



## Furman Middle

3400 Bethel Church Road  
Sumter, SC 29154

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	925 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 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	At-Risk
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

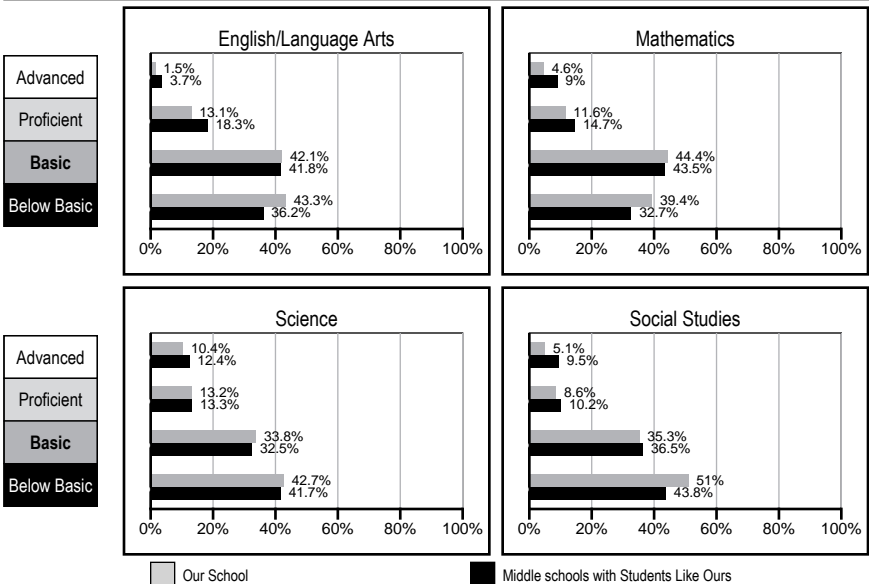
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	2	21	16

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	74.5	94.0
English 1	82.6	93.8
Physical Science	0	0
All Subjects	78.5	92.1

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=925)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	7.8%	Down from 49.6%	15.1%	19.4%
Retention rate	1.2%	Down from 1.8%	3.1%	1.8%
Attendance rate	95.1%	Down from 95.2%	95.4%	95.8%
Eligible for gifted and talented	14.4%	Up from 14.3%	11.1%	15.3%
With disabilities other than speech	13.3%	Down from 14.2%	14.0%	12.9%
Older than usual for grade	5.6%	Up from 3.2%	5.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.3%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=50)</b>				
Teachers with advanced degrees	54.0%	Up from 45.3%	53.8%	55.0%
Continuing contract teachers	48.0%	Down from 54.7%	62.8%	70.6%
Teachers with emergency or provisional certificates	22.2%	Down from 29.2%	8.3%	5.4%
Teachers returning from previous year	70.9%	Up from 70.5%	79.6%	83.4%
Teacher attendance rate	94.1%	Up from 92.8%	94.9%	94.9%
Average teacher salary	\$42,830	Up 6.9%	\$44,234	\$44,706
Professional development days/teacher	9.2 days	Up from 5.9 days	12.4 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	2.0	3.0
Student-teacher ratio in core subjects	30.1 to 1	Up from 22.9 to 1	19.7 to 1	20.1 to 1
Prime instructional time	87.3%	Up from 87.2%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	55.0%	Down from 85.4%	97.7%	98.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$5,782	Up 6.9%	\$7,496	\$7,097
Percent of expenditures for instruction*	61.1%	Up from 58.9%	64.1%	64.4%
Percent of expenditures for teacher salaries*	54.3%	Down from 55.3%	59.0%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## 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 2008-09 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 virtual manipulatives, field trips, and laboratories, as well as projects such as photo stories, webquests, classroom blogs, etc.

In addition to emphasizing 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  
 Sarah Nelson, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	225	57
Percent satisfied with learning environment	87.9%	68.6%	77.8%
Percent satisfied with social and physical environment	84.8%	73.4%	48.1%
Percent satisfied with school-home relations	51.5%	83.6%	72.7%

\* 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 11 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. Sanction: Implement the restructuring plan.
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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.5%	0.0%	No
Student attendance rate	95.1%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	878	99.7	43.7	42.9	12.5	0.9	22.2	39.4	48.2	No	Yes
<b>Gender</b>											
Male	444	99.3	54	36.7	9	0.2	15.3	33.3	41.7	N/A	N/A
Female	434	100	33.2	49.3	16.1	1.5	29.2	45.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	414	99.3	34	48	17	1.1	27.3	48.5	60	No	Yes
African American	430	100	53.3	38.2	8	0.5	16.8	33.3	31.7	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	54.8	70.4	I/S	I/S
Hispanic	21	100	27.8	44.4	22.2	5.6	38.9	46.9	38.4	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	21.4	47	I/S	I/S
<b>Disability Status</b>											
Disabled	117	99.2	88.2	11.8	0	0	1.8	16.7	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	34.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	597	99.5	45.6	42	11.7	0.7	21.3	35.3	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	878	99.9	38.8	45.3	11.3	4.7	25	38.2	45.8	No	Yes
<b>Gender</b>											
Male	444	99.8	41.9	41.9	10.7	5.6	24.2	38.6	45.6	N/A	N/A
Female	434	100	35.6	48.8	11.9	3.7	25.7	37.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	414	100	30	46.1	15.8	8.2	33.9	51.1	59	No	Yes
African American	430	99.8	47.8	44.4	6.6	1.2	16.3	29.7	26.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	48.4	71.3	I/S	I/S
Hispanic	21	100	22.2	44.4	27.8	5.6	38.9	43.9	38.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	28.6	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	117	99.2	74.5	22.7	1.8	0.9	5.5	17.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	48.5	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	597	99.8	41	45.1	9.7	4.2	22.6	33	31.4	No	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	595	99.8	42.6	33.8	13.2	10.4	23.6	30.8	35.7	95.1	96
<b>Gender</b>											
Male	298	99.7	48	23.5	14.6	13.9	28.5	33.3	37.4	94.5	95.8
Female	297	100	37.1	44.2	11.9	6.8	18.7	28.3	33.8	95.7	96.2
<b>Racial/Ethnic Group</b>											
White	287	100	32.5	35.1	15.7	16.8	32.5	44.9	49.2	94.5	95.5
African American	282	99.7	52	33.1	10.8	4.1	14.9	21.4	17	95.7	96.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	63.2	58	98	97.6
Hispanic	14	100	50	28.6	14.3	7.1	21.4	26	24.9	94.5	95.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	91.5	93.9
<b>Disability Status</b>											
Disabled	85	98.8	79.7	12.7	3.8	3.8	7.6	13.7	14	94	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.5
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	31.8	24.4	93.9	96.2
<b>Socio-Economic Status</b>											
Subsided meals	401	99.8	45.2	34.6	10.9	9.3	20.2	24.7	21.1	95	95.8
<b>Social Studies</b>											
All Students	592	100	51	35.3	8.6	5.1	13.7	25.8	34	95.1	96
<b>Gender</b>											
Male	305	100	50.4	34.3	10	5.4	15.4	27	36.6	94.5	95.8
Female	287	100	51.7	36.4	7.1	4.8	11.9	24.5	31.3	95.7	96.2
<b>Racial/Ethnic Group</b>											
White	277	100	47.6	35.7	10.3	6.3	16.7	33.9	44.5	94.5	95.5
African American	290	100	54.5	36.1	6.9	2.5	9.4	19.8	19.1	95.7	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	52.4	58.9	98	97.6
Hispanic	16	100	46.2	7.7	15.4	30.8	46.2	36.8	27.5	94.5	95.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	30.8	32.7	91.5	93.9
<b>Disability Status</b>											
Disabled	85	100	79	19.8	1.2	0	1.2	12.7	14.4	94	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.5
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	93.9	96.2
<b>Socio-Economic Status</b>											
Subsided meals	398	100	52.7	36.1	8.1	3.1	11.2	20.5	21	95	95.8

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	318	99.4	41.5	42.3	14.8	1.4	16.2
	7	279	100	33.3	52.6	12.4	1.6	14.1
	8	307	99.7	44.2	45.2	9.9	0.7	10.6
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	294	100	41.4	41	16.1	1.5	17.6
	7	309	99.4	50.2	38.8	11.1	0	11.1
	8	275	99.6	38.7	49.8	10.3	1.2	11.5
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	318	99.1	30.6	43	19.4	7	26.4
	7	279	99.6	27.7	49	10.4	12.9	23.3
	8	307	100	42.3	50.2	5.1	2.4	7.5
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	294	100	38.8	38.1	16.5	6.6	23.1
	7	309	100	36.4	49.8	8.2	5.5	13.7
	8	275	99.6	41.5	47.8	9.1	1.6	10.7
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	156	98.7	39.4	30.7	13.1	16.8	29.9
	7	279	99.3	33.1	36.3	18.5	12.1	30.6
	8	156	100	40.7	41.3	12	6	18
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	146	100	56.5	20.3	12.3	10.9	23.2
	7	309	100	40.5	37.5	11.3	10.7	22
	8	140	99.3	32.3	40	18.5	9.2	27.7
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	160	100	25.2	44.9	21.1	8.8	29.9
	7	279	99.6	45.4	36.9	7.2	10.4	17.7
	8	151	100	49	43.4	4.9	2.8	7.7
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	148	100	34.8	38.5	17	9.6	26.7
	7	309	100	61.5	28.9	5.5	4.1	9.6
	8	135	100	43.9	47.2	6.5	2.4	8.9

Abbreviations for Missing Data

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