social Studies							
2009	3	34	100	30.3	48.5	21.2	69.7
	4	56	100	24.1	50	25.9	75.9
	5	30	100	15.4	57.7	26.9	84.6
	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
Writing							
2009	3	74	98.7	29.9	35.8	34.3	70.1
	4	60	96.7	26.8	30.4	42.9	73.2
	5	58	100	21.6	21.6	56.9	78.4
	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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