

R H FULMER MIDDLE

1614 Walterboro Street
West Columbia, SC 29170

Grades	6-8 Middle School	
Enrollment	591 Students	
Principal	Dixon Brooks	803-822-5660
Superintendent	Venus J. holland, Ed.D.	803-739-4708
Board Chair	ElizaBeth Dickerson	803-791-6085

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Good
2010	Good	Good
2009	Good	Average
2008	Average	Average
2007	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 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://eoc.sc.gov>

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

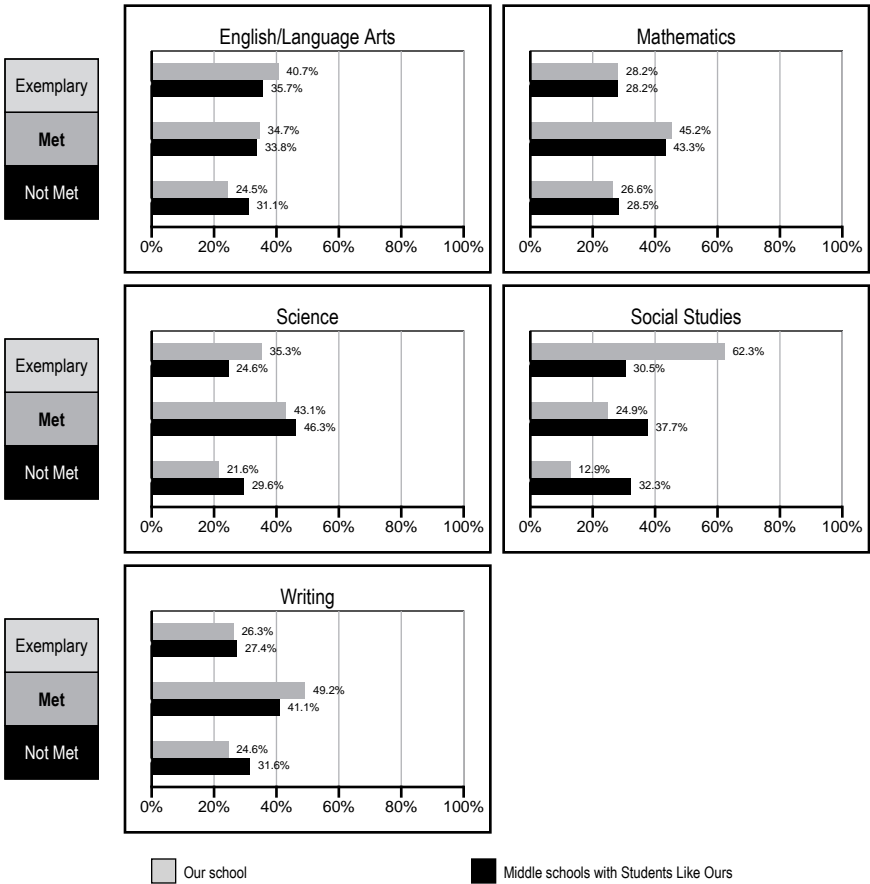
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	13	42	2	0

* Ratings are calculated with data available by 11/09/2011.

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	100.0%	96.9%
English 1	100.0%	95.8%
Biology 1/Applied Biology 2	N/A	86.3%
Physical Science	N/A	98.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=591)				
Students enrolled in high school credit courses (grades 7 & 8)	19.7%	Up from 17.1%	29.2%	24.5%
Retention rate	0.2%	Up from 0.0%	0.9%	0.7%
Attendance rate	96.9%	Up from 96.5%	95.6%	95.9%
Served by gifted and talented program	23.0%	Down from 23.8%	19.3%	17.8%
With disabilities other than speech	13.3%	Down from 19.0%	10.1%	9.2%
Older than usual for grade	0.3%	Down from 1.2%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.2%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	79.5%	Up from 75.0%	61.0%	60.0%
Continuing contract teachers	92.3%	Up from 86.1%	89.5%	82.6%
Teachers returning from previous year	85.7%	Up from 84.6%	86.6%	85.6%
Teacher attendance rate	96.2%	Up from 94.7%	94.8%	95.3%
Average teacher salary*	\$48,862	Down 3.8%	\$46,534	\$46,300
Professional development days/teacher	16.4 days	Down from 16.8 days	10.1 days	9.9 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 21.8 to 1	21.5 to 1	21.5 to 1
Prime instructional time	92.6%	Up from 90.2%	89.6%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.4%	Up from 96.4%	97.4%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,216	Down 3.9%	\$7,491	\$7,634
Percent of expenditures for instruction**	68.5%	Down from 68.8%	64.3%	64.0%
Percent of expenditures for teacher salaries**	66.8%	Down from 67.0%	62.1%	61.2%

* 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

The 2010-2011 school year was a very successful one for Fulmer Middle School both academically and athletically. Our school was recognized with two Palmetto Silver Awards by the State Department of Education for Closing the Achievement Gap and Academic Performance. The boys and girls basketball teams won the district championships, and the PAC 3A Championships. We also were runner-ups in the Palmetto Athletic Conference Basketball Tournament. 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 two students 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 and our chorus received an "Excellent" rating at Choral 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 Gateway To Technology program continues to prepare our students for future engineering opportunities and now features six different classes including Design and Modeling, Automation and Robotics, Energy and the Environment, Flight and Space, Science of Technology, and Magic of Electrons. In addition, our Technology Student Association continued to make us proud by finishing with numerous first, second, and third place winners at the State competition.

Our students continue to achieve academically. We had four students qualify as Duke TIP Scholars, seven students qualify as South Carolina Junior Scholars, ten 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 eight National Board Certified teachers and one NBCT candidate. Emmylou Todd, 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.

Our cafeteria staff had four perfect attendance award winners, earned a five star award, and was recognized as the "Cafeteria of the Year" for Lexington School District Two.

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
Allan Rish, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	148	85
Percent satisfied with learning environment	94.1%	79.5%	90.2%
Percent satisfied with social and physical environment	93.9%	80.3%	81.9%
Percent satisfied with school-home relations	67.6%	86.2%	80.5%

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

Abbreviations for Missing Data

N/A–Not Applicable

NAV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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

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	3.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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 = 79.4% (Met or Exemplary)

All Students	561	99.8	24.7	34.5	40.8	83.7	79.9	82.4	Yes	Yes
Gender										
Male	269	100	28.8	37.2	34	81.2	75.4	78.7	N/A	N/A
Female	292	99.7	20.9	32.1	46.9	85.9	84.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	356	100	18.3	34.9	46.7	87	87.3	88.9	Yes	Yes
African American	168	99.4	40.4	34.6	25	75	70.7	72.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.6	93	I/S	I/S
Hispanic	31	100	18.5	29.6	51.9	88.9	73.6	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	85.2	83	I/S	I/S
Disability Status										
Disabled	86	100	64.6	13.4	22	50	48.1	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	23.1	30.8	46.2	84.6	70.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	328	100	32.1	34	34	79	73.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	561	99.8	26.9	45.2	27.9	82.5	79.2	81.9	Yes	Yes
Gender										
Male	269	100	27.2	45.6	27.2	82.4	76.6	79.9	N/A	N/A
Female	292	99.7	26.7	44.8	28.5	82.7	81.7	84.1	N/A	N/A
Racial/Ethnic Group										
White	356	100	21.3	44.4	34.3	87.3	88	88.9	Yes	Yes
African American	168	99.4	39.1	46.8	14.1	71.2	67.6	71.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.7	94.6	I/S	I/S
Hispanic	31	100	33.3	40.7	25.9	85.2	73.9	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	85.2	84.4	I/S	I/S
Disability Status										
Disabled	86	100	67.1	24.4	8.5	48.8	47.6	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	38.5	53.8	7.7	84.6	72.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	328	100	33	46.7	20.3	78.4	73	74.9	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	364	99.5	21.5	43.1	35.4	78.5	64.9	68.6
Gender								
Male	181	100	19.2	38.3	42.5	80.8	64.6	68.3
Female	183	98.9	23.8	47.7	28.5	76.2	65.3	68.9
Racial/Ethnic Group								
White	224	99.6	15.6	38.4	46	84.4	78.2	80.7
African American	118	99.2	34.5	54.5	10.9	65.5	48	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.8	85.3
Hispanic	19	100	13.3	33.3	53.3	86.7	59.1	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	70.8
Disability Status								
Disabled	61	100	58.6	27.6	13.8	41.4	35.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	56	60.7
Socio-Economic Status								
Subsidized meals	220	99.6	29.7	45.5	24.9	70.3	55.5	57.3
Social Studies								
All Students	366	99.7	12.9	25.6	61.5	87.1	72.5	72.5
Gender								
Male	184	100	13.2	25.9	60.9	86.8	70.4	72
Female	182	99.5	12.6	25.3	62.1	87.4	74.5	73.1
Racial/Ethnic Group								
White	233	100	9.4	24.1	66.5	90.6	81.4	81
African American	106	99.1	22.4	32.7	44.9	77.6	61	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.2	89
Hispanic	22	100	9.5	14.3	76.2	90.5	63.8	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	73.5
Disability Status								
Disabled	54	100	46.2	30.8	23.1	53.8	40.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	58.2	69.7
Socio-Economic Status								
Subsidized meals	204	100	17.6	31.2	51.3	82.4	64.9	62.9

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
Writing										
All Students	193	96.9	24.6	49.2	26.3	75.4	71.1	73.2	96.9	97.3
Gender										
Male	96	96.9	29.9	52.9	17.2	70.1	65.4	67.2	97.1	97.3
Female	97	96.9	19.6	45.7	34.8	80.4	76.9	79.4	96.8	97.4
Racial/Ethnic Group										
White	123	96.8	19.1	47	33.9	80.9	80.3	81.5	96.6	97.2
African American	60	98.3	38.2	50.9	10.9	61.8	58.9	61.3	97.4	97.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.5	87	97.2	97.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	65.7	66.7	97.6	97.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	98.6	96.9
Disability Status										
Disabled	27	81.5	72.7	22.7	4.5	27.3	28.2	26	96	96.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	66.7	65.7	98.5	97.7
Socio-Economic Status										
Subsidized meals	104	98.1	31.6	51	17.3	68.4	62.9	63.2	96.6	97.1

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							
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
2011	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	200	100	22.5	35.3	42.2	77.5
	7	169	99.4	26.3	31.3	42.5	73.8
	8	192	100	25.6	36.7	37.8	74.4
Mathematics							
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
2011	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	200	100	25.1	43.3	31.6	74.9
	7	169	99.4	27.5	37.5	35	72.5
	8	192	100	28.3	53.9	17.8	71.7
Science							
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
2011	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	104	99	28	61.3	10.8	72
	7	169	99.4	20	35.6	44.4	80
	8	91	100	17.4	37.2	45.3	82.6

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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							
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
2011	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	96	100	5.3	30.9	63.8	94.7
	7	169	99.4	18.1	18.8	63.1	81.9
	8	101	100	11.7	31.9	56.4	88.3
Writing							
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
2011	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	193	96.9	24.6	49.2	26.3	75.4

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