



## Lincoln High

714 Lincoln Road  
McClellanville, SC 29458

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	154 Students	
<b>Principal</b>	Yvonne Commodore	843-887-3244
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Toya Hampton Green	843-723-7831

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	<b>Below Average</b>	<b>At-Risk</b>
2008	Average	At-Risk
2007	Good	Good
2006	Average	At-Risk
2005	Good	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.

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

Excellent	Good	Average	Below Average	At-Risk
2	3	5	10	16

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

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	78.7	76.7	62.8	59.1	64.0	57.3
Passed 1 subtest (%)	10.6	9.3	23.3	22.0	16.1	21.0
Passed no subtests (%)	10.6	14.0	14.0	22.6	20.5	23.8

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	94.9%	84.2%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	47	124
Number of Diplomas	31	81
Rate	66.0%	59.9%

**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	37.5	51.9
English 1	45.2	40.9
Physical Science	9.1	29.5
US History and the Constitution	35.0	19.0
All Tests	36.0	34.6

\* 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=154)</b>				
Retention rate	9.7%	Up from 7.3%	7.6%	4.8%
Attendance rate	92.3%	Down from 93.2%	94.3%	95.5%
Eligible for gifted and talented	0.0%	No Change	3.5%	9.2%
With disabilities other than speech	11.8%	Up from 8.5%	14.2%	12.6%
Older than usual for grade	21.4%	Up from 16.9%	12.5%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	17.5%	Down from 25.6%	1.3%	1.2%
Enrolled in AP/IB programs	0.0%	No Change	5.8%	13.2%
Successful on AP/IB exams	N/A	N/A	38.0%	55.6%
Eligible for LIFE Scholarship	30.3%	Down from 33.3%	27.4%	29.8%
Annual dropout rate	5.5%	Up from 4.9%	4.0%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.8%	3.0%
Enrollment in career/technology courses	98	Down from 115	246	523
Students participating in work-based experiences	52.3%	Down from 67.5%	11.0%	12.9%
Career/technology students attaining technical skills	82.3%	Up from 75.7%	75.3%	79.3%
Career/technology completers placed	85.7%	No Change	98.2%	98.8%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	53.6%	Up from 45.0%	54.3%	58.6%
Continuing contract teachers	46.4%	Down from 60.0%	60.7%	71.6%
Teachers with emergency or provisional certificates	24.0%	Up from 18.8%	19.7%	8.1%
Teachers returning from previous year	74.5%	Up from 70.8%	76.1%	85.0%
Teacher attendance rate	96.1%	Down from 96.2%	95.6%	95.5%
Average teacher salary*	\$45,710	Up 1.9%	\$44,663	\$47,761
Professional development days/teacher	11.0 days	Down from 15.1 days	10.7 days	10.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	14.2 to 1	Up from 13.7 to 1	21.7 to 1	26.1 to 1
Prime instructional time	87.4%	Up from 86.5%	88.7%	89.8%
Dollars spent per pupil**	\$18,065	Up 4.3%	\$10,062	\$7,883
Percent of expenditures for teacher salaries**	45.9%	Down from 47.3%	52.9%	54.1%
Percent of expenditures for instruction**	50.4%	Down from 53.0%	59.7%	60.2%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	79.5%	Down from 100.0%	93.7%	95.8%
Character development program	Good	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

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

\*\* 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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	39	94.9%	114	36.0%	47	66.0%	No
<b>Gender</b>							
Male	21	95.2%	54	37.0%	27	66.7%	N/A
Female	18	94.4%	60	35.0%	20	65.0%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	10	80.0%	N/A	N/A	N/A
African American	34	94.1%	102	30.4%	40	72.5%	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	25.0%	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	34	94.1%	85	28.2%	39	64.1%	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**

Improving the educational success for all students is at the heart of what we do at Lincoln High School. We believe that a high quality education builds character and promotes critical thinking, decision-making, problem solving, personal accountability, and effective communication in our students. Our efforts to provide a high quality education supports our commitment to maximizing instructional time and ensuring an inclusive atmosphere whereby all students are able to achieve to their highest potential.

Our goals include customizing instructional practices that allow teachers to focus on the needs of each student and the frequent usage of benchmark assessments such as MAP and departmentally designed course specific assessments. Frequent assessment promotes a diagnostic approach to planning and teaching that ensures standards based instruction and content mastery. Diagnostically approaching instructional planning and assessment has allowed Lincoln High School to be awarded the 2008 Palmetto Gold Award for closing the achievement gap. Our HSAP results and meeting ALL AYP (Adequate Yearly Progress) targets continues to prove that what is happening at Lincoln High School works for students.

We will continue to refine the implementation of our yearlong in school remediation/enrichment program known as Extended Academic Learning Time (ExALT) as well as our after school Homework Center that provides our students the ability to engage in individualized help sessions from certified staff. We will also continue to work to improve home-school relationships and communication as we believe that parents are needed from kindergarten through the 12th grade.

While we are very proud of our accomplishments, we yet realize that there is still much to do to continue the Charleston Achieving Excellence Plan and Lincoln's mission to provide each student at Lincoln High School a high quality education.

Ms. Michell N. Glover, Principal

Mrs. Rochelle White, Chairperson, School Improvement Council

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	28	30	0
Percent satisfied with learning environment	77.8%	83.3%	N/R
Percent satisfied with social and physical environment	92.9%	86.7%	N/R
Percent satisfied with school-home relations	37.0%	93.3%	N/R

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

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 4 out of 7 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

## Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.5%	0.0%	No

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## 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
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## English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	43	100	25	52.5	20	2.5	32.5	64.1	61.8	No	Yes
Male	22	100	31.6	42.1	21.1	5.3	31.6	60.7	57.4	N/A	N/A
Female	21	100	19	61.9	19	0	33.3	67	66.1	N/A	N/A
White	3	I/S	I/S	I/S	I/S	I/S	I/S	86.8	74.3	I/S	I/S
African American	40	100	26.3	52.6	18.4	2.6	28.9	44.5	44.9	I/S	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	85.5	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.5	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	3	I/S	I/S	I/S	I/S	I/S	I/S	23.9	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.6	38.5	I/S	I/S
Subsized meals	34	100	21.9	62.5	15.6	0	25	42	45.6	I/S	I/S

## Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	43	100	22.5	55	17.5	5	32.5	62.9	62.7	No	Yes
Male	22	100	31.6	36.8	26.3	5.3	36.8	63.2	61.8	N/A	N/A
Female	21	100	14.3	71.4	9.5	4.8	28.6	62.5	63.6	N/A	N/A
White	3	I/S	I/S	I/S	I/S	I/S	I/S	88.2	75.1	I/S	I/S
African American	40	100	23.7	55.3	18.4	2.6	28.9	40.7	45.1	I/S	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	89.1	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.1	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	3	I/S	I/S	I/S	I/S	I/S	I/S	26.9	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.9	52.3	I/S	I/S
Subsized meals	34	100	21.9	62.5	9.4	6.3	28.1	40.5	47.9	I/S	I/S

## Physical Science (End-of-Course Test performance by Group)

All Students	43	95.3	83.7	7.0	N/A	4.7	I/S	N/A	N/A	N/A	N/A
Male	22	90.9	77.3	4.5	N/A	9.1	I/S	N/A	N/A	N/A	N/A
Female	21	100.0	90.5	9.5	N/A	N/A	I/S	N/A	N/A	N/A	N/A
White	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	40	95.0	85.0	5.0	N/A	5.0	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	3	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	34	94.1	85.3	5.9	N/A	2.9	I/S	N/A	N/A	N/A	N/A

\* 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 or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2008	43	100	17.1	43.9	29.3	9.8	53.7	70.7	69.7
	2009	43	100	25	52.5	20	2.5	32.5	64.1	61.8

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	2008	43	100	22	39	31.7	7.3	51.2	66.9	67.2
	2009	43	100	22.5	55	17.5	5	32.5	62.9	62.7

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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