



## LINCOLN HIGH

714 Lincoln Road  
McClellanville, SC 29458

<b>Grades</b>	7-12 High School	
<b>Enrollment</b>	181 Students	
<b>Principal</b>	Dr. Yvonne Commodore	843-887-3244
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>At-Risk</b>
2009	Below Average	At-Risk
2008	Average	At-Risk
2007	Good	Good
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.

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

Excellent	Good	Average	Below Average	At-Risk
0	2	11	5	14

\* Ratings are calculated with data available by 03/24/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	76.7%	62.8%	70.8%	64.0%	57.3%	58.4%
Passed 1 subtest (%)	9.3%	23.3%	8.3%	16.1%	21.0%	19.3%
Passed no subtests (%)	14.0%	14.0%	20.8%	20.5%	23.8%	24.7%

**HSAP Passage Rate by Spring 2010**

Percent	Our High School	High Schools with Students Like Ours
	85.7%	82.2%

**Four-Year Cohort Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	47	45	124	123
Number of Graduates in Cohort	31	34	81	77
Rate	66.0%	75.6%	59.9%	58.9%

\*Used to calculate current AYP.

**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	68.2%	55.3%
English 1	43.5%	48.5%
Physical Science	31.6%	34.0%
US History and the Constitution	16.1%	24.5%
All Tests	37.9%	39.7%

\* 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=181)</b>				
Retention rate	5.3%	Down from 9.7%	5.3%	3.7%
Attendance rate	93.6%	Up from 92.3%	94.7%	95.4%
Eligible for gifted and talented	0.0%	No Change	2.7%	12.4%
With disabilities other than speech	15.3%	Up from 11.8%	14.1%	12.8%
Older than usual for grade	14.9%	Down from 21.4%	14.9%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	21.0%	Up from 17.5%	1.7%	1.1%
Enrolled in AP/IB programs	0.0%	No Change	2.6%	13.1%
Successful on AP/IB exams	N/A	N/A	40.0%	50.4%
Eligible for LIFE Scholarship	27.8%	Down from 30.3%	26.2%	30.4%
Annual dropout rate	6.1%	Up from 5.5%	2.4%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	3.4%	2.2%
Enrollment in career/technology courses	84	Down from 98	217	424
Students participating in work-based experiences	6.6%	Down from 52.3%	6.9%	11.7%
Career/technology students attaining technical skills	83.3%	Up from 82.3%	74.6%	78.7%
Career/technology completers placed	90.9%	Up from 85.7%	96.8%	98.5%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	50.0%	Down from 53.6%	54.3%	60.4%
Continuing contract teachers	56.3%	Up from 46.4%	60.3%	76.6%
Teachers with emergency or provisional certificates	25.9%	Up from 24.0%	18.6%	6.5%
Teachers returning from previous year	78.0%	Up from 74.5%	78.2%	86.8%
Teacher attendance rate	98.4%	Up from 96.1%	95.6%	95.8%
Average teacher salary*	\$43,082	Down 5.7%	\$44,188	\$47,390
Professional development days/teacher	7.2 days	Down from 11.0 days	10.2 days	10.0 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	10.9 to 1	Down from 14.2 to 1	20.6 to 1	25.8 to 1
Prime instructional time	91.9%	Up from 87.4%	89.2%	90.1%
Dollars spent per pupil**	\$18,740	Up 3.7%	\$10,836	\$7,974
Percent of expenditures for teacher salaries**	51.2%	Up from 45.9%	52.2%	55.4%
Percent of expenditures for instruction**	56.0%	Up from 50.4%	58.4%	60.4%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.7%	Up from 79.5%	97.4%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

\* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	35	85.7%	95	37.9%	45	75.6%	No
<b>Gender</b>							
Male	12	75.0%	46	43.5%	18	61.1%	N/A
Female	23	91.3%	49	32.7%	27	85.2%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	30	90.0%	89	34.8%	36	86.1%	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	13	30.8%	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	27	81.5%	83	37.3%	36	72.2%	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

Lincoln Middle High School completed the 2009-2010 school year with many successes and with significant challenges. Perhaps our biggest success in 2009-2010 was being named a Banner School for teaching behavioral expectations and rewarding students; additionally, we received an award from the Charleston County School District for successfully implementing the Start on Time Program. This reinforces our goal to provide a school climate and culture that promotes student learning. Recently, our school unveiled a 200 foot mural in collaboration with local professional artists and community sponsors. The idea was to express the heritage of our school culture within the local regional culture of our lowcountry rural community in hopes of brining an extended visual to our very talented artists. We were successful in increasing parent involvement, community and business partnerships, and expansion of our career and technology programs. MAP, EOC, and HSAP data revealed that we are making gains. With literacy being one of our key focuses, Lincoln Middle-High School teachers designed instruction and utilized strategies encouraging research and creativity. This was in the form of Projects and Research Papers. All subject areas required students to carry out research and analyze results. Many departments, such as Mathematics, Science, and the Arts, also had a (major) culminating project. These teaching strategies were developed to reflect the latest course standards and were monitored and adjusted as needed. Additionally, Lincoln collaborated with the local elementary school to provide reading encouragement through our Read Across America reach out and the Summer Reading Program, in which some of the elementary students were given books.

Instructionally, the High Schools That Work/Making Middle Grades Work model drives LMHS as we strive to close the achievement gap and reach academic goals. We encourage all students to graduate with at least one career major. The restructuring of our ninth-grade academy allows us to include yearlong classes in English I and Algebra I for students who need extra support. In order to increase our graduation rate and address our at-risk students' other needs, we implemented an afterschool program twice weekly on Tuesdays and Thursdays. We also utilized the APEX online academic assistance program to support mastery of standards for all students in addition to providing initial-credit and credit-recovery opportunities. An Advisor period was also implemented. All classrooms are equipped with SMART Board™ interactive whiteboards to improve classroom performance.

Although LMHS has achieved much, we face challenges as well. We strive to increase our graduation rate, standardized test scores, and increase our attendance rate. The administration, faculty, staff, students, parents, and community are actively working together to create a professional learning community where students are learning to excel and compete in the global economy.

Dr. Yvonne Commodore, Principal  
Mrs. Tiffany Jenkins, Chairperson, School Improvement Council

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	25	22
Percent satisfied with learning environment	71.4%	40.0%	81.8%
Percent satisfied with social and physical environment	64.3%	60.0%	68.2%
Percent satisfied with school-home relations	46.4%	84.0%	71.4%

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

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School Adequate Yearly Progress

NO

This school met 12 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

NI

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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.8%	0.0%	No

Abbreviations for Missing Data

**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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	24	100	26.1	43.5	26.1	4.3	43.5	69.8	65.9	Yes	Yes
Male	14	100	23.1	38.5	30.8	7.7	46.2	67.3	60.8	N/A	N/A
Female	10	I/S	I/S	I/S	I/S	I/S	I/S	72.3	71	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	91.6	77.5	I/S	I/S
African American	22	100	28.6	42.9	23.8	4.8	42.9	48.4	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.2	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.6	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	28.3	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.7	47.3	I/S	I/S
Subsidized meals	21	100	23.8	47.6	23.8	4.8	42.9	50.2	51.5	Yes	Yes

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>											
All Students	24	100	26.1	56.5	13	4.3	34.8	64.2	62.3	Yes	Yes
Male	14	100	15.4	61.5	15.4	7.7	38.5	66.5	61.7	N/A	N/A
Female	10	I/S	I/S	I/S	I/S	I/S	I/S	62	63	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8	75	I/S	I/S
African American	22	100	28.6	57.1	14.3	0	33.3	41.8	44	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.2	85.5	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.9	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	25.7	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.3	52.6	I/S	I/S
Subsidized meals	21	100	23.8	61.9	9.5	4.8	33.3	43.1	48.1	Yes	Yes

<b>Physical Science (End-of-Course Test performance by Group)</b>											
All Students	24	87.5	85.7	14.3	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Male	14	85.7	83.3	16.7	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Female	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	22	90.9	85.0	15.0	0.0	0.0	0.0	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	6	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
Subsidized meals	21	85.7	83.3	16.7	0.0	0.0	0.0	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	2009	43	100	25	52.5	20	2.5	32.5	64.1	61.8
	2010	24	100	26.1	43.5	26.1	4.3	43.5	69.8	65.9

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

All Students	2009	43	100	22.5	55	17.5	5	32.5	62.9	62.7
	2010	24	100	26.1	56.5	13	4.3	34.8	64.2	62.3

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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