



## GREAT FALLS HIGH

411 Sunset Ave  
Great Falls, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	296 Students	
<b>Principal</b>	Corey J. Murphy	803-482-2210
<b>Superintendent</b>	Dr. Thomas Graves	803-385-6122
<b>Board Chair</b>	Dr. Richard Hughes	803-581-7522

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Below Average</b>
2009	Average	Below Average
2008	Average	Good
2007	Average	Below Average
2006	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 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.

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

Excellent	Good	Average	Below Average	At-Risk
0	4	20	3	0

\* Ratings are calculated with data available by 09/29/2011.

## High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	79.2%	78.4%	72.9%	77.6%	72.5%	74.0%
Passed 1 subtest (%)	15.6%	10.8%	21.4%	11.9%	14.7%	14.2%
Passed no subtests (%)	5.2%	10.8%	5.7%	10.5%	12.8%	12.8%

## HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	91.5%	88.5%

## Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	107	81	224	218
Number of Graduates in Cohort	79	58	161	149
Rate	73.8%	71.6%	74.0%	71.0%

\*Used to calculate current AYP.

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	78.0%	68.6%
English 1	58.4%	58.7%
Physical Science	56.9%	46.8%
US History and the Constitution	14.1%	34.3%
All Tests	53.9%	50.8%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

## 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	High Schools with Students Like Ours	Median High School
<b>Students (n=296)</b>				
Retention rate	4.2%	Down from 7.6%	4.3%	3.7%
Attendance rate	93.5%	Down from 94.2%	95.2%	95.4%
Eligible for gifted and talented	19.5%	Up from 9.1%	9.6%	12.4%
With disabilities other than speech	13.9%	Down from 14.2%	14.0%	12.8%
Older than usual for grade	12.2%	Down from 12.7%	10.6%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.4%	Down from 7.0%	1.7%	1.1%
Enrolled in AP/IB programs	12.9%	Down from 17.6%	10.0%	13.1%
Successful on AP/IB exams	N/A	N/A	40.3%	50.4%
Eligible for LIFE Scholarship	28.6%	Down from 31.3%	31.4%	30.4%
Annual dropout rate	6.2%	Up from 5.0%	3.5%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	6.2%	2.2%
Enrollment in career/technology courses	146	Down from 195	341	424
Students participating in work-based experiences	16.7%	Up from 14.2%	16.9%	11.7%
Career/technology students attaining technical skills	90.7%	Down from 91.5%	79.3%	78.7%
Career/technology completers placed	97.1%	Up from 90.9%	97.0%	98.5%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	56.5%	Up from 53.8%	59.9%	60.4%
Continuing contract teachers	52.2%	Down from 61.5%	73.5%	76.6%
Teachers with emergency or provisional certificates	15.8%	Down from 18.2%	10.0%	6.5%
Teachers returning from previous year	81.5%	Up from 79.0%	82.9%	86.8%
Teacher attendance rate	96.6%	Down from 97.1%	95.2%	95.8%
Average teacher salary*	\$48,154	Down 2.7%	\$46,758	\$47,390
Professional development days/teacher	7.4 days	Down from 13.6 days	10.1 days	10.0 days
<b>School</b>				
Principal's years at school	0.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 20.9 to 1	25.6 to 1	25.8 to 1
Prime instructional time	89.2%	Down from 89.9%	89.2%	90.1%
Dollars spent per pupil**	\$10,822	Up 4.1%	\$8,394	\$7,974
Percent of expenditures for teacher salaries**	54.1%	Down from 55.3%	54.9%	55.4%
Percent of expenditures for instruction**	55.8%	Down from 57.5%	60.7%	60.4%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Up from 88.7%	95.1%	96.0%
Character development program	Good	Up from Below Average	Excellent	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

\* 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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## Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	71	91.5%	295	53.9%	81	71.6%	No
<b>Gender</b>							
Male	42	90.5%	175	52.6%	50	66.0%	N/A
Female	29	93.1%	120	55.8%	31	80.6%	N/A
<b>Racial/Ethnic Group</b>							
White	36	94.4%	159	54.7%	42	69.0%	N/A
African American	35	88.6%	134	53.0%	39	74.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	N/A	N/A	49	42.9%	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	46	91.3%	219	52.1%	53	69.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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## Report of Principal and School Improvement Council

Great Falls High School serves the Chester County School District students in the extreme southeast corner of the county. The student body of approximately 310 students is diverse, with 44% African-American, 55% white, and .7% Hispanic. The Absolute Rating of the school in 2009 remained Average. Great Falls High was also awarded the Palmetto Silver Award for closing the achievement gap. The S.C. State Department of Education awarded the school the Magna Cum Laude Award for high improvement on the ACT test. This year, Great Falls High School underwent a successful evaluation by a High Schools That Work technical assistance team of educators and community members. Great Falls High School seniors participated for the first time in the HSTW Assessment, a nationally-normed test; and 12 seniors were recognized as top national achievers. The Advisor/Advisee Program continues to foster student success and positive choices.

Great Falls High School was granted over \$200,000 in funding to be used over three years from the Chester County Health Care Foundation. The money is used to fund an after-school academic assistance lab that includes a healthy snack and transportation home, after-school classes for initial credit, and a summer academic recovery program called Fifth Quarter.

Our emphasis is on continuous improvement. An instructional coach was employed to increase achievement and test taking confidence on End of Course tests, HSAP exams, and ACT/ SAT test prep. The summer Jumpstart Program continues for select incoming freshmen to prep them for success at the high school. The literacy initiative is being enriched with Silent Sustained Reading in the language arts classes along with mandatory summer reading. The addition of Senior Projects has added rigor to prepare graduates for college, the military, or the workforce.

Our students can earn dual credits in college level courses offered in the distance learning lab from the University of South Carolina at Lancaster or York Technical College, as well as credits on-line through the NOVA Net program.

Twenty-six out of 62 seniors this year have the 3.5 GPA needed to be considered Honor Graduates. Eighteen of our seniors are eligible for Life Scholarships.

The JROTC program at Great Falls High School continues to excel and is designated as an Honor Unit with Distinction. Six JROTC senior cadets were awarded a total of \$568,452 dollars in ROTC scholarships to South Carolina universities and colleges.

Great Falls has a rich tradition of athletic participation and achievement, offering seven varsity sports. The football, baseball, golf, track, and basketball teams advanced to the 1A state finals, with the basketball team finishing as the runner-up for the state 1A Championship. Over 47% of our GFHS students are involved in the high school athletic program, with 3 students receiving scholarships.

Twenty-eight students attended the Chester County Career Center this year to take a variety of technical and career exploratory courses.

It is the steadfast intent of the administration, faculty, and staff of Great Falls High to continuously focus on teaching and learning to increase student achievement.

Corey J. Murphy, Principal  
Glenn Ross, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	57	18
Percent satisfied with learning environment	92.6%	87.7%	88.9%
Percent satisfied with social and physical environment	96.3%	87.7%	77.8%
Percent satisfied with school-home relations	61.5%	93.0%	94.4%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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**School Adequate Yearly Progress**

NO

This school met 6 out of 11 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**

N/A

**School Improvement Key**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

**Teacher Quality Data**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	23.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

  

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

Abbreviations for Missing Data

## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	71	100	9.1	48.5	19.7	22.7	51.5	55.8	65.9	No	Yes
Male	37	100	8.6	54.3	22.9	14.3	45.7	54.1	60.8	N/A	N/A
Female	34	100	9.7	41.9	16.1	32.3	58.1	57.9	71	N/A	N/A
White	40	100	7.7	33.3	25.6	33.3	61.5	70	77.5	I/S	Yes
African American	30	100	11.5	69.2	11.5	7.7	38.5	43.1	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	18.4	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	47	100	9.5	64.3	14.3	11.9	40.5	45.8	51.5	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	71	100	19.7	37.9	27.3	15.2	50	60.2	62.3	No	Yes
Male	37	100	17.1	40	31.4	11.4	54.3	62.2	61.7	N/A	N/A
Female	34	100	22.6	35.5	22.6	19.4	45.2	57.7	63	N/A	N/A
White	40	100	20.5	23.1	35.9	20.5	59	71.7	75	I/S	Yes
African American	30	100	19.2	57.7	15.4	7.7	38.5	50	44	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	18.4	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	47	100	21.4	52.4	19	7.1	38.1	51.9	48.1	No	Yes

**Physical Science (End-of-Course Test performance by Group)**

All Students	70	97.1	61.8	11.8	16.2	10.3	26.5	N/A	N/A	N/A	N/A
Male	36	100.0	63.9	13.9	13.9	8.3	22.2	N/A	N/A	N/A	N/A
Female	34	94.1	59.4	9.4	18.8	12.5	31.3	N/A	N/A	N/A	N/A
White	40	97.5	43.6	17.9	25.6	12.8	38.5	N/A	N/A	N/A	N/A
African American	29	96.6	85.7	3.6	3.6	7.1	10.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	46	95.7	77.3	6.8	13.6	2.3	15.9	N/A	N/A	N/A	N/A

\* 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

## Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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## English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	76	100	13.2	48.7	19.7	18.4	52.6	52.4	61.8
	2010	71	100	9.1	48.5	19.7	22.7	51.5	55.8	65.9

## Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	76	100	18.4	34.2	28.9	18.4	52.6	62.2	62.7
	2010	71	100	19.7	37.9	27.3	15.2	50	60.2	62.3

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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