



GOUCHER ELEMENTARY

604 Goucher School Road
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	296 Students	
Principal	Janice M. Keller	864-206-6890
Superintendent	Kim Bagwell	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

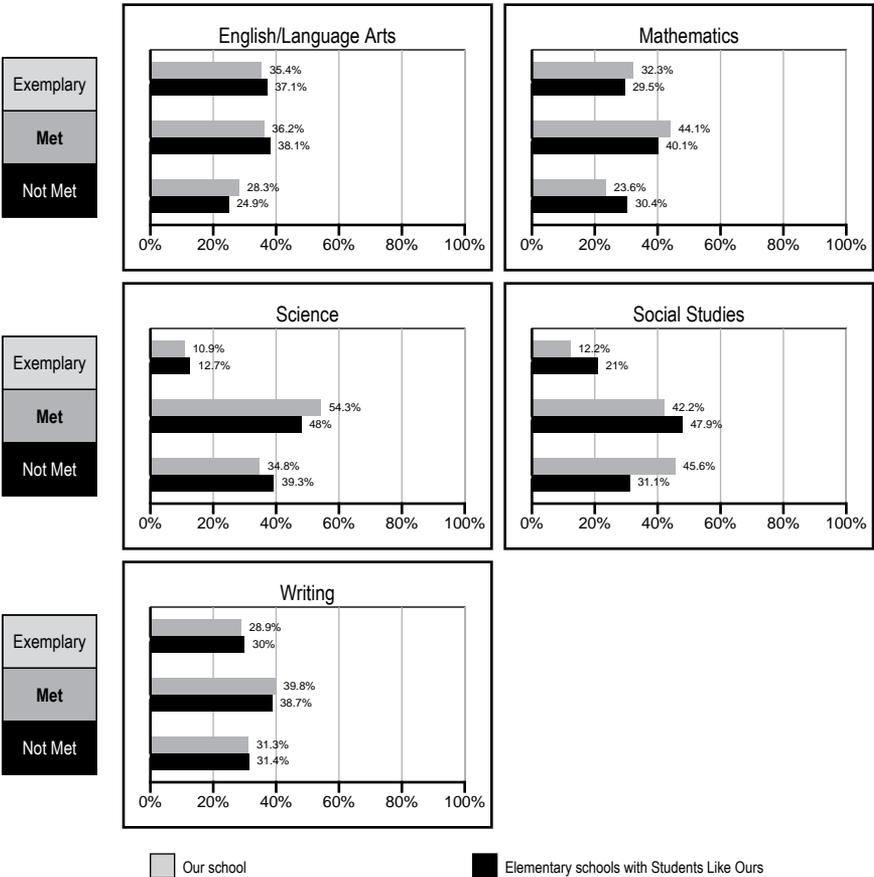
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	20	94	8	0

* 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=296)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 3.3%	1.3%	1.2%
Attendance rate	96.6%	Up from 96.4%	95.8%	96.1%
Eligible for gifted and talented	20.1%	Up from 6.1%	10.3%	11.7%
With disabilities other than speech	6.1%	Up from 4.1%	8.7%	8.0%
Older than usual for grade	0.0%	Down from 0.4%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	64.7%	No Change	60.0%	60.5%
Continuing contract teachers	88.2%	Up from 82.4%	85.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.3%	Up from 92.1%	88.0%	87.0%
Teacher attendance rate	94.3%	Down from 96.7%	95.0%	95.4%
Average teacher salary*	\$48,842	Down 1.8%	\$47,073	\$47,288
Professional development days/teacher	12.4 days	Up from 11.8 days	10.2 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 22.9 to 1	19.2 to 1	19.2 to 1
Prime instructional time	90.0%	Down from 90.9%	89.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,972	Down 8.4%	\$7,482	\$7,548
Percent of expenditures for instruction**	65.2%	Down from 68.5%	68.1%	68.7%
Percent of expenditures for teacher salaries**	56.5%	Down from 63.7%	64.6%	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

At Goucher Elementary School, we "Expect the Best". Our mission states, Goucher Elementary will lay the framework for students to acquire the skills necessary to become successful, responsible citizens. The teachers followed the South Carolina Standards in all curriculum areas and provided the students with many challenging lessons daily. Whenever possible, teachers incorporated technology and hands-on activities into their lessons to make them more interesting for students.

Our school is served through the Title I program. Through our school-wide plan, we were able to fund materials for our parenting program, purchase supplies for balanced literacy, provide more math manipulatives for differentiated instruction, and create our monthly newsletter for parents. 2009-2010 was also the last year our school will be served under the South Carolina Reading First Grant. This grant has provided our school numerous books and materials in the area of literacy. We have also had the services of a full-time reading coach and reading interventionist for the past three years.

Students were involved in numerous activities throughout the school year. Many of the fourth and fifth grade students had some of their writing published to the NCTE's National Gallery of Writing. The third grade students were able to have a virtual visit with a well known children's author Margie Palatini. Second grade students had pen pals at a school in Ohio and were able to meet them via video conference. Fifth grade students were also able to join the Junior Library Guild. This group of students reviewed books new to the library. Students of various grades were able to join the chess club, recycling team, and yearbook staff as well.

Goucher students took the opportunity to give back to their community throughout the school year. They held a canned food drive for Peach Center Ministries. Coats were collected for the homeless this winter. The guidance counselor sponsored Pennies for Patients to raise money for the Leukemia Society. Mrs. Davis's second grade class sponsored a project for the Ronald McDonald House and collected pull tabs from soda cans. The most successful service project at Goucher was Relay for Life. Our school raised \$6400 and sold more t-shirts than any other team!

The PTO also continued to support the teachers and students at school. They helped with a meal for teachers during Teacher Appreciation Week. Treats were purchased to reward students for their hard work during PASS testing. Also, this year students were rewarded for good attendance and behavior with an incentive every four weeks. They were treated to a movie, bingo, carnival games, Easter egg hunt, and water day activities.

Goucher's 2009-2010 Distinguished Teacher of Reading was Beth Peeler. The Teacher of the Year was Kristen Patton. We had other staff members complete degrees and finish courses throughout the year and are looking forward to more successes during the next year.

Ashley B. Clary, Principal
Becky Fox, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	44	35
Percent satisfied with learning environment	100.0%	86.4%	85.3%
Percent satisfied with social and physical environment	100.0%	83.3%	85.3%
Percent satisfied with school-home relations	100.0%	90.9%	91.2%

* 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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	131	100	28.3	36.2	35.4	81.9	77.6	83.5	Yes	Yes
Gender										
Male	59	100	29.8	40.4	29.8	80.7	73.8	80.1	N/A	N/A
Female	72	100	27.1	32.9	40	82.9	81.4	87	N/A	N/A
Racial/Ethnic Group										
White	117	100	26.5	37.2	36.3	83.2	82.1	89.6	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	68.2	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	62.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	16	100	N/A	N/A	N/A	37.5	40.6	51.7	I/S	I/S
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	6	I/S	I/S	I/S	I/S	I/S	63.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	95	100	33	36.2	30.9	78.7	71.9	76.9	Yes	Yes

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

All Students	131	100	23.6	44.1	32.3	83.5	77.6	80.4	Yes	Yes
Gender										
Male	59	100	24.6	43.9	31.6	82.5	76.1	78.4	N/A	N/A
Female	72	100	22.9	44.3	32.9	84.3	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	117	100	22.1	44.2	33.6	85.8	82.3	87.8	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	67.2	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	16	100	N/A	N/A	N/A	37.5	41.9	46.1	I/S	I/S
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	6	I/S	I/S	I/S	I/S	I/S	66.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	95	100	26.6	44.7	28.7	80.9	71.6	72.8	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	95	100	34.8	54.3	10.9	65.2	56.1	67.3
Gender								
Male	42	100	34.1	51.2	14.6	65.9	57.5	66.9
Female	53	100	35.3	56.9	7.8	64.7	54.7	67.7
Racial/Ethnic Group								
White	85	100	34.1	54.9	11	65.9	65.6	79.6
African American	5	I/S	I/S	I/S	I/S	I/S	34.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	77.8	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	38.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	28	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	5	I/S	I/S	I/S	I/S	I/S	39.4	58.6
Socio-Economic Status								
Subsidized meals	67	100	38.8	50.7	10.4	61.2	46.7	55.4
Social Studies								
All Students	93	100	45.6	42.2	12.2	54.4	57.8	70.9
Gender								
Male	42	100	42.5	40	17.5	57.5	56.6	70.1
Female	51	100	48	44	8	52	59.1	71.7
Racial/Ethnic Group								
White	82	100	41.8	45.6	12.7	58.2	64.9	79.2
African American	6	I/S	I/S	I/S	I/S	I/S	42.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.3	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	38.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	13	100	N/A	N/A	N/A	30.8	29.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	40.7	68
Socio-Economic Status								
Subsidized meals	68	100	52.2	37.3	10.4	47.8	49.3	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	132	100	31.3	39.8	28.9	68.8	66.6	72.1	96.6	96.1
Gender										
Male	58	100	38.6	38.6	22.8	61.4	59.3	65.2	96.7	96.1
Female	74	100	25.4	40.8	33.8	74.6	74	79.2	96.6	96.1
Racial/Ethnic Group										
White	117	100	28.9	41.2	29.8	71.1	72.2	80.8	96.4	95.9
African American	9	I/S	I/S	I/S	I/S	I/S	56	59.7	98.7	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75.9	87	96.7	97.7
Hispanic	5	I/S	I/S	I/S	I/S	I/S	43.3	64.6	98.3	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98
Disability Status										
Disabled	18	100	N/AV	N/AV	N/AV	11.1	21.3	27.7	96.8	95.2
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	6	I/S	I/S	I/S	I/S	I/S	45.6	63.7	98.4	97.3
Socio-Economic Status										
Subsidized meals	96	100	35.8	38.9	25.3	64.2	59.4	61.9	96.3	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	60	100	35.7	42.9	21.4	64.3
	4	47	100	44.2	32.6	23.3	55.8
	5	46	100	26.8	48.8	24.4	73.2
	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
2010	3	29	100	24.1	24.1	51.7	75.9
	4	57	100	20	45.5	34.5	80
	5	45	100	41.9	32.6	25.6	58.1
	6	0	N/A	N/A	N/A	N/A	N/A
	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	60	100	35.7	35.7	28.6	64.3
	4	47	100	30.2	34.9	34.9	69.8
	5	46	100	14.6	65.9	19.5	85.4
	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
2010	3	29	100	20.7	41.4	37.9	79.3
	4	57	100	18.2	56.4	25.5	81.8
	5	45	100	32.6	30.2	37.2	67.4
	6	0	N/A	N/A	N/A	N/A	N/A
	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	31	100	64.3	25	10.7	35.7
	4	47	100	58.1	37.2	4.7	41.9
	5	23	100	38.1	52.4	9.5	61.9
	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
2010	3	15	100	33.3	53.3	13.3	66.7
	4	57	100	30.9	60	9.1	69.1
	5	23	100	45.5	40.9	13.6	54.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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							
2009	3	29	100	39.3	42.9	17.9	60.7
	4	47	100	53.5	39.5	7	46.5
	5	23	100	40	55	5	60
	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
2010	3	14	100	57.1	21.4	21.4	42.9
	4	57	100	40	52.7	7.3	60
	5	22	100	52.4	28.6	19	47.6
	6	0	N/A	N/A	N/A	N/A	N/A
	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	60	100	50	30.4	19.6	50
	4	48	100	37.2	39.5	23.3	62.8
	5	47	100	22	48.8	29.3	78
	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
2010	3	30	100	36.7	20	43.3	63.3
	4	57	100	25.5	49.1	25.5	74.5
	5	45	100	34.9	41.9	23.3	65.1
	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

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