

## GRANARD MIDDLE

815 W. Rutledge Ave.  
Gaffney, SC 29341

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	541 Students	
<b>Principal</b>	Dr. Mark Bunch	864-489-6833
<b>Superintendent</b>	Dr. Edgar C. Taylor	864-902-3542
<b>Board Chair</b>	Mr. Donnie Smith	(864) 839-3499

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

## Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

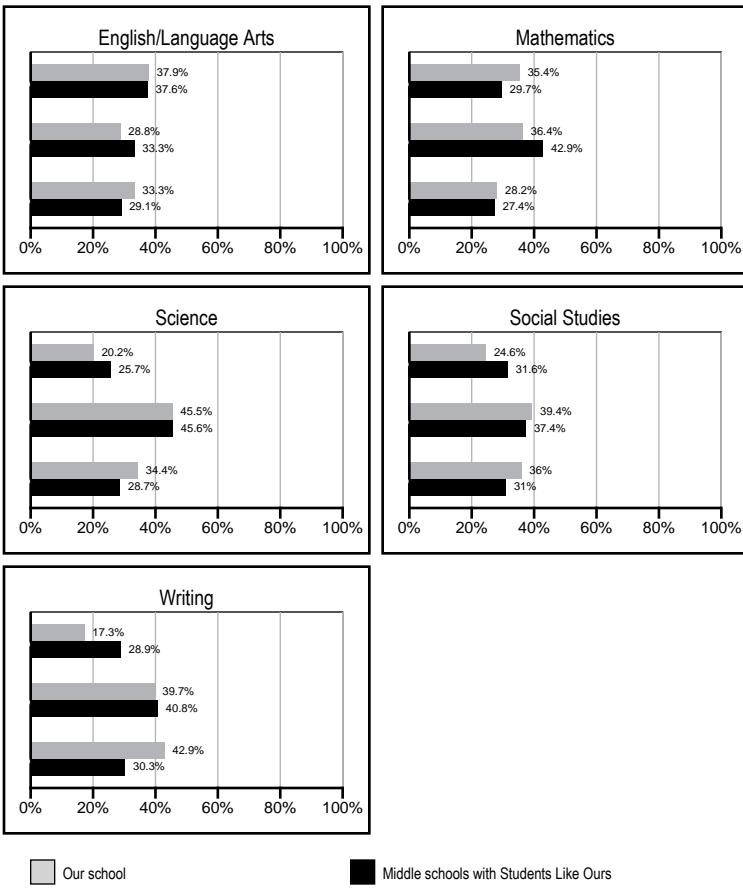
96.8%

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

Excellent	Good	Average	Below Average	At-Risk
3	14	37	0	0

\* Ratings are calculated with data available by 11/09/2011.

## 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	97.3%	97.7%
English 1	N/A	94.2%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	65.7%
US History and the Constitution	N/A	N/A
All Subjects	97.3%	97.1%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=541)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 32.4%	30.8%	24.5%
Retention rate	0.5%	Down from 0.8%	0.7%	0.7%
Attendance rate	96.3%	Up from 96.1%	96.0%	95.9%
Served by gifted and talented program	27.7%	Up from 18.5%	20.2%	17.8%
With disabilities other than speech	5.0%	Down from 8.7%	9.7%	9.2%
Older than usual for grade	0.5%	Down from 1.2%	1.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	71.4%	Down from 87.9%	61.5%	60.0%
Continuing contract teachers	85.7%	Down from 100.0%	86.2%	82.6%
Teachers returning from previous year	86.8%	Down from 88.3%	87.7%	85.6%
Teacher attendance rate	95.6%	Up from 95.3%	95.4%	95.3%
Average teacher salary*	\$47,788	Down 7.4%	\$46,663	\$46,300
Professional development days/teacher	6.2 days	Up from 5.9 days	9.6 days	9.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Down from 20.3 to 1	22.3 to 1	21.5 to 1
Prime instructional time	91.0%	Up from 90.9%	90.2%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.2%	Up from 81.9%	99.4%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$6,705	Down 7.9%	\$7,382	\$7,634
Percent of expenditures for instruction**	67.1%	Up from 66.5%	64.4%	64.0%
Percent of expenditures for teacher salaries**	66.3%	Up from 64.9%	62.2%	61.2%

\* 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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N/R-Not Reported

I/S-Insufficient Sample

## Report of Principal and School Improvement Council

This has been a very successful year at Granard Middle School. Our teachers and staff worked diligently to provide a nurturing and academically challenging environment. We had 22 Junior Scholars (up from 14 in 2010 and 9 in 2009), numerous writing award winners, Regional and State Band awards, as well as successful seasons in football, volleyball, and basketball. Our School Report Card scores improved and we met Adequate Yearly Progress (AYP) based on 2009-2010 PASS scores! Students and staff participated in Writing Across the Curriculum. This was a tremendous success. We continued to stress technology implementation in the classrooms, and held school-based training sessions for electronic white boards, classroom performance systems (CPS), LCD projectors, ETV and documents cameras. Additionally, our staff participated in a variety of meaningful professional development opportunities in order to improve classroom performance. We continue to be committed to providing a quality educational experience for every student.

School Improvement Council Chair: Trisha Wade

Principal: Dr. Mark Bunch

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	152	87
Percent satisfied with learning environment	100.0%	79.9%	87.2%
Percent satisfied with social and physical environment	100.0%	81.2%	76.5%
Percent satisfied with school-home relations	93.9%	90.1%	84.9%

\* 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 19 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%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	96.3%	94.0%**	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	549	100	33.3	28.9	37.8	77.2	74.4	82.4	No	Yes
<b>Gender</b>										
Male	302	100	37.5	24.7	37.8	72.2	69.9	78.7	N/A	N/A
Female	247	100	28.2	34	37.8	83.2	79	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	396	100	28.2	29.2	42.6	81.2	79.7	88.9	Yes	Yes
African American	132	100	48.8	29.3	22	64.2	63.1	72.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.5	93	I/S	I/S
Hispanic	16	100	46.7	20	33.3	73.3	59.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	78.9	13.2	7.9	34.2	33.4	48.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	46.7	26.7	26.7	73.3	61.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	302	100	45.5	29.3	25.2	67.6	67.3	75.4	No	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	549	100	28.1	36.9	35	80.8	76.7	81.9	Yes	Yes
<b>Gender</b>										
Male	302	100	28.8	35.4	35.8	80.2	75.2	79.9	N/A	N/A
Female	247	100	27.3	38.7	34	81.5	78.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	396	100	25.6	34.5	39.9	83.6	82	88.9	Yes	Yes
African American	132	100	36.6	43.1	20.3	73.2	64.1	71.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	16	100	33.3	46.7	20	66.7	67.4	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	63.2	26.3	10.5	42.1	39.6	47.3	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	40	33.3	26.7	66.7	69.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	302	100	38.6	37.9	23.4	73.1	70.1	74.9	No	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
<b>Science</b>								
All Students	373	99.7	34.1	45.8	20.1	65.9	59.3	68.6
<b>Gender</b>								
Male	209	99.5	30.3	46	23.7	69.7	59.7	68.3
Female	164	100	38.8	45.6	15.6	61.3	58.8	68.9
<b>Racial/Ethnic Group</b>								
White	267	99.6	30.1	44.4	25.5	69.9	68.3	80.7
African American	91	100	44.7	48.2	7.1	55.3	39.5	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	78.9	85.3
Hispanic	12	100	N/A	N/A	N/A	45.5	38.1	61.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	25	100	56.5	34.8	8.7	43.5	28.2	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	42.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	205	100	43.7	43.7	12.6	56.3	50.4	57.3
<b>Social Studies</b>								
All Students	372	99.7	36.8	39	24.2	63.2	57.9	72.5
<b>Gender</b>								
Male	206	99.5	38.8	33.2	28.1	61.2	58.2	72
Female	166	100	34.4	46.3	19.4	65.6	57.7	73.1
<b>Racial/Ethnic Group</b>								
White	272	99.6	33	36.4	30.7	67	63.7	81
African American	88	100	47	47	6	53	45.3	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	74.2	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	40.5	69.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	33	100	80.6	16.1	3.2	19.4	23.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	46.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	208	99.5	49	37.4	13.6	51	49.9	62.9

Abbreviations for Missing Data

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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	164	98.2	42.6	40	17.4	57.4	65.3	73.2	96.3	96.3
<b>Gender</b>										
Male	88	96.6	51.8	33.7	14.5	48.2	58.2	67.2	96.3	96.2
Female	76	100	31.9	47.2	20.8	68.1	72.8	79.4	96.4	96.3
<b>Racial/Ethnic Group</b>										
White	120	99.2	37.9	38.8	23.3	62.1	72.2	81.5	96	96
African American	38	94.7	N/AV	N/AV	N/AV	41.2	50.6	61.3	97.2	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	75	87	97.2	97.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	45.3	66.7	96.9	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.4
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	16.9	26	94.9	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	46.4	65.7	96.9	97.6
<b>Socio-Economic Status</b>										
Subsidized meals	81	97.5	55.8	33.8	10.4	44.2	56.2	63.2	95.7	96

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>							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	179	99.4	31.6	38.5	29.9	68.4
	7	166	100	30.6	29.3	40.1	69.4
	8	152	100	37.1	35.1	27.8	62.9
	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
2011	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	186	100	33.9	25.4	40.7	66.1
	7	196	100	34.7	30.5	34.7	65.3
	8	167	100	30.8	30.8	38.4	69.2
	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	152	100	35.1	44.4	20.5	64.9
<b>Mathematics</b>							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	179	99.4	32.2	31	36.8	67.8
	7	166	100	27.4	36.9	35.7	72.6
	8	152	100	35.1	44.4	20.5	64.9
	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
2011	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	186	100	27.7	39	33.3	72.3
	7	196	100	31.1	32.6	36.3	68.9
	8	167	100	25.2	39.6	35.2	74.8
	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	38.2	34.2	27.6	61.8
<b>Science</b>							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	91	98.9	58	39.8	2.3	42
	7	166	100	33.8	42	24.2	66.2
	8	77	100	38.2	34.2	27.6	61.8
	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
2011	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	92	100	41.6	52.8	5.6	58.4
	7	196	100	26.3	48.4	25.3	73.7
	8	85	98.8	44.3	31.6	24.1	55.7

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N/R-Not Reported

I/S-Insufficient Sample

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary	
<b>Social Studies</b>								
2010	3	0	N/A	N/A	N/A	N/A	N/A	
	4	0	N/A	N/A	N/A	N/A	N/A	
	5	0	N/A	N/A	N/A	N/A	N/A	
	6	87	98.9	35.7	56	8.3	64.3	
	7	166	100	35.7	30.6	33.8	64.3	
	8	76	100	43.4	39.5	17.1	56.6	
	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	
2011	5	N/A	N/AV	N/A	N/A	N/A	N/A	
	6	94	100	36.4	55.7	8	63.6	
	7	196	100	38.4	32.1	29.5	61.6	
	8	82	98.8	33.3	37.2	29.5	66.7	
	<b>Writing</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	
2011	6	180	98.3	27.7	45.1	27.2	72.3	
	7	169	98.2	38.2	43.3	18.5	61.8	
	8	153	98	36.2	43.6	20.1	63.8	
	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	N/A	N/AV	N/A	N/A	N/A	N/A	
	8	164	98.2	42.6	40	17.4	57.4	

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