



Furman Middle School

3400 Bethel Church Road
Sumter, SC 29154

Grades	6-8 Middle School	
Enrollment	939 Students	
Principal	Maria Newton-Tabon	803-481-8519
Superintendent	Randolph D. Bynum, Sr.	803-469-6900
Board Chair	Larry D. Addison	803-469-6900

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Average
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

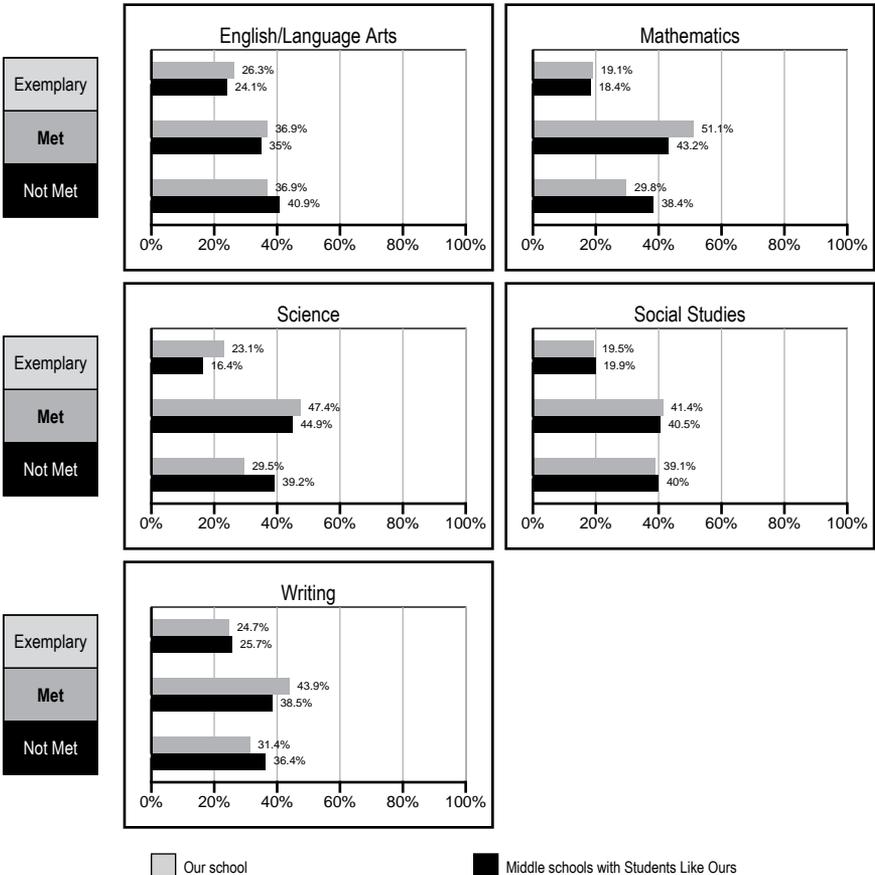
96.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	39	10	7

* Ratings are calculated with data available by 11/07/2012.

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	93.9%	94.2%
English 1	100.0%	83.3%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	97.0%	92.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=939)				
Students enrolled in high school credit courses (grades 7 & 8)	6.6%	N/R	16.8%	22.9%
Retention rate	0.6%	N/A	1.1%	0.8%
Attendance rate	94.2%	N/A	95.9%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.6%	0.5%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	59.3%	N/A	60.0%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	82.8%	N/A	81.6%	86.7%
Teacher attendance rate	96.3%	N/R	95.1%	95.2%
Average teacher salary*	\$42,361	I/S	\$45,043	\$46,422
Professional development days/teacher	5.5 days	N/R	10.2 days	10.0 days
School				
Principal's years at school	4.0	N/R	3.5	4.0
Student-teacher ratio in core subjects	19.9 to 1	N/R	21.1 to 1	22.0 to 1
Prime instructional time	90.0%	N/R	89.6%	90.1%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	98.8%	98.8%
Character development program	Excellent	N/R	Good	Good
Dollars spent per pupil**	N/A	N/A	\$8,203	\$7,245
Percent of expenditures for instruction**	N/A	N/A	61.5%	63.1%
Percent of expenditures for teacher salaries**	N/A	N/A	56.9%	60.9%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Furman Middle School is a school on the move as we have seen our school-rating move from Unsatisfactory to Average in only four years, and are on the verge of moving into the good range.

Some of the academic processes responsible for the above are detailed below. At Furman, we employ academic labs to reach out to those students who may be struggling in a core area subject. The lab allows us to immerse students in a non-threatening academic environment for several hours each week. Research has shown that a regular lab that students visit when their teacher brings them does not provide a large boost in student performance. The academic lab structure allows a student to be assigned to the lab as a class where they receive almost five hours a week of math or English Language Arts instruction in addition to their regular class.

Explicit Direct Instruction is a book that Furman teachers were required to read as a staff development offering. The professional development from this book study has transformed the teaching strategies at Furman. During an observation in a classroom, it is not uncommon to see 100% of the students engaged in the learning process. The quality of the questions asked by the teachers is such that higher-order questions rule the day.

Furman Middle School is a mandatory uniform school, and the students are better for it. Discipline infractions have fallen every year since uniforms became the norm at Furman. Well-behaved students feel better about themselves and reach high academic expectations. Furman Middle School enjoys success outside of the academic realms in our full complement of sports and extra-curricular activities.

John Feeney, Principal

Janelle Saulsgiver, President of the School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	251	221
Percent satisfied with learning environment	86.4%	65.6%	76.9%
Percent satisfied with social and physical environment	80.0%	66.8%	74.3%
Percent satisfied with school-home relations	46.7%	73.8%	72.6%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	84.1
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Furman Middle School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	4.9%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.3%	0.0%	No
Student attendance rate	94.2%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	633.4	635.7	628.1	616.4	98.6	98.6
Male	632.4	637.2	632.7	618.4	98.3	98.3
Female	634.5	634.1	623.1	614.3	98.9	98.9
White	644.6	647.0	643.2	624.1	97.9	97.9
African American	623.0	624.8	613.9	609.1	99.3	99.3
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	585.2	595.8	575.3	582.3	98.3	98.3
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	629.2	632.2	623.9	613.5	98.7	98.7
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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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							
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2012	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	333	98.8	42.9	32.8	24.4	57.1
	7	291	98.6	31.6	38.3	30.1	68.4
	8	293	98.3	33.6	40.4	26	66.4
Mathematics							
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2012	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	333	98.8	30.5	47.1	22.4	69.5
	7	291	98.6	22.2	51.9	25.9	77.8
	8	293	98.3	35.1	56.2	8.7	64.9
Science							
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2012	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	166	100	38.1	49	12.9	61.9
	7	291	98.6	27.1	46.2	26.7	72.9
	8	143	100	23.5	47	29.5	76.5

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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							
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2012	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	165	99.4	32.5	56.5	11	67.5
	7	291	98.6	42.1	37.6	20.3	57.9
	8	148	98	39.1	33.8	27.1	60.9
Writing							
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2012	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	295	97.3	30.9	44.2	24.9	69.1

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