



Guinyard-Butler Middle

779 Allen Street
Barnwell, South Carolina

Grades	7-8 Middle School	
Enrollment	412 Students	
Principal	Dr. John Bass	803-541-1370
Superintendent	Roy Sapough	803-541-1300
Board Chair	Valenda D. Black	803-259-1687

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Below Average	Below Average

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

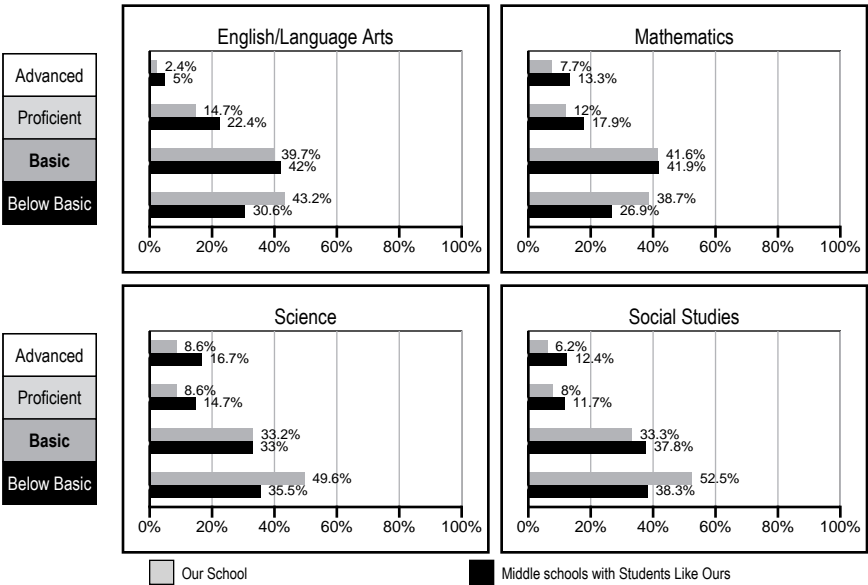
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	16	30	5

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

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

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	0	97.0
English 1	0	96.8
Physical Science	0	50.0
All Subjects	0	96.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=412)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	19.8%	19.4%
Retention rate	5.4%	Up from 2.4%	1.5%	1.8%
Attendance rate	93.7%	Up from 93.6%	95.8%	95.8%
Eligible for gifted and talented	18.2%	No Change	16.8%	15.3%
With disabilities other than speech	19.1%	Up from 17.9%	14.2%	12.9%
Older than usual for grade	4.9%	Up from 4.0%	3.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	37.9%	Up from 35.7%	53.3%	55.0%
Continuing contract teachers	89.7%	Up from 85.7%	73.3%	70.6%
Teachers with emergency or provisional certificates	10.7%	Up from 3.8%	5.3%	5.4%
Teachers returning from previous year	88.6%	Up from 81.6%	84.4%	83.4%
Teacher attendance rate	93.9%	Up from 93.2%	94.8%	94.9%
Average teacher salary	\$44,530	Up 4.2%	\$44,198	\$44,706
Professional development days/teacher	6.3 days	Down from 10.9 days	11.6 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	19.3 to 1	No Change	19.4 to 1	20.1 to 1
Prime instructional time	87.0%	Up from 86.0%	89.2%	89.3%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 91.5%	97.4%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$9,589	Up 4.8%	\$7,025	\$7,097
Percent of expenditures for instruction*	49.3%	Down from 50.9%	64.4%	64.4%
Percent of expenditures for teacher salaries*	46.4%	Down from 47.9%	60.0%	59.4%

* 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

The 2007-2008 year at Guniyard-Butler Middle School brought many changes and opportunities for the students. We had a school-wide improvement in our facilities and grounds. Community action increased at the school, with many parents participating in our various activities and parent nights. We are continuing to improve and increase our educational efforts for all students at Guinyard-Butler Middle School.

Following is a list of some of our many accomplishments during the 2007-2008 school year:

Two students were named as Duke Scholars and eleven students were named Junior Scholars. Ten students received the President's Education Silver Award and twenty students received the Gold Award.

Dr. Bass' Lunch Bunch honored thirty-four students for their academic and behavior excellence.

Junior Beta Club added fifty new members this year and attended the Junior Beta Club Convention. Junior Beta Club participated in the GBMS Veterans Day Program, PTSO dances, concession stand for home basketball games, and GBMS beauty pageant.

The PTSO conducted three dances for the students who did not receive out-of-school detention, and also raised money to purchase picnic tables for the school grounds.

GBMS staff and faculty participated in the Relay for Life and Red Ribbon Week, as well as having a fitness/wellness workroom.

The athletic activities included the football and basketball teams enjoying a winning season with great parent participation at away and home games. GBMS continues to work with the community for improvement of all academic and athletic endeavors.

The GBMS parent and community team held an orientation for all upcoming 7th grade students and their parents. They also sponsored a Student Appreciation Night for GBMS students and parents.

A RIT class (preparation for PACT) was added to the schedule at GBMS.

The State Department of Education assigned an ERT (external review team) to GBMS, and many valuable ideas and improvements were suggested by ERT.

GBMS was recommended for continuing SACS accreditation.

Mrs. Gretchen Shtazer-Birt, Chair, School Improvement Council
 Dr. John A. Bass, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	174	69
Percent satisfied with learning environment	93.8%	63.8%	67.6%
Percent satisfied with social and physical environment	93.8%	58.2%	50.0%
Percent satisfied with school-home relations	78.1%	83.7%	70.8%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 13 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

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	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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	93.7%	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	396	99.2	42.5	39.8	15	2.6	30.1	35.6	48.2	No	Yes
Gender											
Male	203	99.5	51	32.7	14.3	2	27.6	32.5	41.7	N/A	N/A
Female	193	99	33.3	47.5	15.8	3.3	32.8	39	55	N/A	N/A
Racial/Ethnic Group											
White	218	99.1	26.3	46.9	23.4	3.3	45	49.7	60	Yes	Yes
African American	171	100	62.8	30.5	4.9	1.8	12.2	18.5	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	27.3	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	67	97	73.4	21.9	3.1	1.6	9.4	8.9	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	229	98.7	57.5	36	5.6	0.9	15.9	21.3	34	No	Yes

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

All Students	396	99.2	38	42	12.4	7.7	31.4	35.6	45.8	No	Yes
Gender											
Male	203	99.5	38.8	38.3	12.8	10.2	35.2	37.1	45.6	N/A	N/A
Female	193	99	37.2	45.9	12	4.9	27.3	33.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	218	99.1	19.6	48.8	18.2	13.4	47.4	51.8	59	Yes	Yes
African American	171	100	61	32.9	5.5	0.6	11.6	15.6	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	67	97	64.1	32.8	3.1	0	12.5	11.2	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	229	98.7	55.1	36.4	6.5	1.9	17.8	20.3	31.4	No	Yes

* 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 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
Science											
All Students	294	100	49.1	32.9	8.8	9.2	18	19	35.7	93.7	94.6
Gender											
Male	153	100	51	27.9	9.5	11.6	21.1	20.6	37.4	93.6	94.4
Female	141	100	47.1	38.2	8.1	6.6	14.7	17.3	33.8	93.9	94.9
Racial/Ethnic Group											
White	163	100	32.3	39.2	14.6	13.9	28.5	30.1	49.2	93.5	94.3
African American	127	100	71.9	24	0.8	3.3	4.1	5.2	17	94	95
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	85	93.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.4	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	87.2	90.3
Disability Status											
Disabled	51	100	82	10	4	4	8	9.6	14	93.2	93.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	93.3	94.1
Socio-Economic Status											
Subsided meals	167	100	65.2	30.4	1.3	3.2	4.4	7.3	21.1	92.8	94.1
Social Studies											
All Students	288	100	51.8	33.2	8.6	6.4	15	14	34	93.7	94.6
Gender											
Male	141	100	50.7	32.6	7.2	9.4	16.7	17.2	36.6	93.6	94.4
Female	147	100	52.8	33.8	9.9	3.5	13.4	10.6	31.3	93.9	94.9
Racial/Ethnic Group											
White	155	100	33.8	43.7	12.6	9.9	22.5	23	44.5	93.5	94.3
African American	128	100	74.2	19.4	4	2.4	6.5	4.1	19.1	94	95
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	85	93.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.4	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	87.2	90.3
Disability Status											
Disabled	45	100	73.3	20	4.4	2.2	6.7	6.1	14.4	93.2	93.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	93.3	94.1
Socio-Economic Status											
Subsided meals	168	100	64.6	27.3	5	3.1	8.1	7.2	21	92.8	94.1

* 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*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	195	99.5	37.4	40	21.1	1.6	22.6
	8	207	100	49.3	38.6	11.1	1	12.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	189	100	45.7	38.6	13.6	2.2	15.8
	8	207	98.6	39.5	41	16.4	3.1	19.5
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	195	99.5	35.3	29.5	23.2	12.1	35.3
	8	207	100	55.1	33.3	10.1	1.4	11.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	189	100	37	42.9	9.8	10.3	20.1
	8	207	98.6	39	41	14.9	5.1	20
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	194	99.5	43.9	30.7	12.7	12.7	25.4
	8	107	100	60.2	31.6	6.1	2	8.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	188	100	44.8	35.5	9.3	10.4	19.7
	8	106	100	57	28	8	7	15
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	194	99.5	56.6	28.6	7.9	6.9	14.8
	8	105	100	55	37	4	4	8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	189	100	57.6	27.7	6.5	8.2	14.7
	8	99	100	40.6	43.8	12.5	3.1	15.6

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