



Goucher Elementary

604 Goucher School Road
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	297 Students	
Principal	Ms. Ashley B. Clary	864-487-1246
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Average
2007	Below Average	At-Risk
2006	Average	Below Average
2005	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 2008-09 whose 2007-08 test scores were located

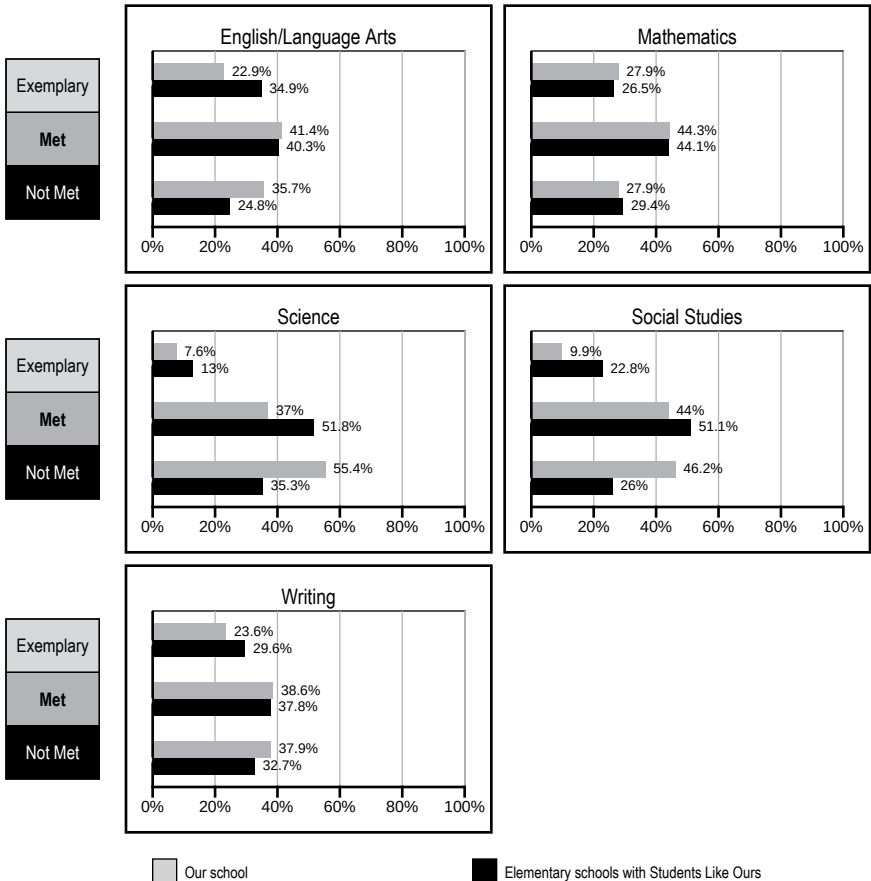
98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	20	85	8	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=297)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.3%	Up from 1.0%	2.3%	1.9%
Attendance rate	96.4%	Down from 96.7%	96.2%	96.3%
Eligible for gifted and talented	6.1%	Down from 8.3%	9.1%	10.0%
With disabilities other than speech	4.1%	Up from 2.8%	9.3%	7.7%
Older than usual for grade	0.4%	Up from 0.0%	0.6%	0.5%
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%	Down from 66.7%	60.4%	59.4%
Continuing contract teachers	82.4%	Down from 93.3%	82.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.1%	Down from 92.5%	87.3%	85.9%
Teacher attendance rate	96.7%	Up from 91.3%	95.1%	95.1%
Average teacher salary*	\$49,737	Up 4.0%	\$47,350	\$47,149
Professional development days/teacher	11.8 days	Down from 14.2 days	11.6 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 17.8 to 1	19.0 to 1	18.8 to 1
Prime instructional time	90.9%	Up from 83.8%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,609	Down 6.9%	\$7,322	\$7,458
Percent of expenditures for instruction**	68.5%	Up from 65.0%	68.0%	68.8%
Percent of expenditures for teacher salaries**	63.7%	Up from 62.4%	61.6%	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

The mission of Goucher Elementary states we will lay the framework for students to acquire the skills necessary to become successful, responsible citizens. While our staff worked extremely hard to teach lessons integrating all of the SC curriculum standards, our special focus for the year was "growing readers and writers". Goucher continued its' second year as a South Carolina Reading First School. We are also a Title I school. Through these avenues we were able to offer extra resources to teachers and students with a focus on literacy. Our media center has increased its' collections by 4,000 titles! This year, we held our first Family Literacy Night in March to celebrate all the accomplishments of our students.

Our students participated in many extra-curricular activities as well this year. For the first time, we offered a Chess Club to our Project Goal students, and we also started a yearbook staff to help with the GES yearbook. This year, we continued to have a Good News Club, YMCA after-school program, Honors Chorus, Recycling Team and Flag Team. Many of our staff and students participated in Relay for Life this spring to raise money for cancer research.

The community also gave back to our school. We have many partnerships between our school and the community. Community members participate in our lunch buddy program, donate money and supplies for needy children, provide meals for our staff, and help with our yearly Christmas for Kids Project. This year we had some time and materials donated to help beautify our landscape around the school as well.

The PTO is a major part of our school and community. Our PTO was extremely active in helping to recognize our students and teachers for their hard work and efforts. They sponsored a Fall Festival, two school beautification/clean-up days, Spring Fling, daily recognitions for teacher appreciation week, field day snacks, a traveling petting zoo, and "Too Good for Drugs" t-shirts for fifth grade students.

Our teachers and students had many recognitions throughout the year. Our Teacher of the Year was Mrs. Robin Clary. The Distinguished Teacher of Reading was Mrs. Carol Davis. Mrs. Rebecca McCraw, literacy coach, served on the board for the National Council of Teachers of English. We had many students recognized at our district's Young Writer's Gala, as well as a district poetry contest winner in fourth grade.

It was a wonderful year at Goucher, and we are looking forward to another one in 2009-2010!

Ashley B. Clary Principal

Rebecca Fox, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	44	37
Percent satisfied with learning environment	100.0%	90.9%	91.4%
Percent satisfied with social and physical environment	100.0%	88.4%	94.6%
Percent satisfied with school-home relations	100.0%	86.4%	94.6%

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

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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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	153	100	35.7	41.4	22.9	76.4	78.1	82.8	Yes	Yes
Gender										
Male	71	100	40.3	35.8	23.9	76.1	74.5	79.3	N/A	N/A
Female	82	100	31.5	46.6	21.9	76.7	82	86.5	N/A	N/A
Racial/Ethnic Group										
White	137	100	33.9	42.5	23.6	78	83.3	89.5	Yes	Yes
African American	6	I/S	I/S	I/S	I/S	I/S	68.8	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	85.7	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	53	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	40	47.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	54.4	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	103	100	41.8	38.5	19.8	71.4	71.5	75.5	Yes	Yes

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

All Students	153	100	27.9	44.3	27.9	77.9	77.5	78.9	Yes	Yes
Gender										
Male	71	100	26.9	43.3	29.9	79.1	76	77	N/A	N/A
Female	82	100	28.8	45.2	26	76.7	79.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	137	100	26	44.1	29.9	79.5	83.3	87.2	Yes	Yes
African American	6	I/S	I/S	I/S	I/S	I/S	64.9	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	85.7	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	62.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	40	40.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	63.9	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	103	100	28.6	48.4	23.1	79.1	71	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	101	100	55.4	37	7.6	44.6	56.6	67.5
Gender								
Male	43	100	50	35.7	14.3	50	56.7	67
Female	58	100	60	38	2	40	56.4	68
Racial/Ethnic Group								
White	95	100	53.4	38.6	8	46.6	65.2	79.5
African American	3	I/S	I/S	I/S	I/S	I/S	37.2	50.3
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	69.2	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	40.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	23.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	38.2	59.6
Socio-Economic Status								
Subsided meals	68	100	60	31.7	8.3	40	47	55.1

Social Studies

All Students	99	100	46.2	44	9.9	53.8	58.5	72.3
Gender								
Male	44	100	47.5	40	12.5	52.5	58.2	71.5
Female	55	100	45.1	47.1	7.8	54.9	58.8	73.2
Racial/Ethnic Group								
White	87	100	45	46.3	8.8	55	65.8	80.7
African American	4	I/S	I/S	I/S	I/S	I/S	42.8	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	68.8	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	40.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	12	100	I/S	I/S	I/S	I/S	33.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	42.6	67.9
Socio-Economic Status								
Subsided meals	65	100	50	43.1	6.9	50	49.1	62.1

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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	155	100	37.9	38.6	23.6	62.1	64.3	70.2	96.4	96.4
Gender										
Male	73	100	44.8	32.8	22.4	55.2	57.9	63.2	96.5	96.4
Female	82	100	31.5	43.8	24.7	68.5	70.9	77.5	96.2	96.5
Racial/Ethnic Group										
White	139	100	36.2	39.4	24.4	63.8	70.4	79.1	96.3	96.2
African American	6	I/S	I/S	I/S	I/S	I/S	51.6	57.6	97.2	96.9
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	76.2	86.2	95.8	98.2
Hispanic	8	I/S	I/S	I/S	I/S	I/S	43.9	62.6	97.8	97.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.8
Disability Status										
Disabled	18	100	N/AV	N/AV	N/AV	31.3	18.7	26.1	96	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.5
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	45.7	61.2	98	98
Socio-Economic Status										
Subsidized meals	102	100	38.9	40	21.1	61.1	55.1	58.9	96.2	96.2

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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
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
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
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
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

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