

Landrum High

PO Box 609
Landrum, SC 29356

Grades	9-12 High School	
Enrollment	501 Students	
Principal	brian sherman	864-457-2606
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	Mr. Michael Smith	864-472-2846

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**At-Risk**
2008	Good	Excellent
2007	Average	At-Risk
2006	Excellent	Good
2005	Excellent	Excellent

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

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	7	14	0	0

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**
Passed 2 subtests (%)	84.0	86.9	75.4	81.0	86.0	82.0
Passed 1 subtest (%)	5.3	6.6	12.3	11.2	7.9	10.5
Passed no subtests (%)	10.7	6.6	12.3	7.8	6.1	8.3

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	92.2%	95.5%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	136	401
Number of Diplomas	92	302
Rate	67.6%	72.9%

End of Course Tests

Percent of tests with scores of 70 or above on:	**Our High School**	**High Schools with Students Like Ours***
Algebra 1/Math for the Technologies 2	73.5	75.3
English 1	76.9	69.7
Physical Science	61.5	64.3
US History and the Constitution	57.5	49.9
All Tests	67.3	64.3

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=501)				
Retention rate	3.5%	Down from 5.7%	5.2%	4.8%
Attendance rate	96.2%	Up from 94.7%	95.8%	95.5%
Eligible for gifted and talented	25.3%	Down from 34.0%	13.2%	9.2%
With disabilities other than speech	15.0%	Up from 13.7%	10.0%	12.6%
Older than usual for grade	4.4%	Up from 4.1%	6.7%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.2%	1.2%
Enrolled in AP/IB programs	19.0%	Down from 20.0%	19.2%	13.2%
Successful on AP/IB exams	45.5%	Up from 25.0%	64.3%	55.6%
Eligible for LIFE Scholarship	25.2%	Down from 33.7%	31.7%	29.8%
Annual dropout rate	3.6%	Up from 1.2%	3.6%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	3.0%	3.0%
Enrollment in career/technology courses	287	Up from 266	905	523
Students participating in work-based experiences	55.4%	Down from 98.3%	14.6%	12.9%
Career/technology students attaining technical skills	80.6%	Up from 75.5%	79.3%	79.3%
Career/technology completers placed	N/A	N/A	99.4%	98.8%
Teachers (n=36)				
Teachers with advanced degrees	75.0%	Up from 73.5%	61.8%	58.6%
Continuing contract teachers	86.1%	Down from 94.1%	73.6%	71.6%
Teachers with emergency or provisional certificates	2.8%	Up from 0.0%	6.9%	8.1%
Teachers returning from previous year	91.6%	Down from 93.6%	86.4%	85.0%
Teacher attendance rate	96.1%	Up from 94.7%	95.3%	95.5%
Average teacher salary*	$55,016	Up 7.4%	$48,547	$47,761
Professional development days/teacher	12.8 days	Up from 12.1 days	10.3 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	25.5 to 1	Up from 23.2 to 1	27.0 to 1	26.1 to 1
Prime instructional time	90.8%	Up from 88.1%	90.0%	89.8%
Dollars spent per pupil**	$10,004	Up 6.7%	$6,600	$7,883
Percent of expenditures for teacher salaries**	56.4%	Up from 55.2%	56.2%	54.1%
Percent of expenditures for instruction**	58.4%	Up from 57.7%	62.1%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	75.5%	Down from 97.9%	97.7%	95.8%
Character development program	Average	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	Good	Good

* 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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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	115	92.2%	496	67.3%	136	67.6%	No
Gender							
Male	66	90.9%	267	68.5%	78	66.7%	N/A
Female	49	93.9%	229	65.9%	58	69.0%	N/A
Racial/Ethnic Group							
White	105	93.3%	439	69.0%	122	72.1%	N/A
African American	N/A	N/A	40	55.0%	10	30.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	20	55.0%	64	51.6%	22	36.4%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	14	35.7%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	36	77.8%	180	60.6%	45	51.1%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Excellence has become the standard of performance for Landrum High. The Gold and Silver Awards Program recognized the successful contributions of recent initiatives. A record $6,234,732 was earned in scholarships by this year's graduating class. Forty-five percent of the class was Honor graduates, 25% was eligible for Life Scholarships, and four students were identified as Palmetto Fellows.

The Fine Arts at Landrum High had another great year. Our marching band finished ninth in upper-state competition and had two members in All Region Band. One student won the Spartanburg Christmas Parade scholarship, and the band had five superior ratings at solo/ensemble. Two students in band and strings won scholarships to the Canon Music Festival at Appalachian State this summer. A senior was chosen as the first place winner in the Spartanburg County Creative Patriotic Art contest. "Texture of War" went on to win first place in the South Carolina state contest and came in fifth nationally.
The 2008-2009 year was outstanding for Cardinal athletes. Landrum won 8 region titles, 3 upper-state titles, and 2 state championships. Boys' Cross Country won their first ever state title, and Girls' Volleyball won their third consecutive state championship. The Cardinals had five students participate in North/South games, and seven coaches won Region Coach of the Year honors. Sixty-four students achieved region championship status. Two seniors were named as 1A Player of the Year in softball and volleyball respectively. The Cardinals had seven students sign to play athletics at the college level.

Landrum's faculty focuses on refining instruction to present material that will ensure student success. Teachers continue to create engagement strategies and literacy models to promote retention and foster student participation. Landrum teachers are using benchmarks to gauge student learning and re-teach concepts as indicated through their assessments. New curriculums for English and Math enrichment have also been written by teachers using the HSTW framework suggested by the Southern Regional Education Board (SREB).

LHS's continual improvements will be the focus of a SREB visit in October and a peer coaching program that begins in the fall. Our plan consists of several peer observations designed to strengthen the craft of teaching. Landrum High School's goal is to intentionally teach students to be successful as they enter the next phase of their lives.

Brian Sherman, Principal
Kelly Henson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	95	48
Percent satisfied with learning environment	70.0%	84.0%	91.3%
Percent satisfied with social and physical environment	95.0%	90.5%	93.8%
Percent satisfied with school-home relations	75.0%	87.4%	87.5%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 9 out of 11 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

N/A

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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.4%	0.0%	No

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Landrum High											03/25/10-4201003
HSAP Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	130	99.2	12.1	30.6	39.5	17.7	69.4	67.8	61.8	Yes	Yes
Male	68	98.5	13.8	33.8	36.9	15.4	66.2	65.3	57.4	N/A	N/A
Female	62	100	10.2	27.1	42.4	20.3	72.9	70	66.1	N/A	N/A
White	115	99.1	11.6	25.9	42.9	19.6	74.1	73.3	74.3	Yes	Yes
African American	12	100	22.2	66.7	11.1	0	22.2	42	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	22	95.5	52.4	38.1	9.5	0	23.8	22	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	37.5	38.5	I/S	I/S
Subsized meals	43	97.7	21.1	34.2	31.6	13.2	52.6	55.5	45.6	I/S	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	130	100	25.6	22.4	32	20	58.4	60.8	62.7	No	Yes
Male	68	100	30.3	12.1	34.8	22.7	57.6	62.6	61.8	N/A	N/A
Female	62	100	20.3	33.9	28.8	16.9	59.3	59.2	63.6	N/A	N/A
White	115	100	22.1	22.1	33.6	22.1	62.8	65.1	75.1	Yes	Yes
African American	12	100	77.8	11.1	11.1	0	11.1	34	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	22	100	63.6	18.2	18.2	0	22.7	19.6	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	58.8	52.3	I/S	I/S
Subsized meals	43	100	43.6	20.5	20.5	15.4	41	46.5	47.9	I/S	Yes
Physical Science (End-of-Course Test performance by Group)											
All Students	130	91.5	60.8	14.6	10.8	5.4	16.2	N/A	N/A	N/A	N/A
Male	68	89.7	54.4	14.7	14.7	5.9	20.6	N/A	N/A	N/A	N/A
Female	62	93.5	67.7	14.5	6.5	4.8	I/S	N/A	N/A	N/A	N/A
White	115	91.3	56.5	16.5	12.2	6.1	18.3	N/A	N/A	N/A	N/A
African American	12	91.7	91.7	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	22	54.5	36.4	18.2	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	43	88.4	72.1	11.6	2.3	2.3	I/S	N/A	N/A	N/A	N/A

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

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	122	100	7.6	23.7	39	29.7	80.5	72.1	69.7
	2009	130	99.2	12.1	30.6	39.5	17.7	69.4	67.8	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	122	100	11	22	38.1	28.8	75.4	71.8	67.2
	2009	130	100	25.6	22.4	32	20	58.4	60.8	62.7

* Adjusted to account for natural variation in performance.

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