



## Lincoln High

714 Lincoln Road  
McClellanville, SC 29458

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	160 Students	
<b>Principal</b>	Michell N. Glover	843-577-0970
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Hillery Douglas	843-767-0740

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Good	Good
2006	Average	At-Risk
2005	Good	Excellent
2004	Below Average	Excellent

## 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.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
3	4	6	5	10

\* Ratings are calculated with data available by September 30.

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

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	83.3	78.7	76.7	61.8	59.1	64.0
Passed 1 subtest (%)	0	10.6	9.3	17.5	22.0	16.1
Passed no subtests (%)	16.7	10.6	14.0	21.2	22.6	20.5

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	85.7%	84.5%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	30	93
Number of Diplomas	24	62
Rate	80.0%	60.5%

**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	69.8	59.1
English 1	53.7	40.7
Physical Science	28.1	26.5
All Tests	48.7	45.1

\* 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
<b>Students (n=160)</b>				
Retention rate	7.3%	Down from 9.8%	10.9%	6.1%
Attendance rate	93.2%	Down from 93.5%	94.3%	95.0%
Eligible for gifted and talented	0.0%	Down from 7.4%	3.2%	8.3%
With disabilities other than speech	8.5%	Down from 11.0%	14.6%	13.0%
Older than usual for grade	16.9%	Up from 5.6%	15.1%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	25.6%	Up from 8.8%	2.6%	1.5%
Enrolled in AP/IB programs	0.0%	Down from 17.9%	3.7%	11.4%
Successful on AP/IB exams	N/A	N/A	13.5%	54.3%
Eligible for LIFE Scholarship	33.3%	Up from 30.0%	22.4%	30.5%
Annual dropout rate	4.9%	Up from 4.1%	3.5%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.2%	3.1%
Enrollment in career/technology courses	115	Up from 108	259	559
Students participating in work-based experiences	67.5%	Up from 53.1%	4.1%	10.6%
Career/technology students attaining technical skills	75.7%	Down from 76.9%	77.9%	79.6%
Career/technology completers placed	85.7%	Down from 93.3%	96.8%	98.5%
<b>Teachers (n=20)</b>				
Teachers with advanced degrees	45.0%	Down from 57.1%	52.4%	57.4%
Continuing contract teachers	60.0%	Down from 61.9%	55.1%	69.6%
Teachers with emergency or provisional certificates	18.8%	Up from 12.5%	20.0%	8.7%
Teachers returning from previous year	70.8%	Down from 80.6%	78.8%	85.0%
Teacher attendance rate	96.2%	Up from 96.0%	95.0%	95.4%
Average teacher salary	\$44,841	Up 7.2%	\$43,632	\$46,061
Professional development days/teacher	15.1 days	Up from 8.0 days	13.3 days	11.4 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	13.7 to 1	Down from 14.4 to 1	20.0 to 1	25.4 to 1
Prime instructional time	86.5%	Up from 86.4%	87.0%	89.1%
Dollars spent per pupil*	\$17,317	Down 22.0%	\$9,671	\$7,279
Percent of expenditures for teacher salaries*	47.3%	Up from 46.5%	51.5%	55.3%
Percent of expenditures for instruction*	53.0%	Up from 52.6%	61.2%	60.8%
Opportunities in the arts	Poor	No Change	Good	Excellent
Parents attending conferences	100.0%	Up from 99.6%	91.2%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Average	Average

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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

## Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	28	85.7%	154	48.7%	30	80.0%	No
<b>Gender</b>							
Male	17	82.4%	87	40.2%	19	73.7%	N/A
Female	11	90.9%	67	59.7%	11	90.9%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	14	64.3%	N/A	N/A	N/A
African American	28	85.7%	138	47.8%	29	82.8%	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
<b>Disability Status</b>							
Disabled	N/A	N/A	12	16.7%	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	22	90.9%	122	50.8%	22	86.4%	N/A

\* n=number of students on which percentage is calculated. t=number of tests taken.

## Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

Lincoln High School is moving in the direction of continuous improvement. Lincoln's performance for the 2007 - 2008 school term has added yet another layer to our enduring achievement in the Charleston County School District and in the state of South Carolina. Lincoln High has worked diligently to achieve and sustain success on the state report card. Results from the High School Assessment Program (HSAP) Test continue to show that our students are performing well in comparison to other schools in our district and in the state. This achievement has once again allowed Lincoln High the honor of being a part of the Palmetto Gold and Silver Schools Program. Lincoln was the recipient of a 2007 Palmetto Silver Award. This accomplishment has reinforced that the administration, faculty, staff, and students of Lincoln High are intently focused on excelling in the classroom.

Our students were involved in many activities during the 2007 - 2008 year. Lincoln continues to experience an increase in the number of students participating in extracurricular sports and activities. They participated in an ambitious School to Careers Program. They were afforded the opportunity to visit many work sites and were introduced to a very diverse field of career possibilities. The art students were involved in the Tri-County James Island Christmas Card Competition, placing 3rd.

Our faculty and staff are dedicated to providing opportunities for extra help to our students. Our year-long enrichment and remediation program, known as Extended Academic Learning Time (ExALT), provides our students with an extra period during the school day that is designed to provide academic assistance and support as they prepare for the HSAP, End of Course Tests, and other post secondary plans. Lincoln High School continues to participate in the Southern Regional Educational Board's (SREB) High Schools That Work (HSTW) school reform model. The faculty participated in the SREB Leadership Modules sponsored by the Wachovia Grant Foundation.

We are proud of the accomplishments of Lincoln students. Our goal is to sustain progress, while working to increase student achievement as the benchmark moves higher. As we prove that excellence is our standard, our students will inevitably become notable examples of excellence in achievement in our district, county, state, and nation.

Ms. Michell N. Glover, Principal

School Improvement Council Parents:

Mrs. Rochelle White, Mr. George Brown, Mrs. Rhonda Ketchens, Ms. Julia Collenton, and Mrs. Betty Cash

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	30	31
Percent satisfied with learning environment	54.5%	80.0%	90.3%
Percent satisfied with social and physical environment	81.8%	93.3%	80.6%
Percent satisfied with school-home relations	45.5%	96.7%	87.1%

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

## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 5 out of 5 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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

## Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	19.3%	0.0%	No

## Abbreviations for Missing Data

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

**HSAP 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
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

All Students	43	100	17.1	43.9	29.3	9.8	53.7	70.7	69.7	Yes	Yes
Male	15	100	35.7	42.9	14.3	7.1	28.6	66.6	64.6	N/A	N/A
Female	28	100	7.4	44.4	37	11.1	66.7	74.8	74.8	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	90.1	81.7	I/S	I/S
African American	36	100	13.9	50	33.3	2.8	52.8	54.7	53.6	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	84.2	83.1	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.2	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	26.5	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	50.8	47.3	I/S	I/S
Subsized meals	38	100	16.2	43.2	32.4	8.1	56.8	52.3	55.1	I/S	I/S

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

All Students	43	100	22	39	31.7	7.3	51.2	66.9	67.2	Yes	Yes
Male	15	100	42.9	14.3	35.7	7.1	42.9	67.2	66.3	N/A	N/A
Female	28	100	11.1	51.9	29.6	7.4	55.6	66.7	68	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	88.6	79.6	I/S	I/S
African American	36	100	19.4	44.4	30.6	5.6	50	48.8	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.7	88.9	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	57.8	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	25.4	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	57.4	54.9	I/S	I/S
Subsized meals	38	100	21.6	40.5	32.4	5.4	51.4	47.9	53.1	I/S	I/S

**Physical Science (End-of-Course Performance by Group)**

All Students	57	100.0	86.0	7.0	3.5	3.5	I/S	N/A	N/A	N/A	N/A
Male	31	100.0	87.1	3.2	3.2	6.5	I/S	N/A	N/A	N/A	N/A
Female	26	100.0	84.6	11.5	3.8	N/A	I/S	N/A	N/A	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	51	100.0	90.2	5.9	N/A	3.9	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	N/A	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	4	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	46	100.0	84.8	6.5	4.3	4.3	I/S	N/A	N/A	N/A	N/A

\* 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

**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
--	-------------	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------

**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

All Students	2007	47	100.0	14.0	44.2	37.2	4.7	58.1	73.8	70.7
	2008	43	100	17.1	43.9	29.3	9.8	53.7	70.7	69.7

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

All Students	2007	47	100.0	18.6	48.8	23.3	9.3	44.2	63.6	62.2
	2008	43	100	22	39	31.7	7.3	51.2	66.9	67.2

Abbreviations for Missing Data

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