



GORDON ELEMENTARY

926 Perry Avenue
Dillon, S. C. 29536

Grades	4-6 Elementary School	
Enrollment	828 Students	
Principal	Shawn Johnson	843-774-1227
Superintendent	D. Ray Rogers	843-774-1200
Board Chair	Fitzgerald Lytch	843-774-5454

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	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 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

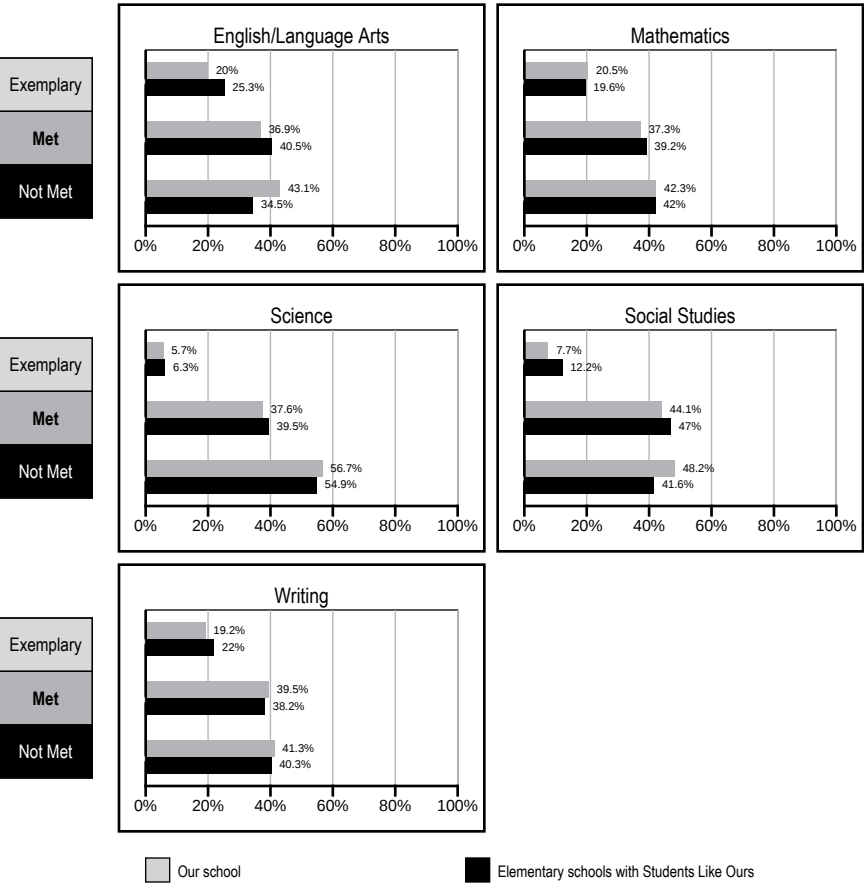
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	88	59	23

* Ratings are calculated with data available by 03/09/2011.

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=828)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.5%	Down from 3.3%	1.5%	1.2%
Attendance rate	96.6%	Up from 95.2%	95.9%	96.1%
Eligible for gifted and talented	7.1%	Up from 6.9%	4.6%	11.7%
With disabilities other than speech	8.0%	Up from 7.4%	8.4%	8.0%
Older than usual for grade	3.6%	Down from 6.1%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	46.7%	Down from 51.0%	60.0%	60.5%
Continuing contract teachers	64.4%	Down from 68.6%	79.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.1%	0.0%	0.0%
Teachers returning from previous year	91.6%	Up from 90.7%	83.6%	87.0%
Teacher attendance rate	92.5%	Down from 93.0%	95.4%	95.4%
Average teacher salary*	\$44,548	Down 0.1%	\$45,504	\$47,288
Professional development days/teacher	8.3 days	Down from 18.6 days	10.6 days	10.5 days
School				
Principal's years at school	12.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 16.0 to 1	17.2 to 1	19.2 to 1
Prime instructional time	88.2%	Up from 86.7%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Down from 99.7%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,580	Up 0.5%	\$8,613	\$7,548
Percent of expenditures for instruction**	68.5%	Down from 68.8%	68.1%	68.7%
Percent of expenditures for teacher salaries**	64.4%	No Change	62.5%	65.1%

* 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

This has been an exciting and productive year at Gordon Elementary School. Although we did not meet Adequate Yearly Progress for the 2009-2010 school year, we did make progress by providing an environment that was challenging, yet inviting and nurturing. The Measures of Academic Progress (MAP) was used as our benchmark test in the fall and spring. Small Focus Groups were formed for differentiated instruction in reading and math based on MAP data. Students set goals, and teachers challenged students with practice activities to review PASS skills and to enable students to reach their fullest potential.

All classrooms at Gordon were equipped with Promethean boards, slates, LCD projectors, document cameras, and new computers to provide more engaging instruction for students. Activexpressions were also purchased for student/teacher interactive lessons.

Gordon's Family Night SLAM met four times this year with a record number of parents attending each session. Parents participated in various activities based on the South Carolina Standards and learned more about the expectations for their children.

Students were provided with visits from three authors who presented and shared their books with the students. These authors also provided classroom visits and workshops for some of our students at Gordon Elementary.

This was Gordon's fifth year with its Positive Behavior in Schools Program. Students were rewarded for their good citizenship and behavior.

The School Improvement Council met several times, analyzed school data, and developed the new strategic plan for the 2010-2015 school years. Gordon also received recommendation for continuing SACS accreditation.

Delta Sigma Theta Sorority members visited Gordon. Sorority members and students enjoyed a full day of reading. Midland Technical School Mentoring Program Representatives and USC Fellows visited Gordon and donated supplies for students to use in their classrooms.

Students participated in numerous service learning activities, such as March of Dimes and Christmas Trojan Baskets. Our Lunch Buddy mentoring program continues to be successful and is growing in community involvement. Our Career Day was very successful also.

J.B. Greene-Richardson, Principal
Lenette Alford, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	258	139
Percent satisfied with learning environment	92.7%	73.8%	68.4%
Percent satisfied with social and physical environment	82.9%	74.9%	60.7%
Percent satisfied with school-home relations	58.5%	77.2%	68.1%

* 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	NO
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This school met 23 out of 25 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	R
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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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

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	814	99.6	43.5	36.6	19.8	69.8	71.7	83.5	Yes	Yes
Gender										
Male	420	99.5	47.9	32.7	19.4	67.6	68.7	80.1	N/A	N/A
Female	394	99.8	38.8	40.9	20.3	72.3	74.8	87	N/A	N/A
Racial/Ethnic Group										
White	180	98.9	26.9	40.4	32.7	80.1	81.7	89.6	Yes	Yes
African American	541	99.8	48.5	35.7	15.8	67.2	69	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	38	100	27.8	52.8	19.4	88.9	90.6	79.6	I/S	I/S
American Indian/Alaskan	28	100	37	37	25.9	74.1	72.9	85.1	I/S	I/S
Disability Status										
Disabled	79	97.5	88.5	10.3	1.3	26.9	38.4	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	57	100	52.9	33.3	13.7	60.8	64.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	753	99.6	46.3	37.2	16.5	67.9	69.9	76.9	Yes	Yes

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

All Students	814	99.9	42.6	37	20.4	70	70.8	80.4	Yes	Yes
Gender										
Male	420	99.8	46.2	33.2	20.6	67.6	69.6	78.4	N/A	N/A
Female	394	100	38.8	41.2	20.1	72.6	72.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	180	99.4	26.3	39.8	33.9	80.7	82.6	87.8	Yes	Yes
African American	541	100	47.4	36.6	16	67.2	67.8	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	38	100	27.8	41.7	30.6	91.7	86.8	78.3	I/S	I/S
American Indian/Alaskan	28	100	40.7	37	22.2	70.4	70.8	83.2	I/S	I/S
Disability Status										
Disabled	79	100	N/A	N/A	N/A	29.5	37.7	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	57	100	54.9	25.5	19.6	58.8	60	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	753	99.9	45.5	37.5	17.1	68.2	69.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

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
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Science

All Students	544	99.8	56.8	37.5	5.7	43.2	45.2	67.3
Gender								
Male	284	99.7	57.3	36.5	6.2	42.7	46.9	66.9
Female	260	100	56.2	38.6	5.2	43.8	43.5	67.7
Racial/Ethnic Group								
White	120	100	31.6	57	11.4	68.4	68.7	79.6
African American	360	99.7	65.3	31.3	3.4	34.7	38.1	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	29	100	42.9	46.4	10.7	57.1	56.4	59.4
American Indian/Alaskan	20	100	52.6	36.8	10.5	47.4	48.4	69.5
Disability Status								
Disabled	53	100	N/A	N/A	N/A	7.5	14.3	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	39	100	60	31.4	8.6	40	41.1	58.6
Socio-Economic Status								
Subsidized meals	504	99.8	59.5	36.2	4.3	40.5	42.5	55.4

Social Studies

All Students	542	99.5	48.4	43.9	7.7	51.6	50.9	70.9
Gender								
Male	279	99.3	51.7	40.1	8.2	48.3	50.3	70.1
Female	263	99.6	44.8	48	7.1	55.2	51.4	71.7
Racial/Ethnic Group								
White	117	100	39.4	50.5	10.1	60.6	61.5	79.2
African American	366	99.2	51.3	41.5	7.3	48.7	47.3	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	23	100	28.6	61.9	9.5	71.4	71	68
American Indian/Alaskan	16	100	25	68.8	6.3	75	62.1	71.2
Disability Status								
Disabled	55	96.4	N/A	N/A	N/A	19.2	21.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	38	100	56.3	37.5	6.3	43.8	48.1	68
Socio-Economic Status								
Subsidized meals	502	99.4	51.3	42.7	6	48.8	48.2	60.8

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	823	99	41.2	39.5	19.3	58.8	60.6	72.1	96.6	95.9
Gender										
Male	427	98.6	50.1	35.5	14.4	49.9	52.9	65.2	96.2	95.7
Female	396	99.5	31.6	43.9	24.5	68.4	68.7	79.2	96.9	96
Racial/Ethnic Group										
White	181	100	27.9	40.1	32	72.1	74.9	80.8	95.5	95
African American	549	98.9	46.1	38.5	15.4	53.9	55.6	59.7	96.8	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	87	95.8	97.8
Hispanic	38	100	16.7	66.7	16.7	83.3	81.1	64.6	97.9	97.3
American Indian/Alaskan	29	100	32.1	39.3	28.6	67.9	75.5	73.4	95.1	93.6
Disability Status										
Disabled	79	93.7	87.8	10.8	1.4	12.2	19.1	27.7	96.3	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	56	96.4	44	44	12	56	54.2	63.7	98.3	97.7
Socio-Economic Status										
Subsidized meals	761	99	43.6	39.6	16.7	56.4	58	61.9	96.5	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	257	100	42.7	39.9	17.3	57.3
	5	290	100	35.9	43.6	20.5	64.1
	6	239	99.6	40.4	41.7	17.8	59.6
	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	274	98.9	44.1	35.6	20.3	55.9
	5	252	100	38.5	40.2	21.3	61.5
	6	288	100	47.3	34.5	18.1	52.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	257	100	36.7	44.4	19	63.3
	5	290	100	35.2	44.3	20.5	64.8
	6	239	99.6	34.8	43.5	21.7	65.2
	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	274	99.6	40.6	36.4	23	59.4
	5	252	100	40.6	40.2	19.3	59.4
	6	288	100	46.3	34.9	18.9	53.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	257	100	48.8	41.9	9.3	51.2
	5	145	96.6	45.9	47.4	6.8	54.1
	6	121	100	55.1	40.7	4.2	44.9
	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	272	100	54.4	39.1	6.5	45.6
	5	126	99.2	54.2	39.2	6.7	45.8
	6	146	100	63.2	33.3	3.5	36.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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N/C–Not Collected

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I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	257	100	41.5	51.2	7.3	58.5
	5	145	96.6	64.1	26.7	9.2	35.9
	6	117	100	29.5	66.1	4.5	70.5
	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	273	100	44.8	48.3	6.9	55.2
	5	126	99.2	64.8	26.2	9	35.2
	6	143	98.6	40.4	51.5	8.1	59.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	257	100	49.2	32.5	18.3	50.8
	5	293	100	46.4	26.6	27	53.6
	6	241	97.5	42.9	31	26.1	57.1
	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
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	277	98.6	45.3	40.4	14.3	54.7
	5	255	99.6	36.5	38.5	25	63.5
	6	291	99	41.4	39.6	18.9	58.6
	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

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