



## Guinyard Elementary

125 Herlong Avenue  
St. Matthews, SC 29135

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	644 Students	
<b>Principal</b>	Dr. Jacqueline Mayo	803-874-3314
<b>Superintendent</b>	James K. Westbury	803-655-7310
<b>Board Chair</b>	Thomas Arant	803-874-2759

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	Below Average
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

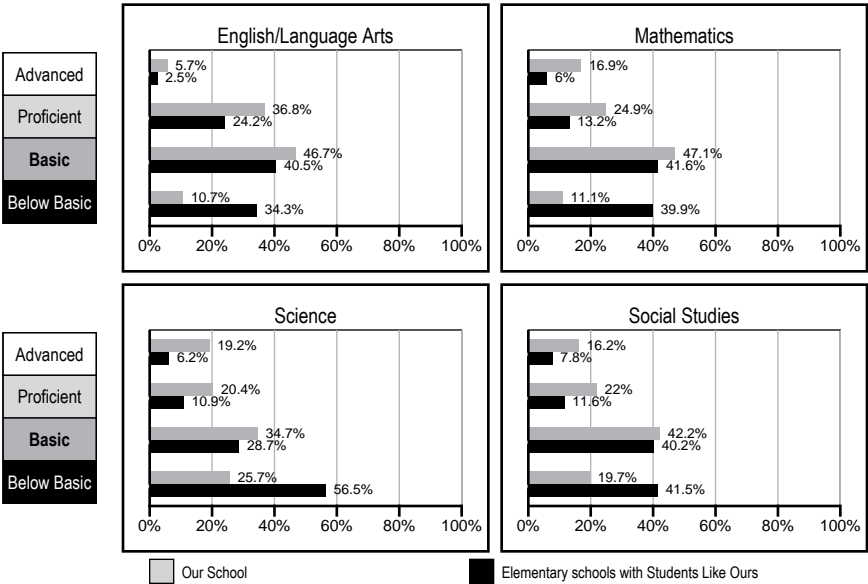
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.6%

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

Excellent	Good	Average	Below Average	At-Risk
0	4	4	41	60

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=644)</b>				
First graders who attended full-day kindergarten	95.1%	Up from 93.9%	100.0%	100.0%
Retention rate	9.3%	Up from 5.1%	3.1%	2.3%
Attendance rate	96.0%	No Change	96.0%	96.3%
Eligible for gifted and talented	7.4%	Up from 4.2%	2.9%	10.4%
With disabilities other than speech	8.4%	Up from 3.9%	7.8%	7.5%
Older than usual for grade	3.3%	Up from 1.8%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	49.0%	Up from 48.9%	54.5%	56.7%
Continuing contract teachers	71.4%	Down from 80.9%	69.0%	77.3%
Teachers with emergency or provisional certificates	2.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	83.6%	Up from 82.4%	82.6%	86.4%
Teacher attendance rate	93.6%	Up from 92.2%	95.0%	94.9%
Average teacher salary	\$46,255	Up 4.4%	\$43,876	\$45,345
Professional development days/teacher	11.0 days	Up from 6.9 days	13.8 days	12.6 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Down from 17.7 to 1	16.6 to 1	18.5 to 1
Prime instructional time	88.5%	Up from 86.9%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	81.6%	Up from 75.7%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,229	Up 0.6%	\$8,172	\$7,052
Percent of expenditures for instruction*	68.3%	Up from 67.4%	68.5%	69.1%
Percent of expenditures for teacher salaries*	66.1%	Up from 64.5%	61.0%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The 2007 - 2008 school year was a very successful one for Guinyard Elementary. We have received many recognitions on both the federal and state level. For the fourth straight year, we have met the federal guidelines for Adequate Yearly Progress (AYP). Both our students and teachers worked very hard to accomplish this goal. The South Carolina Department of Education recognized us as having one of the best single gender programs in the state. Thirteen of our students have been identified as "Duke Scholars." Each year, the federal government recognizes one teacher from each of the fifty states for their outstanding teaching. The teacher selected from South Carolina was our very own Ms. Wanda Green. Also, the district winner for the Lieutenant Governor's Writing Award was a student from Guinyard.

Next school year, our Montessori program will expand to include an upper elementary class and serve students through the fourth grade. At Guinyard Elementary, we believe that education should address the uniqueness of our students. This philosophy has led us to serve our children through several innovative intervention programs such as Junior Kindergarten, Junior First, Junior Second, and Junior Third grades. Our differentiated approach to instruction is evident through our literacy groups, pre-literacy groups, and writing groups. Some of our students received interventions throughout the school day from our reading specialists, and others received interventions in our after-school and Saturday-school program. This year, we expanded our single gender program to include the girls. We are proud to say that our school has been selected to participate in the Teacher Advancement Program (TAP), a professional development program for teachers. The academic curriculum was supplemented by field trips, assemblies, and the science lab.

Highlights of the school year included a Valentine's Day Ball, a carnival, Celebration of the Arts, a Little Miss and Mister Guinyard Pageant, a Black History Month play presented by the fifth grade, Family Science Night, Family Literacy Night, and a PACT Rally. Also, our teachers presented at the Professional Development School's National Conference and South Carolina's Single Gender Conference.

In closing, Guinyard's staff is very grateful for all the support it has received from the School Improvement Council and the PTA. A special thank you is extended to our district, school volunteers, parents, community, and students for their continued support.

Retana G. Reed, Chairperson, School Improvement Council  
Dr. Jacqueline Mayo, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	84	56
Percent satisfied with learning environment	72.7%	91.5%	63.6%
Percent satisfied with social and physical environment	82.4%	84.0%	64.3%
Percent satisfied with school-home relations	75.8%	84.8%	72.7%

\* 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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	6.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	279	100	10.6	46.2	36.7	6.4	58.7	45.9	48.2	Yes	Yes
<b>Gender</b>											
Male	130	100	14.2	47.5	33.3	5	51.7	35.1	41.7	N/A	N/A
Female	149	100	7.6	45.1	39.6	7.6	64.6	55.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	34	100	10.7	10.7	67.9	10.7	78.6	62.2	60	I/S	I/S
African American	231	100	10.8	51.6	32.3	5.4	55.6	40.4	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	14	100	7.7	30.8	46.2	15.4	69.2	73.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	36	100	25	50	18.8	6.3	50	30.7	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	11	100	0	40	50	10	70	77.8	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	267	100	11.1	45.6	36.9	6.3	58.3	44.2	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	279	100	11	46.6	25	17.4	60.2	47.2	45.8	Yes	Yes
<b>Gender</b>											
Male	130	100	13.3	48.3	20	18.3	55	42.8	45.6	N/A	N/A
Female	149	100	9	45.1	29.2	16.7	64.6	51.3	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	34	100	3.6	28.6	21.4	46.4	78.6	62.2	59	I/S	I/S
African American	231	100	11.7	50.2	25.1	13	57	41.5	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	14	100	15.4	23.1	30.8	30.8	76.9	87	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	36	100	31.3	46.9	6.3	15.6	31.3	26.7	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	11	100	10	20	30	40	90	94.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	267	100	11.1	46.4	25.4	17.1	60.3	46	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	180	98.9	25	34.5	20.2	20.2	40.5	34.6	35.7	96	96.2
<b>Gender</b>											
Male	91	98.9	28.9	32.5	19.3	19.3	38.6	34.3	37.4	95.5	95.8
Female	89	98.9	21.2	36.5	21.2	21.2	42.4	35	33.8	96.5	96.5
<b>Racial/Ethnic Group</b>											
White	27	100	9.5	9.5	38.1	42.9	81	62.9	49.2	93.7	95.2
African American	145	98.6	28.1	37.4	18	16.5	34.5	26.1	17	96.4	96.5
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	N/A
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	57.1	24.9	95.9	96.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
<b>Disability Status</b>											
Disabled	18	94.4	53.3	20	0	26.7	26.7	17.5	14	95.1	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	85.4
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	50	24.4	96.8	96.8
<b>Socio-Economic Status</b>											
Subsided meals	173	98.8	25.5	34.2	21.1	19.3	40.4	32.9	21.1	96	96.1

**Social Studies**

All Students	182	99.5	19.5	42	21.8	16.7	38.5	28.4	34	96	96.2
<b>Gender</b>											
Male	78	100	13.7	49.3	19.2	17.8	37	28	36.6	95.5	95.8
Female	104	99	23.8	36.6	23.8	15.8	39.6	28.8	31.3	96.5	96.5
<b>Racial/Ethnic Group</b>											
White	17	100	21.4	14.3	35.7	28.6	64.3	48.3	44.5	93.7	95.2
African American	154	99.4	19.3	46.7	20.7	13.3	34	21.5	19.1	96.4	96.5
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	N/A
Hispanic	11	100	20	10	20	50	70	61.1	27.5	95.9	96.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
<b>Disability Status</b>											
Disabled	22	100	20	50	10	20	30	17	14.4	95.1	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	85.4
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	73.3	27.3	96.8	96.8
<b>Socio-Economic Status</b>											
Subsided meals	174	99.4	18.1	42.8	22.3	16.9	39.2	27.3	21	96	96.1

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	86	100	11.4	27.8	54.4	6.3	60.8	
	4	106	99.1	28.2	45.6	22.3	3.9	26.2	
	5	104	99	32.3	51.5	15.2	1	16.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	94	100	4.4	23.1	53.8	18.7	72.5	
	4	84	100	11.3	46.3	42.5	0	42.5	
	5	101	100	16.1	68.8	15.1	0	15.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	86	100	12.7	45.6	27.8	13.9	41.8	
	4	106	99.1	26.2	43.7	16.5	13.6	30.1	
	5	104	99	21.2	57.6	14.1	7.1	21.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	94	100	7.7	42.9	26.4	23.1	49.5	
	4	84	100	12.5	43.8	26.3	17.5	43.8	
	5	101	100	12.9	52.7	22.6	11.8	34.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	44	100	30	30	30	10	40	
	4	106	99.1	41.6	33.7	12.9	11.9	24.8	
	5	51	100	56.3	25	8.3	10.4	18.8	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	45	97.8	11.9	31	28.6	28.6	57.1	
	4	84	100	16.3	41.3	20	22.5	42.5	
	5	51	98	52.2	26.1	13	8.7	21.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	43	100	5.3	39.5	42.1	13.2	55.3	
	4	106	98.1	24	46	19	11	30	
	5	54	98.2	38	48	8	6	14	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	49	100	2.1	29.2	29.2	39.6	68.8	
	4	83	100	15.2	51.9	24.1	8.9	32.9	
	5	50	98	44.7	38.3	10.6	6.4	17	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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