

R H FULMER MIDDLE

1614 Walterboro Street
West Columbia, SC 29170

Grades	6-8 Middle School	
Enrollment	569 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
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Good**	**Good**
2009	Good	Average
2008	Average	Average
2007	Average	Below Average
2006	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.

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

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

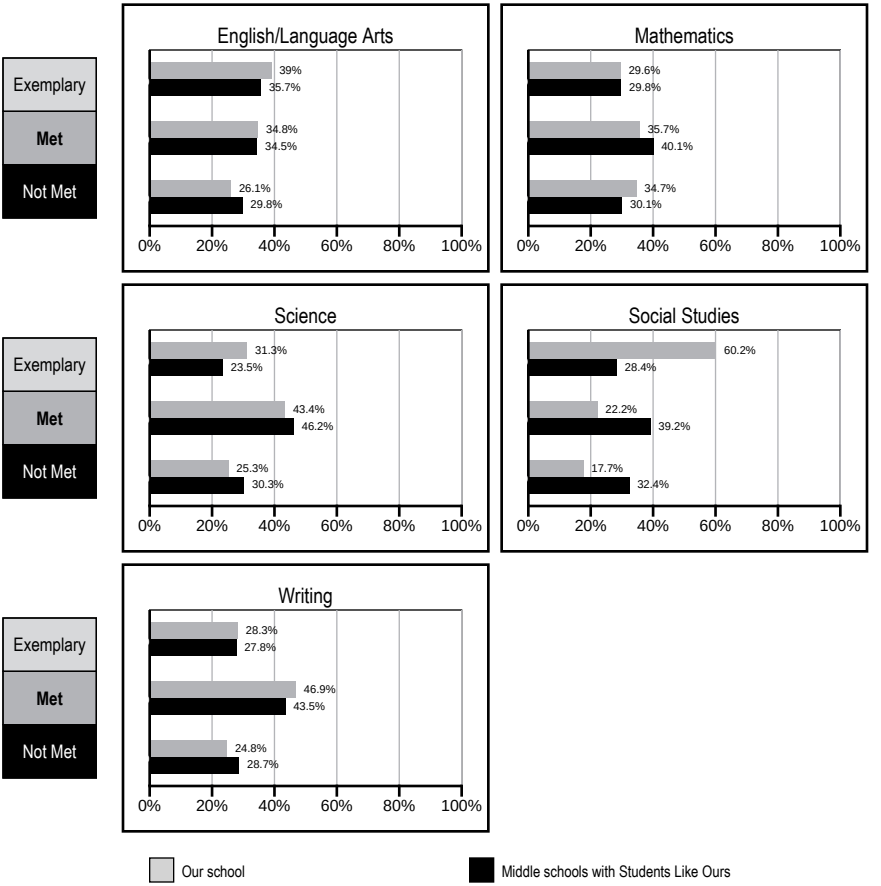
Percent of students tested in 2009-10 whose 2008-09 test scores were located	97.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	9	51	1	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	97.0%	96.6%
English 1	100.0%	97.9%
Physical Science	N/A	73.8%
US History and the Constitution	N/A	N/A
All Subjects	98.5%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=569)				
Students enrolled in high school credit courses (grades 7 & 8)	17.1%	Down from 22.6%	24.8%	24.2%
Retention rate	0.0%	Down from 0.2%	0.7%	0.7%
Attendance rate	96.5%	Up from 96.3%	95.6%	95.9%
Eligible for gifted and talented	23.8%	Down from 26.9%	18.7%	16.4%
With disabilities other than speech	19.0%	Up from 16.3%	13.3%	12.0%
Older than usual for grade	1.2%	Down from 1.3%	2.2%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	No Change	0.7%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	75.0%	Up from 72.5%	60.0%	58.5%
Continuing contract teachers	86.1%	Up from 85.0%	81.8%	80.0%
Teachers with emergency or provisional certificates	3.0%	Down from 5.4%	2.5%	4.0%
Teachers returning from previous year	84.6%	Up from 83.1%	85.7%	84.6%
Teacher attendance rate	94.7%	Down from 96.3%	95.3%	95.4%
Average teacher salary*	$50,796	Up 5.8%	$46,928	$46,561
Professional development days/teacher	16.8 days	Up from 15.4 days	10.2 days	10.2 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 16.5 to 1	21.6 to 1	21.1 to 1
Prime instructional time	90.2%	Down from 92.1%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.4%	Down from 100.0%	98.1%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	$7,509	Up 1.2%	$7,670	$7,802
Percent of expenditures for instruction**	68.8%	Down from 72.0%	64.5%	63.8%
Percent of expenditures for teacher salaries**	67.0%	Down from 69.6%	61.2%	60.0%

* 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 2009-2010 school year was a very successful one for Fulmer Middle School both academically and athletically. Our school was recognized as a Palmetto Gold and Silver Showcase School by the State Department of Education and our athletic teams won two district championships. We also were runner-ups in the Palmetto Athletic Conference in football and volleyball. We were excited to learn that our school was one of three to earn an overall school rating of "Good" out of our comparison group of 58 middle schools like ours. 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 arts department had one student win awards at the State Fair Art Show and many others had their art displayed. The band received an "Excellent" rating at the SCBDA Concert Festival. Our band, chorus, 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 Technology Student Association continued to make us proud by finishing second overall at the State competition. Numerous students finished the competition as first and second place winners. In addition, our Gateway To Technology program continues to prepare our students for future engineering opportunities and these students were rewarded with a MCEC Bright Ideas Grant.

Our students continue to achieve academically. We had two students qualify as Duke TIP Scholars, eight students qualify as South Carolina Junior Scholars, eleven qualify as Myrdis Walker Scholars, and over ninety-five 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, teachers evaluate 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 nine National Board Certified teachers and one NBCT candidate. Jennifer Brucker, one of our special education 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.

Dixon Brooks, Principal
Sheryl Lorick, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	166	79
Percent satisfied with learning environment	93.5%	77.7%	84.6%
Percent satisfied with social and physical environment	93.8%	81.8%	76.9%
Percent satisfied with school-home relations	65.6%	84.8%	72.2%

* 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 20 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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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R H FULMER MIDDLE 03/09/11-3202012

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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	560	98.9	26.9	35.3	37.8	82.7	81.6	83.5	Yes	Yes
Gender										
Male	297	98.7	29.2	35.8	35	80.3	76.7	80.1	N/A	N/A
Female	263	99.2	24.3	34.7	41	85.4	86.5	87	N/A	N/A
Racial/Ethnic Group										
White	349	99.1	20.4	34.1	45.4	87.5	89.5	89.6	Yes	Yes
African American	182	98.4	41.4	37.7	21	72.8	70.9	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.8	92.7	I/S	I/S
Hispanic	22	100	25	31.3	43.8	75	74.7	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	99	99	65.1	20.9	14	57	52.3	51.7	Yes	Yes
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	9	I/S	I/S	I/S	I/S	I/S	72.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	337	100	35.4	35.4	29.3	76.2	75.4	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	560	98.9	36.6	38.2	25.1	73.9	77.9	80.4	Yes	Yes
Gender										
Male	297	98.7	38.7	36.1	25.2	72.3	75	78.4	N/A	N/A
Female	263	99.2	34.3	40.6	25.1	75.7	80.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	349	99.1	28.7	40.2	31.1	80.2	86.1	87.8	Yes	Yes
African American	182	98.4	54.3	32.7	13	59.9	65.6	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.5	93.5	I/S	I/S
Hispanic	22	100	37.5	37.5	25	75	74.1	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	99	99	76.7	16.3	7	36	45.6	46.1	No	Yes
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	9	I/S	I/S	I/S	I/S	I/S	73.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	337	100	45	39.5	15.4	66.9	71.5	72.8	Yes	Yes

***** Adjusted to account for natural variation in performance.

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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
Science								
All Students	380	99.2	24.3	43.7	32	75.7	67.5	67.3
Gender								
Male	187	98.9	23.8	45.9	30.2	76.2	66.6	66.9
Female	193	99.5	24.7	41.6	33.7	75.3	68.4	67.7
Racial/Ethnic Group								
White	230	99.6	17.9	42.7	39.4	82.1	80	79.6
African American	129	98.5	37.1	45.7	17.2	62.9	51	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	73.1	84.4
Hispanic	17	100	25	50	25	75	55.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	70	95.7	61.7	28.3	10	38.3	36.8	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	8	I/S	I/S	I/S	I/S	I/S	52.2	58.6
Socio-Economic Status								
Subsidized meals	236	98.7	32.9	44.7	22.4	67.1	58.8	55.4
Social Studies								
All Students	369	99.7	18	22.4	59.6	82	72	70.9
Gender								
Male	200	99.5	17.3	18.4	64.3	82.7	72.2	70.1
Female	169	100	18.8	27.3	53.9	81.2	71.8	71.7
Racial/Ethnic Group								
White	239	100	15.9	19.5	64.6	84.1	80	79.2
African American	112	99.1	23.5	29.6	46.9	76.5	61.3	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.7	86.8
Hispanic	13	100	I/S	I/S	I/S	I/S	63.1	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	57	98.3	56.3	27.1	16.7	43.8	47.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.9	68
Socio-Economic Status								
Subsidized meals	214	99.5	23.1	26.7	50.3	76.9	64.4	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	580	96.7	23.6	47.6	28.7	76.4	70.5	72.1	96.5	98.6
Gender										
Male	309	96.8	27.1	49.5	23.4	72.9	62.3	65.2	96.3	98.6
Female	271	96.7	19.6	45.5	34.9	80.4	78.8	79.2	96.7	98.7
Racial/Ethnic Group										
White	354	98.3	20.7	44.5	34.8	79.3	79.1	80.8	95.8	98.4
African American	196	94.4	31.4	52.8	15.7	68.6	58.9	59.7	97.5	98.8
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	79.5	87	98	99.5
Hispanic	22	90.9	14.3	64.3	21.4	85.7	62.4	64.6	97.2	99.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.5	98.7
Disability Status										
Disabled	95	87.4	70.8	27.8	1.4	29.2	30.7	27.7	96.3	98.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	58	63.7	98.8	99.4
Socio-Economic Status										
Subsidized meals	277	97.1	30.6	50.8	18.6	69.4	61.1	61.9	95.9	98.3

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
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	173	98.8	25.8	37.7	36.5	74.2
	7	196	99.5	26.7	35	38.3	73.3
	8	191	98.4	28.2	33.3	38.5	71.8
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	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
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	173	98.8	32.7	37.7	29.6	67.3
	7	196	99.5	36.1	41.7	22.2	63.9
	8	191	98.4	40.8	35.1	24.1	59.2
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
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	89	98.9	31.7	54.9	13.4	68.3
	7	195	100	20	40	40	80
	8	96	97.9	26.1	40.9	33	73.9

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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	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
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	82	100	7.9	10.5	81.6	92.1
	7	195	100	25	25	50	75
	8	92	98.9	12	27.7	60.2	88
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
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	182	97.3	29.1	36.7	34.2	70.9
	7	200	97	24.3	50.8	24.9	75.7
	8	198	96	17.9	54.3	27.7	82.1

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