



Spring Branch Independent School District

Landrum Middle School

2200 Ridgecrest, Houston, Texas 77055
Phone 713-251-3700 • Fax 713-365-4040

Luis Pratts, Principal

January 2010

Dear Parent,

Attached you will find a copy of the State of Texas 2008-2009 School Report Card for Landrum Middle School. This is a report required by the Texas Legislature and prepared by the Texas Education Agency to be available to the parent or guardian of every child enrolled in the public schools. The report provides information concerning student performance as well as information concerning expenditures, average class size, and student/teacher ratios.

The information contained in the School Report Card is required by state law and is briefly described in the "2008-2009 School Report Card Definitions" enclosed. This report may or may not have all the information described, because the information presented depends on whether the school is an elementary, middle, or high school.

State law requires that the information be provided for the state, the district, the school, and a group of schools similar to our school. Where possible, the information must be reported by ethnicity and socio-economic status of the students and must include at least two years of results.

The School Report Card can be found on the internet at:

<http://www.tea.state.tx.us/perfreport/src/2009/campus.srch.html>

A more complete report about your school, the Academic Excellence Indicator System (AEIS) report, is available from your school or can be accessed online at:

<http://www.tea.state.tx.us/perfreport/aeis/index.html>

Please contact me if you have any questions concerning this report card. Thank you for your continued support of Landrum Middle School.

Sincerely,

Luis Pratts, Principal
Landrum Middle School

Enclosures

Inspiring minds. Shaping lives.

Duncan F. Klussmann, Ed.D., Superintendent of Schools
www.springbranchisd.com

2008-09 School Report Card Definitions

School Accountability Rating

School accountability ratings are based on the percent of students passing the TAKS, high school completion rate, and the annual dropout rate. Standards for TAKS, completion rates, and dropout rates must be met for all students as well as for student groups (African American, Hispanic, White, and Economically Disadvantaged).

Gold Performance Acknowledgment (GPA): Some schools may also qualify for GPAs for high performance on *Advanced Course/Dual Enrollment, AP/IB, Attendance, College-Ready Graduates, Commended Performance on TAKS, Comparable Improvement, SAT/ACT, Recommended High School Program, or Texas Success Initiative.*

Paired Schools: Schools that report enrollment but do not have grades in which the TAKS test is given (such as K–2 schools) are paired with schools with which they have a “feeder” relationship to determine accountability ratings.

Indicators of Student Performance *(Report shows only those indicators that apply, depending on grade span at the school.)*

TAKS Met 2009 Standard: The TAKS (Texas Assessment of Knowledge and Skills) is a comprehensive testing program for public school students in grades 3 through 11. TAKS measures the extent to which a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level. Students are assessed in English language arts (ELA) (grades 10 & 11), reading (grades 3-9), mathematics (grades 3-11), writing (grades 4 & 7), science (grades 5, 8, 10 & 11), and social studies (grades 8, 10 & 11). Results shown include only the performance of those students who were enrolled at the campus by the last Friday in October. Results are summed across grades for all grades tested at the school. Results for the TAKS (Accommodated) are included for science, social studies, and all grade 11 subjects.

TAKS Progress Measure: This measure is shown only for alternative education campuses (AEC) rated under alternative education accountability (AEA) procedures. It is based on the number of tests taken. It sums performance results across grades 3 through 12 and across all subjects, to provide a single measure. Progress is defined as test results that meet the TAKS passing standard, or are projected to meet the standard based on the Texas Projection Measure (for grades 3-10), or have a Texas Growth Index (TGI) score of zero or higher (for grade 11). Exit-level TAKS retest results are included in this measure.

Students Not Tested Due to Exemptions: The report shows the percent of students who were exempted on every test because he or she received a limited-English proficiency (LEP) exemption and took only the *Texas English Language Proficiency Assessment System (TELPAS)* test.

Progress of Prior Year TAKS Failers: This measure shows the percent of students who failed the TAKS in the previous year but passed in the current year.

Student Success Initiative (SSI): Students in grade 3 must pass the reading TAKS in order to be promoted to grade 4, and students in grades 5 and 8 must pass both the reading and mathematics TAKS in order to be promoted to grades 6 and 9, respectively. Students are given three opportunities to pass each test. Depending on the school, up to four measures are shown: 1) *Students Requiring Accelerated Instruction:* For each subject and grade, this shows the percent of students who did not pass the first administration of the TAKS. Students who did not pass the first administration must be provided accelerated instruction in preparation for the second administration. 2) *TAKS Cumulative Met Standard:* For each subject and grade, this shows the cumulative (and unduplicated) percent of students who took and passed the tests in the first and second administrations combined. 3) *TAKS Failers Promoted by Grade Placement Committee:* This shows the percent of students who failed all attempts to pass but were promoted to the next grade by their grade placement committee. 4) *TAKS Met Standard (Failed in Previous Year):* Using grade 3 as an example, this presents two calculations for students who failed all administrations of the grade 3 reading test in 2008: For those who were promoted to fourth grade, the first measure shows the percentage that passed the grade 4 reading test in 2008; and for those who were retained in third grade, the second measure shows the percent that passed the grade 3 reading test in 2008. When available, the same information is presented for the previous year.

Attendance Rate: The report shows the attendance rate for the entire school year for students in grades 1-12.

Annual Dropout Rate: Depending on the grade span at the school, one or two of the following three rates are shown: *Annual Dropout Rate (Gr 7-8)*, *Annual Dropout Rate (Gr 7-12)*, and *Annual Dropout Rate (Gr 9-12)*. The annual rates are the number of students who dropped out (in the grades indicated) expressed as a percent of the number of students in attendance in those grades.

Completion/Student Status Rate: This indicator takes students who started 9th grade in 2004-05 and shows their status in 2008. Two measures are provided: 1) *Completion/Student Status Rate* shows the percent of students who graduated, received a GED, continued high school, or dropped out; and 2) *Completion Rate I* sums the percent of students who graduated or continued high school. The same information is given for the class of 2007. (*Completion Rate II* is shown for AECs rated under AEA procedures. It includes GED recipients as completers.)

Recommended HS and Distinguished Achievement Program Graduates: The report shows the percent of graduates for the classes of 2008 and 2007 who satisfied the requirements for the Texas State Board of Education Recommended High School Program or the Distinguished Achievement Program.

Texas Success Initiative (TSI) – Higher Education Readiness Component: The Texas Success Initiative (TSI) is a program to improve student success in college. This indicator shows the percent of students who scored high enough on the TAKS to be exempted from the TSI requirements.

SAT/ACT Results: The report provides four measures: (1) *Tested* shows the percent of graduates who took either the SAT or the ACT. (2) *At/Above Criterion* shows the percent of examinees who scored at or above the “Criterion Score” (criterion score is 1110 for SAT and 24 for ACT). (3) & (4) *Average SAT Score* and *Average ACT Score* show the average score on the SAT and ACT. Information is shown for the classes of 2008 and 2007.

School Characteristics

Class Size Averages by Grade and Subject: Class sizes are calculated from teacher class schedules. For example, the number of students in science is summed and divided by a count of the science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

Number of Students per Teacher: The report shows the total number of students in membership, divided by the total number of teachers (expressed as full-time equivalents) at the school.

Instructional Staff Percent: This measure indicates the percentage of the district’s full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2008-09 school year.

Instructional Expenditure Ratio: This measure shows the percent of the district’s total actual expenditures for the 2007-08 fiscal year that were used to fund direct instructional activities.

Expenditures per Student: This value shows actual 2007-08 expenditures for groups of functions divided by the total number of 2007-08 students. Note that the expenditures shown are not the amount actually spent on each and every student, but rather a per-pupil average of the total. Per pupil expenditures are shown for total operating expenditures and by operating categories.

Comparisons Provided

For almost every indicator, the report shows the performance for all students in the state (State Average), the district (District Average), the school group (School Group) and the school (School - All Students). The school “group” is a set of 40 other Texas public schools that are demographically similar to this school. District and state comparisons are not shown for the expenditure information, because they are not comparable to the school-level calculations.

Special Symbols

- An *asterisk* (*) on a TAKS indicator means that fewer than 5 students were in that classification, including zero students; an *asterisk* for all other indicators means that fewer than 5 students were in that classification, excluding zero students.
- For indicators other than TAKS, a *dash* (-) means that no students were in that category.
- *n/a* - means that the information is not available or not applicable.
- A *question mark* (?) means that the information reported is outside of a reasonable range.
- A *>99%* is used to mask TAKS performance that is at or near 100%; *<1%* is used to mask TAKS performance at or near 0%.

2008-09 School Report Card

School Name: LANDRUM MIDDLE

School Number: 101920041

2009 School Accountability Rating: Academically Acceptable

District Name: SPRING BRANCH ISD

2009 District Accountability Rating: Academically Acceptable

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School Name: LANDRUM MIDDLE
School Number: 101920041
District Name: SPRING BRANCH ISD

School Enrollment: 717
Grade Span: 06 - 08
School Type: Middle

					School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.
					State Average	District Average	School Group Median				
TAKS Met 2009 Standard (Sum of All Grades Tested) (INCLUDES SELECTED TAKS (Accommodated)) (Standard Accountability Indicator)											
Reading/ELA	2009	91%	91%	90%	83%	92%	81%	97%	*	86%	81%
	2008	91%	92%	90%	86%	> 99%	85%	93%	*	83%	85%
Mathematics	2009	82%	86%	81%	78%	71%	78%	82%	*	86%	78%
	2008	80%	86%	80%	77%	75%	77%	83%	*	83%	77%
Writing	2009	93%	93%	95%	93%	*	92%	*	*	*	92%
	2008	93%	93%	91%	81%	*	80%	> 99%	*	*	80%
Science	2009	78%	82%	66%	62%	*	60%	83%	*	*	61%
	2008	74%	81%	57%	58%	*	57%	64%	*	*	56%
Soc Studies	2009	93%	94%	91%	89%	*	88%	> 99%	*	*	88%
	2008	91%	95%	90%	81%	*	79%	> 99%	*	*	82%
All Tests	2009	74%	78%	71%	62%	64%	61%	77%	*	71%	61%
	2008	72%	78%	68%	60%	63%	59%	72%	*	67%	60%
Students Not Tested Due to Exemptions											
LEP Exempt	2009	0.9%	2.2%	1.3%	4.8%	0.0%	5.1%	0.0%	-	12.5%	5.0%
	2008	0.9%	2.4%	1.5%	5.4%	0.0%	5.7%	0.0%	*	14.3%	4.8%
Progress of Prior Year TAKS Failers (Sum of Gr 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only) Percent of Failers Passing TAKS											
Reading/ELA	2009	49%	47%	52%	43%	*	40%	*	*	*	41%
	2008	53%	54%	58%	39%	*	39%	*	*	*	37%
Mathematics	2009	37%	38%	32%	48%	*	46%	*	*	*	48%
	2008	36%	39%	35%	43%	*	41%	*	*	*	42%

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School Enrollment: 717
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School Type: Middle

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.
Student Success Initiative										
Grade 5 Reading (English and Spanish)										
TAKS Met Standard (Failed in Previous Year)										
Promoted to Grade 6										
2009	46%	42%	50%	22%	*	22%	*	*	*	22%
2008	55%	51%	50%	*	*	*	*	*	*	*
Grade 5 Mathematics (English and Spanish)										
TAKS Met Standard (Failed in Previous Year)										
Promoted to Grade 6										
2009	21%	27%	16%	13%	*	14%	*	*	*	13%
2008	22%	30%	10%	*	*	*	*	*	*	*
Grade 8 Reading										
Students Requiring Accelerated Instruction										
2009	6%	6%	6%	12%	*	13%	< 1%	*	*	13%
2008	6%	5%	8%	13%	*	15%	< 1%	*	*	14%
TAKS Cumulative Met Standard (1st & 2nd Admin)										
2009	97%	96%	96%	91%	*	89%	> 99%	*	*	90%
2008	97%	97%	95%	92%	*	91%	> 99%	*	*	91%
TAKS Failers Promoted by Grade Placement Committee										
2008	88.5%	99.0%	96.0%	100.0%	-	100.0%	-	-	-	100.0%

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	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.
Student Success Initiative (continued)										
Grade 8 Mathematics										
Students Requiring Accelerated Instruction										
2009	18%	15%	19%	26%	*	27%	15%	*	*	26%
2008	21%	14%	25%	21%	*	22%	10%	*	*	22%
TAKS Cumulative Met Standard (1st & 2nd Admin)										
2009	87%	89%	87%	80%	*	79%	85%	*	*	80%
2008	86%	90%	84%	83%	*	83%	90%	*	*	83%
TAKS Failers Promoted by Grade Placement Committee										
2008	90.5%	98.4%	97.0%	100.0%	*	100.0%	*	-	-	100.0%
Attendance Rate										
2007-08	95.5%	95.9%	96.1%	95.3%	95.6%	95.4%	92.3%	-	97.6%	95.5%
2006-07	95.5%	95.6%	95.7%	95.2%	96.2%	95.3%	93.7%	-	89.9%	95.3%
Annual Dropout Rate (Gr 7-8)										
2007-08	0.3%	0.3%	0.2%	0.6%	0.0%	0.7%	0.0%	-	*	0.7%
2006-07	0.4%	0.4%	0.4%	0.6%	0.0%	0.7%	0.0%	-	*	0.7%

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Grade Span: 06 - 08
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	State Average	District Average	School Group Average	School
Class Size Averages by Grade and Subject				
Elementary: Kindergarten	19.0	31.7	-	-
Grade 1	19.0	31.7	-	-
Grade 2	19.3	31.2	-	-
Grade 3	19.3	30.5	-	-
Grade 4	19.7	33.8	-	-
Grade 5	22.1	34.4	21.4	-
Grade 6	21.5	26.8	22.7	27.4
Mixed Grades	21.8	-	20.0	-
Secondary: English/Language Arts	19.8	26.7	20.9	24.4
Foreign Languages	21.1	25.9	20.4	-
Mathematics	19.6	31.1	21.2	21.0
Science	20.5	26.4	22.1	26.2
Social Studies	21.7	27.3	23.2	27.6
Number of Students per Teacher	14.4	14.1	14.7	12.0
Instructional Staff Percent **	63.9%	63.1%	n/a	n/a
Instructional Expenditure Ratio **	64.4%	68.9%	n/a	n/a
Expenditures per Student (2007-2008):			School Group Average (All Funds)	School (All Funds)
Total Operating Expenditures			\$7,109	\$9,023
Instruction (11,95)			\$4,723	\$6,312
Instructional-Related Services (12,13)			\$284	\$261
Instructional Leadership (21)			\$114	\$92
School Leadership (23)			\$552	\$705
Support Services-Student (31,32,33)			\$415	\$485
Other Campus Costs (35,36,51,52,53)			\$1,021	\$1,168

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

** Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

*** For more details on this Chapter 44 measure, please go to <http://www.tea.state.tx.us/index4.aspx?id=3881>.

A more complete report about your school, the Academic Excellence Indicator System (AEIS) report, is available from your school, or can be accessed on the internet at www.tea.state.tx.us/perfreport/aeis.