



GOUCHER ELEMENTARY

604 Goucher School Road
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	288 Students	
Principal	Mrs. Janice M. Keller	864-487-1246
Superintendent	Dr. Edgar C. Taylor	864-902-3542
Board Chair	Mr. Donnie Smith	(864) 839-3499

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Good
2009	Average	Average
2008	Below Average	Average
2007	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 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://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

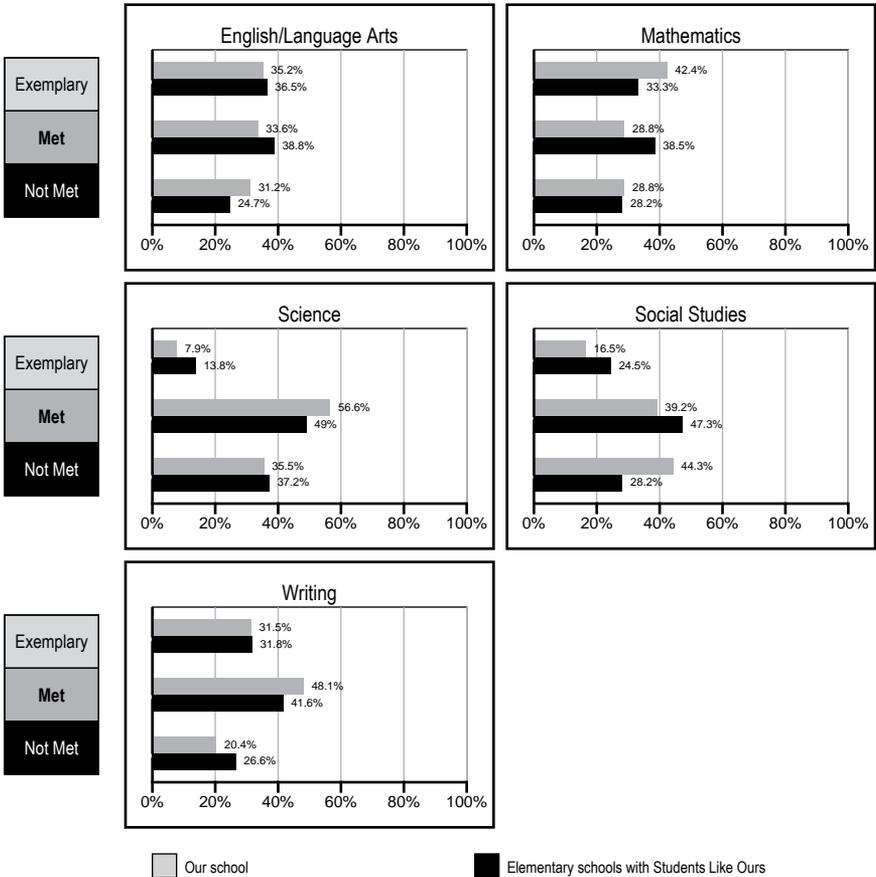
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	23	85	9	0

* Ratings are calculated with data available by 11/09/2011.

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=288)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.1%	1.4%	1.1%
Attendance rate	96.6%	No Change	96.0%	96.2%
Served by gifted and talented program	19.8%	Down from 20.1%	11.6%	13.4%
With disabilities other than speech	3.6%	Down from 6.1%	5.0%	4.1%
Older than usual for grade	0.0%	No Change	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	60.0%	Down from 64.7%	60.3%	62.5%
Continuing contract teachers	100.0%	Up from 88.2%	90.0%	88.2%
Teachers returning from previous year	92.8%	Up from 92.3%	87.8%	87.8%
Teacher attendance rate	94.1%	Down from 94.3%	95.1%	95.2%
Average teacher salary*	\$46,323	Down 5.2%	\$46,605	\$46,773
Professional development days/teacher	5.8 days	Down from 12.4 days	11.3 days	10.5 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 21.0 to 1	19.6 to 1	19.9 to 1
Prime instructional time	90.4%	Up from 90.0%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,056	Up 1.2%	\$7,471	\$7,447
Percent of expenditures for instruction**	68.0%	Up from 65.2%	67.4%	68.4%
Percent of expenditures for teacher salaries**	61.1%	Up from 56.5%	64.7%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Goucher Gorillas began the year with a new emphasis on behavior and academics focusing on positive expectations and positive outcomes. The staff received training on PBIS (Positive Behavior Intervention Supports) and was able to implement the first year of this program. The program provided the framework for the school to recognize students for making appropriate choices concerning their behavior and their academics. Students had opportunities to participate in several incentive programs such as the Banana Buggy school store, which allowed the students to trade incentive "bucks" they had received for various items, and also the Banana Bash parties which were held at the end of each nine weeks for students meeting their "bucks" goal for the nine weeks.

Our school is fortunate to receive money from the Federal Title One Program that can be used in classrooms for materials, supplies, and technology. This year these funds helped offset the cost for parents by providing back-to-school supplies such as binders, notebook paper, pencils, crayons, scissors, glue, and many other needed items for students. Five classrooms were upgraded with amplifier systems which enhanced the learning environment for the students. Books were purchased for distribution to the students for incentives and to help build at-home library collections. Lastly, funds were used to provide information to our parents through the school-wide newsletters, parenting workshops, and special programs.

Many of our Goucher students took part in enrichment opportunities offered. Those included Honors Choir, Student Council, Beta Club, Recycling Club, Junior Readers' Guild, Chess Club, Beautification Team, and Veteran's Day Celebration. Students showed support for their community through helping raise funds for Relay for Life and Jump Rope for Heart. Can food drives were held for Peach Center Ministries and items were collected and sent to our military.

The support of our PTO continues to be a source of pride. Students enjoyed programs and field trip opportunities, incentives for students and teachers, Too Good for Drugs t-shirts for our fifth grade, a special lunch for our staff during Teacher Appreciation Week and installed window tint for the gym.

In celebration of our staff, we honored Julie Wood as 2010-2011 Teacher of the Year, Kristen Patton was selected the Distinguished Teacher of Reading, and Linda Duncan was recognized for 34 years of service in education on her retirement. Our school was also honored as a Palmetto Silver School.

Janice M. Keller, Principal
Becky Fox, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	54	44
Percent satisfied with learning environment	100.0%	83.3%	90.7%
Percent satisfied with social and physical environment	100.0%	90.7%	86.0%
Percent satisfied with school-home relations	91.3%	92.6%	88.4%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 11 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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	130	100	31.2	33.6	35.2	80	74.4	82.4	Yes	Yes
Gender										
Male	65	100	27	39.7	33.3	92.1	69.9	78.7	N/A	N/A
Female	65	100	35.5	27.4	37.1	67.7	79	86.2	N/A	N/A
Racial/Ethnic Group										
White	114	100	28.2	34.5	37.3	80	79.7	88.9	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	63.1	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.5	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	59.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	16	100	N/AV	N/AV	N/AV	25	33.4	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	61.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	91	100	35.2	35.2	29.5	76.1	67.3	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	130	100	28.8	28.8	42.4	76.8	76.7	81.9	Yes	Yes
Gender										
Male	65	100	23.8	31.7	44.4	84.1	75.2	79.9	N/A	N/A
Female	65	100	33.9	25.8	40.3	69.4	78.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	114	100	26.4	29.1	44.5	77.3	82	88.9	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	64.1	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	67.4	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	16	100	68.8	18.8	12.5	31.3	39.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	91	100	31.8	29.5	38.6	75	70.1	74.9	No	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
Science								
All Students	80	100	35.5	56.6	7.9	64.5	59.3	68.6
Gender								
Male	45	100	37.2	51.2	11.6	62.8	59.7	68.3
Female	35	100	33.3	63.6	3	66.7	58.8	68.9
Racial/Ethnic Group								
White	68	100	33.8	61.5	4.6	66.2	68.3	80.7
African American	7	I/S	I/S	I/S	I/S	I/S	39.5	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	78.9	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	38.1	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	28.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	42.4	60.7
Socio-Economic Status								
Subsidized meals	57	100	38.9	55.6	5.6	61.1	50.4	57.3
Social Studies								
All Students	82	100	44.3	39.2	16.5	55.7	57.9	72.5
Gender								
Male	39	100	42.1	36.8	21.1	57.9	58.2	72
Female	43	100	46.3	41.5	12.2	53.7	57.7	73.1
Racial/Ethnic Group								
White	74	100	40.8	40.8	18.3	59.2	63.7	81
African American	3	I/S	I/S	I/S	I/S	I/S	45.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	74.2	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	40.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	11	100	N/AV	N/AV	N/AV	9.1	23.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	46.4	69.7
Socio-Economic Status								
Subsidized meals	55	100	46.3	38.9	14.8	53.7	49.9	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	55	100	20.4	48.1	31.5	79.6	65.3	73.2	96.6	96.3
Gender										
Male	24	100	20.8	45.8	33.3	79.2	58.2	67.2	96.6	96.2
Female	31	100	20	50	30	80	72.8	79.4	96.6	96.3
Racial/Ethnic Group										
White	47	100	19.1	48.9	31.9	80.9	72.2	81.5	96.4	96
African American	4	I/S	I/S	I/S	I/S	I/S	50.6	61.3	98	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75	87	98.9	97.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	45.3	66.7	97.5	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.4
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	16.9	26	97.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	46.4	65.7	97.2	97.6
Socio-Economic Status										
Subsidized meals	41	100	25	45	30	75	56.2	63.2	96.4	96

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	3	43	100	39	22	39	61
	4	32	100	36.7	33.3	30	63.3
	5	55	100	22.2	42.6	35.2	77.8
	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							
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
2011	3	43	100	46.3	19.5	34.1	53.7
	4	32	100	23.3	33.3	43.3	76.7
	5	55	100	18.5	33.3	48.1	81.5
	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
Science							
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
2011	3	21	100	45	30	25	55
	4	32	100	N/AV	N/AV	N/AV	60
	5	27	100	23.1	73.1	3.8	76.9
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	3	22	100	71.4	23.8	4.8	28.6
	4	32	100	43.3	46.7	10	56.7
	5	28	100	25	42.9	32.1	75
	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							
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
2011	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	55	100	20.4	48.1	31.5	79.6
	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

Abbreviations for Missing Data

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