



Granard Middle

815 W. Rutledge Ave.
Gaffney, SC 29341

Grades	6-8 Middle School	
Enrollment	478 Students	
Principal	Mrs. Shirley Sealy	864-489-6833
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below 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

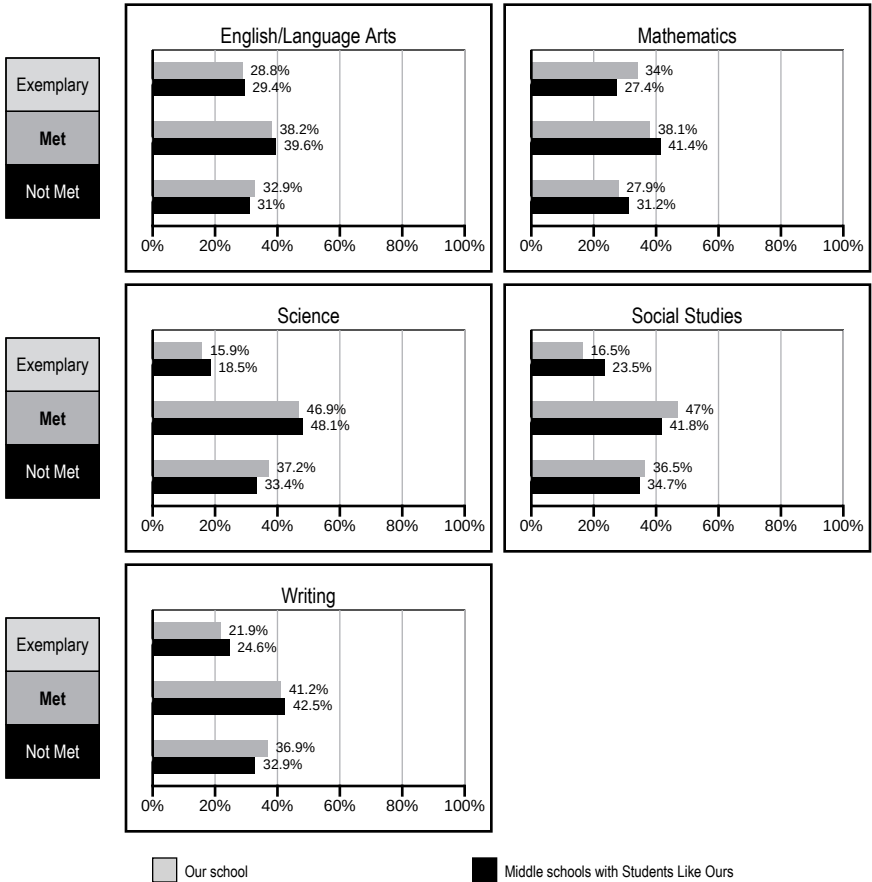
95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	47	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

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

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	100.0%	97.2%
English 1	N/A	94.7%
Physical Science	N/A	76.5%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=478)				
Students enrolled in high school credit courses (grades 7 & 8)	38.4%	Up from 32.4%	22.7%	21.6%
Retention rate	1.1%	Down from 1.8%	1.5%	1.2%
Attendance rate	96.2%	Up from 96.1%	95.7%	95.9%
Eligible for gifted and talented	19.6%	Down from 23.0%	15.9%	14.8%
With disabilities other than speech	7.3%	Down from 8.2%	14.2%	12.6%
Older than usual for grade	1.7%	Up from 1.6%	2.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	82.4%	Up from 68.4%	56.2%	56.9%
Continuing contract teachers	100.0%	Up from 92.1%	76.8%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	3.6%	5.3%
Teachers returning from previous year	90.7%	Down from 94.3%	84.9%	82.9%
Teacher attendance rate	93.1%	Up from 91.2%	95.5%	95.2%
Average teacher salary*	\$50,336	Up 7.6%	\$46,565	\$46,599
Professional development days/teacher	6.6 days	Down from 9.0 days	10.8 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.5	3.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 19.7 to 1	20.8 to 1	20.1 to 1
Prime instructional time	88.7%	Up from 85.1%	90.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	82.3%	Up from 80.1%	97.4%	97.8%
Character development program	Good	Up from Below Average	Good	Good
Dollars spent per pupil**	\$6,720	Down 7.0%	\$7,494	\$7,645
Percent of expenditures for instruction**	67.4%	Up from 64.1%	64.0%	63.4%
Percent of expenditures for teacher salaries**	62.6%	Up from 60.5%	59.4%	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

In partnership with our families and community, Granard Middle School's vision is to provide a safe, supportive environment so that all of our learners become educated, productive citizens. We have strived to create an environment where students feel respected and cared for by teachers and staff, and to present a clean and inviting facility. Parental involvement is welcomed and encouraged. We believe that improvement in these areas has continued to enhance the community's perception of Granard Middle School.

Our school currently houses grades 6-8, with a student body population of 462 that is 67% Caucasian, 28% African-American, 3.7% Hispanic, and 1% Asian Pacific. 2% of our students are disabled and are served in our MDII and Autism classes; another 3% are Limited English Proficient and receive ESOL support services. The majority of our students come from relatively low socioeconomic backgrounds, as 81% of them receive free or reduced lunch. We have a staff of 65 that includes 40 certified personnel.

We are continuing to emphasize major goals that include:

- Connecting with all students
- Developing and implementing strategies to strengthen relationships with our community stakeholders
- Implementing research-based programs and strategies to improve student achievement
- Providing sustained professional development related to meeting the needs of all learners
- Incorporating the use of technology to enhance classroom instruction and student learning
- Strengthening our school-wide focus on reading for adolescents

Additionally, we have implemented or are sustaining the following programs:

- Compass / Odyssey computer lab programs for remediation / enrichment in language arts and math
- Career counseling and advisement for all students
- Integration of character education into all aspects of school
- Extended-day programs to provide academic assistance
- Student intramurals and clubs
- Fine Arts performances
- A comprehensive summer reading program for all students and staff

Mrs. Shirley Sealy, Principal

Mrs. Anne Bailey, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	141	86
Percent satisfied with learning environment	100.0%	79.3%	89.4%
Percent satisfied with social and physical environment	92.6%	77.7%	84.1%
Percent satisfied with school-home relations	84.6%	84.9%	85.7%

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

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School Adequate Yearly Progress

YES

This school met 17 out of 17 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	0.0%	No
Student attendance rate	96.2%	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	458	99.8	32.1	39.2	28.7	78.1	78.1	82.8	Yes	Yes
Gender										
Male	251	99.6	34.7	40.9	24.4	70.7	74.5	79.3	N/A	N/A
Female	207	100	28.9	37.1	34	87.3	82	86.5	N/A	N/A
Racial/Ethnic Group										
White	307	99.7	24.4	41	34.6	84.1	83.3	89.5	Yes	Yes
African American	129	100	46.4	37.6	16	67.2	68.8	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.7	92.3	I/S	I/S
Hispanic	17	100	64.3	28.6	7.1	57.1	53	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	34	97.1	50	46.9	3.1	56.3	47.6	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	19	100	62.5	18.8	18.8	56.3	54.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	284	99.7	44.8	37	18.1	68.5	71.5	75.5	Yes	Yes

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

All Students	458	99.8	29.6	40.8	29.6	78.4	77.5	78.9	Yes	Yes
Gender										
Male	251	99.6	31.4	41.3	27.3	76.9	76	77	N/A	N/A
Female	207	100	27.4	40.1	32.5	80.2	79.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	307	99.7	24.7	39.7	35.6	82	83.3	87.2	Yes	Yes
African American	129	100	41.6	40	18.4	69.6	64.9	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.7	93	I/S	I/S
Hispanic	17	100	N/AV	N/AV	N/AV	85.7	62.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	34	97.1	N/AV	N/AV	N/AV	62.5	40.5	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	19	100	25	62.5	12.5	81.3	63.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	284	99.7	39.6	42.6	17.8	71.1	71	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	307	100	36.2	48.1	15.7	63.8	56.6	67.5
Gender								
Male	172	100	35.8	49.1	15.2	64.2	56.7	67
Female	135	100	36.7	46.9	16.4	63.3	56.4	68
Racial/Ethnic Group								
White	207	100	30.5	48	21.5	69.5	65.2	79.5
African American	84	100	50	46.3	3.8	50	37.2	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	69.2	84.3
Hispanic	13	100	I/S	I/S	I/S	I/S	40.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	26.1	23.8	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	14	100	N/AV	N/AV	N/AV	63.6	38.2	59.6
Socio-Economic Status								
Subsided meals	192	100	47	43.6	9.4	53	47	55.1

Social Studies

All Students	299	99.7	35.8	47.6	16.7	64.2	58.5	72.3
Gender								
Male	158	100	37	46.8	16.2	63	58.2	71.5
Female	141	99.3	34.3	48.5	17.2	65.7	58.8	73.2
Racial/Ethnic Group								
White	199	99.5	32.6	47.9	19.5	67.4	65.8	80.7
African American	84	100	41.7	48.8	9.5	58.3	42.8	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	68.8	88.5
Hispanic	12	100	I/S	I/S	I/S	I/S	40.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	18	94.4	52.9	41.2	5.9	47.1	33.7	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	13	100	36.4	45.5	18.2	63.6	42.6	67.9
Socio-Economic Status								
Subsided meals	192	99.5	44.3	43.2	12.4	55.7	49.1	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	467	98.3	36.7	41.3	22	63.3	64.3	70.2	96.2	96.4
Gender										
Male	255	97.3	46	38.9	15.1	54	57.9	63.2	96	96.4
Female	212	99.5	25.7	44.1	30.2	74.3	70.9	77.5	96.6	96.5
Racial/Ethnic Group										
White	311	98.1	29.8	45.4	24.7	70.2	70.4	79.1	95.8	96.2
African American	133	98.5	49.2	34.1	16.7	50.8	51.6	57.6	97.1	96.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	76.2	86.2	98.2	98.2
Hispanic	18	100	66.7	26.7	6.7	33.3	43.9	62.6	97.5	97.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.8
Disability Status										
Disabled	34	82.4	N/AV	N/AV	N/AV	7.4	18.7	26.1	96.3	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.5
English Proficiency										
Limited English Proficient	20	100	58.8	23.5	17.6	41.2	45.7	61.2	97.5	98
Socio-Economic Status										
Subsidized meals	284	97.9	49.6	37.2	13.2	50.4	55.1	58.9	95.7	96.2

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
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English/Language Arts

2009	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	154	99.4	27.9	40.8	31.3	72.1
	7	151	100	33.1	37.9	29	66.9
	8	153	100	35.4	38.8	25.9	64.6

Mathematics

2009	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	154	99.4	20.4	41.5	38.1	79.6
	7	151	100	26.2	49	24.8	73.8
	8	153	100	42.2	32	25.9	57.8

Science

2009	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	77	100	45.8	43.1	11.1	54.2
	7	149	100	25.2	53.8	21	74.8
	8	81	100	47.4	42.3	10.3	52.6

Social Studies

2009	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	76	100	30.7	64	5.3	69.3
	7	151	100	41.4	38.6	20	58.6
	8	72	98.6	29.4	48.5	22.1	70.6

Writing

2009	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	157	99.4	34	41.3	24.7	66
	7	154	97.4	30.8	42	27.3	69.2
	8	156	98.1	45.3	40.5	14.2	54.7

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N/C--Not Collected

N/R--Not Reported

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