



## Goucher Elementary School

604 Goucher School Road  
Gaffney, SC 29340

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 273 Students           |              |
| <b>Principal</b>      | Janice M. Keller       | 864-206-6890 |
| <b>Superintendent</b> | Dr. Quincie L. Moore   | 864-902-3542 |
| <b>Board Chair</b>    | Mike Ellis             | 864-206-2233 |

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2012</b> | <b>Average</b>  | <b>Average</b> |
| 2011        | Average         | Good           |
| 2010        | Average         | Good           |
| 2009        | Average         | Average        |
| 2008        | Below Average   | 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 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://www.eoc.sc.gov>

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

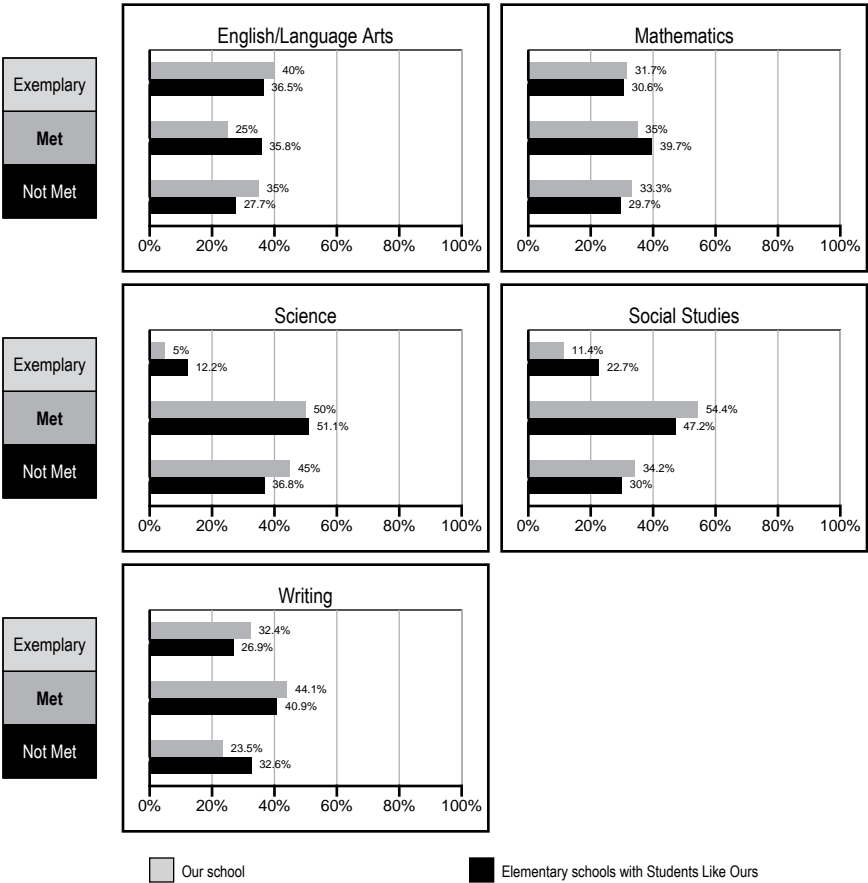
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.7%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 9         | 21   | 86      | 11            | 1       |

\* Ratings are calculated with data available by 11/07/2012.

**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 |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=273)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.4%       | Up from 0.0%          | 1.4%                                       | 1.0%                     |
| Attendance rate  | 96.4%      | Down from 96.6%       | 96.3%                                      | 96.6%                    |
| Served by gifted and talented program  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| With disabilities other than speech  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Older than usual for grade   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=18)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 61.1%      | Up from 60.0%         | 61.1%                                      | 63.0%                    |
| Continuing contract teachers   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Teachers returning from previous year  | 93.3%      | Up from 92.8%         | 88.3%                                      | 88.7%                    |
| Teacher attendance rate  | 95.4%      | Up from 94.1%         | 94.8%                                      | 95.1%                    |
| Average teacher salary*  | \$48,007   | Up 3.6%               | \$46,977                                   | \$47,210                 |
| Professional development days/teacher  | 8.0 days   | Up from 5.8 days      | 10.8 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 2.0        | Up from 1.0           | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 18.6 to 1  | Up from 17.6 to 1     | 20.0 to 1                                  | 20.0 to 1                |
| Prime instructional time   | 91.0%      | Up from 90.4%         | 89.7%                                      | 90.5%                    |
| 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**  | \$6,689    | Down 5.2%             | \$7,298                                    | \$7,247                  |
| Percent of expenditures for instruction**                                    | 64.9%      | Down from 68.0%       | 68.3%                                      | 68.2%                    |
| Percent of expenditures for teacher salaries**                               | 62.4%      | Up from 61.1%         | 65.1%                                      | 65.7%                    |

\* 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

During the 2011-2012 school year, Goucher Elementary School embraced its true calling and became the "gorillas" we knew we could be. Our school transformed into a jungle and we became "wild". Our first transformation changed the environment of our building. Several dedicated volunteers took paint brushes in hand and turned the students' restrooms and office reception areas into a source of pride for our returning students, parents, staff, and alumni. Murals changed our cafeteria into a jungle of fun and excitement. Our biggest environmental change came with a new addition. With the help of our community, parents, and business partners, a reading patio was built in the existing courtyard area. The students were quick to show these exciting changes to any school visitors we had throughout the school year.

We were not just "wild" about our environment, but also our academics. A Tuesday Tutoring program was implemented and served students in each grade who qualified based on MAP testing, benchmark testing, Dominic scores, and teacher recommendation. Math and reading interventionist targeted students in grades three – five and met each day with these students during small group instruction time. A focus on writing instruction helped each student monitor their own progress by measuring current writing samples to past writing that was posted on the walls of the hall. Individual, group, and family projects helped students gain a deeper understanding of science and social studies concepts.

Our "wildness" did not stop there. We also created opportunities to have parents involved in their children's daily school life. Events held this year were our annual Title One Hot-Dog supper, a "Grand Day" for grandparents, a Writer's Tea, the Veteran's program, musical programs, awards programs, and monthly parenting workshops. An open door policy was followed which allowed parents opportunities to enjoy lunch with their child. We also encouraged parents and grandparents to serve as mentors and volunteers.

Children continued to enjoy the benefits of PBIS, (Positive Behavior Intervention Support). Weekly banana buggy visits allowed the students to redeem any banana bucks they had received for being Ready, Respectful, or Responsible Goucher Gorillas. End quarter students who had collected the appropriate amount of bucks were given an opportunity to attend the Banana Bash activities. These included a trip to the park, a movie and popcorn party, a carnival, and lastly, a water day.

Our PTO is "wild" about the students and continued with their support this school year. By sponsoring activities such as the Fall Festival, spirit nights at Wendy's and Chick-Fil-A, The Santa Shop, the Spring Curriculum Carousel, and snacks for Field Day; they once again were able to provide incentives for the students, field trip donations for each class, money towards the cafeteria murals, and t-shirts for the fifth grade "Too Good For Drugs" graduation. Students enjoyed field trips to Kings Mountain Camp Cherokee, Cowpens Battleground, Columbia Zoo and Museum, Hollywild Zoo, and Discovery Place.

Staff members increased their knowledge base by attending "Food for Thought" staff development meetings on "Informational Texts", "Integrating Music into Content Instruction", "Differentiation", "Classroom Management" and "Writing". Mrs. Rebecca McCraw represented the school as Teacher of the Year. Alison Fowler was selected as Distinguished Teacher of Reading for 2011-2012, Several of our students had their writing published in the Cherokee County's Young Writer's Gala Anthology. Once again, our students were able to celebrate receiving the Palmetto Silver Award for improvement on PASS. Relay for Life, Pennies for Patients, armed services, local families in need, Jump Rope for Heart, and local food shelters were among the many

### Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 22       | 36        | 33       |
| Percent satisfied with learning environment            | 100.0%   | 88.9%     | 93.8%    |
| Percent satisfied with social and physical environment | 100.0%   | 86.1%     | 100.0%   |
| Percent satisfied with school-home relations           | 90.9%    | 80.6%     | 90.9%    |

\* 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

## ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

|                                      |             |
|--------------------------------------|-------------|
| <b>Overall Weighted Points Total</b> | <b>92.0</b> |
| <b>Overall Grade Conversion</b>      | <b>A</b>    |

| Index Score  | Grade | Description   |
|--------------|-------|---|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

## Accountability Indicator for Title I Schools

Goucher Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.0%         | 2.6%  |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0%         | 5.1%  |

|   | 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

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

## Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| <b>Grades 3-5</b>                 |          |           |              |                     |              |               |
| All Students                      | 647.7    | 643.3     | 603.5        | 617.4               | 100.0        | 100.0         |
| Male                              | 642.5    | 647.0     | 610.8        | 624.0               | 100.0        | 100.0         |
| Female                            | 653.5    | 639.2     | 595.7        | 609.9               | 100.0        | 100.0         |
| White                             | 649.0    | 644.6     | 603.0        | 619.2               | 100.0        | 100.0         |
| African American                  | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Asian/Pacific Islander            | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Hispanic                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| American Indian/Alaskan           | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Disabled                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 638.3    | 637.9     | 602.3        | 613.6               | 100.0        | 100.0         |
| Annual Measurable Objective (AMO) | 630.0    | 630.0     | 630.0        | 630.0               | 95.0         | 95.0          |

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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 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                |
| <b>2012</b>                  | 3     | 49                            | 100      | 27.7      | 19.1  | 53.2        | 72.3               |
|                              | 4     | 44                            | 100      | 41        | 25.6  | 33.3        | 59                 |
|                              | 5     | 37                            | 100      | 38.2      | 32.4  | 29.4        | 61.8               |
|                              | 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                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 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                |
| <b>2012</b>                  | 3     | 49                            | 100      | 31.9      | 36.2  | 31.9        | 68.1               |
|                              | 4     | 44                            | 100      | 41        | 30.8  | 28.2        | 59                 |
|                              | 5     | 37                            | 100      | 26.5      | 38.2  | 35.3        | 73.5               |
|                              | 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                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 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                |
| <b>2012</b>                  | 3     | 25                            | 100      | 41.7      | 50    | 8.3         | 58.3               |
|                              | 4     | 44                            | 100      | 48.7      | 48.7  | 2.6         | 51.3               |
|                              | 5     | 19                            | 100      | 41.2      | 52.9  | 5.9         | 58.8               |
|                              | 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                |

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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2011</b>           | 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                |
| <b>2012</b>           | 3     | 24                            | 100      | 39.1      | 43.5  | 17.4        | 60.9               |
|                       | 4     | 44                            | 100      | 30.8      | 64.1  | 5.1         | 69.2               |
|                       | 5     | 18                            | 100      | 35.3      | 47.1  | 17.6        | 64.7               |
|                       | 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                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2011</b>           | 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                |
| <b>2012</b>           | 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     | 36                            | 100      | 23.5      | 44.1  | 32.4        | 76.5               |
|                       | 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                |

Abbreviations for Missing Data

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