

LANDRUM MIDDLE

104 Redland Rd
Landrum, SC 29356

Grades	6-8 Middle School	
Enrollment	272 Students	
Principal	Crystal McSwain	864-457-2629
Superintendent	Dr. Ronald W. Garner	864-472-2846
Board Chair	Mr. Mark Rollins	864-472-2846

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent*
2010	Good	Excellent
2009	Good	Good
2008	Average	Below Average
2007	Average	At-Risk

* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

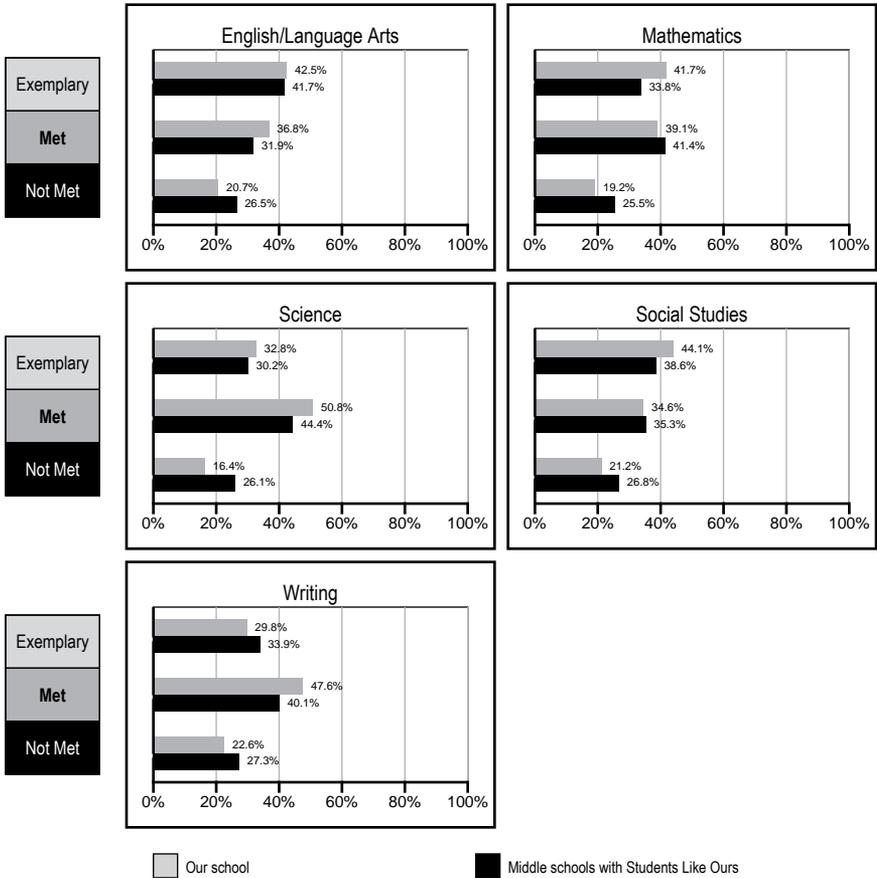
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	23	14	0	1

* 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%	97.6%
English 1	N/A	92.6%
Biology 1/Applied Biology 2	N/A	96.9%
Physical Science	N/A	24.1%
US History and the Constitution	N/A	100%
All Subjects	100.0%	95.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=272)				
Students enrolled in high school credit courses (grades 7 & 8)	14.5%	Down from 15.7%	30.8%	24.5%
Retention rate	0.0%	No Change	0.6%	0.7%
Attendance rate	96.2%	Down from 97.0%	96.1%	95.9%
Served by gifted and talented program	18.6%	Down from 19.2%	21.6%	17.8%
With disabilities other than speech	10.3%	Down from 13.2%	8.4%	9.2%
Older than usual for grade	0.0%	Down from 0.4%	1.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	59.1%	Up from 52.2%	61.6%	60.0%
Continuing contract teachers	95.5%	Up from 82.6%	82.3%	82.6%
Teachers returning from previous year	87.6%	Up from 86.9%	87.8%	85.6%
Teacher attendance rate	96.3%	Down from 97.3%	95.4%	95.3%
Average teacher salary*	\$46,432	Up 0.7%	\$46,834	\$46,300
Professional development days/teacher	3.4 days	Down from 8.8 days	10.0 days	9.9 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 20.8 to 1	23.4 to 1	21.5 to 1
Prime instructional time	92.0%	Down from 94.0%	90.5%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.2%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,894	Up 12.2%	\$7,199	\$7,634
Percent of expenditures for instruction**	61.8%	Up from 58.3%	64.5%	64.0%
Percent of expenditures for teacher salaries**	60.5%	Up from 56.9%	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

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Report of Principal and School Improvement Council

Landrum Middle School continued the 2010-2011 school year with a focus of increasing the number of students scoring met or exemplary on PASS. Helping us achieve this goal was the implementation of specific strategies and interventions that targeted the strengths and challenges of the particular learning goals of each individual student. In addition, the school-wide reading initiative, Readololution, continued through the debut of the iRead program that sought to use reading as the motivation to involve students in a role-playing game called Cardinal City. This program proved successful as over 1700 books were read throughout the school year. Time for reading was provided daily; and students, as well as teachers, maintained reading logs that listed completed titles of books read. Not only was the reading community enhanced, but reading incentive events such as March Madness and Cardinal City Carnival helped to build the school community as well.

LMS was recognized as meeting AYP. In addition, the school received the Palmetto Gold Award for outstanding student academic performance, and the Palmetto Silver Award was received for achieving excellent results in closing the achievement gap. LMS also received an award from the SCNSPA (SC National School Public Relations Association) for the school's website and a public service announcement produced through the media center.

Our students demonstrated academic excellence throughout the year. Six students were recognized as Junior Scholars. Furthermore, one seventh grade student was recognized as a Duke Tip Scholar. Beta Club welcomed 104 members for the school year. 153 students participated in Job Shadow Day, and 125 students attended the Career Quest Fair at the Spartanburg Expo Center.

The fine arts of Landrum Middle School had much to celebrate in the areas of chorus, orchestra, and art. Twelve students' artwork was chosen to be displayed during Youth Art Month at the Chapman Cultural Center. LMS was thrilled to have five students to be chosen as honor choir members for the American Choral Directors' Association, and four students were selected for the 2011 All State Chorus. In addition, one student was accepted into the Region Orchestra to play the violin. One 8th grade student received the second highest score among junior level tuba players in the Region One Honor Band auditions, and the same student was chosen for All-State Band-the first time in LMS history.

Landrum Middle School, with support from parents and community, is committed to providing challenging educational experiences for young adolescents through best teaching practices, technology and the arts, to prepare our students to become healthy, productive, and responsible citizens in society. Many thanks go out to our community, parents, guardians, and volunteers for all of their hard work and continued support for our school.

Crystal McSwain, Principal
Glen Plumley, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	85	14
Percent satisfied with learning environment	100.0%	80.0%	100.0%
Percent satisfied with social and physical environment	100.0%	87.1%	78.6%
Percent satisfied with school-home relations	95.5%	83.3%	100.0%

* 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

YES

This school met 13 out of 13 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	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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	275	100	20.7	36.8	42.5	86.5	90.6	82.4	Yes	Yes
Gender										
Male	142	100	23.5	36	40.4	83.1	88.8	78.7	N/A	N/A
Female	133	100	17.7	37.7	44.6	90	92.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	229	100	20.5	32.3	47.3	87.3	91.7	88.9	Yes	Yes
African American	25	100	28	52	20	76	83.7	72.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96	93	I/S	I/S
Hispanic	19	100	15.8	63.2	21.1	89.5	81	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	36	100	74.3	20	5.7	42.9	56	48.1	I/S	I/S
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	12	100	20	46.7	33.3	86.7	86.7	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	134	100	24.2	47.7	28.1	85.2	86.6	75.4	Yes	Yes

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

All Students	275	100	19.2	39.1	41.7	90.2	91.6	81.9	Yes	Yes
Gender										
Male	142	100	16.9	39	44.1	89	90.9	79.9	N/A	N/A
Female	133	100	21.5	39.2	39.2	91.5	92.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	229	100	17.7	36.4	45.9	90.5	92.4	88.9	Yes	Yes
African American	25	100	44	48	8	80	85.1	71.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	98	94.6	I/S	I/S
Hispanic	19	100	5.3	57.9	36.8	100	85.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	36	100	54.3	34.3	11.4	54.3	58.6	47.3	I/S	I/S
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	12	100	N/AV	N/AV	N/AV	100	89.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	134	100	23.4	44.5	32	88.3	88.3	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	186	100	16.4	50.8	32.8	83.6	86.6	68.6
Gender								
Male	106	100	22	41	37	78	86.9	68.3
Female	80	100	9.1	63.6	27.3	90.9	86.3	68.9
Racial/Ethnic Group								
White	161	100	15.8	50.7	33.6	84.2	88.5	80.7
African American	15	100	33.3	53.3	13.3	66.7	72.3	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.2	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	25	100	41.7	50	8.3	58.3	51.9	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	7	I/S	I/S	I/S	I/S	I/S	86.4	60.7
Socio-Economic Status								
Subsidized meals	91	100	18.8	56.5	24.7	81.2	82.4	57.3
Social Studies								
All Students	185	100	21.2	34.6	44.1	78.8	83.5	72.5
Gender								
Male	88	100	19	33.3	47.6	81	85.7	72
Female	97	100	23.2	35.8	41.1	76.8	81.3	73.1
Racial/Ethnic Group								
White	154	100	20.9	30.4	48.6	79.1	84.2	81
African American	16	100	25	62.5	12.5	75	78.5	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	91.4	89
Hispanic	15	100	20	46.7	33.3	80	76.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	24	100	47.8	47.8	4.3	52.2	47.2	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	8	I/S	27.3	27.3	45.5	72.7	83	69.7
Socio-Economic Status								
Subsidized meals	91	100	27.3	42	30.7	72.7	79.1	62.9

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	86	100	22.6	47.6	29.8	77.4	83.6	73.2	96.2	96
Gender										
Male	49	100	29.2	41.7	29.2	70.8	79.2	67.2	96.3	96.1
Female	37	100	13.9	55.6	30.6	86.1	88.3	79.4	96	95.9
Racial/Ethnic Group										
White	69	100	20.9	43.3	35.8	79.1	84.7	81.5	95.9	95.9
African American	11	100	36.4	54.5	9.1	63.6	79.4	61.3	96.9	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	87	97.4	96.2
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.5	66.7	98.5	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	N/A
Disability Status										
Disabled	11	100	N/AV	N/AV	N/AV	36.4	32.9	26	95.2	95.4
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	2	I/S	I/S	I/S	I/S	I/S	75.9	65.7	98.6	96.5
Socio-Economic Status										
Subsidized meals	40	100	28.2	48.7	23.1	71.8	78	63.2	95.9	95.4

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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	82	100	25	38.8	36.3	75
	7	83	100	30.9	29.6	39.5	69.1
	8	96	100	25.8	30.1	44.1	74.2
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	94	100	14	41.9	44.1	86
	7	96	100	24.4	31.1	44.4	75.6
	8	85	100	24.1	37.3	38.6	75.9
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	82	100	18.8	36.3	45	81.3
	7	83	100	21	38.3	40.7	79
	8	96	100	19.4	46.2	34.4	80.6
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	94	100	16.1	36.6	47.3	83.9
	7	96	100	24.4	36.7	38.9	75.6
	8	85	100	16.9	44.6	38.6	83.1
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	41	100	23.1	41	35.9	76.9
	7	83	100	25.9	45.7	28.4	74.1
	8	47	100	19.1	31.9	48.9	80.9
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	48	100	17	57.4	25.5	83
	7	96	100	14.4	56.7	28.9	85.6
	8	42	100	20	30	50	80

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
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	41	100	17.1	43.9	39	82.9
	7	83	100	32.1	34.6	33.3	67.9
	8	49	100	15.2	37	47.8	84.8
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	46	100	4.3	39.1	56.5	95.7
	7	96	100	33.3	28.9	37.8	66.7
	8	43	100	14	41.9	44.2	86
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	82	98.8	37	35.8	27.2	63
	7	83	100	29.6	43.2	27.2	70.4
	8	98	100	16.1	54.8	29	83.9
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	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	86	100	22.6	47.6	29.8	77.4

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