



J C Lynch Elementary

124 Hicks Road
Coward, South Carolina

Grades	PK-5 Elementary School	
Enrollment	444 Students	
Principal	Franklin Foster	843-389-3323
Superintendent	Mrs. Beth M. Wright	843-374-8652
Board Chair	Mr. David Eaddy	843-394-8043

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

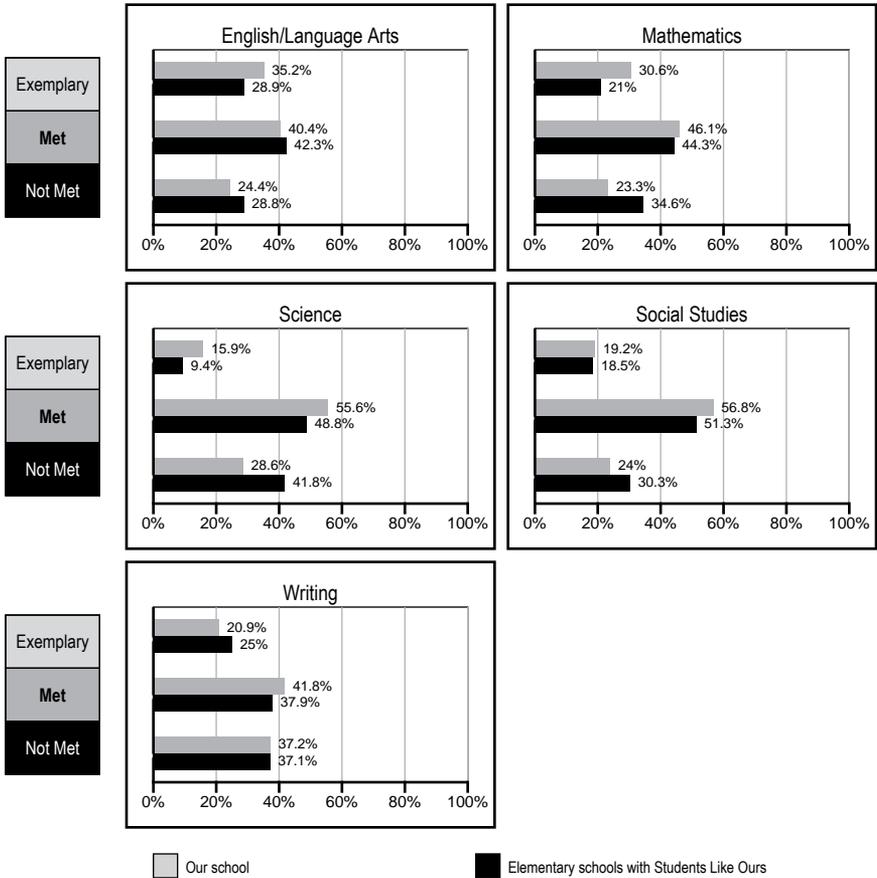
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	87	21	1

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=444)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Down from 5.1%	2.6%	1.9%
Attendance rate	96.1%	Up from 95.7%	96.1%	96.3%
Eligible for gifted and talented	17.0%	Up from 14.3%	6.9%	10.0%
With disabilities other than speech	12.3%	Up from 9.9%	9.2%	7.7%
Older than usual for grade	0.6%	Down from 1.0%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	28.6%	Up from 25.0%	57.0%	59.4%
Continuing contract teachers	75.0%	Down from 83.3%	78.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 4.8%	0.0%	0.0%
Teachers returning from previous year	80.8%	Up from 78.7%	85.1%	85.9%
Teacher attendance rate	94.2%	Down from 96.0%	95.0%	95.1%
Average teacher salary*	\$43,608	Up 4.8%	\$46,282	\$47,149
Professional development days/teacher	13.9 days	Up from 13.4 days	12.2 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 20.9 to 1	18.5 to 1	18.8 to 1
Prime instructional time	89.0%	Down from 90.2%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,718	Down 12.5%	\$7,666	\$7,458
Percent of expenditures for instruction**	65.4%	Up from 61.9%	68.1%	68.8%
Percent of expenditures for teacher salaries**	60.7%	Up from 56.5%	62.1%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

J. C. Lynch Elementary is a growing rural school in the town of Coward with a student population of about 440. Our mission at JCL is "to recognize diversity and individuality among our students, while providing innovative educational experiences in a safe environment where students can learn to be responsible citizens and lifelong learners." This mission is displayed in our front office for all visitors.

We were extremely proud of our students' PACT scores last year. JCL again met all of the objectives for AYP. The academic success of our students helped the school meet AYP and also helped JCL receive a Palmetto Silver Award that is proudly on display when you enter the school. Academic excellence continues to be a focus at J. C. Lynch.

One of the main keys to the success of J.C. Lynch Elementary is the strong support by the parents and community of the area we serve. During any school-related event, you can be sure there will be standing room only as our parents continue to support their children academically and during extracurricular activities.

J.C. Lynch has found several ways to improve communication to our parents since it is so important to a child's success. The school messenger system routinely sends home automated phone calls about important school events. Last summer, an electronic marquee was installed to promote school functions to the community.

J.C. Lynch offers a variety of activities to motivate students. Field Day, Awards Day, Chorus Concerts, Character Parade, Inflatables Day, and Arts Day are just some of the activities that provide our students with a chance to express themselves. We offer "Bee Bucks" for good behavior and hard work. Our Student of the Month and Life Skills Winner programs give students a chance to be recognized each month. JCL has a very active Safety Patrol of students who help children get to their classes and buses. Finally, students are given the opportunity to participate in a morning news show that is broadcast to the school each day.

As always, JCL will continue to look for ways to make a great school even better.

Martin Jackson, School Improvement Council Chairperson
Michael Derrick, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	69	69
Percent satisfied with learning environment	93.8%	86.8%	95.6%
Percent satisfied with social and physical environment	100.0%	88.4%	98.5%
Percent satisfied with school-home relations	100.0%	92.8%	89.9%

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

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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. 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	202	100	24	39.8	36.2	88.8	73.2	82.8	Yes	Yes
Gender										
Male	107	100	30.1	41.7	28.2	83.5	66.8	79.3	N/A	N/A
Female	95	100	17.2	37.6	45.2	94.6	79.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	155	100	21.2	39.1	39.7	90.7	85.8	89.5	Yes	Yes
African American	27	100	34.6	38.5	26.9	80.8	67.2	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	18	100	29.4	47.1	23.5	88.2	66.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	50	100	44	30	26	70	48.8	52	Yes	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	29.4	47.1	23.5	88.2	63.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	147	100	28.2	40.1	31.7	86.6	70.8	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	202	100	23	45.9	31.1	85.2	67.3	78.9	Yes	Yes
Gender										
Male	107	100	20.4	52.4	27.2	83.5	63.4	77	N/A	N/A
Female	95	100	25.8	38.7	35.5	87.1	71.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	155	100	19.9	46.4	33.8	87.4	83.4	87.2	Yes	Yes
African American	27	100	34.6	42.3	23.1	76.9	59	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	18	100	29.4	47.1	23.5	76.5	66.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	50	100	42	44	14	66	41.4	45.5	Yes	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	29.4	47.1	23.5	76.5	68.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	147	100	28.2	43.7	28.2	80.3	64.4	70.2	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	132	100	27.9	54.3	17.8	72.1	49.4	67.5
Gender								
Male	74	100	26	49.3	24.7	74	46.6	67
Female	58	100	30.4	60.7	8.9	69.6	52.3	68
Racial/Ethnic Group								
White	101	100	25.3	52.5	22.2	74.7	71.8	79.5
African American	19	100	27.8	66.7	5.6	72.2	37.4	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	50	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	35	100	37.1	48.6	14.3	62.9	26.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	40.7	59.6
Socio-Economic Status								
Subsided meals	98	100	31.3	50	18.8	68.8	46.1	55.1
Social Studies								
All Students	132	100	23.8	57.1	19	76.2	61.2	72.3
Gender								
Male	70	100	22.7	59.1	18.2	77.3	58.7	71.5
Female	62	100	25	55	20	75	63.8	73.2
Racial/Ethnic Group								
White	103	100	25.3	54.5	20.2	74.7	74.7	80.7
African American	16	100	20	60	20	80	54.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	12	100	18.2	72.7	9.1	81.8	68.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	33	100	42.4	48.5	9.1	57.6	40.1	43.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	11	100	18.2	72.7	9.1	81.8	70	67.9
Socio-Economic Status								
Subsided meals	97	100	26.1	60.9	13	73.9	58.1	62.1

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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	204	98.5	37.2	41.8	20.9	62.8	52	70.2	96.1	95.6
Gender										
Male	109	98.2	41.7	41.7	16.5	58.3	42.7	63.2	96.2	95.6
Female	95	99	32.3	41.9	25.8	67.7	61.6	77.5	95.9	95.7
Racial/Ethnic Group										
White	157	98.7	33.8	41.7	24.5	66.2	66.4	79.1	95.9	94.8
African American	27	96.3	46.2	46.2	7.7	53.8	45.2	57.6	96.1	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	98.6
Hispanic	18	100	47.1	41.2	11.8	52.9	38	62.6	97.1	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	84.8
Disability Status										
Disabled	50	94	72.3	21.3	6.4	27.7	14.9	26.1	95.6	95.3
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	92.4	92.4
English Proficiency										
Limited English Proficient	17	100	47.1	41.2	11.8	52.9	38.1	61.2	97.8	96.7
Socio-Economic Status										
Subsided meals	149	98	43.7	40.8	15.5	56.3	48.8	58.9	95.9	95.6

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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							
2009	3	71	100	20	28.6	51.4	80
	4	62	100	25.4	45.8	28.8	74.6
	5	69	100	26.9	46.3	26.9	73.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	71	100	20	48.6	31.4	80
	4	62	100	22	50.8	27.1	78
	5	69	100	26.9	38.8	34.3	73.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	36	100	22.2	58.3	19.4	77.8
	4	62	100	35.6	49.2	15.3	64.4
	5	34	100	20.6	58.8	20.6	79.4
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	36	100	17.1	45.7	37.1	82.9
	4	61	100	20.7	69	10.3	79.3
	5	35	100	36.4	48.5	15.2	63.6
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	72	98.6	37.1	45.7	17.1	62.9
	4	63	98.4	38.3	41.7	20	61.7
	5	69	98.6	36.4	37.9	25.8	63.6
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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