



## Furman Middle

3400 Bethel Church Road  
Sumter, SC 29154

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	905 Students	
<b>Principal</b>	John Feeney	803-481-8519
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Average</b>
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	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 2008-09 whose 2007-08 test scores were located

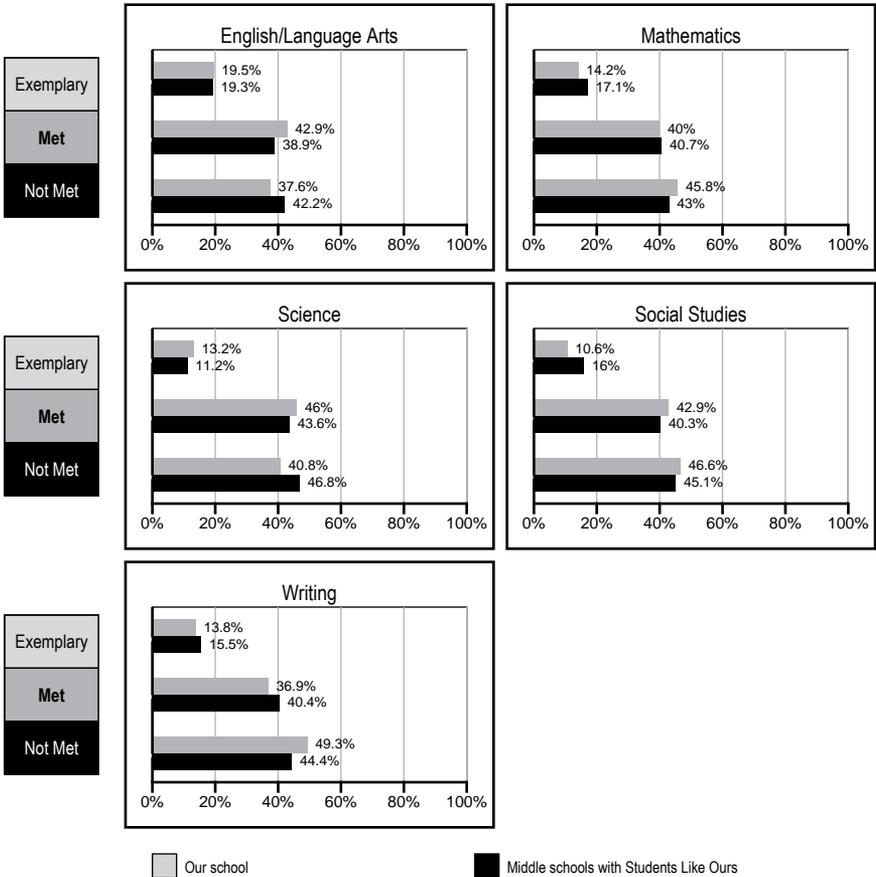
94.6%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	19	23	6

\* 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%	90.7%
English 1	94.9%	88.3%
Physical Science	N/A	76.5%
US History and the Constitution	N/A	N/A
All Subjects	97.5%	89.9%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=905)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	48.9%	Up from 7.8%	15.0%	21.6%
Retention rate	1.1%	Down from 1.2%	2.0%	1.2%
Attendance rate	95.0%	Down from 95.1%	95.4%	95.9%
Eligible for gifted and talented	11.8%	Down from 14.4%	9.2%	14.8%
With disabilities other than speech	13.5%	Up from 13.3%	14.3%	12.6%
Older than usual for grade	4.2%	Down from 5.6%	4.3%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 0.8%	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=54)</b>				
Teachers with advanced degrees	50.0%	Down from 54.0%	57.0%	56.9%
Continuing contract teachers	61.1%	Up from 48.0%	65.5%	72.7%
Teachers with emergency or provisional certificates	16.7%	Down from 22.2%	10.0%	5.3%
Teachers returning from previous year	75.7%	Up from 70.9%	79.8%	82.9%
Teacher attendance rate	95.2%	Up from 94.1%	95.0%	95.2%
Average teacher salary*	\$44,505	Up 3.9%	\$46,470	\$46,599
Professional development days/teacher	6.2 days	Down from 9.2 days	11.3 days	10.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	27.5 to 1	Down from 30.1 to 1	18.6 to 1	20.1 to 1
Prime instructional time	89.3%	Up from 87.3%	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	52.4%	Down from 55.0%	97.1%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$5,889	Up 1.9%	\$8,860	\$7,645
Percent of expenditures for instruction**	60.2%	Down from 61.1%	62.7%	63.4%
Percent of expenditures for teacher salaries**	42.4%	Down from 54.3%	55.2%	57.0%

\* 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

Furman Middle School is dedicated to achieving our mission, which is to provide challenging opportunities for all students to achieve academically and to become productive citizens within their communities. To fulfill this mission, the administration and staff are continuously working to improve instruction and create an environment that is caring and supportive. Our goal is to provide meaningful opportunities for students that meet the unique needs of middle school students so that they can reach their full potential. With the addition of a literacy coach and the school leadership literacy team, a strong emphasis on literacy has been a focus for the year. This collaborative focus will improve instruction, therefore benefiting students as they strengthen their reading skills, which in turn will help improve academic skills in all content areas.

In an effort to prepare students for the 21st Century, Furman Middle School is embracing technology as an instructional tool. Two new academic labs have been started to enhance student performance in language arts and mathematics, and a third academic lab will be in place for the 2009-2010 school year. We are also expanding the use of technology in the classroom with our plans to place a Promethean board in each core area classroom. As a result of these efforts, students have become more engaged in learning through the use of technology.

In addition to academics, athletics and extracurricular activities are provided to enhance learning opportunities. The school is also providing daily character education training and opportunities for service learning as we teach students to look for ways that they can be involved in helping their community become a better place.

Furman continues to make progress in all areas to provide the best educational opportunities for the students.

John Feeney, Principal

Vickie Saunders, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	181	77
Percent satisfied with learning environment	79.2%	59.0%	65.3%
Percent satisfied with social and physical environment	86.8%	60.6%	60.5%
Percent satisfied with school-home relations	58.5%	73.1%	67.5%

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

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## No Child Left Behind

## 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

<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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.0%	0.0%	No
Student attendance rate	95.0%	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
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	888	99.7	38.2	43.2	18.7	75.4	81.4	82.8	Yes	Yes
<b>Gender</b>										
Male	447	99.6	43.9	39.5	16.7	72.3	77.6	79.3	N/A	N/A
Female	441	99.8	32.5	46.8	20.6	78.4	85.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	416	99.5	34.3	41.9	23.8	78.8	87.7	89.5	Yes	Yes
African American	441	99.8	42	45.1	12.9	72	76.8	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.8	92.3	I/S	I/S
Hispanic	16	100	35.7	21.4	42.9	85.7	83.7	76.5	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	75	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	122	100	75.2	19.3	5.5	40.4	52.5	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	74.3	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	676	99.9	42.6	42.8	14.6	72.7	78.4	75.5	Yes	Yes

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

All Students	888	99.7	47.2	40.7	12.1	67	76.1	78.9	Yes	Yes
<b>Gender</b>										
Male	447	99.6	52.7	34.3	13	62.3	73.7	77	N/A	N/A
Female	441	99.8	41.7	47.1	11.2	71.6	78.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	416	99.5	39.5	44	16.5	73.3	83.5	87.2	Yes	Yes
African American	441	99.8	54.9	37.8	7.3	60.5	70.4	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.3	93	I/S	I/S
Hispanic	16	100	21.4	50	28.6	92.9	85.9	76	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	68.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	122	100	83.5	11	5.5	29.4	38.4	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	74.3	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	676	99.9	51.3	38.7	10	63.4	71.9	70.2	Yes	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	584	99.8	40.6	46.1	13.3	59.4	62.8	67.5
<b>Gender</b>								
Male	292	100	42	44.6	13.4	58	63.5	67
Female	292	99.7	39.1	47.6	13.3	60.9	62.1	68
<b>Racial/Ethnic Group</b>								
White	274	99.6	30.2	51.2	18.7	69.8	75.7	79.5
African American	287	100	51.5	41.4	7.1	48.5	52.8	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85	84.3
Hispanic	12	100	I/S	I/S	I/S	I/S	79.7	60.7
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	54.5	71.2
<b>Disability Status</b>								
Disabled	81	100	70	21.4	8.6	30	33.8	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	69.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	441	100	45.2	43.7	11.1	54.8	57.4	55.1
<b>Social Studies</b>								
All Students	586	100	46.4	42.9	10.7	53.6	68.5	72.3
<b>Gender</b>								
Male	295	100	45.9	41.4	12.7	54.1	67.5	71.5
Female	291	100	46.9	44.3	8.8	53.1	69.5	73.2
<b>Racial/Ethnic Group</b>								
White	281	100	43.4	42.2	14.5	56.6	74.4	80.7
African American	288	100	50.6	43.9	5.6	49.4	63.6	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	82.1	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>								
Disabled	79	100	70.4	25.4	4.2	29.6	39.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	73.9	67.9
<b>Socio-Economic Status</b>								
Subsided meals	447	100	48.3	43.3	8.4	51.7	64.3	62.1

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 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	892	99.1	49	37.1	13.9	51	63.2	70.2	95	96
<b>Gender</b>										
Male	452	99.1	59.6	30.6	9.8	40.4	55.3	63.2	94.5	95.8
Female	440	99.1	38.3	43.7	18	61.7	71.6	77.5	95.6	96.1
<b>Racial/Ethnic Group</b>										
White	416	99	45.4	39.7	14.9	54.6	68.8	79.1	94.2	95.3
African American	447	99.1	52.9	35.3	11.8	47.1	58.6	57.6	95.8	96.5
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	79.4	86.2	96.4	97.1
Hispanic	14	100	28.6	28.6	42.9	71.4	77.2	62.6	94.1	95.5
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	56.3	68.7	94.4	95.7
<b>Disability Status</b>										
Disabled	121	97.5	N/AV	N/AV	N/AV	11.3	21.1	26.1	93.8	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	68.4	61.2	97.1	95.9
<b>Socio-Economic Status</b>										
Subsidized meals	650	98.9	52.6	35.6	11.8	47.4	58.3	58.9	94.7	95.7

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>							
<b>2009</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
	6	298	99.7	32.6	50.9	16.5	67.4
	7	285	100	40.5	37.8	21.8	59.5
	8	305	99.3	41.4	40.7	17.9	58.6
<b>Mathematics</b>							
<b>2009</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
	6	298	99.7	38.8	46.5	14.7	61.2
	7	285	100	51.9	37.4	10.7	48.1
	8	305	99.3	50.9	38.2	10.9	49.1
<b>Science</b>							
<b>2009</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
	6	148	100	41.3	52.2	6.5	58.7
	7	285	100	38.9	45	16	61.1
	8	151	99.3	42.9	42.1	15	57.1
<b>Social Studies</b>							
<b>2009</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
	6	150	100	33.1	64	2.9	66.9
	7	285	100	58	30.2	11.8	42
	8	151	100	37.8	46.2	16.1	62.2
<b>Writing</b>							
<b>2009</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
	6	294	99	47.8	38	14.2	52.2
	7	290	100	45.4	38.3	16.4	54.6
	8	308	98.4	53.7	35.2	11.1	46.3

Abbreviations for Missing Data

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