



Great Falls Middle

409 Sunset Ave.

Great Falls, South Carolina

Grades	6-8 Middle School	
Enrollment	245 Students	
Principal	Wendell B. Sumter	803-482-2220
Superintendent	Mr. Larry B. Heath	803-385-6122
Board Chair	Dr. Richard Hughes	803-581-7522

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

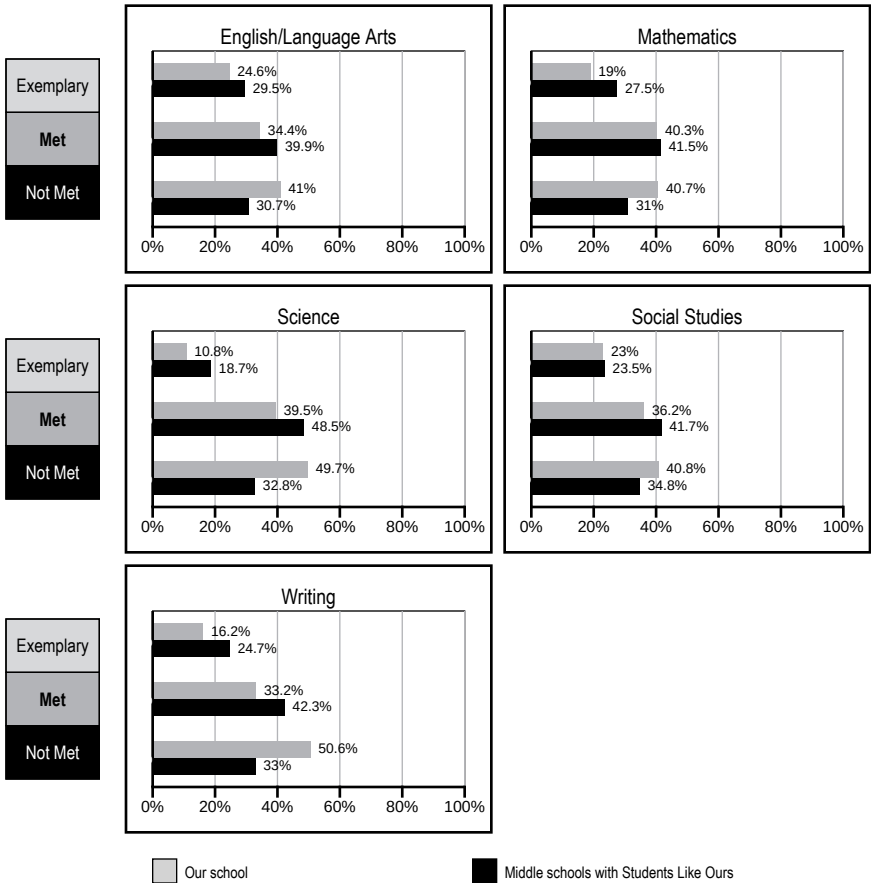
97.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	47	3	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%	97.5%
English 1	100.0%	97.4%
Physical Science	N/A	86.3%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=245)				
Students enrolled in high school credit courses (grades 7 & 8)	55.2%	Up from 44.3%	20.8%	21.6%
Retention rate	1.2%	Up from 0.4%	1.3%	1.2%
Attendance rate	95.3%	Up from 93.6%	95.8%	95.9%
Eligible for gifted and talented	12.1%	Up from 11.2%	15.9%	14.8%
With disabilities other than speech	17.0%	Up from 15.9%	14.2%	12.6%
Older than usual for grade	6.9%	Up from 5.2%	2.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	42.1%	Down from 45.0%	56.2%	56.9%
Continuing contract teachers	63.2%	Up from 55.0%	76.6%	72.7%
Teachers with emergency or provisional certificates	27.8%	Up from 22.2%	3.7%	5.3%
Teachers returning from previous year	70.1%	Up from 65.6%	84.4%	82.9%
Teacher attendance rate	96.0%	Up from 94.3%	95.3%	95.2%
Average teacher salary*	\$44,700	Up 4.5%	\$46,565	\$46,599
Professional development days/teacher	8.8 days	Down from 11.6 days	10.8 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	12.3 to 1	Down from 12.6 to 1	20.7 to 1	20.1 to 1
Prime instructional time	90.7%	Up from 86.0%	90.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.4%	Up from 86.3%	97.9%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,309	Up 24.8%	\$7,576	\$7,645
Percent of expenditures for instruction**	61.4%	Down from 69.2%	64.2%	63.4%
Percent of expenditures for teacher salaries**	57.1%	Down from 65.9%	59.4%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Great Falls Middle School, located in rural Chester County, is one of three middle schools in the Chester County School District. Our school's mission, in cooperation with home and community, is to nurture well-rounded, life-long learners by providing innovative and challenging educational opportunities that will prepare students to become productive citizens. Our beliefs are: all students are capable of learning and have the potential to become world class citizens; a safe, nurturing, disciplined environment is essential for learning to occur; mutual respect is essential from all members of the learning environment; each individual is responsible for his or her actions; school and home relations are essential to the educational process; parents, teachers, administrators, and the community must share the responsibility of educating our children; valuing diversity and providing for individual differences enrich learning; students learning appropriate decision-making, problem-solving, and critical thinking skills when provided with a supportive and challenging learning environment; and great expectations, yield great results.

During the 2008-2009 school year, we continued to have high expectations for students. A variety of assessments were utilized to improve instructional practices. Great Falls Middle School is very proud of the progress we have made in continuing to improve instructional practices to meet the needs of our students. Our faculty and staff gained knowledge through several staff development sessions. We incorporated the use of data walls to promote student achievement, utilized a part-time instructional coach, fully implemented my reading coach, and held quarterly assemblies to recognize academic achievement and citizenship.

Community and parent involvement is a priority for our school as we see its ownership in the hands of the parents and community. We have long-standing partnerships with the people and businesses of Great Falls and the surrounding areas, and we strive to enhance these each year. A number of well-attended parent involvement activities were held this year. The school strives to keep parents and community informed through parent newsletters, articles in the local newspaper, and our phone dialer system.

Students and teachers from Great Falls Middle School have been highly recognized during the 2008-2009 school year. We had one student named a Junior Scholar, one student competed in the National Geography Bee, and 100 percent passage rate on End of Course test for Algebra 1 and English 1. Several teachers received grants, one of which allowed students to perform School House Rock Live! We are very proud of the efforts our students and teachers have made this year and look forward to their continued success in the future. We continue to face the challenge of preparing our students for high school but rise to the occasion with renewed efforts toward improving instruction using research-based techniques, using data to better address the needs of our students, and promoting excellence among our students and staff. We strive to make a positive impact on each child we serve.

Wendell B. Sumter, Principal
Mike Fanning, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	79	42
Percent satisfied with learning environment	95.0%	78.5%	76.2%
Percent satisfied with social and physical environment	100.0%	84.8%	73.8%
Percent satisfied with school-home relations	70.0%	85.9%	71.4%

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

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 Adequate Yearly Progress

NO

This school met 19 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. 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	21.8%	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	0.0%	0.0%	Yes
Student attendance rate	95.3%	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	246	100	43.9	34.2	21.9	70	73.2	82.8	Yes	Yes
Gender										
Male	138	100	47	31.8	21.2	62.9	69.4	79.3	N/A	N/A
Female	108	100	40	37.1	22.9	79	77.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	142	100	37.8	31.9	30.4	74.8	80.9	89.5	Yes	Yes
African American	101	100	52.5	36.4	11.1	63.6	64.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	82.8	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	42	100	80	12.5	7.5	32.5	44.4	52	No	Yes
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	N/A	N/AV	N/A	N/A	N/A	N/A	81	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	152	100	52.4	34.7	12.9	62.6	66.1	75.5	Yes	Yes

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

All Students	246	100	42.2	39.2	18.6	66.7	71.4	78.9	Yes	Yes
Gender										
Male	138	100	48.5	34.1	17.4	61.4	70	77	N/A	N/A
Female	108	100	34.3	45.7	20	73.3	72.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	142	100	36.3	42.2	21.5	71.9	79.8	87.2	Yes	Yes
African American	101	100	49.5	35.4	15.2	59.6	62.3	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.9	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75.9	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	42	100	65	20	15	37.5	37.8	45.5	No	Yes
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	N/A	N/AV	N/A	N/A	N/A	N/A	81	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	152	100	50.3	36.1	13.6	60.5	64	70.2	Yes	Yes

* 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

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	163	100	49.1	39	11.9	50.9	54.9	67.5
Gender								
Male	90	100	58.6	33.3	8	41.4	55.2	67
Female	73	100	37.5	45.8	16.7	62.5	54.5	68
Racial/Ethnic Group								
White	94	100	40.7	44	15.4	59.3	67.6	79.5
African American	68	100	59.7	32.8	7.5	40.3	40.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	32	100	67.7	22.6	9.7	32.3	31	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	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	59.6
Socio-Economic Status								
Subsided meals	99	100	56.3	38.5	5.2	43.8	44.8	55.1

Social Studies

All Students	161	100	40.5	35.9	23.5	59.5	63	72.3
Gender								
Male	87	100	42.7	30.5	26.8	57.3	63.5	71.5
Female	74	100	38	42.3	19.7	62	62.5	73.2
Racial/Ethnic Group								
White	96	100	36.7	31.1	32.2	63.3	70.4	80.7
African American	62	100	45	43.3	11.7	55	54.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	27	100	76	12	12	24	41	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	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	67.9
Socio-Economic Status								
Subsided meals	100	100	47.9	36.5	15.6	52.1	54.8	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	242	97.9	50.2	33.5	16.3	49.8	58.7	70.2	95.3	95.5
Gender										
Male	135	98.5	55	31.3	13.7	45	52	63.2	95.4	95.2
Female	107	97.2	44.1	36.3	19.6	55.9	65.8	77.5	95.2	95.9
Racial/Ethnic Group										
White	139	97.1	41.7	37.1	21.2	58.3	68	79.1	94.6	95.1
African American	100	100	62.6	28.3	9.1	37.4	48.4	57.6	96.5	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	72.7	86.2	94.4	96.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	72.4	62.6	91.7	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.3
Disability Status										
Disabled	40	92.5	N/AV	N/AV	N/AV	10.8	13.9	26.1	93.9	94.2
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	N/A	N/AV	N/A	N/A	N/A	N/A	68.2	61.2	N/A	96.3
Socio-Economic Status										
Subsidized meals	148	96.6	62	29.6	8.5	38	49	58.9	94.5	95.1

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
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	81	100	37.2	43.6	19.2	62.8
	7	78	100	49.3	25.3	25.3	50.7
	8	87	100	45.2	33.3	21.4	54.8
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	81	100	17.9	52.6	29.5	82.1
	7	78	100	46.7	33.3	20	53.3
	8	87	100	60.7	32.1	7.1	39.3
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	41	100	40	55	5	60
	7	78	100	42.7	40	17.3	57.3
	8	44	100	68.2	22.7	9.1	31.8
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	41	100	15.4	59	25.6	84.6
	7	77	100	55.4	23	21.6	44.6
	8	43	100	37.5	37.5	25	62.5
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	81	97.5	36.4	39	24.7	63.6
	7	75	96	54.2	31.9	13.9	45.8
	8	86	100	59.5	29.8	10.7	40.5

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