

R H Fulmer Middle

1614 Walterboro Street
West Columbia, SC 29170

Grades	6-8 Middle School	
Enrollment	555 Students	
Principal	Dixon Brooks	803-822-5660
Superintendent	Venus J. Holland, Ed. D.	803-739-8399
Board Chair	Rick Shull	803-796-9172

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

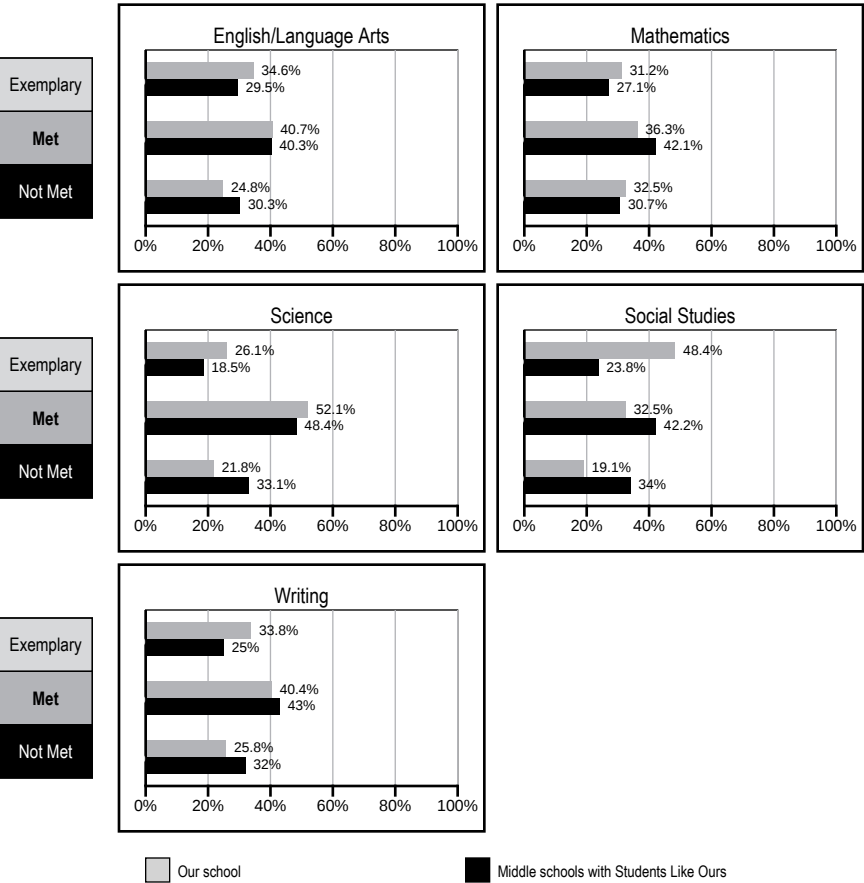
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	51	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	95.0%	97.2%
English 1	98.0%	94.6%
Physical Science	N/A	76.5%
US History and the Constitution	N/A	N/A
All Subjects	96.2%	96.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=555)				
Students enrolled in high school credit courses (grades 7 & 8)	22.6%	Down from 23.7%	22.1%	21.6%
Retention rate	0.2%	Down from 0.8%	1.3%	1.2%
Attendance rate	96.3%	No Change	95.9%	95.9%
Eligible for gifted and talented	26.9%	No Change	15.9%	14.8%
With disabilities other than speech	16.3%	Down from 18.9%	14.0%	12.6%
Older than usual for grade	1.3%	Up from 0.7%	2.6%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	72.5%	Up from 70.2%	55.6%	56.9%
Continuing contract teachers	85.0%	Up from 74.5%	76.3%	72.7%
Teachers with emergency or provisional certificates	5.4%	No Change	4.3%	5.3%
Teachers returning from previous year	83.1%	Down from 83.4%	84.2%	82.9%
Teacher attendance rate	96.3%	Down from 97.3%	95.5%	95.2%
Average teacher salary*	\$48,032	Up 0.1%	\$46,565	\$46,599
Professional development days/teacher	15.4 days	Down from 18.9 days	11.0 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 19.1 to 1	20.9 to 1	20.1 to 1
Prime instructional time	92.1%	Down from 92.6%	90.2%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.6%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,423	Up 6.8%	\$7,418	\$7,645
Percent of expenditures for instruction**	72.0%	Down from 72.4%	63.4%	63.4%
Percent of expenditures for teacher salaries**	69.6%	Down from 69.9%	58.7%	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

The 2008-2009 school year was filled with success for Fulmer Middle School. Our school was recognized as a Palmetto Silver Award Winner by the State Department of Education for our increases in student achievement. This growth occurred as our poverty index grew from 61% to 70% and our special education population grew from 13.7% to 19% over the past three years. In addition, we continue to be recognized as a South Carolina Red Carpet School.

Our fine arts department continued to shine in all areas. The visual art department had five students win awards at the State Fair Art Show. The band received an "Excellent" rating at the SCBDA Concert Festival. Our band and strings students won numerous "Superior" and "Excellent" awards at their respective Solo and Ensemble competitions. In addition, we had students selected for All-State and Region Bands.

Our students also continue to achieve academically. We had two students qualify as Duke TIP Scholars, seven students qualify as South Carolina Junior Scholars, nine qualify as Myrdis Walker Scholars, and over seventy-eight students qualify for Junior Honor Society. Our teachers continue to collaboratively plan their instruction and create common assessments to assess students' mastery of the content standards. Using Mastery Manager, software that assists teachers in evaluating their test results to know which content areas and students need additional time. This is just a small part of our emphasis on providing our students with a guaranteed and viable curriculum.

Our outstanding faculty and staff includes seven National Board Certified teachers and one NBCT candidate. Nathan Caldwell, one of our sixth-grade social studies teachers, represented Fulmer Middle School as our Teacher of the Year. Our staff also continued our partnership with the University of South Carolina by serving as both a practicum site and clinical site for future teachers.

At Fulmer Middle School, our focus is student learning, which is achieved through the partnership and collaborative efforts of teachers, students, and parents. We will continue to analyze our assessment data for the purpose of improving our practices and to ensure that we reach our achievement goals as we continue our efforts as a true Professional Learning Community.

Donna Hallman, SIC Chair
Dixon Brooks, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	142	34
Percent satisfied with learning environment	100.0%	75.2%	73.5%
Percent satisfied with social and physical environment	100.0%	76.5%	54.5%
Percent satisfied with school-home relations	85.4%	80.4%	88.2%

* 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 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	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	0.0%	0.0%	Yes
Student attendance rate	96.3%	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	545	100	25.4	42.9	31.6	82.3	82.1	82.8	Yes	Yes
Gender										
Male	284	100	26.6	45.9	27.4	79.5	77.5	79.3	N/A	N/A
Female	261	100	24.2	39.8	36.1	85.2	86.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	339	100	17.6	44.5	37.9	88.4	89	89.5	Yes	Yes
African American	183	100	42.7	39	18.3	69.5	72.4	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.9	92.3	I/S	I/S
Hispanic	17	100	14.3	64.3	21.4	85.7	72.7	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	93	100	63.2	31	5.7	48.3	49.7	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	69.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	307	100	36.8	43.7	19.5	72.9	74.7	75.5	Yes	Yes

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

All Students	545	100	32.2	39.8	28	77.3	79	78.9	Yes	Yes
Gender										
Male	284	100	31.7	40.5	27.8	76.1	76.5	77	N/A	N/A
Female	261	100	32.8	38.9	28.3	78.7	81.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	339	100	25.4	40.1	34.5	83.1	86.8	87.2	Yes	Yes
African American	183	100	48.2	36.6	15.2	63.4	66.4	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	97	93	I/S	I/S
Hispanic	17	100	14.3	78.6	7.1	100	75.3	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	93	100	70.1	25.3	4.6	42.5	44.7	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	72.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	307	100	43.3	40.4	16.2	69	71.3	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	365	99.5	21.4	52.8	25.8	78.6	68	67.5
Gender								
Male	201	100	23	47	30.1	77	66.4	67
Female	164	98.8	19.5	59.7	20.8	80.5	69.7	68
Racial/Ethnic Group								
White	238	99.6	14.4	52.3	33.3	85.6	79.7	79.5
African American	114	99.1	38.8	51.5	9.7	61.2	49.8	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	75	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	59.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	62	98.4	52.6	40.4	7	47.4	37.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	55.8	59.6
Socio-Economic Status								
Subsided meals	188	99.5	33.5	51.2	15.3	66.5	56.3	55.1

Social Studies

All Students	359	99.7	18.3	34.1	47.6	81.7	73.2	72.3
Gender								
Male	185	99.5	21.6	27.5	50.9	78.4	70.7	71.5
Female	174	100	14.9	41	44.1	85.1	75.7	73.2
Racial/Ethnic Group								
White	215	99.5	15	32	53	85	80.5	80.7
African American	128	100	26.1	37.4	36.5	73.9	61.6	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84.2	88.5
Hispanic	13	100	I/S	I/S	I/S	I/S	69.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	65	98.5	54.2	35.6	10.2	45.8	41.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	67.9	67.9
Socio-Economic Status								
Subsided meals	218	100	25.1	37.4	37.4	74.9	65.2	62.1

Abbreviations for Missing Data

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	552	97.3	25.7	40.5	33.9	74.3	68.3	70.2	96.3	95.8
Gender										
Male	287	97.2	29.5	44.6	26	70.5	59.9	63.2	96.3	95.8
Female	265	97.4	21.6	36.1	42.3	78.4	76.8	77.5	96.3	95.9
Racial/Ethnic Group										
White	344	97.7	19	41.1	39.9	81	76.1	79.1	95.8	95.6
African American	185	97.3	41.2	37.6	21.2	58.8	56.1	57.6	97	96
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.9	86.2	97.5	96.5
Hispanic	17	88.2	N/AV	N/AV	N/AV	100	62.8	62.6	97	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.6
Disability Status										
Disabled	90	83.3	78.6	20	1.4	21.4	23	26.1	95.2	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.2
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	59.2	61.2	98.7	96.2
Socio-Economic Status										
Subsidized meals	294	96.9	37.4	41.9	20.8	62.6	58.8	58.9	95.7	95.4

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	193	100	22.5	45.5	32	77.5
	7	179	100	28	41.5	30.5	72
	8	173	100	26.1	41.6	32.3	73.9
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	193	100	29.2	43.8	27	70.8
	7	179	100	32.3	37.8	29.9	67.7
	8	173	100	35.4	37.3	27.3	64.6
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	100	99	26.9	62.4	10.8	73.1
	7	179	100	19.5	52.4	28	80.5
	8	86	98.8	18.8	42.5	38.8	81.3
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	93	100	17.6	36.5	45.9	82.4
	7	179	100	22	26.2	51.8	78
	8	87	98.9	11.4	48.1	40.5	88.6
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	192	96.4	21.8	46	32.2	78.2
	7	185	97.8	35.3	34.7	29.9	64.7
	8	175	97.7	19.6	40.5	39.9	80.4

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