



GREAT FALLS MIDDLE

409 Sunset Ave.

Great Falls, South Carolina

Grades	6-8 Middle School	
Enrollment	224 Students	
Principal	Wendell B. Sumter	803-482-2220
Superintendent	Dr. Thomas Graves	803-385-6122
Board Chair	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
2010	Average	Average
2009	Below Average	Below Average
2008	Below Average	Below Average
2007	Below 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.

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

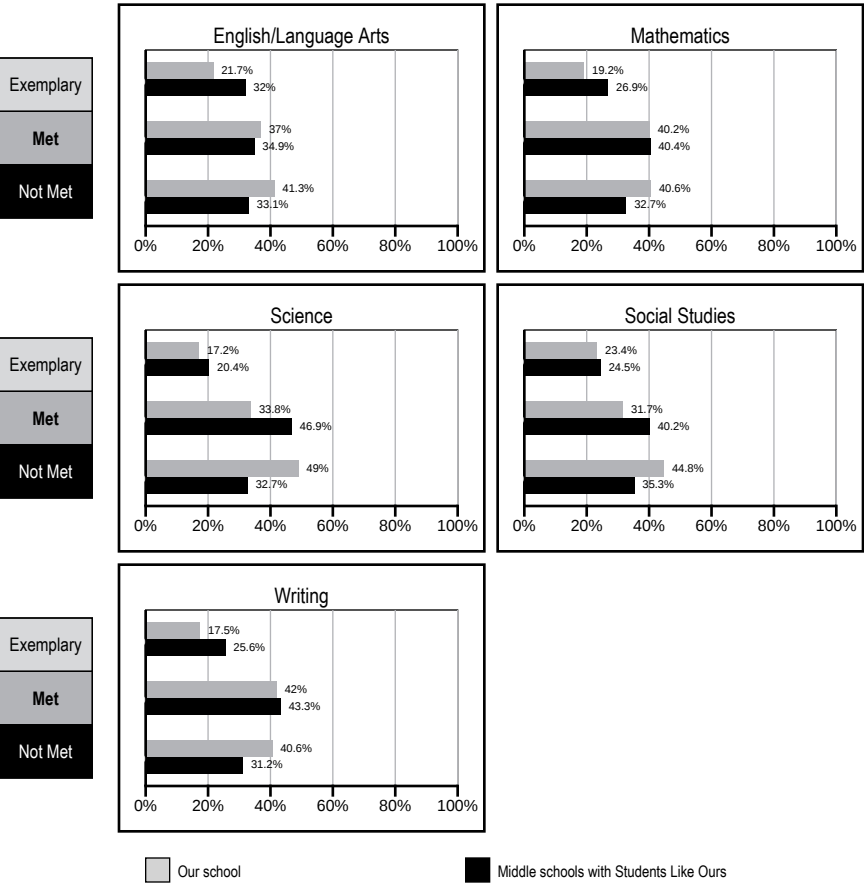
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	42	3	0

* Ratings are calculated with data available by 03/09/2011.

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	100.0%	96.2%
English 1	100.0%	97.2%
Physical Science	N/A	72.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=224)				
Students enrolled in high school credit courses (grades 7 & 8)	47.5%	Down from 55.2%	23.1%	24.2%
Retention rate	0.0%	Down from 1.2%	0.7%	0.7%
Attendance rate	94.6%	Down from 95.3%	95.6%	95.9%
Eligible for gifted and talented	16.7%	Up from 12.1%	15.8%	16.4%
With disabilities other than speech	17.6%	Up from 17.0%	13.4%	12.0%
Older than usual for grade	4.0%	Down from 6.9%	2.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	55.6%	Up from 42.1%	53.2%	58.5%
Continuing contract teachers	77.8%	Up from 63.2%	81.1%	80.0%
Teachers with emergency or provisional certificates	11.1%	Down from 27.8%	4.4%	4.0%
Teachers returning from previous year	73.0%	Up from 70.1%	84.5%	84.6%
Teacher attendance rate	95.7%	Down from 96.0%	95.2%	95.4%
Average teacher salary*	\$43,862	Down 1.9%	\$45,291	\$46,561
Professional development days/teacher	8.8 days	No Change	10.8 days	10.2 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	12.5 to 1	Up from 12.3 to 1	21.4 to 1	21.1 to 1
Prime instructional time	89.6%	Down from 90.7%	89.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 90.4%	98.3%	98.1%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$7,032	Down 15.4%	\$7,752	\$7,802
Percent of expenditures for instruction**	62.9%	Up from 61.4%	63.6%	63.8%
Percent of expenditures for teacher salaries**	59.1%	Up from 57.1%	60.0%	60.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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 learn appropriate decision-making, problem-solving, and critical thinking skills when provided with a supportive and challenging learning environment.

During the 2009-2010 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, fully implemented the My Reading Coach Program, 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.

Many programs and activities were held this year to bridge the gap between the home, school, and community. They included: A Parent's Day Celebration, Grandparents Day, and Fun Day "Unity in Our Community" in which over 60 community businesses, churches, and organizations participated. The school strives to keep parents and the community informed through parent newsletters, articles in the local newspaper, and our phone dialer system. Of the parents surveyed in 2008, 75 percent were satisfied with the learning environment compared to 76.2 percent in 2010. The survey in 2010 indicated that 94.8 percent of teachers were satisfied with the social and physical environment, which was higher than the 87.0 percent in 2008. In 2010, 74 percent of parents were satisfied with the social and physical environment, a decrease from 75.0 percent in 2008. Data compiled from the 2010 survey indicated that 70.0 percent of teachers were satisfied with school-home relations, down from 72.7 percent in 2008. Of the parents who completed the survey, 71.5 percent were satisfied with school-home relations in 2010 as compared to 63.8 percent in 2008. It is our goal to continue to provide maximum opportunities for building school and community relationships.

Mr. Robbie Yarbrough, SIC Chair
Wendell Sumter, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	63	32
Percent satisfied with learning environment	85.0%	60.3%	67.7%
Percent satisfied with social and physical environment	95.0%	74.6%	80.6%
Percent satisfied with school-home relations	70.0%	82.5%	77.4%

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

No Child Left Behind

School Adequate Yearly Progress NO

This school met 16 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	23.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.7%	0.0%	No
Student attendance rate	94.6%	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	215	100	44.3	35.7	20	67.6	74.9	83.5	Yes	Yes
Gender										
Male	111	100	47.2	31.5	21.3	63	71.4	80.1	N/A	N/A
Female	104	100	41.2	40.2	18.6	72.5	78.8	87	N/A	N/A
Racial/Ethnic Group										
White	118	100	36.5	34.8	28.7	77.4	82.8	89.6	Yes	Yes
African American	95	100	54.3	36.2	9.6	55.3	66.5	74.6	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	92.7	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	76.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	37	100	75	19.4	5.6	38.9	42.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	85.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	150	100	55.2	33.1	11.7	59.3	68.8	76.9	Yes	Yes

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

All Students	215	100	43.3	41.4	15.2	69.5	71.7	80.4	Yes	Yes
Gender										
Male	111	100	47.2	32.4	20.4	66.7	69.7	78.4	N/A	N/A
Female	104	100	39.2	51	9.8	72.5	73.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	118	100	39.1	42.6	18.3	74.8	79.3	87.8	Yes	Yes
African American	95	100	48.9	39.4	11.7	62.8	63.6	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	76.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	37	100	72.2	22.2	5.6	36.1	36.9	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	81.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	150	100	51	39.3	9.7	62.8	65.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	147	100	49	33.8	17.2	51	57	67.3
Gender								
Male	79	100	50	25.6	24.4	50	57.3	66.9
Female	68	100	47.8	43.3	9	52.2	56.7	67.7
Racial/Ethnic Group								
White	80	100	39.7	35.9	24.4	60.3	72	79.6
African American	66	100	60.6	30.3	9.1	39.4	41.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	50	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	26	100	N/A	N/A	N/A	16	29.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	50	58.6
Socio-Economic Status								
Subsidized meals	103	100	60.4	31.7	7.9	39.6	47.5	55.4

Social Studies

All Students	148	100	44.8	31.7	23.4	55.2	63.2	70.9
Gender								
Male	75	100	41.1	30.1	28.8	58.9	61.6	70.1
Female	73	100	48.6	33.3	18.1	51.4	65.1	71.7
Racial/Ethnic Group								
White	81	100	38.8	30	31.3	61.3	70.3	79.2
African American	65	100	51.6	34.4	14.1	48.4	55.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	1	I/S	N/A	N/A	N/A	N/A	72.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	23	100	73.9	13	13	26.1	32.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	75	68
Socio-Economic Status								
Subsidized meals	103	100	52	34	14	48	56	60.8

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	219	99.5	40.3	42.2	17.5	59.7	62.5	72.1	94.6	95.3
Gender										
Male	114	99.1	50.5	34.9	14.7	49.5	54.5	65.2	94.7	95.1
Female	105	100	29.4	50	20.6	70.6	71.2	79.2	94.6	95.5
Racial/Ethnic Group										
White	122	100	38.5	36.8	24.8	61.5	69.6	80.8	93.2	94.8
African American	95	99	43	48.4	8.6	57	54.5	59.7	96.6	95.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	87	95	97
Hispanic	1	I/S	N/A	N/A	N/A	N/A	76.7	64.6	73.5	94.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	95.4
Disability Status										
Disabled	39	97.4	N/AV	N/AV	N/AV	13.5	17.2	27.7	93.5	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.8	63.7	N/A	95.5
Socio-Economic Status										
Subsidized meals	151	99.3	47.9	43.2	8.9	52.1	55	61.9	94	94.9

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
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	63	100	44.3	36.1	19.7	55.7
	7	80	100	37.5	42.5	20	62.5
	8	72	100	52.2	27.5	20.3	47.8
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
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	63	100	55.7	36.1	8.2	44.3
	7	80	100	26.3	48.8	25	73.8
	8	72	100	52.2	37.7	10.1	47.8
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	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
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	31	100	61.3	29	9.7	38.7
	7	80	100	42.5	36.3	21.3	57.5
	8	36	100	52.9	32.4	14.7	47.1

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
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	32	100	33.3	50	16.7	66.7
	7	80	100	42.5	30	27.5	57.5
	8	36	100	60	20	20	40
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
2010	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	63	98.4	38.3	40	21.7	61.7
	7	82	100	40.7	44.4	14.8	59.3
	8	74	100	41.4	41.4	17.1	58.6

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