



Landrum Middle

104 Redland Rd
Landrum, SC 29356

Grades	6-8 Middle School	
Enrollment	298 Students	
Principal	Crystal McSwain	864-457-2629
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	Mr. Michael Smith	864-472-2846

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	At-Risk
2004	Good	At-Risk

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

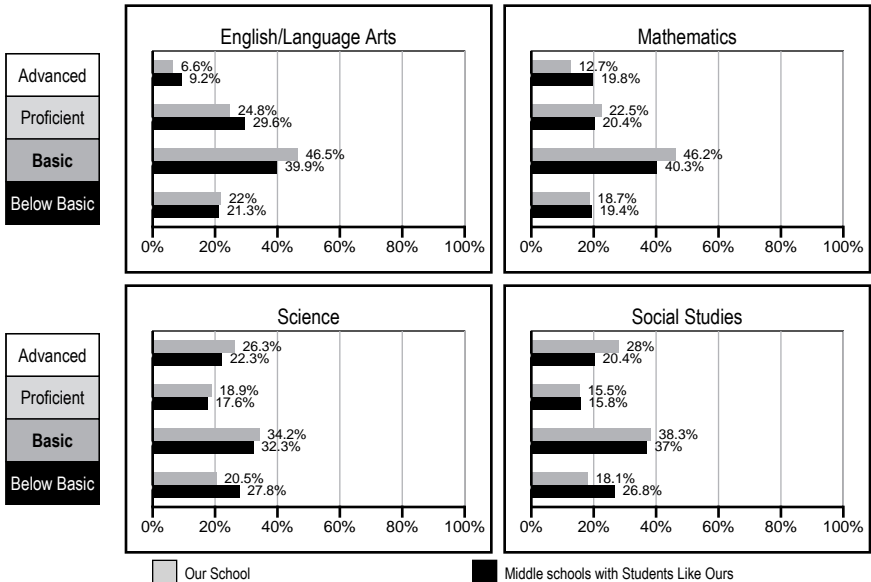
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	36	6	1

* 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	100.0	98.4
English 1	0	94.8
Physical Science	0	28.0
All Subjects	100.0	97.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=298)				
Students enrolled in high school credit courses (grades 7 & 8)	15.1%	Up from 11.8%	25.1%	19.4%
Retention rate	0.0%	Down from 1.4%	1.9%	1.8%
Attendance rate	96.7%	Up from 95.9%	96.1%	95.8%
Eligible for gifted and talented	38.2%	Up from 31.6%	21.8%	15.3%
With disabilities other than speech	11.3%	Down from 19.7%	11.4%	12.9%
Older than usual for grade	1.0%	Up from 0.3%	1.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	31.8%	Down from 42.1%	58.0%	55.0%
Continuing contract teachers	68.2%	Down from 78.9%	75.0%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	3.5%	5.4%
Teachers returning from previous year	90.5%	Down from 94.4%	85.9%	83.4%
Teacher attendance rate	95.3%	Down from 97.7%	95.0%	94.9%
Average teacher salary	\$41,719	Up 0.4%	\$46,089	\$44,706
Professional development days/teacher	11.1 days	Down from 13.5 days	11.8 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 22.5 to 1	22.0 to 1	20.1 to 1
Prime instructional time	91.2%	Down from 92.1%	89.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Down from 100.0%	98.2%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$6,675	Down 16.9%	\$6,572	\$7,097
Percent of expenditures for instruction*	59.8%	Down from 68.6%	66.3%	64.4%
Percent of expenditures for teacher salaries*	58.1%	Down from 67.4%	61.4%	59.4%

* 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 began the 2007-08 school year with the theme “Cardinals Fly High” as we continued to soar to new heights and ambitions for the upcoming school year. We continued to demonstrate service to others by supporting Relay for Life throughout the entire year with raising money through service learning to fund cancer research. The Cardinal Pride incentive program implemented the Got RED (Respect, Excellence, and Determination) initiative to reward good behavior and recognize positive character traits and work ethics in the classroom. In addition, the Read to Rock program was created through our media center to offer incentives for students to conference and write about books they had read. A Read to Rock Fest was held as a culminating event to reward students who had participated.

In addition, teachers met with each student to set academic and behavioral performance goals. The goals were then added to student portfolios that were utilized with parents as students led conferences regarding their academics on parent conference day. Teachers also met with students in “focus groups” with the goal of improving academic skills in reading.

Our students demonstrated academic excellence throughout the year. We had two students chosen to attend the Scholars Academy through USC-Upstate, seven Junior Scholars, one Duke Tip Scholar, and 107 students were inducted into the Beta Club. Furthermore, we had one eighth grade student who was recognized as Spartanburg School District One’s Lt. Governor Writing Award winner. In addition, one eighth grade student was recognized for winning the Patriot’s Pen regional award that is sponsored by the local VFW-Post 4873 of Landrum, and one female student received a scholarship from the American Association of University Women.

The fine arts of Landrum Middle School had much to celebrate in the areas of chorus and art. One sixth grade student’s artwork was chosen to be showcased in the Milliken Art Gallery for Spartanburg School District One. We were thrilled to have one seventh grade chorus student who was chosen as an honor choir member for the American Choral Directors’ Association and 35 additional chorus students who participated in the Carowinds Music Festival received an “Excellent” rating.

Our teachers participated in professional development through the Upstate Schools Consortium by attending seminars relating to teaching comprehension strategies, writing, and receiving ideas of how to use books that inspire students.

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 support for our school.

Crystal McSwain, Principal
Lori Walter, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	87	27
Percent satisfied with learning environment	100.0%	88.5%	92.3%
Percent satisfied with social and physical environment	100.0%	87.4%	77.8%
Percent satisfied with school-home relations	100.0%	90.8%	92.3%

* 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 17 out of 17 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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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	290	100	22	46.5	24.8	6.6	46.2	54.9	48.2	Yes	Yes
Gender											
Male	156	100	29.9	47.4	19.5	3.2	39	48.8	41.7	N/A	N/A
Female	134	100	12.9	45.5	31.1	10.6	54.5	61.4	55	N/A	N/A
Racial/Ethnic Group											
White	251	100	21.4	44.4	27	7.3	47.6	57.9	60	Yes	Yes
African American	24	100	25	66.7	8.3	0	37.5	36	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7	70.4	I/S	I/S
Hispanic	13	100	33.3	50	16.7	0	33.3	49.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	57	100	66.7	28.1	5.3	0	10.5	11.7	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	13	100	36.4	45.5	18.2	0	27.3	47.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	123	100	34.2	50	13.3	2.5	27.5	43.3	34	Yes	Yes

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

All Students	290	100	20.6	49.3	19.9	10.1	47.9	52.4	45.8	Yes	Yes
Gender											
Male	156	100	20.1	50.6	18.8	10.4	46.1	53.9	45.6	N/A	N/A
Female	134	100	21.2	47.7	21.2	9.8	50	50.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	251	100	18.1	51.2	20.6	10.1	49.6	55.1	59	Yes	Yes
African American	24	100	41.7	37.5	4.2	16.7	33.3	35.7	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	53.6	71.3	I/S	I/S
Hispanic	13	100	33.3	33.3	33.3	0	33.3	40.5	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	57	100	50.9	38.6	7	3.5	19.3	15.3	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	13	100	27.3	45.5	27.3	0	36.4	45.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	123	100	32.5	48.3	16.7	2.5	31.7	42	31.4	Yes	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
Science											
All Students	193	100	20.5	34.2	18.9	26.3	45.3	48	35.7	96.7	96.4
Gender											
Male	105	100	20.4	35	16.5	28.2	44.7	51.5	37.4	96.5	96.4
Female	88	100	20.7	33.3	21.8	24.1	46	44.1	33.8	97	96.5
Racial/Ethnic Group											
White	166	100	17.7	34.8	20.1	27.4	47.6	51.3	49.2	96.6	96.3
African American	19	100	36.8	36.8	5.3	21.1	26.3	27.5	17	97.4	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60	58	99.9	97.1
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	32.7	24.9	97.9	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.9
Disability Status											
Disabled	40	100	52.5	27.5	10	10	20	17.2	14	94.9	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	38.1	24.4	98	96.7
Socio-Economic Status											
Subsided meals	83	100	30.9	35.8	17.3	16	33.3	36.9	21.1	95.7	95.9
Social Studies											
All Students	194	100	18.1	38.3	15.5	28	43.5	39.8	34	96.7	96.4
Gender											
Male	111	100	14.4	32.4	17.1	36	53.2	47	36.6	96.5	96.4
Female	83	100	23.2	46.3	13.4	17.1	30.5	32	31.3	97	96.5
Racial/Ethnic Group											
White	172	100	17	40.4	15.8	26.9	42.7	41.4	44.5	96.6	96.3
African American	12	100	41.7	25	8.3	25	33.3	25.3	19.1	97.4	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	55.6	58.9	99.9	97.1
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	97.9	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.9
Disability Status											
Disabled	37	100	40.5	35.1	8.1	16.2	24.3	16.1	14.4	94.9	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	44.2	27.3	98	96.7
Socio-Economic Status											
Subsided meals	82	100	32.1	33.3	11.1	23.5	34.6	31.1	21	95.7	95.9

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

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	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	93	100	28.3	47.8	20.7	3.3	23.9
	7	100	100	31.6	33.7	32.7	2	34.7
	8	89	100	28.7	55.2	12.6	3.4	16.1
2008	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	96	100	15.8	49.5	30.5	4.2	34.7
	7	97	100	28.9	45.4	20.6	5.2	25.8
	8	97	100	21.3	44.7	23.4	10.6	34
Mathematics								
2007	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	93	100	20.7	43.5	29.3	6.5	35.9
	7	100	100	26.5	42.9	15.3	15.3	30.6
	8	89	100	33.3	48.3	11.5	6.9	18.4
2008	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	96	100	20	45.3	20	14.7	34.7
	7	97	100	23.7	46.4	20.6	9.3	29.9
	8	97	100	18.1	56.4	19.1	6.4	25.5
Science								
2007	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	47	100	30.4	30.4	15.2	23.9	39.1
	7	100	100	28.6	27.6	20.4	23.5	43.9
	8	45	100	13.6	52.3	25	9.1	34.1
2008	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	48	100	27.7	23.4	25.5	23.4	48.9
	7	97	100	18.6	38.1	17.5	25.8	43.3
	8	48	100	17.4	37	15.2	30.4	45.7
Social Studies								
2007	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	46	100	19.6	32.6	28.3	19.6	47.8
	7	100	100	26.5	38.8	14.3	20.4	34.7
	8	44	100	23.3	65.1	7	4.7	11.6
2008	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	48	100	4.2	25	20.8	50	70.8
	7	97	100	26.8	37.1	12.4	23.7	36.1
	8	49	100	14.6	54.2	16.7	14.6	31.3

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