



LANDRUM MIDDLE

104 Redland Rd
Landrum, SC 29356

Grades	6-8 Middle School	
Enrollment	260 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

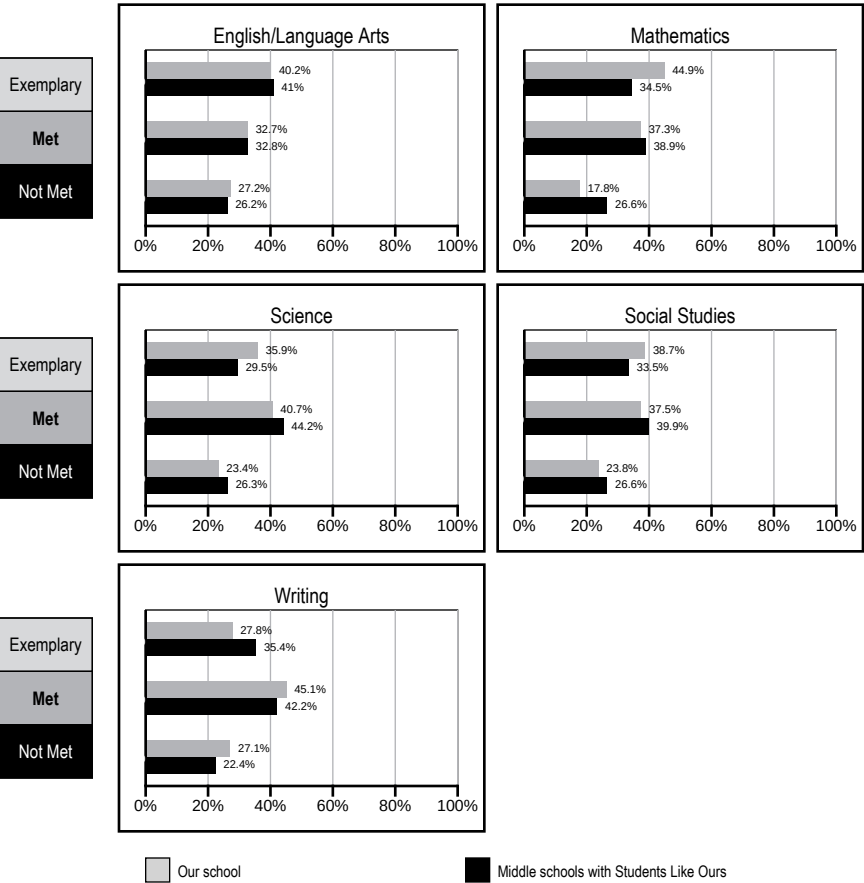
94.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	13	16	0	1

* 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	100.0%	98.5%
English 1	N/A	96.8%
Physical Science	N/A	27.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=260)				
Students enrolled in high school credit courses (grades 7 & 8)	15.7%	Up from 15.2%	28.2%	24.2%
Retention rate	0.0%	No Change	0.5%	0.7%
Attendance rate	97.0%	Up from 96.7%	96.1%	95.9%
Eligible for gifted and talented	19.2%	Down from 23.7%	21.8%	16.4%
With disabilities other than speech	13.2%	Down from 17.0%	11.2%	12.0%
Older than usual for grade	0.4%	Down from 0.8%	1.3%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	52.2%	Up from 43.5%	60.0%	58.5%
Continuing contract teachers	82.6%	Up from 69.6%	82.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	3.0%	4.0%
Teachers returning from previous year	86.9%	Down from 90.2%	86.9%	84.6%
Teacher attendance rate	97.3%	Down from 97.8%	95.5%	95.4%
Average teacher salary*	\$46,110	Up 3.1%	\$47,234	\$46,561
Professional development days/teacher	8.8 days	Down from 13.2 days	9.9 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.3 to 1	21.9 to 1	21.1 to 1
Prime instructional time	94.0%	Up from 93.9%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.8%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$8,820	Up 28.1%	\$7,219	\$7,802
Percent of expenditures for instruction**	58.3%	Down from 60.0%	64.1%	63.8%
Percent of expenditures for teacher salaries**	56.9%	Down from 58.2%	60.8%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Landrum Middle School began the 2009-2010 school year with the continuation of the Making Middle Grades Work initiative. One target goal included increasing the number of students scoring proficient or advanced on PASS through the implementation of small group instruction, utilization of Study Island to address individual student needs, and continuing Second Chance Café for students who need tutoring and/or to complete assignments. In addition, the school-wide reading program, Readolution, encouraged a reading revolution among students to support real-life reading. The second target goal of strengthening home and school relationships was addressed through sending home interim reports, continuing the school wide messaging system, and posting lesson plans online. The third goal of providing activities that actively engage students has been promoted through teachers sharing classroom strategies during team meetings and focusing on higher levels of questions asked in the classroom.

LMS received the Red Carpet School award from the South Carolina State Department of Education for areas such as friendly environment, communication and involvement, and for the aesthetics of the school's building. In addition, the Palmetto Silver Award was received for outstanding student academic performance. LMS received an award for the school's website and a public service announcement produced through the media center from the SCNSPA (SC National School Public Relations Association). The media center also invited our Landrum community to the first annual Holiday Hullabaloo that celebrated students reading, singing, and dancing.

Our students demonstrated academic excellence throughout the year. Five students were recognized as Junior Scholars. Furthermore, one eighth grade student received second place at the state level for the Patriot's Pen Writing Award. This award is sponsored by the local VFW-Post 4873 of Landrum. In addition, one eighth grade student received the State Superintendent's Writing Award for Spartanburg District One, and another eighth grade student was accepted into the Jack Kent Cooke Foundation Young Scholars Program.

The fine arts of Landrum Middle School had much to celebrate in the areas of chorus, orchestra, and art. Ten students' artwork was chosen to be displayed during Youth Art Month at the Chapman Cultural Center. LMS was thrilled to have five students chosen as honor choir members for the American Choral Directors' Association. In addition, four students received a Superior rating at the Solo and Ensemble Festival, and one student was accepted into the Regional Orchestra to play the double bass.

Landrum Middle School, with support from parents and community, is committed to providing challenging educational experiences for young adolescents through best teaching practices and 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	15	95	29
Percent satisfied with learning environment	100.0%	82.1%	78.6%
Percent satisfied with social and physical environment	100.0%	89.5%	93.1%
Percent satisfied with school-home relations	93.3%	89.5%	72.4%

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

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 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%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

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	261	100	27.2	32.7	40.2	85.4	89.4	83.5	Yes	Yes
Gender										
Male	133	100	30.2	29.5	40.3	81.4	87.6	80.1	N/A	N/A
Female	128	100	24	36	40	89.6	91.2	87	N/A	N/A
Racial/Ethnic Group										
White	214	100	24.2	31.8	44.1	88.6	90.2	89.6	Yes	Yes
African American	26	100	50	29.2	20.8	66.7	82.8	74.6	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	97.9	92.7	I/S	I/S
Hispanic	19	100	27.8	50	22.2	77.8	83.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	34	100	N/A	N/A	N/A	46.9	58.5	51.7	I/S	I/S
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	13	100	33.3	40	26.7	73.3	86.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	119	100	40	30.4	29.6	76.5	85.2	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	261	100	19.7	40.6	39.8	89.8	88.7	80.4	Yes	Yes
Gender										
Male	133	100	20.9	31.8	47.3	89.1	87.3	78.4	N/A	N/A
Female	128	100	18.4	49.6	32	90.4	90.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	214	100	17.5	41.2	41.2	90.5	89.3	87.8	Yes	Yes
African American	26	100	33.3	41.7	25	83.3	83.6	69.3	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.7	93.5	I/S	I/S
Hispanic	19	100	22.2	33.3	44.4	94.4	87	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	34	100	46.9	46.9	6.3	65.6	51.2	46.1	I/S	I/S
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	13	100	20	33.3	46.7	93.3	85.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	119	100	27.8	42.6	29.6	85.2	84	72.8	Yes	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	171	100	23.4	40.7	35.9	76.6	79.2	67.3
Gender								
Male	88	100	23	32.2	44.8	77	80.5	66.9
Female	83	100	23.8	50	26.3	76.3	77.8	67.7
Racial/Ethnic Group								
White	142	100	20.1	41	38.8	79.9	81.3	79.6
African American	15	100	46.7	40	13.3	53.3	63.6	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.8	84.4
Hispanic	12	100	33.3	33.3	33.3	66.7	66.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	20	100	47.4	42.1	10.5	52.6	39.6	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	71.9	58.6
Socio-Economic Status								
Subsidized meals	79	100	33.3	42.3	24.4	66.7	72.3	55.4

Social Studies

All Students	173	100	23.8	37.5	38.7	76.2	78.9	70.9
Gender								
Male	90	100	24.1	33.3	42.5	75.9	79.8	70.1
Female	83	100	23.5	42	34.6	76.5	77.9	71.7
Racial/Ethnic Group								
White	138	100	19.9	38.2	41.9	80.1	80.5	79.2
African American	22	100	40	45	15	60	66.7	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90	86.8
Hispanic	12	100	45.5	9.1	45.5	54.5	73.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	24	100	54.5	36.4	9.1	45.5	46.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	78.2	68
Socio-Economic Status								
Subsidized meals	79	100	36	42.7	21.3	64	70.5	60.8

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	263	99.6	27.1	45.1	27.8	72.9	79.8	72.1	97	96.3
Gender										
Male	135	99.3	33.1	43.8	23.1	66.9	74.2	65.2	97.1	96.4
Female	128	100	20.8	46.4	32.8	79.2	85.7	79.2	96.9	96.2
Racial/Ethnic Group										
White	217	99.5	26.9	42.5	30.7	73.1	81.4	80.8	96.8	96.1
African American	26	100	37.5	50	12.5	62.5	68.2	59.7	97.3	97.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.4	87	99.5	97.2
Hispanic	19	100	16.7	66.7	16.7	83.3	72.5	64.6	98.4	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	96
Disability Status										
Disabled	35	100	75	18.8	6.3	25	31.5	27.7	96.1	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	20	53.3	26.7	80	77.2	63.7	98.6	96.8
Socio-Economic Status										
Subsidized meals	121	100	38.3	43.5	18.3	61.7	72.7	61.9	96.1	95.7

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 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	79	100	34.2	35.6	30.1	65.8
	7	95	100	21.7	45.7	32.6	78.3
	8	95	100	27.5	35.2	37.4	72.5
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
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	79	100	26	46.6	27.4	74
	7	95	100	16.3	44.6	39.1	83.7
	8	95	100	17.6	40.7	41.8	82.4
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
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	39	100	40	48.6	11.4	60
	7	95	100	17.4	59.8	22.8	82.6
	8	49	98	20.5	45.5	34.1	79.5
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

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 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	40	100	10.5	31.6	57.9	89.5
	7	95	100	25	33.7	41.3	75
2010	8	46	100	6.5	32.6	60.9	93.5
	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
2011	7	83	100	32.1	34.6	33.3	67.9
	8	49	100	15.2	37	47.8	84.8
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	78	100	35.6	43.8	20.5	64.4
	7	95	99	25.3	47.3	27.5	74.7
2010	8	94	100	21.5	39.8	38.7	78.5
	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
2011	7	83	100	29.6	43.2	27.2	70.4
	8	98	100	16.1	54.8	29	83.9

Abbreviations for Missing Data

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