



## Guinyard-Butler Middle

779 Allen Street  
Barnwell, South Carolina

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	383 Students	
<b>Principal</b>	Senaca Baines	803-541-1370
<b>Superintendent</b>	Roy Sapough	803-541-1300
<b>Board Chair</b>	Chad Perry	803-259-9753

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Below Average</b>
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	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**

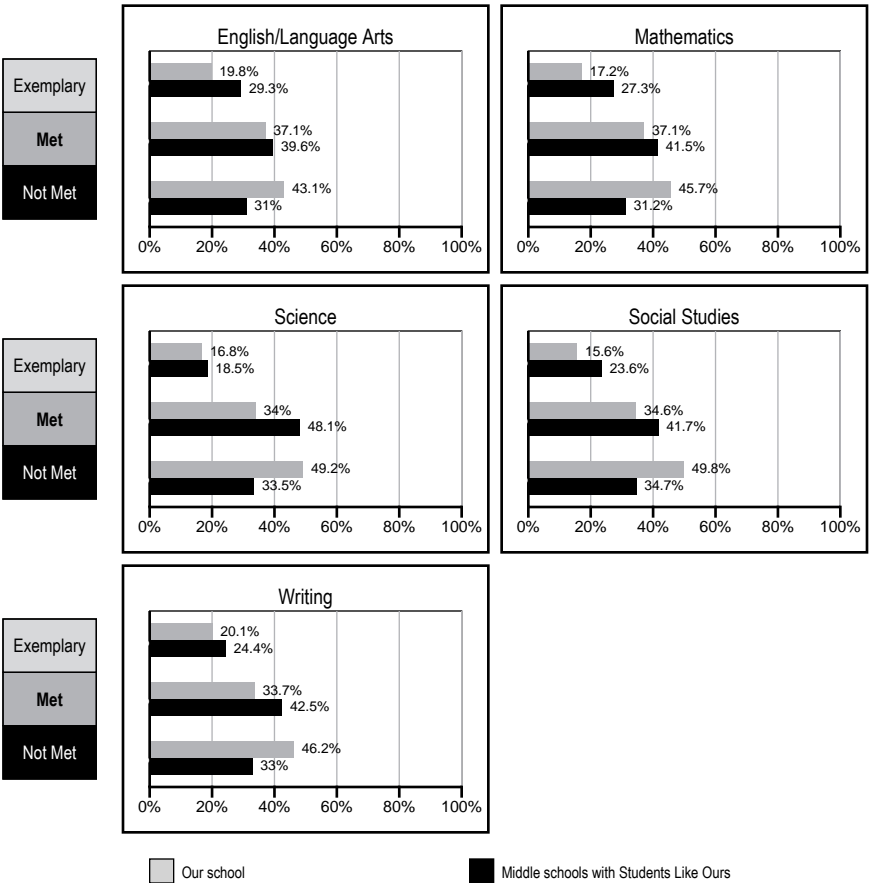
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.5%

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

Excellent	Good	Average	Below Average	At-Risk
0	3	48	4	0

\* Ratings are calculated with data available by 06/01/2010.

**Palmetto Assessment of State Standards (PASS)**



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

**Definition of Critical Terms**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	97.0%
English 1	N/A	94.6%
Physical Science	N/A	76.5%
US History and the Constitution	N/A	N/A
All Subjects	N/A	96.5%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=383)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	22.7%	21.6%
Retention rate	3.9%	Down from 5.4%	1.3%	1.2%
Attendance rate	94.0%	Up from 93.7%	95.7%	95.9%
Eligible for gifted and talented	20.7%	Up from 18.2%	15.9%	14.8%
With disabilities other than speech	17.6%	Down from 19.1%	14.2%	12.6%
Older than usual for grade	4.7%	Down from 4.9%	2.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.4%	0.6%
Annual dropout rate	0.5%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	40.0%	Up from 37.9%	56.7%	56.9%
Continuing contract teachers	83.3%	Down from 89.7%	76.9%	72.7%
Teachers with emergency or provisional certificates	13.3%	Up from 10.7%	3.6%	5.3%
Teachers returning from previous year	91.8%	Up from 88.6%	85.4%	82.9%
Teacher attendance rate	92.3%	Down from 93.9%	95.5%	95.2%
Average teacher salary*	\$45,541	Up 2.3%	\$46,636	\$46,599
Professional development days/teacher	3.1 days	Down from 6.3 days	10.4 days	10.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 19.3 to 1	20.8 to 1	20.1 to 1
Prime instructional time	85.8%	Down from 87.0%	90.2%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	55.1%	Down from 99.7%	97.3%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$10,566	Up 10.2%	\$7,423	\$7,645
Percent of expenditures for instruction**	50.4%	Up from 49.3%	63.9%	63.4%
Percent of expenditures for teacher salaries**	48.2%	Up from 46.4%	59.2%	57.0%

\* 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**

As Principal of Guinyard-Butler Middle School in Barnwell School District 45, my vision for GBMS is to continue improvement of student achievement, classroom behavior, community participation, and instructional delivery. All students can learn and my educational philosophy is that all stakeholders at GBMS will form a team that encourages academic success for all students attending GBMS.

Following is a listing of some of our many accomplishments during 2008-2009 school year:

One student was named as a Duke Scholar and 11 students were named Junior Scholars.

54 students were honored for academics and/or excellent behavior by becoming members of Dr. Bass's "Lunch Bunch".

GBMS added 60 new members to the Jr. Beta Club.

GBMS had 53 students participate in concert Band.

GBMS students participated in the Lt. Governor's Essay Contest.

GBMS Career Day included 30 guest speakers.

GBMS Jr. Beta Club activities and projects including: 50 students and six Chaperones attended the Jr. Beta Club Convention in Myrtle Beach; ran concession stand for home basketball games; inducted new members in November 2008.

GBMS Student Council activities and projects including: honored teachers during Teacher Appreciation Week and American Education Week; entered Homecoming Parade; sponsored the Miss GBMS Pageant; worked on GBMS Beautification; sponsored a Canned Food Drive; coordinated Red Ribbon Week, Spirit Week, and Toys for Tots.

GBMS students and staff participated in Relay for Life

The GBMS Football team, Boys and Girls Basketball Teams had excellent seasons.

Teacher of the Year - Mrs. Tammy Briggs.

GBMS continues to implement the Barnwell 45 Curriculum instruction work for students and teachers. All teachers are involved in the training. Parent and MAP nights were attended throughout the school year by parents and students.

Mrs. Gretchen Schatzer-Birt, Chair, GBMS School Improvement Council

Dr. John A. Bass, Guinyard-Butler Middle School Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	25	165	43
Percent satisfied with learning environment	88.0%	64.6%	59.5%
Percent satisfied with social and physical environment	76.0%	54.0%	45.2%
Percent satisfied with school-home relations	64.0%	84.4%	61.9%

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

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**School Adequate Yearly Progress**

NO

This school met 15 out of 21 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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.0%	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	365	98.9	42.5	37.7	19.8	68	73.3	82.8	Yes	Yes
<b>Gender</b>										
Male	181	98.9	44.3	33.5	22.2	64.2	68	79.3	N/A	N/A
Female	184	98.9	40.7	41.8	17.5	71.8	78.9	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	201	100	31	39.1	29.9	80.2	83.4	89.5	Yes	Yes
African American	156	98.1	59.1	34.2	6.7	51	61.3	73.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	72.7	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	55	96.4	78.8	17.3	3.8	28.8	41.7	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	213	98.6	57.8	34.8	7.4	54.4	63.8	75.5	No	Yes

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

All Students	365	98.9	45	38	17	68.3	68.4	78.9	Yes	Yes
<b>Gender</b>										
Male	181	98.9	43.8	35.8	20.5	66.5	66.3	77	N/A	N/A
Female	184	98.9	46.3	40.1	13.6	70.1	70.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	201	100	28.9	46.2	24.9	79.7	79.2	87.2	Yes	Yes
African American	156	98.1	65.8	28.2	6	53.7	55.7	66.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	54.5	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	55	96.4	N/AV	N/AV	N/AV	34.6	36.5	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	213	98.6	60.8	33.3	5.9	55.9	58.1	70.2	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
<b>Science</b>								
All Students	268	100	48.5	34.6	16.9	51.5	48.7	67.5
<b>Gender</b>								
Male	135	100	49.2	28.8	22	50.8	48.4	67
Female	133	100	47.7	40.6	11.7	52.3	48.9	68
<b>Racial/Ethnic Group</b>								
White	158	100	35.7	41.6	22.7	64.3	64.6	79.5
African American	105	100	69.3	23.8	6.9	30.7	29.2	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	37	100	83.3	13.9	2.8	16.7	20.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
<b>Socio-Economic Status</b>								
Subsided meals	153	100	65.3	29.3	5.4	34.7	34.7	55.1
<b>Social Studies</b>								
All Students	262	99.6	49.4	35	15.6	50.6	51.7	72.3
<b>Gender</b>								
Male	129	100	45.7	33.9	20.5	54.3	52.6	71.5
Female	133	99.3	53.1	36.2	10.8	46.9	50.9	73.2
<b>Racial/Ethnic Group</b>								
White	139	99.3	38	39.4	22.6	62	63.8	80.7
African American	117	100	64.9	28.9	6.1	35.1	35.8	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>								
Disabled	36	97.2	N/AV	N/AV	N/AV	20	23.7	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
<b>Socio-Economic Status</b>								
Subsided meals	154	99.4	62.7	30.7	6.7	37.3	39.2	62.1

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
<b>Writing</b>										
All Students	366	97.5	45.7	34	20.3	54.3	52.7	70.2	94	94.7
<b>Gender</b>										
Male	183	97.3	51.4	32	16.6	48.6	46	63.2	93.4	94.5
Female	183	97.8	40	36	24	60	59.7	77.5	94.5	95
<b>Racial/Ethnic Group</b>										
White	199	99	30.8	40.5	28.7	69.2	66.5	79.1	94	94.6
African American	159	95.6	64.9	25	10.1	35.1	36.7	57.6	93.9	94.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	95	95.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	36.4	62.6	97.2	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	84.2	91.1
<b>Disability Status</b>										
Disabled	55	85.5	N/AV	N/AV	N/AV	4.3	5.1	26.1	93.4	93.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	N/A	96.8
<b>Socio-Economic Status</b>										
Subsidized meals	214	95.8	60.7	31.3	8	39.3	38.9	58.9	93.4	94.3

Abbreviations for Missing Data

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## 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>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	169	100	41.8	36.4	21.8	58.2
	8	196	98	43.1	38.8	18.1	56.9
<b>Mathematics</b>							
<b>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	169	100	36.4	38.2	25.5	63.6
	8	196	98	52.7	37.8	9.6	47.3
<b>Science</b>							
<b>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	169	100	41.8	37.6	20.6	58.2
	8	99	100	60	29.5	10.5	40
<b>Social Studies</b>							
<b>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	169	99.4	48.8	36	15.2	51.2
	8	93	100	50.5	33.3	16.1	49.5
<b>Writing</b>							
<b>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	171	98.3	43	33.9	23	57
	8	195	96.9	48.1	34.1	17.8	51.9

Abbreviations for Missing Data

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