

Guinyard Elementary

125 Herlong Avenue
St. Matthews, SC 29135

Grades	PK-5 Elementary School	
Enrollment	614 Students	
Principal	Dr. Jacqueline Mayo	803-874-3314
Superintendent	James K. Westbury	803-655-7310
Board Chair	Thomas Arant	803-874-2759

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	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

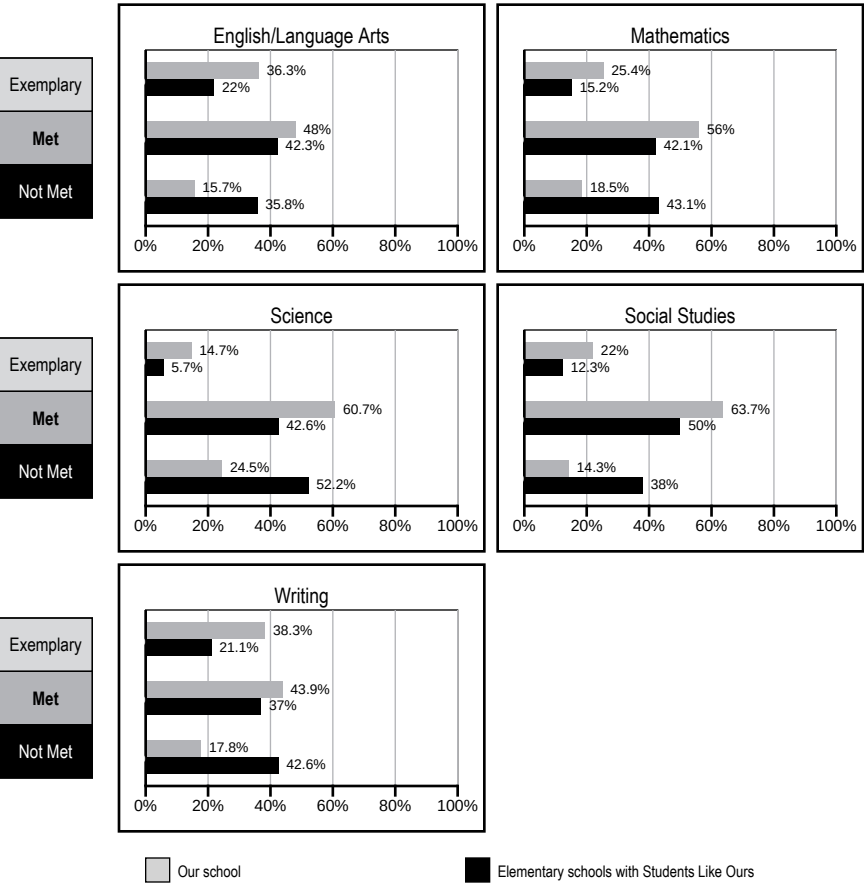
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	68	63	32

* 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=614)				
First graders who attended full-day kindergarten	96.9%	Up from 95.1%	100.0%	100.0%
Retention rate	4.1%	Down from 9.3%	2.4%	1.9%
Attendance rate	96.0%	No Change	96.0%	96.3%
Eligible for gifted and talented	8.7%	Up from 7.4%	3.2%	10.0%
With disabilities other than speech	8.6%	Up from 8.4%	7.5%	7.7%
Older than usual for grade	2.2%	Down from 3.3%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	46.7%	Down from 49.0%	57.1%	59.4%
Continuing contract teachers	84.4%	Up from 71.4%	71.6%	80.0%
Teachers with emergency or provisional certificates	2.3%	Down from 2.4%	0.0%	0.0%
Teachers returning from previous year	88.3%	Up from 83.6%	82.1%	85.9%
Teacher attendance rate	94.3%	Up from 93.6%	95.2%	95.1%
Average teacher salary*	\$45,854	Down 0.9%	\$45,790	\$47,149
Professional development days/teacher	7.2 days	Down from 11.0 days	10.7 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Up from 15.3 to 1	16.7 to 1	18.8 to 1
Prime instructional time	90.1%	Up from 88.5%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.1%	Up from 81.6%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,335	Up 15.3%	\$8,646	\$7,458
Percent of expenditures for instruction**	69.0%	Up from 68.3%	68.3%	68.8%
Percent of expenditures for teacher salaries**	64.7%	Down from 66.1%	62.1%	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 2008 – 2009 school year was awesome. We soared to heights unknown. Once again, we received numerous recognitions on both the federal and state level. We are proud of the strides everyone has made to become a 2009 Carolina First Palmetto's Finest Award finalist and to win the South Carolina Palmetto Gold Award for Closing the Achievement Gap in academics. The teachers and the students worked very hard to achieve these goals. Also, for the fifth straight year, we have met the federal guidelines of Adequate Yearly Progress (AYP).

Progress continued to be shown through the achievements of our students in many areas. We had a State Department Writing Award winner, a South Carolina Middle/Elementary School Academy of Science (MESAS) regional winner and school winner. Together with this year's students, a total of 33 have been identified as "Duke Scholars". We continued to provide intervention programs for our students, such as a Junior Kindergarten through Junior Third Grade classes. Teachers of child development through second grades undertook a Montessori math intervention initiative, which proved to be very effective because some of our first graders can now multiply. Additionally, over one hundred students were served in the After School and Saturday School Programs. This is the fifth year of literacy groups from first through third grades. This initiative expanded to include literacy groups for our child development and kindergarten students. Our technology initiative expanded to include computer-based instructional programs (i.e.) Success Maker, Waterford, Study Island, BrainPop, Reading Mastery, and Language for Learning. Guinyard's faculty has had numerous opportunities for professional growth. The Teacher Advancement Program (TAP) has increased student achievement and provided a framework for our teachers. The district wide book study helped teachers gain more insight on motivational techniques to inspire students.

Highlights of the school year include the production of a video by the University of South Carolina for national distribution, USDA Fresh Fruit & Vegetables Grant, an outside science lab, Science Fair, R.I.D.D.E. Program, D.A.R.E. Program, Carolina Cares, Artist-in-Residence, and the Statewide Outreach Project, LLC, to name a few. We also held several evening programs to provide parents with information to better assist their children. It is because of these initiatives that our school received both state and government recognition.

In closing, Guinyard's staff is grateful for the support it has received from the school Improvement Council and the PTA. We would also like to thank our district personnel, 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	29	76	41
Percent satisfied with learning environment	93.1%	86.7%	75.6%
Percent satisfied with social and physical environment	86.2%	76.0%	65.9%
Percent satisfied with school-home relations	75.0%	91.9%	65.9%

* 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	96.0%	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	262	99.6	15.1	48.4	36.5	92.9	87	82.8	Yes	Yes
Gender										
Male	128	99.2	20.7	45.5	33.9	90.1	82.3	79.3	N/A	N/A
Female	134	100	9.9	51.1	38.9	95.4	91.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	36	100	2.9	32.4	64.7	100	91.3	89.5	I/S	I/S
African American	213	99.5	17.6	52.7	29.8	91.2	85.2	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	12	100	N/AV	N/AV	N/AV	100	100	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	32	100	50	32.1	17.9	64.3	53.6	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	10	I/S	I/S	I/S	I/S	I/S	100	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	227	100	15.1	48.2	36.7	92.2	86	75.5	Yes	Yes

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

All Students	262	100	18.2	56.1	25.7	87.7	84.4	78.9	Yes	Yes
Gender										
Male	128	100	24.6	50.8	24.6	83.6	78.2	77	N/A	N/A
Female	134	100	12.2	61.1	26.7	91.6	90.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	36	100	14.7	55.9	29.4	94.1	88.7	87.2	I/S	I/S
African American	213	100	19.4	57.3	23.3	86.4	82.8	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	12	100	8.3	33.3	58.3	91.7	90.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	32	100	35.7	50	14.3	64.3	47.8	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	10	I/S	I/S	I/S	I/S	I/S	88.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	227	100	18.3	55	26.6	88.1	83.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	173	99.4	24	59.3	16.8	76	74	67.5
Gender								
Male	86	98.8	25.9	53.1	21	74.1	71.8	67
Female	87	100	22.1	65.1	12.8	77.9	76.2	68
Racial/Ethnic Group								
White	21	100	5	55	40	95	88.5	79.5
African American	142	99.3	28.5	62	9.5	71.5	68.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	94.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	23	95.7	55	25	20	45	42.6	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	8	I/S	I/S	I/S	I/S	I/S	100	59.6
Socio-Economic Status								
Subsided meals	150	99.3	22.2	61.1	16.7	77.8	73.8	55.1

Social Studies

All Students	176	99.4	14	63.2	22.8	86	74.6	72.3
Gender								
Male	82	100	12.7	54.4	32.9	87.3	74.3	71.5
Female	94	98.9	15.2	70.7	14.1	84.8	74.8	73.2
Racial/Ethnic Group								
White	27	100	3.8	65.4	30.8	96.2	84.8	80.7
African American	142	99.3	15.9	63.8	20.3	84.1	71.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	23	95.7	23.8	57.1	19	76.2	54.9	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	5	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	157	99.4	14.5	63.8	21.7	85.5	72.4	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	267	97	17.5	44	38.5	82.5	76.3	70.2	96	96.1
Gender										
Male	132	96.2	28.7	38.5	32.8	71.3	64.5	63.2	95.5	95.8
Female	135	97.8	6.9	49.2	43.8	93.1	87.8	77.5	96.4	96.4
Racial/Ethnic Group										
White	39	100	26.3	26.3	47.4	73.7	76.2	79.1	94.1	95.1
African American	214	96.3	16.4	48.3	35.3	83.6	75.5	57.6	96.2	96.5
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	N/A	86.2	93.6	94.6
Hispanic	12	100	N/AV	N/AV	N/AV	100	100	62.6	97.6	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	33	78.8	73.9	17.4	8.7	26.1	15.8	26.1	95.3	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	100	61.2	97.5	97
Socio-Economic Status										
Subsidized meals	229	96.9	17.2	44.7	38.1	82.8	75.4	58.9	96	96.1

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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	91	98.9	9.5	35.7	54.8	90.5
	4	87	100	18.8	48.2	32.9	81.2
	5	84	100	16.9	61.4	21.7	83.1
	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	91	100	30.6	50.6	18.8	69.4
	4	87	100	12.9	55.3	31.8	87.1
	5	84	100	10.8	62.7	26.5	89.2
	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
Science							
2009	3	45	97.8	26.8	56.1	17.1	73.2
	4	87	100	21.2	60	18.8	78.8
	5	41	100	26.8	61	12.2	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
Social Studies							
2009	3	46	97.8	9.1	77.3	13.6	90.9
	4	87	100	10.6	61.2	28.2	89.4
	5	43	100	26.2	52.4	21.4	73.8
	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
Writing							
2009	3	90	96.7	17.9	41.7	40.5	82.1
	4	87	97.7	22.9	39.8	37.3	77.1
	5	90	96.7	11.8	50.6	37.6	88.2
	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

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